

# Performance-Based Monitoring Analysis System 2008 Manual

Texas Education Agency  
Department of Assessment, Accountability, and Data Quality  
Performance-Based Monitoring Division

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# Performance-Based Monitoring Analysis System 2008 Manual

## *Section I: Introduction*

### *Development of the Performance-Based Monitoring Analysis System (PBMAS)*

House Bill 3459 of the 78<sup>th</sup> Texas Legislature, Regular Session (2003), limited and redirected the agency's monitoring activities. The legislation also included a new performance-based section on bilingual education, new local board of trustees' responsibilities for ensuring school district compliance with all applicable requirements of state programs, and an emphasis on data integrity. This statutory change resulted in a realignment of agency functions and an emphasis on a coordinated approach to agency monitoring. Through this new approach, the Texas Education Agency (TEA) began a coordinated implementation of several different agency evaluation and monitoring components, including the following:

- the PBMAS;
- the Data Validation System;
- federal program and fiscal compliance;
- the state accountability system, including alternative education accountability (AEA) procedures;
- federal accountability provisions, including Adequate Yearly Progress (AYP);
- the Financial Integrity Rating System of Texas (FIRST);
- financial audits;
- complaints;
- due process hearings;
- governance; and
- other monitoring responsibilities, such as those required by the Office for Civil Rights.

## **Guiding Principles of the PBMAS**

The PBMAS is based on the following principles:

### **School District Effectiveness**

PBMAS is designed to assist school districts and charters in their efforts to improve local performance.

### **Statutory Requirements**

PBMAS is designed to meet statutory requirements.

### **Valid Indicators of Performance**

PBMAS indicators are designed to reflect critical areas of student performance, program effectiveness, and data integrity.

### **Maximum Inclusion**

PBMAS is designed to evaluate a maximum number of school districts and charters by using appropriate alternatives to analyze the performance of districts and charters with small numbers of students.

### **Individual Program Accountability**

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

### **High Standards**

PBMAS is designed to encourage high standards for all students in all districts and charters. Standards will be adjusted over time to ensure high expectations continue to be set.

### **Annual Statewide Evaluation**

PBMAS allows for the annual evaluation of a maximum number of school districts and charters in the state, and all evaluated school districts and charters can access PBMAS performance data on a yearly basis.

### **Public Input and Accessibility**

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

### **System Evolution**

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

### **Coordination**

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

## **PBMAS Manual**

The *Performance-Based Monitoring Analysis System 2008 Manual* is a comprehensive technical resource designed to explain the PBMAS, which is used by the agency as one part of its overall evaluation of the performance and program effectiveness of school districts and charters. The PBMAS is a district-level, data-driven analysis system developed and implemented annually by the PBM Division since 2004 in coordination with other agency divisions and departments.

### **Changes to the PBMAS in 2008**

The 2008 PBMAS includes several key changes from the 2007 system. Texas Assessment of Knowledge and Skills (TAKS) (Accommodated) results for English Language Arts (Grade 11), Mathematics (Grade 11), Science (Grades 5, 8, 10, and 11), Science (Grade 5 Spanish), and Social Studies (Grades 8, 10, and 11) have been incorporated into TAKS performance indicators as appropriate. TAKS Grade 8 Science results have also been incorporated into all TAKS performance indicators. In addition, the 2007 data for all TAKS performance indicators have been rebuilt to include both the TAKS-Inclusive<sup>1</sup> results and the Grade 8 Science results. This data rebuild will make the 2007 and 2008 performance comparable and thus enable the continued use of Required Improvement for the TAKS performance indicators in the 2008 PBMAS.

The performance level cut points for the PBMAS TAKS performance indicators were set in 2004 and have not been adjusted since then. For the 2008 PBMAS, however, those cut points will be adjusted to align with the changes that have occurred over the last four years in the subject-area TAKS standards for *Academically Acceptable* in the state accountability system. In addition, the number of years for districts to meet the standard under the Required Improvement calculation for TAKS performance indicators will remain the same as it was in 2007 to continue to allow districts time to demonstrate improvement toward meeting the standard.

As a result of the Texas English Language Proficiency Assessment System (TELPAS) standard setting timeline outlined in a January 7, 2008 To the Administrator Addressed letter (<http://www.tea.state.tx.us/student.assessment/resources/letters/>), BE/ESL #10 (RPTE Multi-Year Beginning Proficiency Level Rate) used in the 2007 PBMAS will be suspended and reinstated with the 2009 PBMAS. NCLB#1(i-ii) (Adequate Yearly Progress) used in the 2007 PBMAS has been replaced with Title I, Part A TAKS passing rate indicators in Mathematics, Reading/ELA, Science, Social Studies, and Writing. In addition, three new Report Only indicators (Title I, Part A Annual Dropout Rate in Grades 7-12, Title I, Part A Graduation Rate, and Title I, Part A Discretionary DAEP Placements) have been added to the NCLB program area.

As a result of the proposed AYP timeline for preliminary and final results outlined at <http://www.tea.state.tx.us/ayp/2008/timeline.html> and subject to USDE approval, the Annual Measurable Achievement Objectives (AMAOs) that were included as NCLB Indicators #6 - #10 in the 2007 PBMAS will not be included in the 2008 PBMAS. Instead, the AMAOs will be reported separately by the agency in October /November 2008.

A “hold harmless” provision has been added to one indicator in the special education program area. This provision, described in more detail in Section VI of this manual, has been designed to incorporate the phase-in of certain TAKS (Accommodated) results. Several new or revised participation indicators are being implemented in the 2008 PBMAS. These indicators measure students’ participation in TAKS, TAKS (Accommodated), TAKS-M, and TAKS-Alt. A new indicator to measure potential disproportionate out-of-school suspensions (OSS) of students with disabilities has been added to the special education program area. And finally, the cut points for the in-school suspensions (ISS) indicator have been adjusted to reflect more rigorous expectations. Changes to the PBMAS indicators for 2008 are marked in the manual as “*New!*” for easy reference.

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<sup>1</sup> TAKS-Inclusive was renamed TAKS (Accommodated) beginning with the 2007-2008 school year.  
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### **Planning for the Future: 2009 and Beyond**

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

- continued implementation of alternate assessments for students with disabilities;
- reauthorizations of federal statutes, including NCLB;
- results of any USDE reviews, guidance, or regulations;
- changes to data collection definitions and processes; and
- legislation from a regular or special legislative session.

## ***Section II: Components of the 2008 PBMAS***

### **Data Sources**

Data used in the PBMAS come from a variety of sources. Student assessment data are obtained from data sets produced by the Student Assessment Division of the agency. Data obtained from other divisions within TEA include the list of dropouts and longitudinal graduation data from the Division of Accountability Research; Academic Excellence Indicator System (AEIS) and annual graduation data from the Performance Reporting Division; and PEIMS data from the Information Systems Division. The data source for each performance indicator is included as a part of the explanation of each indicator described in this manual.

The calculations for each indicator are based on the most current data available and, for ease of understanding, are presented in this manual as single-year calculations. In certain instances, however, multiple years of data are combined in order to meet minimum size requirements. (See *Minimum Size Requirements* on page 9.)

### **Filters**

At times, there are unique circumstances concerning the evaluation of a district on a particular performance indicator. For example, a residential facility for students with disabilities in a particular district is likely to increase the percentage of students identified for special education programs. As such, it may be appropriate to apply certain filters to the data sets before performance indicators are calculated. Any filters applied to data sets used to calculate performance indicators are included in the description of the indicator in this manual. In addition, TEC, §39.072(d), requires that the performance of students in certain settings be excluded from districts' student performance determinations, and those exclusions that have been applied to the PBMAS calculations.

### **No Data Available for an Indicator**

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

## **Rounding**

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

## **Masking**

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

## **Standards and Performance Levels**

A performance level is the result that occurs when a standard is applied to a district's performance on an indicator. The performance levels available for indicators in the 2008 PBMAS include *Not Assigned (including Not Assigned through SA or PJSA)*, *0, OSA, OPJSA, ORI, 1, ISA, 1PJSA, 2, 2SA, 2PJSA, 3, 3SA, or 3PJSA*. (SA refers to special analysis, while PJSA refers to professional judgment special analysis; both are described in the *Minimum Size Requirements and Special Analysis* section below. RI refers to Required Improvement, which is also described in a separate section below.) A performance level of *0* is the highest designation for any indicator, meaning the district met the standard for the indicator. A performance level of *3* is the lowest designation, indicating that the district performance was farthest from the *0 - Met Standard* designation.

### **Types of Standards**

**Absolute standards** are tied to an absolute requirement or goal that all districts have the possibility of achieving each year. The state accountability system provides absolute standards to which PBMAS standards can be aligned for certain TAKS indicators. The standards, by subject, for a rating of *Academically Acceptable* in the 2008 state accountability system are as follows:

<b>TAKS Subject</b>	<b>Percent of Students Passing</b>
Mathematics	50%
Reading/ELA*	70%
Science	45%
Social Studies	65%
Writing	65%

\* *English Language Arts (ELA)*

Standards for PBMAS TAKS performance indicators are aligned with these state accountability standards so that a district achieving the performance standard for an accountability rating of *Academically Acceptable* in a TAKS subject area test receives a PBMAS performance level assignment of *0 – Met Standard* for that TAKS subject area indicator in PBMAS. In standard PBMAS analysis, a district with performance up to 10.0 percentage points below the state accountability standard receives a performance level assignment of *1*, and a district with performance 10.1 to 20.0 percentage points below the state accountability standard receives a performance level assignment of *2*. Any district with performance 20.1 or more percentage points below the state accountability standard receives a performance level of *3*, the lowest designation in the PBMAS. The following chart summarizes the assignment of performance levels for the PBMAS TAKS indicators:

District TAKS Passing Rate Compared to PBMAS Standards				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	Performance Level = 0 (met standard) (Also includes 0SA, 0PJSA, and 0RI)	Performance Level = 1 (Also includes 1SA and 1PJSA)	Performance Level = 2 (Also includes 2SA and 2PJSA)	Performance Level = 3 (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of <i>Not Assigned</i> .	The district TAKS passing rate is at or above the state accountability standard for the subject. (Minimum size requirements not applicable if PL = 0.)	The district TAKS passing rate is 0.1 to 10.0 percentage points below the state accountability standard for the subject.	The district TAKS passing rate is 10.1 to 20.0 percentage points below the state accountability standard for the subject.	The district TAKS passing rate is at least 20.1 percentage points below the state accountability standard for the subject.

**Relative standards** are not tied to an absolute requirement or goal. Rather, they are usually based on the distribution of scores of the population being evaluated. While absolute standards are preferred, they are not always possible to determine with a new indicator and may not always be appropriate depending on the purpose of a particular indicator. Relative standards may be used in the PBMAS to determine a baseline absolute standard for certain indicators.

### **Changes to PBMAS Standards**

As part of the annual PBMAS development cycle, the agency considers the standards for each PBMAS indicator. A decision to increase standards 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;
- actual improvement on the indicator over time;
- amount of improvement that is reasonable for the indicator;
- overall impact on the PBMAS of increased standards;
- other considerations that could affect performance on particular indicators;
- setting appropriate standards across similar indicators; and
- external input.

The table below identifies the PBMAS standards for 2007 and 2008, as well as anticipated standards for 2009. However, all standards are subject to change as a result of any state or federal requirements the agency is required to implement.

<b>PBMAS STANDARDS</b>				
<i>TBD = To Be Determined; LEP = Limited English Proficient</i>	<b>PBMAS Standards by Year</b>			
		<b>2007</b>	<b>2008</b>	<b>2009</b>
TAKS Indicators (All program areas)	<b>Subject</b>			
	Mathematics	45.0%	50.0%	55.0%
	Reading/ELA	65.0%	70.0%	70.0%
	Science	40.0%	45.0%	50.0%
	Social Studies	65.0%	65.0%	70.0%
	Writing	65.0%	65.0%	70.0%
Annual Dropout Rate Indicator (Grades 7-12)		2.0%	2.0%	2.0%
Annual Dropout Rate Indicator (Grades 9-12) <small>Separate standard established for Grades 9-12 in 2008 due to change in dropout definition.</small>		2.0%	3.0%	3.0%
<b>Bilingual Education (BE)/English as a Second Language (ESL) Indicators</b>				
LEP Participation Rate		82.0%	82.0%	82.0%
LEP Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP) Diploma Rate		60.0%	60.0%	60.0%
LEP Graduation Rate		Report Only	Report Only	70.0%
Reading Proficiency Tests in English (RPTE) Multi-Year Beginning Proficiency Level Rate		Report Only	Suspended	Re-instated
<b>Career and Technical Education (CTE) Indicators</b>				
CTE RHSP/DAP Diploma Rate		70.0%	70.0%	70.0%
CTE Graduation Rate		Report Only	Report Only	70.0%
Non-Traditional Courses-Male		Report Only	Report Only	TBD
Non-Traditional Courses-Female		Report Only	Report Only	TBD

PBMAS STANDARDS				
TBD = To Be Determined; LEP = Limited English Proficient	PBMAS Standards by Year			
		2007	2008	2009
No Child Left Behind (NCLB) Act Indicators				
	Subject			
Title I, Part A Graduation Rate			Report Only	TBD
Title I, Part A Discretionary DAEP Placements			Report Only	TBD
Migrant RHSP/DAP Diploma Rate		70.0%	70.0%	70.0%
Migrant Graduation Rate		Report Only	Report Only	70.0%
Special Education Indicators				
TAKS/TAKS (Accommodated) Participation Rate		Report Only	20.0%	TBD
TAKS-M Participation Rate			Report Only	TBD
TAKS-Alt Participation Rate			Report Only	TBD
3-5 Year-Olds Less Restrictive Environment Placement Rate		11.0%	11.0%	11.5%
6-11 Year-Olds Less Restrictive Environment Placement Rate		25.0%	25.0%	30.0%
12-21 Year-Olds Less Restrictive Environment Placement Rate		46.5%	46.5%	50.0%
Special Education RHSP/DAP Diploma Rate		16.5%	16.5%	16.5%
Special Education Graduation Rate		Report Only	Report Only	70.0%
Identification		8.5%	8.5%	8.5%
African American Representation		1.0 percentage point	1.0 percentage point	1.0 percentage point
Hispanic Representation		1.0 percentage point	1.0 percentage point	1.0 percentage point
LEP Representation		1.0 percentage point	1.0 percentage point	1.0 percentage point
Discretionary Disciplinary Alternative Education Program (DAEP) Placements		1.0 percentage point	1.0 percentage point	1.0 percentage point
Discretionary Placements to In-School Suspension (ISS)		16.0 percentage points	10.0 percentage points	10.0 percentage points
Discretionary Placements to Out-of-School Suspension (OSS)			Report Only	TBD

## **Report Only Indicators**

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

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

## **Minimum Size Requirements and Special Analysis**

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

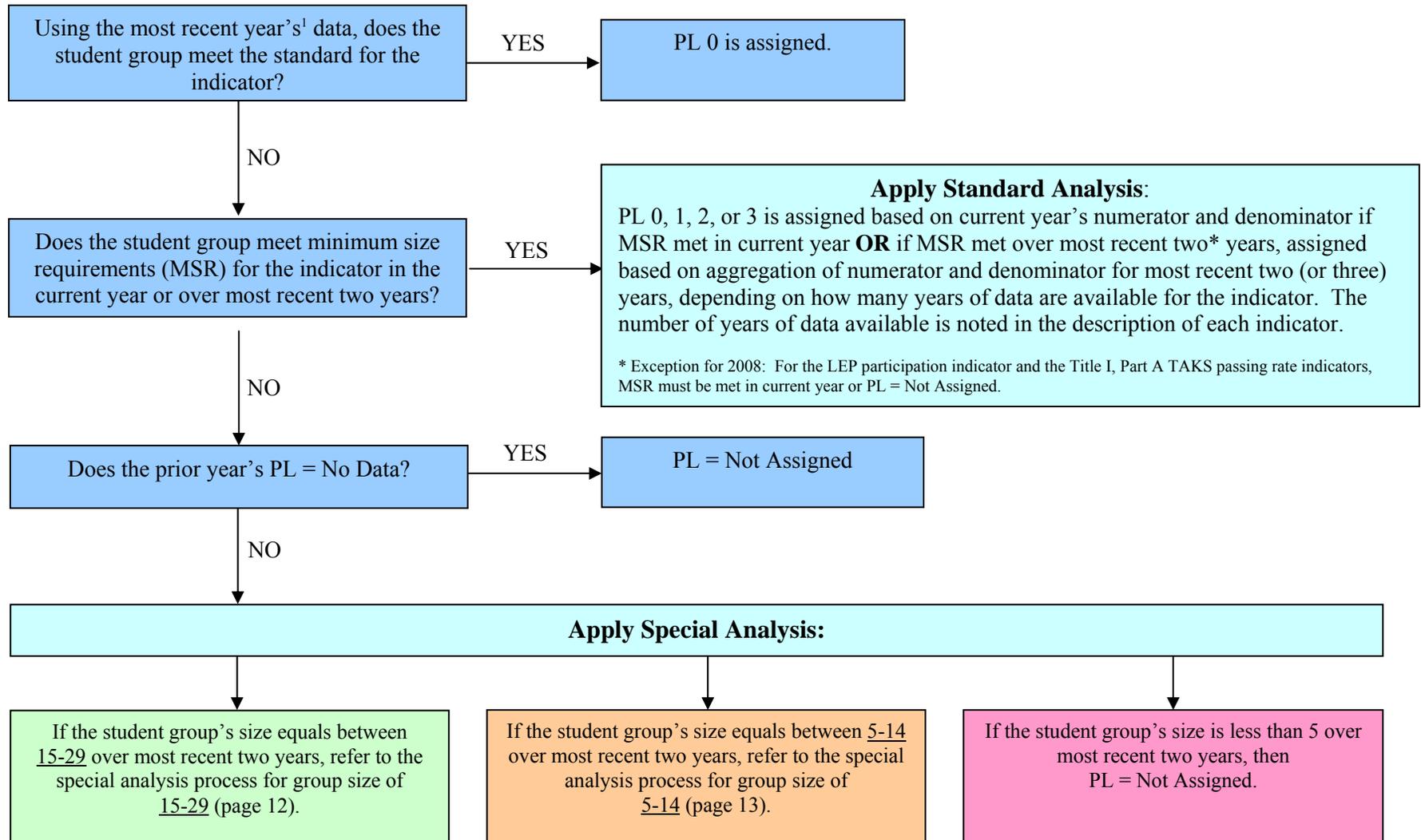
**Minimum size requirements can be met either in the current year or through the aggregation of numerators and denominators over the most recent two years.** If the minimum size requirement is met for a particular performance indicator, then a district is evaluated using the standard PBMAS analysis.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

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

**Special analysis** is a tool that can be used to analyze the performance of districts and charters that do not meet the minimum size requirements. Performance levels established using the special analysis process will have "SA" or "PJSA" appended (*NA SA, NA PJSA, OSA, OPJSA, ISA, IPJSA, 2SA, 2PJSA, 3SA, 3PJSA*) and will be included on PBMAS reports to districts and charters.

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

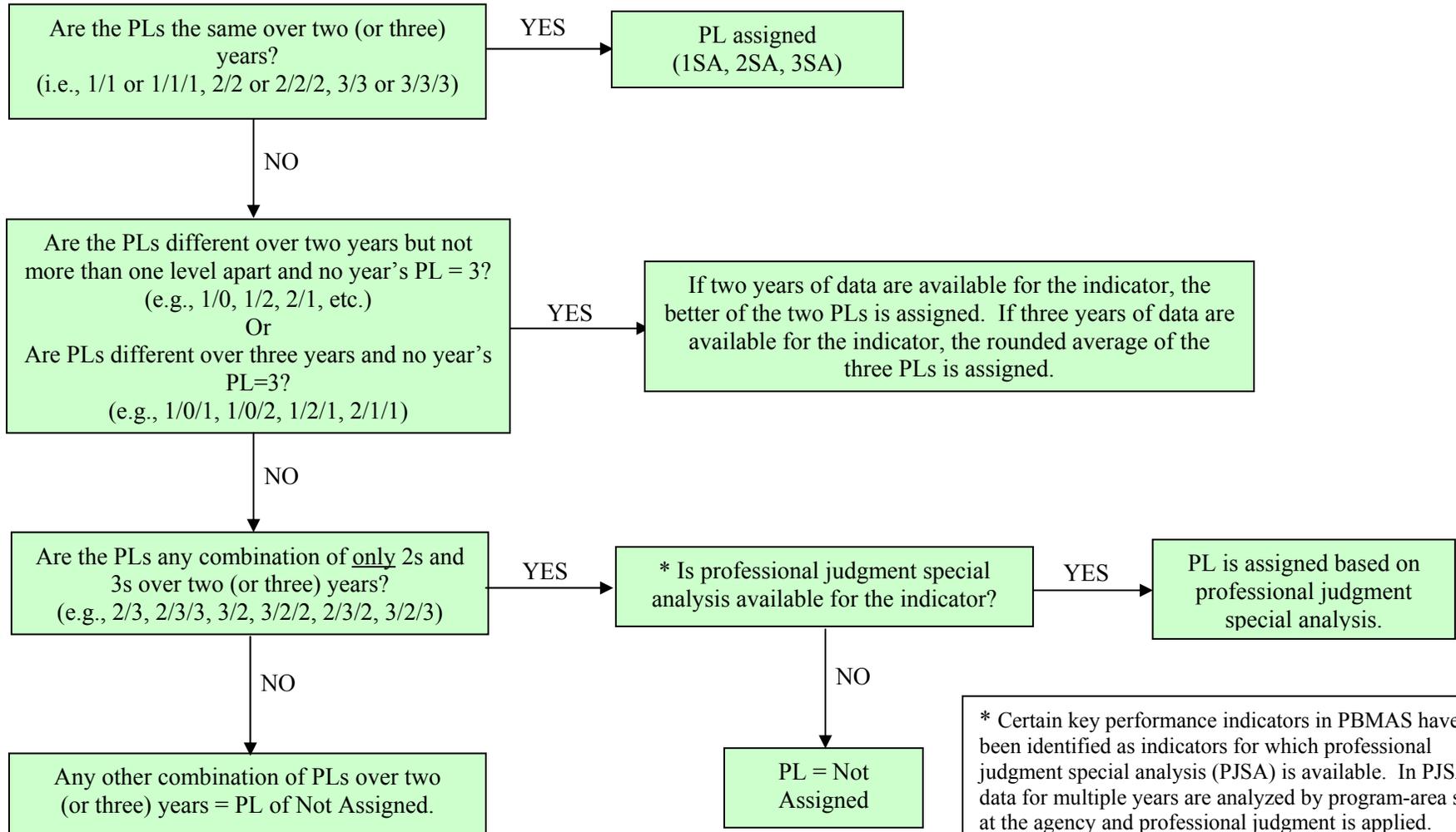
## 2008 PBMAS Performance Level Assignment and Special Analysis Determination Process



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

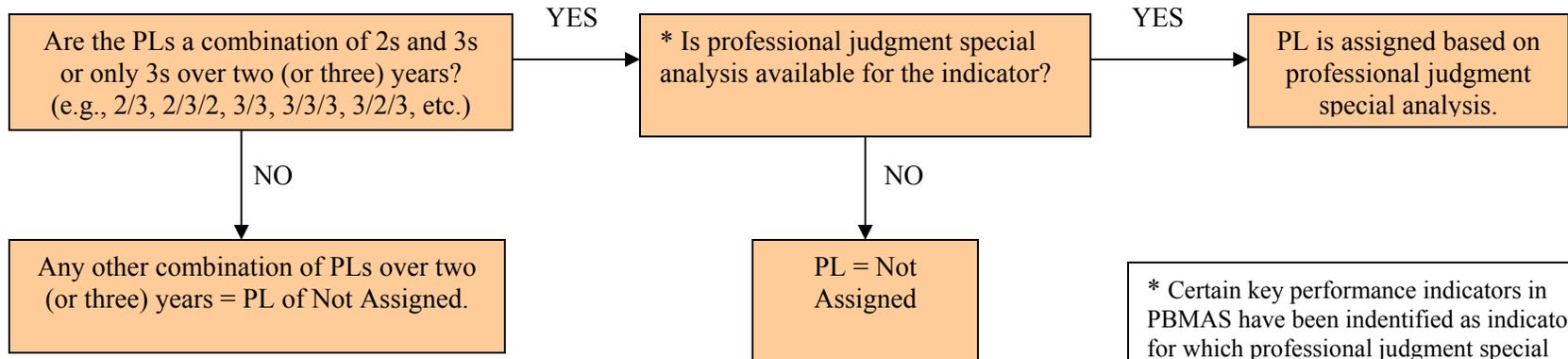
<sup>1</sup> If no current year data are available, then PL = No Data.

**2008 PBMAS Performance Level Assignment and Special Analysis Process for Group Size of  
15-29 (sum of most current two years)**



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

**2008 PBMAS Performance Level Assignment and Special Analysis Process for Group Size of  
5-14 (sum of most current two years)**



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

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## **Required Improvement**

The PBMAS, by design, has a built-in improvement component. Because the system includes a range of performance levels, districts that demonstrate improvement from one year to the next can progress from one performance level to another. For example, a district with 60% of its migrant students passing the TAKS social studies test in 2007 received a performance level of 1. If that same district is able to improve its migrant TAKS social studies passing rate to 65% in 2008, it would receive a performance level of 0 because its performance meets the 2008 standard.

In addition to the system's built-in improvement component, the 2008 PBMAS will again include implementation of a "required improvement" component for certain indicators, similar to the required improvement feature in the state accountability system. The 2008 PBMAS indicators for which required improvement is available are the following:

- BE/ESL #1(i-v)—BE English TAKS Passing Rate
- BE/ESL #2(i-v)—ESL English TAKS Passing Rate
- BE/ESL #3(i-iv)—BE Spanish TAKS Passing Rate
- BE/ESL #4(i-iv)—ESL Spanish TAKS Passing Rate
- BE/ESL #7—LEP Annual Dropout Rate (Grades 7-12)
- BE/ESL #8—LEP RHSP/DAP Diploma Rate
- CTE #1(i-iv)—CTE TAKS Passing Rate
- CTE #2(i-iv)—CTE LEP TAKS Passing Rate
- CTE #3(i-iv)—CTE Economically Disadvantaged TAKS Passing Rate
- CTE #4(i-iv)—CTE Special Education TAKS Passing Rate
- CTE #5(i-iv)—CTE Tech Prep TAKS Passing Rate
- CTE #6—CTE Annual Dropout Rate (Grades 9-12)
- CTE #7—CTE RHSP/DAP Diploma Rate
- NCLB #5(i-v)—Migrant TAKS Passing Rate
- NCLB #6—Migrant Annual Dropout Rate (Grades 7-12)
- NCLB #7—Migrant RHSP/DAP Diploma Rate
- SPED #1(i-v)—SPED TAKS Passing Rate
- SPED #3—SPED TAKS/TAKS (Accommodated) Participation Rate
- SPED #6—SPED 3-5 Year-Olds Less Restrictive Environments Placement Rate
- SPED #7—SPED 6-11 Year-Olds Less Restrictive Environments Placement Rate
- SPED #8—SPED 12-21 Year-Olds Less Restrictive Environments Placement Rate

- SPED #9—SPED Annual Dropout Rate (Grades 7-12)
- SPED #10—SPED RHSP/DAP Diploma Rate
- SPED #12—SPED Identification
- SPED #13—SPED African American Representation
- SPED #14—SPED Hispanic Representation
- SPED #15—SPED LEP Representation
- SPED #16—SPED Discretionary Disciplinary Alternative Education Program (DAEP) Placements
- SPED #17—SPED Discretionary Placements to In-School Suspension (ISS)

## Required Improvement Calculations

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

$$\begin{array}{l}
 \textbf{Actual Change:} \qquad \qquad \qquad \qquad \qquad \qquad \qquad \textbf{Required Improvement:} \\
 [performance\ in\ 2008] - [performance\ in\ 2007] \geq \frac{[standard\ for\ 2010] - [performance\ in\ 2007]}{[number\ of\ years\ to\ reach\ standard]}
 \end{array}$$

EXAMPLE OF REQUIRED IMPROVEMENT USING NCLB INDICATOR #5(i): Migrant TAKS Passing Rate (Mathematics)
<p>1. First, calculate the <b>Actual Change</b> for the district’s migrant TAKS mathematics passing rate:</p> $  \begin{array}{l}  \textbf{Actual Change:} \\  \frac{[45.0\%] - [40.0\%]}{(2008) \quad (2007)} = 5.0  \end{array}  $
<p>2. Next, calculate the <b>Required Improvement</b> for the district’s Migrant TAKS mathematics passing rate:</p> $  \begin{array}{l}  \textbf{Required Improvement:} \\  \frac{[60.0\%*] - [40.0\%]}{6\ (2013-2007)} = 3.3  \end{array}  $ <p>Note: The 2013 target year allows districts three years beyond 2010 to reach the 2010 standard. This target year is the same for all TAKS passing rate indicators where required improvement is available.</p>
<p>3. Then compare the two numbers to see if the <b>Actual Change</b> is greater than or equal to the <b>Required Improvement</b>: <math>5.0 &gt; 3.3</math>. (Gains in passing rates are measured in <i>positive</i> numbers.)</p>
<p>4. Result: the district meets <b>Required Improvement</b> and receives a performance level of 0 – <i>Met Standard</i>.</p>

\*In 2010, the anticipated standard in the state accountability system for Academically Acceptable for TAKS mathematics is currently 60% passing. The PBMAS TAKS passing rate target standards used for 2008 Required Improvement will be equivalent to the Academically Acceptable standards in the state accountability system currently planned for each subject area in 2010. For information on anticipated standards in the state accountability system, see the 2008 Accountability Manual available at the following web address: <http://www.tea.state.tx.us/perfreport/account/2008/manual/>.

For all other indicators for which required improvement is available, the only differences in the required improvement calculation are that the target year standard is the current [2008] PBMAS standard and the number of years to reach the standard is two. In addition, note that the calculation below measures *reductions* in rates which are measured in *negative* numbers. The actual change in special education identification needs to be *less than or equal to Required Improvement* for the standard to be met.

EXAMPLE OF REQUIRED IMPROVEMENT USING SPECIAL EDUCATION INDICATOR #12: SPED Identification	
1. First, calculate the <b>Actual Change</b> for the district’s SPED identification rate:	<p><b><u>Actual Change:</u></b></p> $\frac{[15.0\%] - [25.0%]}{(2008) \quad (2007)} = -10.0$
2. Next, calculate the <b>Required Improvement</b> for the district’s SPED identification rate:	<p><b><u>Required Improvement:</u></b></p> $\frac{[8.5\%] - [25.0%]}{2 (2009-2007)} = -8.25$
3. Then compare the two numbers to see if the <b>Actual Change</b> is less than or equal to the <b>Required Improvement</b> : $-10.0 < -8.25$ . (Reductions in identification rates are measured in <i>negative</i> numbers.)	
4. Result: the district meets <b>Required Improvement</b> and receives a performance level of <i>0 – Met Standard</i> .	

## **System Safeguards**

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

Performance-based monitoring interventions determinations are based on PBMAS performance levels and other criteria as well as results of the data validation analyses described above. Sanctions are applied as necessary and according to state and federal law and Texas Administrative Code, including, but not limited to, Texas Education Code §39.075 and §39.131.

Additional information related to performance-based monitoring interventions is reflected in 19 Texas Administrative Code (TAC) §97.1071, Special Program Performance; Intervention stages, available at [www.tea.state.tx.us/rules/tac/index/html](http://www.tea.state.tx.us/rules/tac/index/html). Also available on this rules link is the text of §97.1055, Accreditation Status, which describes how deficiencies in a district's programs monitored under the PBMAS may affect a district's accreditation status.

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Sections III - VI

Performance  
Indicators

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## SECTION III:

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

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

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

**CALCULATION**

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

$$\begin{array}{l} \text{District BE passing rate} \\ \text{for an English TAKS} \\ \text{[subject (i-v)] test} \end{array} = \frac{\text{District number of BE students who passed the English TAKS [subject (i-v)] test in spring 2008}}{\text{District number of BE students who took the English TAKS [subject (i-v)] test in spring 2008}}$$

**MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Minimum Size Requirements: At least 30 BE English TAKS test takers in the subject area.
- Professional judgment special analysis is available in the Mathematics and Reading/ELA subject areas evaluated under this indicator.
- Three years of data are available for analysis under this indicator.

**DATA SOURCE**

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2007 snapshot date (110 Record) **and** also reported by the district as participating in a state-approved **bilingual** program on the spring 2008 TAKS answer documents (Bilingual indicator code).

**NOTES**

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

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

- **New!** TAKS (Accommodated) and Grade 8 Science results are included as shown in the table to the left.
- Required improvement is available for this indicator.
- Second administrations of Grades 3, 5, and 8 Reading and Grades 5 and 8 Mathematics are included.
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.

## PERFORMANCE LEVEL ASSIGNMENT

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

District BE English TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	Performance Level = 0 (met standard) (Also includes 0SA, 0PJSA, and 0RI)	Performance Level = 1 (Also includes 1SA and 1PJSA)	Performance Level = 2 (Also includes 2SA and 2PJSA)	Performance Level = 3 (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis determination process* results in the assignment of a performance level of <i>Not Assigned</i> .	The district BE English TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district BE English TAKS passing rate is 0.1 to 10.0 percentage points below the state accountability standard for the subject.	The district BE English TAKS passing rate is 10.1 to 20.0 percentage points below the state accountability standard for the subject.	The district BE English TAKS passing rate is at least 20.1 percentage points below the state accountability standard for the subject.

\* For the BE English TAKS Passing Rate Indicator, professional judgment special analysis is not available for Science, Social Studies, and Writing.

Note: The state *Academically Acceptable* accountability standard for each subject is used for this indicator. Those standards are listed below:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
1(i)	Mathematics	50.0%	≥ 50.0%	40.0% - 49.9%	30.0% - 39.9%	≤ 29.9%
1(ii)	Reading/ELA	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
1(iii)	Science	45.0%	≥ 45.0%	35.0% - 44.9%	25.0% - 34.9%	≤ 24.9%
1(iv)	Social Studies	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%
1(v)	Writing	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%

**BE/ESL Indicator #2(i-v): ESL English TAKS Passing Rate**

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

**CALCULATION**

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

$$\frac{\text{District ESL passing rate for an English TAKS [subject (i-v)] test}}{\text{District number of ESL students who passed the English TAKS [subject (i-v)] test in spring 2008}} = \frac{\text{District number of ESL students who passed the English TAKS [subject (i-v)] test in spring 2008}}{\text{District number of ESL students who took the English TAKS [subject (i-v)] test in spring 2008}}$$

**MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Minimum Size Requirements: At least 30 ESL English TAKS test takers in the subject area.
- Professional judgment special analysis is available in the Mathematics, Reading/ELA, and Science subject areas evaluated under this indicator.
- Three years of data are available for analysis under this indicator.

**DATA SOURCE**

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2007 snapshot date (110 Record) and also reported by the district as participating in a state-approved **ESL** program on the spring 2008 TAKS answer documents (ESL indicator code).

**NOTES**

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

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

- **New!** Professional judgment special analysis is available for science.
- **New!** TAKS (Accommodated) and Grade 8 Science results are included as shown in the table to the left.
- Required improvement is available for this indicator.
- Second administrations of Grades 3, 5, and 8 Reading and Grades 5 and 8 Mathematics are included.
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.

## PERFORMANCE LEVEL ASSIGNMENT

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

District ESL English TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	Performance Level = 0 (met standard) (Also includes 0SA, 0PJSA, and 0RI)	Performance Level = 1 (Also includes 1SA and 1PJSA)	Performance Level = 2 (Also includes 2SA and 2PJSA)	Performance Level = 3 (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis determination process* results in the assignment of a performance level of <i>Not Assigned</i> .	The district ESL English TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district ESL English TAKS passing rate is 0.1 to 10.0 percentage points below the state accountability standard for the subject.	The district ESL English TAKS passing rate is 10.1 to 20.0 percentage points below the state accountability standard for the subject.	The district ESL English TAKS passing rate is at least 20.1 percentage points below the state accountability standard for the subject.

\* For the ESL English TAKS Passing Rate Indicator, professional judgment special analysis is not available for Social Studies and Writing.

Note: The state *Academically Acceptable* accountability standard for each subject is used for this indicator. Those standards are listed below:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
2(i)	Mathematics	50.0%	≥ 50.0%	40.0% - 49.9%	30.0% - 39.9%	≤ 29.9%
2(ii)	Reading/ELA	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
2(iii)	Science	45.0%	≥ 45.0%	35.0% - 44.9%	25.0% - 34.9%	≤ 24.9%
2(iv)	Social Studies	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%
2(v)	Writing	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%

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

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

**CALCULATION**

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

$$\text{District BE passing rate for a Spanish TAKS [subject (i-iv)] test} = \frac{\text{District number of BE students who passed the Spanish TAKS [subject (i-iv)] test in spring 2008}}{\text{District number of BE students who took the Spanish TAKS [subject (i-iv)] test in spring 2008}}$$

**MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Minimum Size Requirements: At least 30 BE Spanish TAKS test takers in the subject area.
- Professional judgment special analysis is available in the Mathematics, Reading, and Science subject areas evaluated under this indicator.
- Three years of data are available for analysis under this indicator.

**DATA SOURCE**

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2007 snapshot date (110 Record) and also reported by the district as participating in a state-approved **bilingual** program on the spring 2008 TAKS answer documents (Bilingual indicator code).

**NOTES**

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

Indicator	Subject Test	TAKS	TAKS (Accommodated)
3(i)	Mathematics	3-6	
3(ii)	Reading	3-6	
3(iii)	Science	5	5
3(iv)	Writing	4	

- **New!** TAKS (Accommodated) results are included as shown in the table to the left.
- Required improvement is available for this indicator.
- Second administrations of Grades 3 and 5 Reading and Grade 5 Mathematics are included.
- The accountability subset is used, and results are summed across grades.

## PERFORMANCE LEVEL ASSIGNMENT

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

District BE Spanish TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	Performance Level = 0 (met standard) (Also includes 0SA, 0PJSA, and 0RI)	Performance Level = 1 (Also includes 1SA and 1PJSA)	Performance Level = 2 (Also includes 2SA and 2PJSA)	Performance Level = 3 (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis determination process* results in the assignment of a performance level of <i>Not Assigned</i> .	The district BE Spanish TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district BE Spanish TAKS passing rate is 0.1 to 10.0 percentage points below the state accountability standard for the subject.	The district BE Spanish TAKS passing rate is 10.1 to 20.0 percentage points below the state accountability standard for the subject.	The district BE Spanish TAKS passing rate is at least 20.1 percentage points below the state accountability standard for the subject.

\* For the BE Spanish TAKS Passing Rate Indicator, professional judgment special analysis is not available for Writing.

Note: The state *Academically Acceptable* accountability standard for each subject is used for this indicator. Those standards are listed below:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
3(i)	Mathematics	50.0%	≥ 50.0%	40.0% - 49.9%	30.0% - 39.9%	≤ 29.9%
3(ii)	Reading	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
3(iii)	Science	45.0%	≥ 45.0%	35.0% - 44.9%	25.0% - 34.9%	≤ 24.9%
3(iv)	Writing	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%

**BE/ESL Indicator #4(i-iv): ESL Spanish TAKS Passing Rate**

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

**CALCULATION**

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

$$\frac{\text{District ESL passing rate for a Spanish TAKS [subject (i-iv)] test}}{\text{District number of ESL students who passed the Spanish TAKS [subject (i-iv)] test in spring 2008}} = \frac{\text{District number of ESL students who passed the Spanish TAKS [subject (i-iv)] test in spring 2008}}{\text{District number of ESL students who took the Spanish TAKS [subject (i-iv)] test in spring 2008}}$$

**MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Minimum Size Requirements: At least 30 ESL Spanish TAKS test takers in the subject area.
- Professional judgment special analysis is available in the Mathematics and Reading subject areas evaluated under this indicator.
- Three years of data are available for analysis under this indicator.

**DATA SOURCE**

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2007 snapshot date (110 Record) and also reported by the district as participating in a state-approved **ESL** program on the spring 2008 TAKS answer documents (ESL indicator code).

**NOTES**

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

Indicator	Subject Test	TAKS	TAKS (Accommodated)
4(i)	Mathematics	3-6	
4(ii)	Reading	3-6	
4(iii)	Science	5	5
4(iv)	Writing	4	

- **New!** TAKS (Accommodated) results are included as shown in the table to the left.
- Required improvement is available for this indicator.
- Second administrations of Grades 3 and 5 Reading and Grade 5 Mathematics are included.
- The accountability subset is used, and results are summed across grades.

## PERFORMANCE LEVEL ASSIGNMENT

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

District ESL Spanish TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	Performance Level = 0 (met standard) (Also includes 0SA, 0PJSA and ORI)	Performance Level = 1 (Also includes 1SA and 1PJSA)	Performance Level = 2 (Also includes 2SA and 2PJSA)	Performance Level = 3 (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis determination process* results in the assignment of a performance level of <i>Not Assigned</i> .	The district ESL Spanish TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district ESL Spanish TAKS passing rate is 0.1 to 10.0 percentage points below the state accountability standard for the subject.	The district ESL Spanish TAKS passing rate is 10.1 to 20.0 percentage points below the state accountability standard for the subject.	The district ESL Spanish TAKS passing rate is at least 20.1 percentage points below the state accountability standard for the subject.

\* For the ESL Spanish TAKS Passing Rate Indicator, professional judgment special analysis is not available for Science and Writing.

Note: The state *Academically Acceptable* accountability standard for each subject is used for this indicator. Those standards are listed below:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
4(i)	Mathematics	50.0%	≥ 50.0%	40.0% - 49.9%	30.0% - 39.9%	≤ 29.9%
4(ii)	Reading	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
4(iii)	Science	45.0%	≥ 45.0%	35.0% - 44.9%	25.0% - 34.9%	≤ 24.9%
4(iv)	Writing	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%

**BE/ESL Indicator #5(i-v): LEP Year-After-Exit (YAE) English TAKS Passing Rate**

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

**CALCULATION**

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

$$\text{District LEP YAE passing rate for an English TAKS [subject (i-v)] test} = \frac{\text{District number of students in their first year of monitoring who passed the English TAKS [subject (i-v)] test in spring 2008}}{\text{District number of students in their first year of monitoring who took the English TAKS [subject (i-v)] test in spring 2008}}$$

**MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

**DATA SOURCE**

- Minimum Size Requirements: At least 30 LEP YAE English TAKS test takers in the subject area.
- Professional judgment special analysis is not available for this indicator.
- Three years of data are available for analysis under this indicator.

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2007 snapshot date (110 Record) and also reported by the district on the spring 2008 TAKS answer documents as having met the criteria for BE/ESL program exit, no longer classified as LEP in PEIMS, and in their first year of monitoring (**M1** indicator code).

**NOTES**

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

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

- **New!** TAKS (Accommodated) and Grade 8 Science results are included as shown in the table to the left.
- Second administrations of Grades 3, 5, and 8 Reading and Grades 5 and 8 Mathematics are included.
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.

## PERFORMANCE LEVEL ASSIGNMENT

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

District LEP YAE English TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	Performance Level = 0 (met standard) (Also includes 0SA )	Performance Level = 1 (Also includes 1SA)	Performance Level = 2 (Also includes 2SA)	Performance Level = 3 (Also includes 3SA)
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of <i>Not Assigned</i> .	The district LEP YAE English TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district LEP YAE English TAKS passing rate is 0.1 to 10.0 percentage points below the state accountability standard for the subject.	The district LEP YAE English TAKS passing rate is 10.1 to 20.0 percentage points below the state accountability standard for the subject.	The district LEP YAE English TAKS passing rate is at least 20.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used for this indicator. Those standards are listed below:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
5(i)	Mathematics	50.0%	≥ 50.0%	40.0% - 49.9%	30.0% - 39.9%	≤ 29.9%
5(ii)	Reading/ELA	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
5(iii)	Science	45.0%	≥ 45.0%	35.0% - 44.9%	25.0% - 34.9%	≤ 24.9%
5(iv)	Social Studies	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%
5(v)	Writing	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%

**BE/ESL Indicator #6: LEP Participation Rate**

This indicator is the percent of limited English proficient (LEP) students taking the TAKS, TAKS (Accommodated), TAKS-M, or TAKS-Alt in every subject (Mathematics, Reading/ELA, Science, Social Studies, Writing).

**CALCULATION**

For each district, calculate the district LEP participation rate:

$$\text{District LEP participation rate} = \frac{\text{District number of LEP students (Grades 3-11) tested on TAKS, TAKS (Accommodated), TAKS-M, or TAKS-Alt for all subjects in spring 2008}}{\text{District number of LEP students (Grades 3-11) for whom a student assessment answer document or finalized TAKS-Alt assessment was submitted in spring 2008}}$$

**MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

**DATA SOURCE**

- Minimum Size Requirements: At least 30 LEP students (Grades 3-11) for whom a student assessment answer document was submitted in spring 2008.
- The PBMAS special analysis process is not applicable to this indicator.
- One year of data is available for analysis under this indicator.

- The data for this indicator are based on the participation of students reported as **enrolled** in the district on the PEIMS fall 2007 snapshot date (110 Record) and also reported by the district as **LEP** on the spring 2008 Student Assessment answer documents (LEP indicator code).

**NOTES**

- **New!** Students who are recent immigrants with limited English proficiency and who qualify for and take a one-time LEP postponement of the exit level TAKS tests according to 19 TAC §101.1005 are not included in the calculation of this indicator in either the numerator or denominator.
- LEP exempt students taking a linguistically accommodated administration of TAKS, TAKS (Accommodated), or TAKS-M are not included in the numerator of this indicator.
- The LEP participation rate is based on results from students in the following grades and includes the TAKS-M subjects field-tested in spring 2008:

Subject Test	TAKS	TAKS (Accommodated)	TAKS-M	TAKS-Alt
Mathematics	3-11	3-11	3-11	3-11
Reading/ELA	3-11	3-11	3-11	3-11
Science	5, 8, 10, 11	5, 8, 10, 11	5, 8, 10, 11	5, 8, 10, 11
Social Studies	8, 10, 11	8, 10, 11	8, 10, 11	8, 10, 11
Writing	4, 7	4,7	4, 7	4, 7

## PERFORMANCE LEVEL ASSIGNMENT

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

District LEP Participation Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	Performance Level = 0 (met standard)	Performance Level = 1	Performance Level = 2	Performance Level = 3
PL not equal to 0 and district does not meet minimum size requirements.	The district LEP participation rate is 82.0% or higher. Minimum size requirements not applicable if PL = 0.	The district LEP participation rate is between 75.0% and 81.9%.	The district LEP participation rate is between 64.0% and 74.9%.	The district LEP participation rate is 63.9% or lower.

The PBMAS special analysis process is not applicable to this indicator. Performance levels are only assigned through standard analysis.

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

**This indicator is the percent of limited English proficient (LEP) students (Grades 7-12) who dropped out in 2006-2007.**

### **CALCULATION**

For each district, calculate the district Grades 7-12 LEP annual dropout rate:

$$\text{District Grades 7-12 LEP annual dropout rate} = \frac{\text{District number of LEP students (Grades 7-12) who dropped out in 2006-2007}}{\text{District number of LEP students (Grades 7-12) in attendance in 2006-2007}}$$

### **MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Minimum Size Requirements: At least 30 LEP students (Grades 7-12) in attendance and at least 5 LEP dropouts in 2006-2007.
- Professional judgment special analysis is not available for this indicator.
- Two years of data are available for analysis under this indicator.

### **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 the following web address: <http://www.tea.state.tx.us/research/>.

### **NOTES**

- **New!** Required improvement is available for this indicator.
- Dropout data are for the 2006-2007 school year.

## PERFORMANCE LEVEL ASSIGNMENT

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

District LEP Annual Dropout Rate (Grades 7-12)				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	Performance Level = 0 (met standard) (Also includes 0SA and 0RI)	Performance Level = 1 (Also includes 1SA)	Performance Level = 2 (Also includes 2SA)	Performance Level = 3 (Also includes 3SA)
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of <i>Not Assigned</i> .	The district Grades 7-12 LEP annual dropout rate is 2.0% or lower. Minimum size requirements not applicable if PL = 0.	The district Grades 7-12 LEP annual dropout rate is between 2.1% and 5.0%.	The district Grades 7-12 LEP annual dropout rate is between 5.1% and 8.0%.	The district Grades 7-12 LEP annual dropout rate is 8.1% or higher.

**BE/ESL Indicator #8: LEP RHSP/DAP Diploma Rate**

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

**CALCULATION**

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

$$\text{District LEP RHSP/DAP diploma rate} = \frac{\text{District number of LEP students who graduated with a RHSP or DAP diploma in 2006-2007}}{\text{District number of LEP students who graduated in 2006-2007}}$$

**MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Minimum Size Requirements: At least 30 LEP graduates.
- Professional judgment special analysis is not available for this indicator.
- Two years of data are available for analysis under this indicator.

**DATA SOURCE**

- For additional information about data sources and methods for calculating the RHSP/DAP diploma rate, see the *2008 Accountability Manual* available at the following web address: <http://www.tea.state.tx.us/perfreport/account/2008/manual/>.

**NOTES**

- Required improvement is available for this indicator.
- Graduation data are for the 2006-2007 school year.

## PERFORMANCE LEVEL ASSIGNMENT

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

District LEP RHSP/DAP Diploma Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	Performance Level = 0 (met standard) (Also includes OSA and ORI)	Performance Level = 1 (Also includes 1SA)	Performance Level = 2 (Also includes 2SA)	Performance Level = 3 (Also includes 3SA)
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of <i>Not Assigned</i> .	The district LEP RHSP/DAP diploma rate is 60.0% or higher. Minimum size requirements not applicable if PL = 0.	The district LEP RHSP/DAP diploma rate is between 50.0% and 59.9%.	The district LEP RHSP/DAP diploma rate is between 30.1% and 49.9%.	The district LEP RHSP/DAP diploma rate is 30.0% or lower.

### **BE/ESL Indicator #9: LEP Graduation Rate**

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

#### **CALCULATION**

For each district, calculate the percent of LEP students graduating with a high school diploma in four years:

$$\text{District LEP graduation rate} = \frac{\text{District number of LEP students in the Grade 9 cohort who graduated with a high school diploma by 2006-2007}}{\text{District number of LEP students in the Class of 2007}}$$

#### **MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Minimum size requirements and the PBMAS special analysis process do not apply to this indicator.

#### **DATA SOURCE**

- For additional information about data sources and methods for calculating the LEP graduation rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at the following web address: <http://www.tea.state.tx.us/research/>.

#### **NOTES**

- This is a Report Only indicator for 2008. The district LEP graduation rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2008.
- Graduation data are for the class of 2007.

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# SECTION IV:

## Career and Technical Education (CTE) Indicators

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

This indicator is the percent of Career and Technical Education (CTE) students (Grades 9-11) passing the TAKS subject test (Mathematics, Reading/ELA, Science, Social Studies).

**CALCULATION**

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

$$\text{District CTE passing rate for a TAKS [subject (i-iv)] test} = \frac{\text{District number of CTE students (Grades 9-11) who passed the TAKS [subject (i-iv)] test in spring 2008}}{\text{District number of CTE students (Grades 9-11) who took the TAKS [subject (i-iv)] test in spring 2008}}$$

**MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Minimum Size Requirements: At least 30 CTE TAKS test takers in the subject area.
- Professional judgment special analysis is available in the Mathematics, Reading/ELA, and Science subject areas evaluated under this indicator.
- Three years of data are available for analysis under this indicator.

**DATA SOURCE**

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2007 snapshot date (110 Record) and also reported by the district as a **2** (Coherent Sequence) or **3** (Tech Prep) participant on the spring 2008 TAKS answer documents (Career and Technical Education indicator code).

**NOTES**

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

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

- **New!** TAKS (Accommodated) results are included as shown in the table to the left.
- Only Career and Technical Education students with status codes 2 (Coherent Sequence) or 3 (Tech Prep) are included in the calculation of this indicator. (See also Data Source above.)
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.
- Required improvement is available for this indicator.

## PERFORMANCE LEVEL ASSIGNMENT

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

District CTE TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	Performance Level = 0 (met standard) (Also includes 0SA, 0PJSA, and 0RI)	Performance Level = 1 (Also includes 1SA and 1PJSA)	Performance Level = 2 (Also includes 2SA and 2PJSA)	Performance Level = 3 (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis determination process* results in the assignment of a performance level of <i>Not Assigned</i> .	The district CTE TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district CTE TAKS passing rate is 0.1 to 10.0 percentage points below the state accountability standard for the subject.	The district CTE TAKS passing rate is 10.1 to 20.0 percentage points below the state accountability standard for the subject.	The district CTE TAKS passing rate is at least 20.1 percentage points below the state accountability standard for the subject.

\* For the CTE TAKS Passing Rate Indicator, professional judgment special analysis is not available for Social Studies.

Note: The state *Academically Acceptable* accountability standard for each subject is used for this indicator. Those standards are listed below:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
1(i)	Mathematics	50.0%	≥ 50.0%	40.0% - 49.9%	30.0% - 39.9%	≤ 29.9%
1(ii)	Reading/ELA	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
1(iii)	Science	45.0%	≥ 45.0%	35.0% - 44.9%	25.0% - 34.9%	≤ 24.9%
1(iv)	Social Studies	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%

**CTE Indicator #2(i-iv): CTE LEP TAKS Passing Rate**

This indicator is the percent of Career and Technical Education (CTE) students (Grades 9-11) with limited English proficiency (LEP) who passed the TAKS subject test (Mathematics, Reading/ELA, Science, Social Studies).

**CALCULATION**

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

$$\text{District CTE LEP passing rate for a TAKS [subject (i-iv)] test} = \frac{\text{District number of CTE LEP students (Grades 9-11) who passed the TAKS [subject (i-iv)] test in spring 2008}}{\text{District number of CTE LEP students (Grades 9-11) who took the TAKS [subject (i-iv)] test in spring 2008}}$$

**MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Minimum Size Requirements: At least 30 CTE LEP TAKS test takers in the subject area.
- Professional judgment special analysis is not available for this indicator.
- Three years of data are available for analysis under this indicator.

**DATA SOURCE**

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2007 snapshot date (110 Record) and also reported by the district as **LEP** and a **2** (Coherent Sequence) or **3** (Tech Prep) participant on the spring 2008 TAKS answer documents (LEP and Career and Technical Education indicator codes).

**NOTES**

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

Indicator	Subject Test	TAKS	TAKS (Accommodated)
2(i)	Mathematics	9-11	11
2(ii)	Reading/ELA	9-11	11
2(iii)	Science	10, 11	10, 11
2(iv)	Social Studies	10, 11	10, 11

- **New!** TAKS (Accommodated) results are included as shown in the table to the left.
- Required improvement is available for this indicator.
- Only Career and Technical Education students with status codes 2 (Coherent Sequence) or 3 (Tech Prep) are included in the calculation of this indicator. (See also Data Source above.)
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.

## PERFORMANCE LEVEL ASSIGNMENT

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

District CTE LEP TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	Performance Level = 0 (met standard) (Also includes 0SA and ORI)	Performance Level = 1 (Also includes 1SA)	Performance Level = 2 (Also includes 2SA)	Performance Level = 3 (Also includes 3SA)
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of <i>Not Assigned</i> .	The district CTE LEP TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district CTE LEP TAKS passing rate is 0.1 to 10.0 percentage points below the state accountability standard for the subject.	The district CTE LEP TAKS passing rate is 10.1 to 20.0 percentage points below the state accountability standard for the subject.	The district CTE LEP TAKS passing rate is at least 20.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used for this indicator. Those standards are listed below:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
2(i)	Mathematics	50.0%	≥ 50.0%	40.0% - 49.9%	30.0% - 39.9%	≤ 29.9%
2(ii)	Reading/ELA	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
2(iii)	Science	45.0%	≥ 45.0%	35.0% - 44.9%	25.0% - 34.9%	≤ 24.9%
2(iv)	Social Studies	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%

**CTE Indicator #3(i-iv): CTE Economically Disadvantaged TAKS Passing Rate**

This indicator is the percent of Career and Technical Education (CTE) students (Grades 9-11) who are economically disadvantaged and who passed the TAKS subject test (Mathematics, Reading/ELA, Science, Social Studies).

**CALCULATION**

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

$$\text{District CTE economically disadvantaged passing rate for a TAKS [subject (i-iv)] test} = \frac{\text{District number of CTE economically disadvantaged students (Grades 9-11) who passed the TAKS [subject (i-iv)] test in spring 2008}}{\text{District number of CTE economically disadvantaged students (Grades 9-11) who took the TAKS [subject (i-iv)] test in spring 2008}}$$

**MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Minimum Size Requirements: At least 30 CTE economically disadvantaged TAKS test takers in the subject area.
- Professional judgment special analysis is available in the Mathematics, Reading/ELA, and Science subject areas evaluated under this indicator.
- Three years of data are available for analysis under this indicator.

**DATA SOURCE**

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2007 snapshot date (110 Record) and also reported by the district as **economically disadvantaged** and a **2** (Coherent Sequence) or **3** (Tech Prep) participant on the spring 2008 TAKS answer documents (Economic Disadvantage and Career and Technical Education indicator codes).

**NOTES**

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

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

- **New!** TAKS (Accommodated) results are included as shown in the table to the left.
- **New!** Professional judgment special analysis is available for Science.
- Required improvement is available for this indicator.
- Only Career and Technical Education students with status codes 2 (Coherent Sequence) or 3 (Tech Prep) are included in the calculation of this indicator. (See also Data Source above.)
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.

## PERFORMANCE LEVEL ASSIGNMENT

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

District CTE Economically Disadvantaged TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	Performance Level = 0 (met standard) (Also includes 0SA, 0PJSA, and 0RI)	Performance Level = 1 (Also includes 1SA and 1PJSA)	Performance Level = 2 (Also includes 2SA and 2PJSA)	Performance Level = 3 (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis determination process* results in the assignment of a performance level of <i>Not Assigned</i> .	The district CTE economically disadvantaged TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district CTE economically disadvantaged TAKS passing rate is 0.1 to 10.0 percentage points below the state accountability standard for the subject.	The district CTE economically disadvantaged TAKS passing rate is 10.1 to 20.0 percentage points below the state accountability standard for the subject.	The district CTE economically disadvantaged TAKS passing rate is at least 20.1 percentage points below the state accountability standard for the subject.

*\* For the CTE Economically Disadvantaged TAKS Passing Rate Indicator, professional judgment special analysis is not available for Social Studies.*

Note: The state *Academically Acceptable* accountability standard for each subject is used for this indicator. Those standards are listed below:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
3(i)	Mathematics	50.0%	≥ 50.0%	40.0% - 49.9%	30.0% - 39.9%	≤ 29.9%
3(ii)	Reading/ELA	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
3(iii)	Science	45.0%	≥ 45.0%	35.0% - 44.9%	25.0% - 34.9%	≤ 24.9%
3(iv)	Social Studies	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%

## CTE Indicator #4(i-iv): CTE Special Education TAKS Passing Rate

This indicator is the percent of Career and Technical Education (CTE) students (Grades 9-11) who receive special education services and who passed the TAKS subject test (Mathematics, Reading/ELA, Science, Social Studies).

### CALCULATION

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

$$\text{District CTE special education passing rate for a TAKS [subject (i-iv)] test} = \frac{\text{District number of CTE special education students (Grades 9-11) who passed the TAKS [subject (i-iv)] test in spring 2008}}{\text{District number of CTE special education students (Grades 9-11) who took the TAKS [subject (i-iv)] test in spring 2008}}$$

### MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 CTE special education TAKS test takers in the subject area.
- Professional judgment special analysis is not available for this indicator.
- Three years of data are available for analysis under this indicator.

### DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2007 snapshot date (110 Record) and also reported by the district as a participant in a **special education** program and a **2** (Coherent Sequence) or **3** (Tech Prep) participant on the spring 2008 TAKS answer documents (Special Education and Career and Technical Education indicator codes).

### NOTES

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

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

- **New!** TAKS (Accommodated) results are included as shown in the table to the left.
- Required improvement is available for this indicator.
- Only Career and Technical Education students with status codes 2 (Coherent Sequence) or 3 (Tech Prep) are included in the calculation of this indicator. (See also Data Source above.)
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.

## PERFORMANCE LEVEL ASSIGNMENT

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

District CTE Special Education TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	Performance Level = 0 (met standard) (Also includes 0SA and ORI)	Performance Level = 1 (Also includes 1SA)	Performance Level = 2 (Also includes 2SA)	Performance Level = 3 (Also includes 3SA)
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of <i>Not Assigned</i> .	The district CTE special education TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district CTE special education TAKS passing rate is 0.1 to 10.0 percentage points below the state accountability standard for the subject.	The district CTE special education TAKS passing rate is 10.1 to 20.0 percentage points below the state accountability standard for the subject.	The district CTE special education TAKS passing rate is at least 20.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used for this indicator. Those standards are listed below:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
4(i)	Mathematics	50.0%	≥ 50.0%	40.0% - 49.9%	30.0% - 39.9%	≤ 29.9%
4(ii)	Reading/ELA	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
4(iii)	Science	45.0%	≥ 45.0%	35.0% - 44.9%	25.0% - 34.9%	≤ 24.9%
4(iv)	Social Studies	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%

### CTE Indicator #5(i-iv): CTE Tech Prep TAKS Passing Rate

This indicator is the percent of Career and Technical Education (CTE) students coded as Tech Prep program participants (Grades 9-11) who passed the TAKS subject test (Mathematics, Reading/ELA, Science, Social Studies).

#### CALCULATION

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

$$\text{District CTE Tech Prep passing rate for a TAKS [subject (i-iv)] test} = \frac{\text{District number of CTE Tech Prep program participants (Grades 9-11) who passed the TAKS [subject (i-iv)] test in spring 2008}}{\text{District number of CTE Tech Prep program participants (Grades 9-11) who took the TAKS [subject (i-iv)] test in spring 2008}}$$

#### MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 CTE Tech Prep TAKS test takers in the subject area.
- Professional judgment special analysis is available in the Mathematics, Reading/ELA, and Science subject areas evaluated under this indicator.
- Three years of data are available for analysis under this indicator.

#### DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2007 snapshot date (110 Record) and also reported by the district as a **3** (Tech Prep) program participant on the spring 2008 TAKS answer documents (Career and Technical Education indicator code).

#### NOTES

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

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

- **New!** TAKS (Accommodated) results are included as shown in the table to the left.
- **New!** Professional judgment special analysis is available for Science.
- Required improvement is available for this indicator.
- Only Career and Technical Education students with status code 3 (Tech Prep) are included in the calculation of this indicator. (See also Data Source above.)
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.

## PERFORMANCE LEVEL ASSIGNMENT

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

District CTE Tech Prep TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	Performance Level = 0 (met standard) (Also includes 0SA, 0PJSA, and 0RI)	Performance Level = 1 (Also includes 1SA and 1PJSA)	Performance Level = 2 (Also includes 2SA and 2PJSA)	Performance Level = 3 (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis determination process* results in the assignment of a performance level of <i>Not Assigned</i> .	The district CTE Tech Prep TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district CTE Tech Prep TAKS passing rate is 0.1 to 10.0 percentage points below the state accountability standard for the subject.	The district CTE Tech Prep TAKS passing rate is 10.1 to 20.0 percentage points below the state accountability standard for the subject.	The district CTE Tech Prep TAKS passing rate is at least 20.1 percentage points below the state accountability standard for the subject.

\* For the CTE Tech Prep TAKS Passing Rate Indicator, professional judgment special analysis is not available for Social Studies.

Note: The state *Academically Acceptable* accountability standard for each subject is used for this indicator. Those standards are listed below:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
5(i)	Mathematics	50.0%	≥ 50.0%	40.0% - 49.9%	30.0% - 39.9%	≤ 29.9%
5(ii)	Reading/ELA	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
5(iii)	Science	45.0%	≥ 45.0%	35.0% - 44.9%	25.0% - 34.9%	≤ 24.9%
5(iv)	Social Studies	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%

**CTE Indicator #6: CTE Annual Dropout Rate (Grades 9-12)**

**This indicator is the percent of Career and Technical Education (CTE) students (Grades 9-12) who dropped out in 2006-2007.**

**CALCULATION**

For each district, calculate the district Grades 9-12 CTE annual dropout rate:

$$\text{District Grades 9-12 CTE annual dropout rate} = \frac{\text{District number of CTE students (Grades 9-12) who dropped out in 2006-2007}}{\text{District number of CTE students (Grades 9-12) in attendance in 2006-2007}}$$

**MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Minimum Size Requirements: At least 30 CTE students (Grades 9-12) in attendance and at least 5 CTE dropouts in 2006-2007.
- Professional judgment special analysis is not available for this indicator.
- Two years of data are available for analysis under this indicator.

**DATA SOURCE**

- For additional information about data sources and methods for calculating the annual dropout rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at <http://www.tea.state.tx.us/research/>.

**NOTES**

- **New!** Required improvement is available for this indicator.
- Only students with PEIMS CTE status codes 2 (Coherent Sequence), or 3 (Tech Prep) are included in the calculation of this indicator.
- Dropout data are for the 2006-2007 school year.

## PERFORMANCE LEVEL ASSIGNMENT

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

District CTE Annual Dropout Rate (Grades 9-12)				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	Performance Level = 0 (met standard) (Also includes OSA and ORI)	Performance Level = 1 (Also includes 1 SA)	Performance Level = 2 (Also includes 2 SA)	Performance Level = 3 (Also includes 3 SA)
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of <i>Not Assigned</i> .	The district Grades 9-12 CTE annual dropout rate is 3.0% or lower. Minimum size requirements not applicable if PL = 0.	The district Grades 9-12 CTE annual dropout rate is between 3.1% and 6.0%.	The district Grades 9-12 CTE annual dropout rate is between 6.1% and 9.0%.	The district Grades 9-12 CTE annual dropout rate is 9.1% or higher.

**CTE Indicator #7: CTE RHSP/DAP Diploma Rate**

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

**CALCULATION**

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

$$\text{District CTE RHSP/DAP diploma rate} = \frac{\text{District number of CTE students who graduated with a RHSP or DAP diploma in 2006-2007}}{\text{District number of CTE students who graduated in 2006-2007}}$$

**MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Minimum Size Requirements: At least 30 CTE graduates. (See Notes below.)
- Professional judgment special analysis is not available for this indicator.
- Two years of data are available for analysis under this indicator.

**DATA SOURCE**

- For additional information about data sources and methods for calculating the RHSP/DAP diploma rate, see the *2008 Accountability Manual* available at the following web address: <http://www.tea.state.tx.us/perfreport/account/2008/manual/>.

**NOTES**

- Required improvement is available for this indicator.
- Only students with PEIMS CTE status codes 2 (Coherent Sequence) or 3 (Tech Prep) are included in the calculation of this indicator.
- Graduation data are for the 2006-2007 school year.

## PERFORMANCE LEVEL ASSIGNMENT

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

District CTE RHSP/DAP Diploma Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	Performance Level = 0 (met standard) (Also includes 0SA and ORI)	Performance Level = 1 (Also includes 1SA)	Performance Level = 2 (Also includes 2SA)	Performance Level = 3 (Also includes 3SA)
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of <i>Not Assigned</i> .	The district CTE RHSP/DAP diploma rate is 70.0% or higher. Minimum size requirements not applicable if PL = 0.	The district CTE RHSP/DAP diploma rate is between 50.0% and 69.9%.	The district CTE RHSP/DAP diploma rate is between 30.1% and 49.9%.	The district CTE RHSP/DAP diploma rate is 30.0% or lower.

### **CTE Indicator #8: CTE Graduation Rate**

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

#### **CALCULATION**

For each district, calculate the percent of CTE students graduating with a high school diploma in four years:

$$\text{District CTE graduation rate} = \frac{\text{District number of CTE students in the Grade 9 cohort who graduated with a high school diploma by 2006-2007}}{\text{District number of CTE students in the Class of 2007}}$$

#### **MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Minimum size requirements and the PBMAS special analysis process do not apply to this indicator.

#### **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 the following web address: <http://www.tea.state.tx.us/research/>.

#### **NOTES**

- This is a Report Only indicator for 2008. The district CTE graduation rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2008.
- Only students with PEIMS CTE status codes 2 (Coherent Sequence) or 3 (Tech Prep) are included in the calculation of this indicator.
- Graduation data are for the class of 2007.

### **CTE Indicator #9: CTE Nontraditional Courses—Male**

**This indicator is the percent of male students (Grades 9-12) completing Career and Technical Education (CTE) courses that are nontraditional for their gender.**

#### **CALCULATION**

For each district, calculate the district CTE male nontraditional course completion rate:

$$\text{District male nontraditional course completion rate} = \frac{\text{District number of male CTE students (Grades 9-12) who completed male nontraditional courses in 2006-2007}}{\text{District number of CTE students (Grades 9-12) who completed male nontraditional courses in 2006-2007}}$$

#### **MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Minimum Size requirements and the PBMAS special analysis process do not apply to this indicator.

#### **DATA SOURCE**

- PEIMS fall 2006 snapshot data (110 Record).
- PEIMS summer 2007 data (415 Record).

#### **NOTES**

- This is a Report Only indicator for 2008. The district CTE male nontraditional course completion rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2008.
- Students with PEIMS CTE status codes 1 (Career/Technology Elective), 2 (Coherent Sequence), or 3 (Tech Prep) are included in the calculation of this indicator.
- Course completion data are for the 2006-2007 school year.
- Each student is counted for each course completed. For example, a student completing five nontraditional courses is counted five times in this indicator.
- A list of CTE nontraditional courses is located in Appendix A of this manual.

### **CTE Indicator #10: CTE Nontraditional Courses—Female**

**This indicator is the percent of female students (Grades 9-12) completing Career and Technical Education (CTE) courses that are nontraditional for their gender.**

#### **CALCULATION**

For each district, calculate the CTE female nontraditional course completion rate:

$$\text{District female nontraditional course completion rate} = \frac{\text{District number of female CTE students (Grades 9-12) who completed female nontraditional courses in 2006-2007}}{\text{District number of CTE students (Grades 9-12) who completed female nontraditional courses in 2006-2007}}$$

#### **MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Minimum size requirements and the PBMAS special analysis process do not apply to this indicator.

#### **DATA SOURCE**

- PEIMS fall 2006 snapshot data (110 Record).
- PEIMS summer 2007 data (415 Record).

#### **NOTES**

- This is a Report Only indicator for 2008. The district CTE female nontraditional course completion rate is reported for district information and planning purposes. No performance levels are assigned for this indicator for 2008.
- Students with PEIMS CTE status codes 1 (Career/Technology Elective), 2 (Coherent Sequence), or 3 (Tech Prep) are included in the calculation of this indicator.
- Course completion data are for the 2006-2007 school year.
- Each student is counted for each course completed. For example, a student completing five nontraditional courses is counted five times in this indicator.
- A list of CTE nontraditional courses is located in Appendix A of this manual.

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# SECTION V

## No Child Left Behind (NCLB) Indicators

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## NCLB Indicator #1(i-v): *New!* Title I, Part A TAKS Passing Rate

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

### CALCULATION

For each district, calculate the district Title I, Part A TAKS passing rate for each TAKS subject:

$$\text{District Title I, Part A passing rate for a TAKS [subject (i-v)] test} = \frac{\text{District number of Title I, Part A students who passed the TAKS [subject (i-v)] test in spring 2008}}{\text{District number of Title I, Part A students who took the TAKS [subject (i-v)] test in spring 2008}}$$

### MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 Title I, Part A TAKS test takers in the subject area.
- The PBMAS special analysis process is not applicable to this indicator.
- One year of data is available for analysis under this indicator.

### DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2007 snapshot date (110 Record) and also reported by the district as a **Title I, Part A** student on the spring 2008 TAKS answer documents (Title I, Part A indicator codes 6, 7, and 9).

### NOTES

- The Title I, Part A TAKS passing rate for each TAKS subject test is based on results from students in the following grades:

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

- Second administrations of Grades 3, 5, and 8 Reading and Grades 5 and 8 Mathematics are included.
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.
- Spanish TAKS is included.

## PERFORMANCE LEVEL ASSIGNMENT

The district Title I, Part A TAKS passing rate is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

District Title I, Part A TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned	Performance Level = 0 (met standard)	Performance Level = 1	Performance Level = 2	Performance Level = 3
PL not equal to 0 and district does not meet minimum size requirements.	The district Title I, Part A TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district Title I, Part A TAKS passing rate is 0.1 to 10.0 percentage points below the state accountability standard for the subject.	The district Title I, Part A TAKS passing rate is 10.1 to 20.0 percentage points below the state accountability standard for the subject.	The district Title I, Part A TAKS passing rate is at least 20.1 percentage points below the state accountability standard for the subject.

The PBMAS special analysis process is not applicable to this indicator. Performance levels are only assigned through standard analysis.

Note: The state *Academically Acceptable* accountability standard for each subject is used for this indicator. Those standards are listed below:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
1(i)	Mathematics	50.0%	≥ 50.0%	40.0% - 49.9%	30.0% - 39.9%	≤ 29.9%
1(ii)	Reading/ELA	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
1(iii)	Science	45.0%	≥ 45.0%	35.0% - 44.9%	25.0% - 34.9%	≤ 24.9%
1(iv)	Social Studies	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%
1(v)	Writing	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%

**NCLB Indicator #2: Title I, Part A Annual Dropout Rate (Grades 7-12)**

**This indicator is the percent of Title I, Part A students (Grades 7-12) who dropped out in 2006-2007.**

**CALCULATION**

For each district, calculate the district Grades 7-12 Title I, Part A annual dropout rate:

$$\begin{array}{l} \text{District Grades 7-12} \\ \text{Title I, Part A} \\ \text{annual dropout rate} \end{array} = \frac{\text{District number of Title I, Part A students (Grades 7-12) who dropped out in 2006-2007}}{\text{District number of Title I, Part A students (Grades 7-12) in attendance in 2006-2007}}$$

**MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Minimum size requirements and the PBMAS special analysis process do not apply to this indicator.

**DATA SOURCE**

- For additional information about data source and methods for calculating the annual dropout rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at the following web address: <http://www.tea.state.tx.us/research/>.

**NOTES**

- **New!** This is a Report Only indicator for 2008. The district Grades 7-12 Title I, Part A annual dropout rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2008.
- Dropout data are for the 2006-2007 school year.

### **NCLB Indicator #3: Title I, Part A Graduation Rate**

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

#### **CALCULATION**

For each district, calculate the percent of Title I, Part A students graduating with a high school diploma in four years:

$$\text{District Title I, Part A graduation rate} = \frac{\text{District number of Title I, Part A students in the Grade 9 cohort who graduated with a high school diploma in 2006-2007}}{\text{District number of Title I, Part A students in the Class of 2007}}$$

#### **MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Minimum size requirements and the PBMAS special analysis process do not apply to this indicator.

#### **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 the following web address:  
<http://www.tea.state.tx.us/research/>.

#### **NOTES**

- *New!* This is a Report Only indicator for 2008. The district Title I, Part A graduation rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2008.
- Graduation data are for the 2006-2007 school year.

**NCLB Indicator #4: Title I, Part A Discretionary DAEP Placements**

**This indicator is the potential disproportionate discretionary placement of Title I, Part A students in Disciplinary Alternative Education Programs (DAEPs).**

**CALCULATION**

1. For each district, calculate the district **Title I, Part A discretionary DAEP placement rate**:

$$\begin{array}{l} \text{District Title I,} \\ \text{Part A} \\ \text{discretionary} \\ \text{DAEP placement} \\ \text{rate} \end{array} = \frac{\text{District number of discretionary DAEP placements of Title I, Part A students served in 2006-2007}}{\text{District number of Title I, Part A students in attendance in 2006-2007}}$$

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

$$\begin{array}{l} \text{District overall} \\ \text{discretionary} \\ \text{DAEP placement} \\ \text{rate} \end{array} = \frac{\text{District number of discretionary DAEP placements for all students in 2006-2007}}{\text{District number of all students in attendance in 2006-2007}}$$

3. For each district, a **difference score** is calculated by subtracting the district **overall discretionary DAEP placement rate** from the district **Title I, Part A discretionary DAEP placement rate**.

$$\begin{array}{l} \text{Difference} \\ \text{score} \end{array} = \text{District Title I, Part A discretionary DAEP placement rate} - \text{District overall discretionary DAEP placement rate}$$

**MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Minimum size requirements and the PBMAS special analysis process do not apply to this indicator.

**DATA SOURCE**

- The data for this indicator’s denominators are based on the number of students (all students versus Title I, Part A students) reported by the district as **in attendance** (PEIMS summer 2007 data—400 Record and 461 Record). The data for this indicator’s numerators are based on the number of **discretionary DAEP placements** (all students versus Title I, Part A students) reported by the district (PEIMS summer 2007 data—425 Record.)

## NOTES

- ***New!*** This is a Report Only indicator for 2008. The district Title I, Part A discretionary DAEP placement rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2008.
- Discretionary DAEP placements are for the 2006-2007 school year.
- A student is counted as a Title I, Part A student in the first denominator and numerator if any 461-Title I, Part A Record was submitted by the district for the student.
- Note that discretionary DAEP placements are defined using the PEIMS 425 Record – Disciplinary Action Codes and Disciplinary Action Reason Codes as follows: Action Codes (Element ID E1005) = 07, 08, and 10 and Reason Codes (Element ID E1006) = 01, 10, 21, 22, 23, 33, 34, 41, 49, and 50. Only one action per incident number is counted under this indicator.

## NCLB Indicator #5(i-v): Migrant TAKS Passing Rate

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

### CALCULATION

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

$$\text{District migrant passing rate for a TAKS [subject (i-v)] test} = \frac{\text{District number of migrant students who passed the TAKS [subject (i-v)] test in spring 2008}}{\text{District number of migrant students who took the TAKS [subject (i-v)] test in spring 2008}}$$

### MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 migrant TAKS test takers in the subject area.
- Professional judgment special analysis is available in the Mathematics, Reading/ELA, and Science subject areas evaluated under this indicator.
- Three years of data are available for analysis under this indicator.

### DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2007 snapshot date (110 Record) and also reported by the district as a **migrant** student on the spring 2008 TAKS answer documents (Migrant Student indicator code).

### NOTES

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

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

- *New!* TAKS (Accommodated) and Grade 8 Science results are included as shown in the table to the left.
- Second administrations of Grades 3, 5, and 8 Reading and Grades 5 and 8 Mathematics are included.
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.
- Spanish TAKS is included.
- Required improvement is available for this indicator.

## PERFORMANCE LEVEL ASSIGNMENT

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

District Migrant TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	Performance Level = 0 (met standard) (Also includes 0SA, 0PJSA, and 0RI)	Performance Level = 1 (Also includes 1SA and 1PJSA)	Performance Level = 2 (Also includes 2SA and 2PJSA)	Performance Level = 3 (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis determination process* results in the assignment of a performance level of <i>Not Assigned</i> .	The district migrant TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district migrant TAKS passing rate is 0.1 to 10.0 percentage points below the state accountability standard for the subject.	The district migrant TAKS passing rate is 10.1 to 20.0 percentage points below the state accountability standard for the subject.	The district migrant TAKS passing rate is at least 20.1 percentage points below the state accountability standard for the subject.

\* For the Migrant TAKS Passing Rate Indicator, professional judgment special analysis is not available for Social Studies and Writing.

Note: The state *Academically Acceptable* accountability standard for each subject is used for this indicator. Those standards are listed below:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
5(i)	Mathematics	50.0%	≥ 50.0%	40.0% - 49.9%	30.0% - 39.9%	≤ 29.9%
5(ii)	Reading/ELA	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
5(iii)	Science	45.0%	≥ 45.0%	35.0% - 44.9%	25.0% - 34.9%	≤ 24.9%
5(iv)	Social Studies	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%
5(v)	Writing	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%

**NCLB Indicator #6: Migrant Annual Dropout Rate (Grades 7-12)**

**This indicator is the percent of migrant students (Grades 7-12) who dropped out in 2006-2007.**

**CALCULATION**

For each district, calculate the district Grades 7-12 migrant annual dropout rate:

$$\text{District Grades 7-12 migrant annual dropout rate} = \frac{\text{District number of migrant students (Grades 7-12) who dropped out in 2006-2007}}{\text{District number of migrant students (Grades 7-12) in attendance in 2006-2007}}$$

**MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Minimum Size Requirements: At least 30 migrant students (Grades 7-12) in attendance and at least 5 migrant dropouts in 2006-2007.
- Professional judgment special analysis is not available for this indicator.
- Two years of data are available for analysis under this indicator.

**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 the following web address: <http://www.tea.state.tx.us/research/>.

**NOTES**

- *New!* Required improvement is available for this indicator.
- Dropout data are for the 2006-2007 school year.

## PERFORMANCE LEVEL ASSIGNMENT

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

District Migrant Annual Dropout Rate (Grades 7-12)				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	Performance Level = 0 (met standard) (Also includes 0SA and ORI)	Performance Level = 1 (Also includes 1SA)	Performance Level = 2 (Also includes 2SA)	Performance Level = 3 (Also includes 3SA)
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of <i>Not Assigned</i> .	The district Grades 7-12 migrant annual dropout rate is 2.0% or lower. Minimum size requirements not applicable if PL = 0.	The district Grades 7-12 migrant annual dropout rate is between 2.1% and 5.0%.	The district Grades 7-12 migrant annual dropout rate is between 5.1% and 8.0%.	The district Grades 7-12 migrant annual dropout rate is 8.1% or higher.

**NCLB Indicator #7: Migrant RHSP/DAP Diploma Rate**

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

**CALCULATION**

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

$$\text{District migrant RHSP/DAP diploma rate} = \frac{\text{District number of migrant students who graduated with a RHSP or DAP diploma in 2006-2007}}{\text{District number of migrant students who graduated in 2006-2007}}$$

**MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Minimum Size Requirements: At least 30 migrant graduates.
- Professional judgment special analysis is not available for this indicator.
- Two years of data are available for analysis under this indicator.

**DATA SOURCE**

- For additional information about data sources and methods for calculating the RHSP/DAP diploma rate, see the *2008 Accountability Manual* available at the following web address: <http://www.tea.state.tx.us/perfreport/account/2008/manual/>.

**NOTES**

- Required improvement is available for this indicator.
- Graduation data are for the 2006-2007 school year.

## PERFORMANCE LEVEL ASSIGNMENT

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

District Migrant RHSP/DAP Diploma Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	Performance Level = 0 (met standard) (Also includes 0SA and ORI)	Performance Level = 1 (Also includes 1SA)	Performance Level = 2 (Also includes 2SA)	Performance Level = 3 (Also includes 3SA)
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of <i>Not Assigned</i> .	The district migrant RHSP/DAP diploma rate is 70.0% or higher. Minimum size requirements not applicable if PL = 0.	The district migrant RHSP/DAP diploma rate is between 50.0% and 69.9%.	The district migrant RHSP/DAP diploma rate is between 30.1% and 49.9%.	The district migrant RHSP/DAP diploma rate is 30.0% or lower.

**NCLB Indicator #8: Migrant Graduation Rate**

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

**CALCULATION**

For each district, calculate the percent of migrant students graduating with a high school diploma in four years:

$$\text{District migrant graduation rate} = \frac{\text{District number of migrant students in the Grade 9 cohort who graduated with a high school diploma by 2006-2007}}{\text{District number of migrant students in the Class of 2007}}$$

**MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Minimum size requirements and the PBMAS special analysis process do not apply to this indicator.

**DATA SOURCE**

- For additional information about data source and methods for calculating the migrant graduation rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at the following web address: <http://www.tea.state.tx.us/research/>.

**NOTES**

- This is a Report Only indicator for 2008. The district migrant graduation rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2008.
- Graduation data are for the class of 2007.

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# SECTION VI

## Special Education (SPED) Indicators

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## Special Education Indicator #1(i-v): SPED TAKS Passing Rate

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

### CALCULATION

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

$$\text{District special education passing rate for a TAKS [subject (i-v)] test} = \frac{\text{District number of special education students who passed the TAKS [subject (i-v)] test in spring 2008}}{\text{District number of special education students who took the TAKS [subject (i-v)] test in spring 2008}}$$

### MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 special education TAKS test takers in the subject area.
- Professional judgment special analysis is available for the Mathematics, Reading/ELA, and Science subject areas evaluated under this indicator.
- Three years of data are available for analysis under this indicator.

### DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2007 snapshot date (110 Record) and also reported by the district as participating in a **special education** program on the spring 2008 TAKS answer documents (special education indicator code).

### NOTES

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

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

- **New!** TAKS (Accommodated) and Grade 8 Science results are included as shown in the table to the left.
- Second administrations of Grades 3, 5, and 8 Reading and Grades 5 and 8 Mathematics are included.
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.
- Spanish TAKS is included.
- Required improvement is available for this indicator.

## PERFORMANCE LEVEL ASSIGNMENT

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

District Special Education TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	Performance Level = 0 (met standard) (Also includes 0SA, 0PJSA, and 0RI)	Performance Level = 1 (Also includes 1SA and 1PJSA)	Performance Level = 2 (Also includes 2SA and 2PJSA)	Performance Level = 3 (Also includes 3SA, 3PJSA, and 3HH)
PL not equal to 0 and special analysis determination process* results in the assignment of a performance level of <i>Not Assigned</i> .	The district special education TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district special education TAKS passing rate is 0.1 to 10.0 percentage points below the state accountability standard for the subject.	The district special education TAKS passing rate is 10.1 to 20.0 percentage points below the state accountability standard for the subject.	The district special education TAKS passing rate is at least 20.1 percentage points below the state accountability standard for the subject.  (For the science and social studies subject areas only, a “hold harmless” provision will apply.**)

\* For the Special Education TAKS Passing Rate Indicator, professional judgment special analysis is not available for Social Studies and Writing.

Note: The state *Academically Acceptable* accountability standard for each subject is used for this indicator. Those standards are listed below:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
1(i)	Mathematics	50.0%	≥ 50.0%	40.0% - 49.9%	30.0% - 39.9%	≤ 29.9%
1(ii)	Reading/ELA	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
1(iii)	Science	45.0%	≥ 45.0%	35.0% - 44.9%	25.0% - 34.9%	≤ 24.9%
1(iv)	Social Studies	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%
1(v)	Writing	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%

\*\*Hold Harmless Provision for this Indicator Only: Any district that received a PL0, 0SA, 0PJSA or PL1, 1SA, 1PJSA in science or social studies in the 2007 PBMAS that would otherwise receive a PL3 in science or social studies in the 2008 PBMAS will receive a PL3HH. For 2008 PBMAS interventions purposes, the count of PL3HH will not be added to a district’s total PL3 count in the special education program area.

**Special Education Indicator #2(i-v): SPED Year-After-Exit (YAE) TAKS Passing Rate**

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

**CALCULATION**

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

$$\text{District SPED YAE passing rate for a TAKS [subject (i-v)] test} = \frac{\text{District number of students in their first year of exit from special education services who passed the TAKS [subject (i-v)] test in spring 2008}}{\text{District number of students in their first year of exit from special education services who took the TAKS [subject (i-v)] test in spring 2008}}$$

**MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Minimum Size Requirements: At least 30 SPED YAE TAKS test takers in the subject area.
- Professional judgment special analysis is not available for this indicator.
- Three years of data are available for analysis under this indicator.

**DATA SOURCE**

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2006 and 2007 snapshot date (110 Record) and also reported by the district on PEIMS fall 2007 snapshot date as no longer receiving special education services.

**NOTES**

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

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

- **New!** Grade 8 Science results are included as shown in the table to the left.
- Second administrations of Grades 3, 5, and 8 Reading and Grades 5 and 8 Mathematics are included.
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.
- Spanish TAKS is included.
- Students must be in the same district in both school years to be included in the calculation of this indicator.

## PERFORMANCE LEVEL ASSIGNMENT

The district SPED YAE TAKS passing rate is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

District SPED YAE TAKS Passing Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	Performance Level = 0 (met standard) (Also includes 0SA)	Performance Level = 1 (Also includes 1SA)	Performance Level = 2 (Also includes 2SA)	Performance Level = 3 (Also includes 3SA)
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of <i>Not Assigned</i> .	The district SPED YAE TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district SPED YAE TAKS passing rate is 0.1 to 10.0 percentage points below the state accountability standard for the subject.	The district SPED YAE TAKS passing rate is 10.1 to 20.0 percentage points below the state accountability standard for the subject.	The district SPED YAE TAKS passing rate is at least 20.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used for this indicator. Those standards are listed below:

Indicator	Subject	Standard	PL = 0	PL = 1	PL = 2	PL = 3
2(i)	Mathematics	50.0%	≥ 50.0%	40.0% - 49.9%	30.0% - 39.9%	≤ 29.9%
2(ii)	Reading/ELA	70.0%	≥ 70.0%	60.0% - 69.9%	50.0% - 59.9%	≤ 49.9%
2(iii)	Science	45.0%	≥ 45.0%	35.0% - 44.9%	25.0% - 34.9%	≤ 24.9%
2(iv)	Social Studies	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%
2(v)	Writing	65.0%	≥ 65.0%	55.0% - 64.9%	45.0% - 54.9%	≤ 44.9%

### Special Education Indicator #3: SPED TAKS/TAKS (Accommodated) Participation Rate

This indicator is the percent of special education (SPED) students (Grades 3-11) tested on TAKS or TAKS (Accommodated) in all subjects (Mathematics, Reading/ELA, Science, Social Studies, Writing).

#### CALCULATION

For each district, calculate the district special education TAKS/TAKS (Accommodated) participation rate:

$$\text{District special education TAKS/TAKS (Accommodated) participation rate} = \frac{\text{District number of students (Grades 3-11) served in special education tested on TAKS or TAKS (Accommodated) for all subjects in spring 2008}}{\text{District number of students (Grades 3-11) served in special education for whom a student assessment answer document or finalized TAKS-Alt assessment was submitted in spring 2008}}$$

#### MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 SPED students (Grades 3-11) for whom a student assessment answer document was submitted in spring 2008.
- Professional judgment special analysis is not available for this indicator.
- Two years of data are available for analysis under this indicator.

#### DATA SOURCE

- The data for this indicator are based on the participation of students reported as **enrolled** in the district on the PEIMS fall 2007 snapshot date (110 Record) **and** also reported by the district as participating in a **special education** program on the spring 2008 student assessment answer documents (special education indicator code).

#### NOTES

- The special education TAKS/TAKS (Accommodated) participation rate is based on results from students in the following grades:

Subject Test	TAKS	TAKS (Accommodated)
Mathematics	3-11	3-11
Reading/ELA	3-11	3-11
Science	5, 8, 10, 11	5, 8, 10, 11
Social Studies	8, 10, 11	8, 10, 11
Writing	4, 7	4, 7

## PERFORMANCE LEVEL ASSIGNMENT

The district SPED TAKS/TAKS (Accommodated) participation rate is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

District SPED TAKS/TAKS (Accommodated) Participation Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	Performance Level = 0 (met standard) (Also includes 0SA and ORI)	Performance Level = 1 (Also includes 1SA)	Performance Level = 2 (Also includes 2SA)	Performance Level = 3 (Also includes 3SA)
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of <i>Not Assigned</i> .	The district SPED TAKS/TAKS (Accommodated) participation rate is 20.0% or higher. Minimum size requirements not applicable if PL = 0.	The district SPED TAKS/TAKS (Accommodated) participation rate is between 8.0% and 19.9%.	The district SPED TAKS/TAKS (Accommodated) participation rate is between 5.0% and 7.9%.	The district SPED TAKS/TAKS (Accommodated) participation rate is less than 5.0%.

## Special Education Indicator #4: SPED TAKS-M Participation Rate

This indicator is the percent of special education students (Grades 3-11) tested on TAKS-M in all subjects for which the TAKS-M is available (Mathematics, Reading/ELA, Science, Social Studies, Writing).

### CALCULATION

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

$$\text{District special education TAKS-M participation rate} = \frac{\text{District number of students (Grades 3-11) served in special education tested on TAKS-M for all subjects for which TAKS-M was available in spring 2008}}{\text{District number of students (Grades 3-11) served in special education for whom a student assessment answer document or finalized TAKS-Alt assessment was submitted in spring 2008}}$$

### MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum size requirements and the PBMAS special analysis process do not apply to this indicator.

### DATA SOURCE

- The data for this indicator are based on the participation of students reported as **enrolled** in the district on the PEIMS fall 2007 snapshot date (110 Record) and also reported by the district as participating in a **special education** program on the spring 2008 student assessment answer documents (special education indicator code).

### NOTES

- **New!** This is a Report Only indicator for 2008. The district SPED TAKS-M participation rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2008.
- The special education TAKS-M participation rate is based on results from students in the following grades and includes the TAKS-M subjects field-tested in spring 2008:

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

## Special Education Indicator #5: SPED TAKS-Alt Participation Rate

This indicator is the percent of special education (SPED) students (Grades 3-11) tested on TAKS-Alt in all subjects (Mathematics, Reading/ELA, Science, Social Studies, Writing).

### CALCULATION

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

$$\text{District special education TAKS-Alt participation rate} = \frac{\text{District number of students (Grades 3-11) served in special education tested on TAKS-Alt for all subjects in spring 2008}}{\text{District number of students (Grades 3-11) served in special education for whom a student assessment answer document or finalized TAKS-Alt assessment was submitted in spring 2008}}$$

### MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum size requirements and the PBMAS special analysis process do not apply to this indicator.

### DATA SOURCE

- The data for this indicator are based on the participation of students reported as **enrolled** in the district on the PEIMS fall 2007 snapshot date (110 Record) and also reported by the district as participating in a **special education** program on the spring 2008 student assessment answer documents (special education indicator code).

### NOTES

- New!** This is a Report Only indicator for 2008. The district SPED TAKS-Alt participation rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2008.
- The special education TAKS-Alt participation rate is based on results from students in the following grades:

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

## Special Education Indicator #6: SPED 3-5 Year-Olds Less Restrictive Environment Placement Rate

This indicator is the percent of students ages 3-5 served in special education who are placed in less restrictive environments along the Least Restrictive Environment continuum.

### CALCULATION

For each district, calculate the district placement rate for students ages 3-5 years old in less restrictive environments:

$$\text{District 3-5 year-olds less restrictive environment placement rate} = \frac{\text{District number of students ages 3-5 served in special education who were placed in less restrictive environments in 2007-2008}}{\text{District number of students ages 3-5 served in special education in 2007-2008}}$$

### MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum size requirements: At least 30 students ages 3-5 served in special education.
- Professional judgment special analysis is not available for this indicator.
- Two years of data are available for analysis under this indicator.

### DATA SOURCE

- The data for this indicator are based on the placement of special education students reported by the district as **enrolled** in the district and placed in either **40** or **41** instructional settings (PEIMS fall 2007 snapshot data; 110 Record and 163 Record, Element ID E0173).

### NOTES

- Required improvement is available for this indicator.
- PEIMS setting codes **40 (mainstream)** and **41 (receive resource room services less than 21% of the day)** are the environments that are considered less restrictive for the purposes of this indicator.
- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS code on the 163 Record (Element ID E0833) is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program ≥ 50% of the day) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- The student's age is determined as of September 1, 2007, for this indicator and is derived from the 101 Record (Element ID E0006).

## PERFORMANCE LEVEL ASSIGNMENT

The district 3-5 year-olds less restrictive environment placement rate is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

District 3-5 Year-Olds Less Restrictive Environment Placement Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	Performance Level = 0 (met standard) (Also includes 0SA and ORI)	Performance Level = 1 (Also includes 1SA)	Performance Level = 2 (Also includes 2SA)	Performance Level = 3 (Also includes 3SA)
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of <i>Not Assigned</i> .	The district placement rate in less restrictive environments is 11.0% or higher. Minimum size requirements not applicable if PL = 0.	The district placement rate in less restrictive environments is between 4.1% and 10.9%.	The district placement rate in less restrictive environments is between 1.6% and 4.0%.	The district placement rate in less restrictive environments is 1.5% or lower.

## Special Education Indicator #7: SPED 6-11 Year-Olds Less Restrictive Environment Placement Rate

This indicator is the percent of students ages 6-11 served in special education who are placed in less restrictive environments along the Least Restrictive Environment continuum.

### CALCULATION

For each district, calculate the district placement rate for students ages 6-11 years old in less restrictive environments:

$$\text{District 6-11 year-olds less restrictive environment placement rate} = \frac{\text{District number of students ages 6-11 served in special education who were placed in less restrictive environments in 2007-2008}}{\text{District number of students ages 6-11 served in special education in 2007-2008}}$$

### MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Minimum Size Requirements: At least 30 students ages 6-11 served in special education.
- Professional judgment special analysis is not available for this indicator.
- Two years of data are available for analysis under this indicator.

### DATA SOURCE

- The data for this indicator are based on the placement of special education students reported by districts as **enrolled** in the district and placed in either **40** or **41** instructional settings (PEIMS fall 2007 snapshot data; 110 Record and 163 Record, Element ID E0173).

### NOTES

- **New!** Required improvement is available for this indicator.
- PEIMS setting codes **40 (mainstream)** and **41 (receive resource room services less than 21% of the day)** are the environments that are considered less restrictive for the purposes of this indicator.
- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS code on the 163 Record (Element ID E0833) is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program ≥ 50% of the day) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- The student's age is determined as of September 1, 2007, for this indicator and is derived from the 101 Record (Element ID E0006).

## PERFORMANCE LEVEL ASSIGNMENT

The district 6-11 year-olds less restrictive environment placement rate is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

District 6-11 Year-Olds Less Restrictive Environment Placement Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	Performance Level = 0 (met standard) (Also includes 0SA and ORI)	Performance Level = 1 (Also includes 1SA)	Performance Level = 2 (Also includes 2SA)	Performance Level = 3 (Also includes 3SA)
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of <i>Not Assigned</i> .	The district placement rate in less restrictive environments is 25.0% or higher. Minimum size requirements not applicable if PL = 0.	The district placement rate in less restrictive environments is between 17.5% and 24.9%.	The district placement rate in less restrictive environments is between 9.5% and 17.4%.	The district placement rate in less restrictive environments is 9.4% or lower.

**Special Education Indicator #8: SPED 12-21 Year-Olds Less Restrictive Environment Placement Rate**

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

**CALCULATION**

For each district, calculate the district placement rate for students ages 12-21 years old in less restrictive environments:

$$\begin{array}{l}
 \text{District 12-21} \\
 \text{year-olds less} \\
 \text{restrictive} \\
 \text{environment} \\
 \text{placement rate}
 \end{array}
 =
 \frac{\text{District number of students ages 12-21 served in special education who were placed in less restrictive environments in 2007-2008}}{\text{District number of students ages 12-21 served in special education in 2007-2008}}$$

**MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Minimum Size Requirements: At least 30 students ages 12-21 served in special education.
- Professional judgment special analysis is available for this indicator.
- Three years of data are available for analysis under this indicator.

**DATA SOURCE**

- The data for this indicator are based on the placement of special education students reported by districts as **enrolled** in the district and placed in either **40** or **41** instructional settings (PEIMS fall 2007 snapshot data; 110 Record and 163 Record, Element ID E0173).

**NOTES**

- PEIMS setting codes **40 (mainstream)** and **41 (receive resource room services less than 21% of the day)** are the environments that are considered less restrictive for the purposes of this indicator.
- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS code on the 163 Record (Element ID E0833) is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program ≥ 50% of the day) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- The student’s age is determined as of September 1, 2007, for this indicator and is derived from the 101 Record (Element ID E0006).
- Required improvement is available for this indicator.

**PERFORMANCE LEVEL ASSIGNMENT**

The district 12-21 year-olds less restrictive environment placement rate is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

<b>District 12-21 Year-Olds Less Restrictive Environment Placement Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Not Assigned</b> (Also includes NA SA and NA PJSA)	<b>Performance Level = 0 (met standard)</b> (Also includes 0SA, 0PJSA, and ORI)	<b>Performance Level = 1</b> (Also includes 1SA and 1PJSA)	<b>Performance Level = 2</b> (Also includes 2SA and 2PJSA)	<b>Performance Level = 3</b> (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of <i>Not Assigned</i> .	The district placement rate in less restrictive environments is 46.5% or higher. Minimum size requirements not applicable if PL = 0.	The district placement rate in less restrictive environments is between 38.0% and 46.4%.	The district placement rate in less restrictive environments is between 26.5% and 37.9%.	The district placement rate in less restrictive environments is 26.4% or lower.

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

**This indicator is the percent of students (Grades 7-12) served in special education who dropped out in 2006-2007.**

**CALCULATION**

For each district, calculate the district Grades 7-12 special education annual dropout rate:

$$\begin{array}{l} \text{District Grades} \\ \text{7-12 special} \\ \text{education annual} \\ \text{dropout rate} \end{array} = \frac{\text{District number of students served in special education (Grades 7-12) who dropped out in 2006-2007}}{\text{District number of students served in special education (Grades 7-12) in attendance in 2006-2007}}$$

**MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Minimum Size Requirements: At least 30 students (Grades 7-12) in attendance served in special education and at least 5 dropouts served in special education in 2006-2007.
- Professional judgment special analysis is not available for this indicator.
- Two years of data are available for analysis under this indicator.

**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 the following web address: <http://www.tea.state.tx.us/research/>.

**NOTES**

- *New!* Required improvement is available for this indicator.
- Dropout data are for the 2006-2007 school year.

## PERFORMANCE LEVEL ASSIGNMENT

The district Grades 7-12 special education annual dropout rate is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

District Special Education Annual Dropout Rate (Grades 7-12)				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA)	Performance Level = 0 (met standard) (Also includes 0SA and ORI)	Performance Level = 1 (Also includes 1SA)	Performance Level = 2 (Also includes 2SA)	Performance Level = 3 (Also includes 3SA)
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of <i>Not Assigned</i> .	The district Grades 7-12 special education annual dropout rate is 2.0% or lower. Minimum size requirements not applicable if PL = 0.	The district Grades 7-12 special education annual dropout rate is between 2.1% and 5.0%.	The district Grades 7-12 special education annual dropout rate is between 5.1% and 8.0%.	The district Grades 7-12 special education annual dropout rate is 8.1% or higher.

### **Special Education Indicator #10: SPED RHSP/DAP Diploma Rate**

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

#### **CALCULATION**

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

$$\begin{array}{l} \text{District special} \\ \text{education} \\ \text{RHSP/DAP} \\ \text{diploma rate} \end{array} = \frac{\text{District number of students served in special education who graduated with a RHSP or DAP diploma in 2006-2007}}{\text{District number of students served in special education who graduated in 2006-2007}}$$

#### **MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Minimum Size Requirements: At least 30 special education graduates.
- Limited professional judgment special analysis is available for districts with residential facilities in their attendance zones who have registered those facilities with the residential facilities data collection application called “RF Tracker.”
- Two years of data are available for analysis under this indicator.

#### **DATA SOURCE**

- For additional information about data sources and methods for calculating the RHSP/DAP diploma rate, see the *2008 Accountability Manual* available at the following web address: <http://www.tea.state.tx.us/perfreport/account/2008/manual/>.

#### **NOTES**

- Required improvement is available for this indicator.
- Graduation data are for the 2006-2007 school year.

The district special education RHSP/DAP diploma rate is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

District SPED RHSP/DAP Diploma Rate				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	Performance Level = 0 (met standard) (Also includes 0SA, 0PJSA, and 0RI)	Performance Level = 1 (Also includes 1SA and 1PJSA)	Performance Level = 2 (Also includes 2SA and 2PJSA)	Performance Level = 3 (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis process results in the assignment of a performance level of <i>Not Assigned</i> .	The district SPED RHSP/DAP diploma rate is 16.5% or higher. Minimum size requirements not applicable if PL = 0.	The district SPED RHSP/DAP diploma rate is between 6.5% and 16.4%.	The district SPED RHSP/DAP diploma rate is between 1.5% and 6.4%.	The district SPED RHSP/DAP diploma rate is 1.4% or lower.

Limited professional judgment special analysis is available for districts with residential facilities in their attendance zones who have registered those facilities with the residential facilities data collection application called “RF Tracker.”

### **Special Education Indicator #11: SPED Graduation Rate**

**This indicator is the percent of students served in special education who graduated with a high school diploma in four years.**

#### **CALCULATION**

For each district, calculate the percent of students served in special education graduating with a high school diploma in four years:

$$\text{District special education graduation rate} = \frac{\text{District number of students in the Grade 9 cohort served in special education who graduated with a high school diploma by 2006-2007}}{\text{District number of students in the Class of 2007 served in special education.}}$$

#### **MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Minimum Size requirements and the PBMAS special analysis process do not apply to this indicator.

#### **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 the following web address:  
<http://www.tea.state.tx.us/research/>.

#### **NOTES**

- This is a Report Only indicator for 2008. The district special education graduation rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2008.
- Graduation data are for the class of 2007.

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## Special Education Indicator #12: SPED Identification

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

### **CALCULATION**

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

$$\text{District special education identification rate} = \frac{\text{District number of special education students enrolled in 2007-2008}}{\text{District number of students enrolled in 2007-2008}}$$

### **MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Minimum Size Requirements: At least 30 students enrolled in the district and at least 30 students identified to receive special education services.
- The PBMAS special analysis process is not applicable to this indicator.
- Three years of data are available for analysis under this indicator.

### **DATA SOURCE**

- The data for this indicator are based on the number of students reported by the district as **enrolled** in the district and receiving **special education** services (PEIMS fall 2007 snapshot data; 110 Record and 163 Record).

### **NOTES**

- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 30 (School for Persons with Mental Retardation), 31, 32, 34 (ECI 0-2), and 81-89 (Residential Care and Treatment Facility) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS code on the 163 Record (Element ID E0833) is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program ≥ 50% of the day) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- Required improvement is available for this indicator.

**PERFORMANCE LEVEL ASSIGNMENT**

The district-level special education identification rate is compared to the PBMAS standards for the indicator, and performance levels are assigned as follows:

<b>District Special Education Identification Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Not Assigned</b>	<b>Performance Level = 0 (met standard) (Also includes ORI)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
PL not equal to 0 and district does not meet minimum size requirements.	The district identification of students to receive special education services is 8.5% or lower. Minimum size requirements not applicable if PL = 0.	The district identification of students to receive special education services is between 8.6% and 12.0%.	The district identification of students to receive special education services is between 12.1% and 16.0%.	The district identification of students to receive special education services is 16.1% or higher.

The PBMAS special analysis process is not applicable to this indicator. Performance levels are only assigned through standard analysis.

## Special Education Indicator #13: SPED African American Representation

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

### CALCULATION

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

$$\text{District special education African American percentage} = \frac{\text{District number of African American students served in special education in 2007-2008}}{\text{District number of special education students enrolled in 2007-2008}}$$

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

$$\text{District overall African American percentage} = \frac{\text{District number of African American students enrolled in 2007-2008}}{\text{District number of students enrolled in 2007-2008}}$$

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

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

### MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Required improvement is available for this indicator.
- Minimum Size Requirements: At least 30 African American students enrolled, at least 30 African American students served in special education, and at least 30 enrolled students served in special education.
- Professional judgment special analysis is available for this indicator.
- Three years of data are available for analysis under this indicator.

### DATA SOURCE

- The data for this indicator are based on the number of **African American** and all students reported by the district as **enrolled** in the district and receiving **special education** services (PEIMS fall 2007 snapshot data; 101 Record, 110 Record, and 163 Record).

**NOTES**

- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are not included in the calculation of this indicator in either the numerator or the denominator.
- Students whose PEIMS code on the 163 Record (Element ID E0833) is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program ≥ 50% of the day) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.

**PERFORMANCE LEVEL ASSIGNMENT**

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

<b>District SPED African American Representation</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Not Assigned</b> (Also includes NA SA and NA PJSA)	<b>Performance Level = 0 (met standard)</b> (Also includes 0SA, 0PJSA and 0RI)	<b>Performance Level = 1</b> (Also includes 1SA and 1PJSA)	<b>Performance Level = 2</b> (Also includes 2SA and 2PJSA)	<b>Performance Level = 3</b> (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of <i>Not Assigned</i> .	The district percent of special education students who are African American is no more than 1.0 percentage point higher than the percent of all district students who are African American. Minimum size requirements not applicable if PL = 0.	The district percent of special education students who are African American is between 1.1 and 5.9 percentage points higher than the percent of all district students who are African American.	The district percent of special education students who are African American is between 6.0 and 10.0 percentage points higher than the percent of all district students who are African American.	The district percent of special education students who are African American is at least 10.1 percentage points higher than the percent of all district students who are African American.

**Special Education Indicator #14: SPED Hispanic Representation**

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

**CALCULATION**

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

$$\text{District special education Hispanic percentage} = \frac{\text{District number of Hispanic students served in special education in 2007-2008}}{\text{District number of special education students enrolled in 2007-2008}}$$

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

$$\text{District overall Hispanic percentage} = \frac{\text{District number of Hispanic students enrolled in 2007-2008}}{\text{District number of students enrolled in 2007-2008}}$$

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

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

**MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

**DATA SOURCE**

- Required Improvement is available for this indicator.
- Minimum Size Requirements: At least 30 Hispanic students enrolled, at least 30 Hispanic students served in special education, and at least 30 enrolled students served in special education.
- Professional judgment special analysis is available for this indicator.
- Three years of data are available for analysis under this indicator.

- The data for this indicator are based on the number of **Hispanic** and all students reported by the district as **enrolled** in the district and receiving **special education** services (PEIMS fall 2007 snapshot data; 101 Record, 110 Record, and 163 Record).

**NOTES**

- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS code on the 163 Record (Element ID E0833) is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program ≥ 50% of the day) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.

**PERFORMANCE LEVEL ASSIGNMENT**

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

District SPED Hispanic Representation				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	Performance Level = 0 (met standard) (Also includes 0SA, 0PJSA and 0RI)	Performance Level = 1 (Also includes 1SA and 1PJSA)	Performance Level = 2 (Also includes 2SA and 2PJSA)	Performance Level = 3 (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis process results in the assignment of a performance level of <i>Not Assigned</i> .	The district percent of special education students who are Hispanic is no more than 1.0 percentage point higher than the percent of all district students who are Hispanic. Minimum size requirements not applicable if PL = 0.	The district percent of special education students who are Hispanic is between 1.1 and 5.9 percentage points higher than the percent of all district students who are Hispanic.	The district percent of special education students who are Hispanic is between 6.0 and 10.0 percentage points higher than the percent of all district students who are Hispanic.	The district percent of special education students who are Hispanic is at least 10.1 percentage points higher than the percent of all district students who are Hispanic.

**Special Education Indicator #15: SPED LEP Representation**

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

**CALCULATION**

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

$$\text{District special education LEP percentage} = \frac{\text{District number of LEP students served in special education in 2007-2008}}{\text{District number of special education students enrolled in 2007-2008}}$$

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

$$\text{District overall LEP percentage} = \frac{\text{District number of LEP students enrolled in 2007-2008}}{\text{District number of students enrolled in 2007-2008}}$$

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

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

**MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Required improvement is available for this indicator.
- Minimum Size Requirements: At least 30 LEP students enrolled, at least 30 LEP students served in special education, and at least 30 enrolled students served in special education.
- Professional judgment special analysis is available for this indicator.
- Three years of data are available for analysis under this indicator.

**DATA SOURCE**

- The data for this indicator are based on the number of **LEP** and all students reported by the district as **enrolled** in the district and receiving **special education** services (PEIMS fall 2007 snapshot data; 110 Record and 163 Record).

## NOTES

- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS code on the 163 Record (Element ID E0833) is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program  $\geq$  50% of the day) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.

## PERFORMANCE LEVEL ASSIGNMENT

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

District SPED LEP Representation				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	Performance Level = 0 (met standard) (Also includes 0SA, 0PJSA and 0RI)	Performance Level = 1 (Also includes 1SA and 1PJSA)	Performance Level = 2 (Also includes 2SA and 2PJSA)	Performance Level = 3 (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of <i>Not Assigned</i> .	The district percent of special education students who are LEP is no more than 1.0 percentage point higher than the percent of all district students who are LEP. Minimum size requirements not applicable if PL = 0.	The district percent of special education students who are LEP is between 1.1 and 5.9 percentage points higher than the percent of all district students who are LEP.	The district percent of special education students who are LEP is between 6.0 and 10.0 percentage points higher than the percent of all district students who are LEP.	The district percent of special education students who are LEP is at least 10.1 percentage points higher than the percent of all district students who are LEP.

**Special Education Indicator #16: SPED Discretionary DAEP Placements**

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

**CALCULATION**

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

$$\text{District special education discretionary DAEP placement rate} = \frac{\text{District number of discretionary DAEP placements of students served in special education in 2006-2007}}{\text{District number of students served in special education in attendance in 2006-2007}}$$

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

$$\text{District overall discretionary DAEP placement rate} = \frac{\text{District number of discretionary DAEP placements for all students in 2006-2007}}{\text{District number of all students in attendance in 2006-2007}}$$

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

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

**MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS**

- Required improvement is available for this indicator.
- Minimum Size Requirements: At least 30 students in attendance served in special education.
- Professional judgment special analysis is available for this indicator.
- Three years of data are available for analysis under this indicator.

**DATA SOURCE**

- The data for this indicator’s denominators are based on the number of students (all students versus special education students) reported by the district as **in attendance** (PEIMS summer 2007 data—400 Record and 405 Record). The data for this indicator’s numerators are based on the number of **discretionary DAEP placements** (all students versus special education students) reported by the district (PEIMS summer 2007 data—425 Record.)

**NOTES**

- **New!** Disciplinary Action Reason Code 50 (used, exhibited, or possessed a non-illegal knife as defined by the district’s student code of conduct and as allowed under TEC 37.007) is now included in this indicator.
- Discretionary DAEP placements are for the 2006-2007 school year.
- A student is counted as a special education student in the first denominator if any 405 record was submitted for the student or if Element ID E0940 on any 400 Record submitted for the student contained anything but 0000. A DAEP placement is counted as a special education DAEP placement in the first numerator if the student had a matching record for the same reporting period on the 400 Record with Element ID E0041 containing anything but 00 and Element ID E0937 not equaling zero.
- Note that discretionary DAEP placements are defined using the PEIMS 425 Record – Disciplinary Action Codes and Disciplinary Action Reason Codes as follows: Action Codes (Element ID E1005) = 07, 08, and 10 and Reason Codes (Element ID E1006) = 01, 10, 21, 22, 23, 33, 34, 41, 49, and/or 50. Only one action per incident number is counted under this indicator.

**PERFORMANCE LEVEL ASSIGNMENT**

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

District Discretionary DAEP Placements				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	Performance Level = 0 (met standard) (Also includes 0SA, 0PJSA, and 0RI)	Performance Level = 1 (Also includes 1SA and 1PJSA)	Performance Level = 2 (Also includes 2SA and 2PJSA)	Performance Level = 3 (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of <i>Not Assigned</i> .	The district percent of SPED discretionary DAEP placements is no more than 1.0 percentage point higher than the percent of overall discretionary DAEP placements. Minimum size requirements not applicable if PL = 0.	The district percent of SPED discretionary DAEP placements is between 1.1 and 3.0 percentage points higher than the percent of overall discretionary DAEP placements.	The district percent of SPED discretionary DAEP placements is between 3.1 and 6.0 percentage points higher than the percent of overall discretionary DAEP placements.	The district percent of SPED discretionary DAEP placements is at least 6.1 percentage points higher than the percent of overall discretionary DAEP placements.

## Special Education Indicator #17: SPED Discretionary Placements to ISS

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

### CALCULATION

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

$$\text{District special education discretionary ISS placement rate} = \frac{\text{District number of discretionary placement of students served in special education to ISS in 2006-2007}}{\text{District number of students served in special education in attendance in 2006-2007}}$$

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

$$\text{District overall discretionary ISS placement rate} = \frac{\text{District number of discretionary placements of all students to ISS in 2006-2007}}{\text{District number of all students in attendance in 2006-2007}}$$

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

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

### MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS

- Required improvement is available for this indicator.
- Minimum Size Requirements: At least 30 students in attendance served in special education.
- Professional judgment special analysis is available for this indicator.
- Three years of data are available for analysis under this indicator.

### DATA SOURCE

- The data for this indicator's denominators are based on the number of students (all students versus special education students) reported by the district as **in attendance** (PEIMS summer 2007 data—400 Record and 405 Record). The data for this indicator's numerators are based on the number of incidents of **discretionary placements in ISS** (all students versus special education students) reported by the district (PEIMS summer 2007 data—425 Record).

## NOTES

- Discretionary placements to ISS are for the 2006-2007 school year.
- A student is counted as a special education student in the first denominator if any 405 record was submitted for the student or if Element ID E0940 on any 400 Record submitted for the student contained anything but 0000. An ISS placement is counted as a special education ISS placement in the first numerator if the student had a matching record for the same reporting period on the 400 Record with Element ID E0041 containing anything but 00 and Element ID E0937 not equaling zero.
- Note that discretionary placements to ISS are defined using the PEIMS 425 Record – Disciplinary Action Codes and Disciplinary Action Reason Codes as follows: Action Code (Element ID E1005) = 06 and 26 and Reason Code (Element ID E1006) = All Codes. Only one action per incident number is counted under this indicator.

## PERFORMANCE LEVEL ASSIGNMENT

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

District Discretionary Placements to ISS				
Performance Level (PL) Assignments				
Performance Level = Not Assigned (Also includes NA SA and NA PJSA)	Performance Level = 0 (met standard) (Also includes 0SA, 0PJSA, and ORI)	Performance Level = 1 (Also includes 1SA and 1PJSA)	Performance Level = 2 (Also includes 2SA and 2PJSA)	Performance Level = 3 (Also includes 3SA and 3PJSA)
PL not equal to 0 and special analysis determination process results in the assignment of a performance level of <i>Not Assigned</i> .	The district percent of SPED discretionary ISS placements is no more than 10.0 percentage points higher than the percent of overall discretionary ISS placements. Minimum size requirements not applicable if PL = 0.	The district percent of SPED discretionary ISS placements is between 10.1 and 24.9 percentage points higher than the percent of overall discretionary ISS placements.	The district percent of SPED discretionary ISS placements is between 25.0 and 55.0 percentage points higher than the percent of overall discretionary ISS placements.	The district percent of SPED discretionary ISS placements is at least 55.1 percentage points higher than the percent of overall discretionary ISS placements.

**Special Education Indicator #18: SPED Discretionary Placements to OSS**

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

**CALCULATION**

1. For each district, calculate the district **special education discretionary OSS placement rate**:

$$\text{District special education discretionary OSS placement rate} = \frac{\text{District number of discretionary placements of students served in special education to OSS in 2006-2007}}{\text{District number of students served in special education in attendance in 2006-2007}}$$

2. For each district, calculate the district **overall discretionary OSS placement rate**:

$$\text{District overall discretionary OSS placement rate} = \frac{\text{District number of discretionary placements of all students to OSS in 2006-2007}}{\text{District number of all students in attendance in 2006-2007}}$$

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

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

MINIMUM SIZE REQUIREMENTS AND SPECIAL ANALYSIS	DATA SOURCE
<ul style="list-style-type: none"> <li>Minimum size requirements and PBMAS special analysis process do not apply to this indicator.</li> </ul>	<ul style="list-style-type: none"> <li>The data for this indicator’s denominators are based on the number of students (all students versus special education students) reported by the district as <b>in attendance</b> (PEIMS summer 2007 data—400 and 405 Record). The data for this indicator’s numerators are based on the number of incidents of <b>discretionary OSS placements</b> (all students versus special education students) reported by the district (PEIMS summer 2007 data—425 Record).</li> </ul>

## NOTES

- **New!** This is a Report Only indicator for 2008. The district SPED discretionary OSS placement rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2008.
- Discretionary placements to OSS are for the 2006-2007 school year.
- A student is counted as a special education student in the first denominator if any 405 record was submitted for the student or if Element ID E0940 on any 400 Record submitted for the student contained anything but 0000. An OSS placement is counted as a special education OSS placement in the first numerator if the student had a matching record for the same reporting period on the 400 Record with Element ID E0041 containing anything but 00 and Element ID E0937 not equaling zero.
- Note that discretionary placements to OSS are defined using the PEIMS 425 Record – Disciplinary Action Codes and Disciplinary Action Reason Codes as follows: Action Code (Element ID E1005) = 05 and 25. Reason Code (Element ID E1006) = All codes. Only one action per incident number is counted under this indicator.

## SECTION VII: COMMENTS and QUESTIONS:

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

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

**Phone:** (512) 936-6426  
**Fax:** (512) 475-3880  
**E-mail:** [pbm@tea.state.tx.us](mailto:pbm@tea.state.tx.us)

### Other Helpful Contact Information:

Division: Program Monitoring and Interventions  
Phone: (512) 463-9414  
Fax: (512) 463-9560  
Email: [pmidivision@tea.state.tx.us](mailto:pmidivision@tea.state.tx.us)

Division: Bilingual Education/English as a Second Language Unit  
Phone: (512) 463-9581  
Fax: (512) 463-8057  
Email: [curric@tea.state.tx.us](mailto:curric@tea.state.tx.us)

Division: Career and Technical Education Unit  
Phone: (512) 463-9581  
Fax: (512) 463-8057  
Email: [curric@tea.state.tx.us](mailto:curric@tea.state.tx.us)

Division: NCLB Program Coordination  
Phone: (512) 463-9374  
Fax: (512) 305-9447  
Email: [nclb@tea.state.tx.us](mailto:nclb@tea.state.tx.us)

Division: IDEA Coordination  
Phone: (512) 463-9414  
Fax: (512) 463-9560  
Email: [sped@tea.state.tx.us](mailto:sped@tea.state.tx.us)

Division: Student Assessment  
Phone: (512) 463-9536  
Fax: (512) 463-9302  
Email: [studenta@tea.state.tx.us](mailto:studenta@tea.state.tx.us)

Division: Performance Reporting  
Phone: (512) 463-9704  
Fax: (512) 475-3584  
Email: [perf rept@tea.state.tx.us](mailto:perf rept@tea.state.tx.us)

### Comments on the 2008 PBMAS

Comments on the 2008 PBMAS, including indicators, performance levels, standards, and other components of the system are welcome and will assist the agency in its PBMAS evaluation and future system development. Comments may be submitted to **Rachel Harrington, Division Director, Division of Performance-Based Monitoring, Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701-1494** or sent via e-mail to [pbm@tea.state.tx.us](mailto:pbm@tea.state.tx.us). Comments should be provided no later than October 31, 2008, in order to allow sufficient time for incorporation into the 2009 PBMAS development cycle.

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# SECTION VIII

## Appendices

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## **Appendix A:**

### ***Career and Technical Education Nontraditional Courses***

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

<b>Nontraditional for Females</b>	
<b>PEIMS Number</b>	<b>Course</b>
11921222	HOME MAINTENANCE IMPROVEMENT
11921261	INTRODUCTION TO HORTICULTURAL SCIENCE
11922312	PERSONAL SKILL DEVELOPMENT IN AGRICULTURE
11922315	AGRICULTURAL COMMUNICATIONS
11922373	AGRIBUSINESS MANAGEMENT AND MARKETING
11922375	ENTREPRENEURSHIP IN AGRICULTURE
11923331	SPECIALTY AGRICULTURE
11923332	ANIMAL SCIENCE
11923333	PLANT AND SOIL SCIENCE
11923334	EQUINE SCIENCE
11923336	ADVANCED ANIMAL SCIENCE
11923337	ADVANCED PLANT AND SOIL SCIENCE
11923361	LANDSCAPE DESIGN, CONSTRUCTION, AND MAINTENANCE
11923362	HORTICULTURAL PLANT PRODUCTION
11923363	FLORAL DESIGN AND INTERIOR LANDSCAPE DEVELOPMENT
11923364	FRUIT, NUT, AND VEGETABLE PRODUCTION

Nontraditional for Females (continued)

PEIMS Number	Course
11923365	ADVANCED FLORAL DESIGN
11923374	ADVANCED AGRIBUSINESS MANAGEMENT AND MARKETING
11923382	RANGE MANAGEMENT AND ECOLOGY
11934431	ANIMAL PRODUCTION
11934461	HORTICULTURE I
11934462	HORTICULTURE II
11955505	WBL/AGRICULTURE/AGRIBUSINESS
11955515	WBL/LEADERSHIP DEVELOPMENT
11955535	WBL/FOOD AND FIBER PRODUCTION
11955565	WBL/HORTICULTURE
11955575	WBL/AGRIBUSINESS MARKETING AND MANAGEMENT
11977339	AGRICULTURAL SCIENCE AND TECHNOLOGY INDEPENDENT STUDY
12001100	INTRODUCTION TO BUSINESS SUPPORT SYSTEMS
12001200	BUSINESS VENTURE
12001300	INTRODUCTION TO KEYBOARDING
12022800	WORD PROCESSING APPLICATIONS
12031500	INTERNATIONAL BUSINESS
12055400	WBL/BUSINESS COMPUTER PROGRAMMING
12055500	WBL/INTERNATIONAL BUSINESS
12112120	SCIENTIFIC RESEARCH AND DESIGN I
12112121	SCIENTIFIC RESEARCH AND DESIGN II
12112122	SCIENTIFIC RESEARCH AND DESIGN II
12205221	PL/FOOD PRODUCTION, MANAGEMENT, AND SERVICES I
12205222	PL/FOOD PRODUCTION, MANAGEMENT, AND SERVICES II
12290529	WBL/FOOD PRODUCTION, MANAGEMENT, AND SERVICES
12311140	EXPLORING CONSTRUCTION TECHNOLOGY
12311160	EXPLORING MANUFACTURING TECHNOLOGY

Nontraditional for Females (continued)

PEIMS Number	Course
12321200	TECHNOLOGY EDUCATION
12331320	TECHNOLOGY SYSTEMS
12331321	TECHNOLOGY SYSTEMS (MODULAR COMPUTER LABORATORY-BASED)
12331330	ENGINEERING PRINCIPLES
12341430	MANUFACTURING SYSTEMS
12341440	CONSTRUCTION SYSTEMS
12341470	COMPUTER APPLICATIONS
12362620	ARCHITECTURAL GRAPHICS
12362630	ENGINEERING GRAPHICS
12362650	MANUFACTURING TECHNOLOGY
12362670	ELECTRICITY/ELECTRONICS TECHNOLOGY
12382820	PRINCIPLES OF TECHNOLOGY I
12382830	PRINCIPLES OF TECHNOLOGY II
12422033	TECHNOLOGY IN MARKETING
12511101	ARCHITECTURAL DRAFTING I
12511102	ARCHITECTURAL DRAFTING II
12511103	ENGINEERING AND ARCHITECTURAL DRAFTING
12511701	ENGINEERING COMPUTER-AIDED DRAFTING I
12511702	ENGINEERING COMPUTER-AIDED DRAFTING II
12511703	ADVANCED COMPUTER-AIDED DRAFTING III
12511704	COMPUTER GRAPHICS AND MACHINE DRAFTING
12511705	TECHNICAL INTRODUCTION TO COMPUTER-AIDED DRAFTING
12511903	GRAPHICS ARTS I
12511904	GRAPHICS ARTS II
12511905	INTRODUCTION TO GRAPHIC COMMUNICATION CAREERS
12520177	WBL/CONSTRUCTION MAINTENANCE SYSTEMS
12522501	BUILDING MAINTENANCE I

**Nontraditional for Females (continued)**

<b>PEIMS Number</b>	<b>Course</b>
12522502	BUILDING MAINTENANCE II
12522701	ARCHITECTURAL BLUEPRINTS AND SPECIFICATIONS
12523101	HEATING, VENTILATION, AIR-CONDITIONING AND REFRIGERATION I
12523301	BRICKLAYING/STONE MASONRY I
12523701	PIPING TRADES/PLUMBING I
12534501	COMPUTER CABLING AND DESIGN
12534504	INTRODUCTION TO COMPUTER MAINTENANCE
12534901	MAJOR APPLIANCE SERVICE TECHNOLOGY I
12534902	MAJOR APPLIANCE SERVICE TECHNOLOGY II
12535101	FUNDAMENTALS OF TELECOMMUNICATIONS
12540179	WBL/INDUSTRIAL AND MANUFACTURING SYSTEM
12550180	WBL/METAL TECHNOLOGY SYSTEMS
12557301	MACHINE SHOP I
12557302	MACHINE SHOP II
12557501	METAL TRADES I
12557502	METAL TRADES II
12557701	SHEET METAL I
12557702	SHEET METAL II
12557901	WELDING I
12557902	WELDING II
12568701	BASIC COUNTY CORRECTIONS OFFICER
12568704	CRIME IN AMERICA
12568705	CRIMINAL INVESTIGATION
12568709	INTRODUCTION TO SECURITY SERVICES
12568710	SECURITY SERVICES
12578901	AEROSPACE AVIATION TECH I
12578902	AEROSPACE AVIATION TECH II

**Nontraditional for Females (continued)**

<b>PEIMS Number</b>	<b>Course</b>
12578903	AIRCRAFT MECHANICS I
12578904	AIRCRAFT MECHANICS II
12579101	AUTOMOTIVE SPECIALIZATION
12579102	AUTOMOTIVE TECHNICIAN I
12579103	AUTOMOTIVE TECHNICIAN II
12579105	TRANSPORTATION SERVICES TECHNICIAN
12579106	AUTOMOTIVE TECHNICIAN III
12579301	AUTOMOTIVE COLLISION REPAIR AND REFINISHING TECHNOLOGY I
12579302	AUTOMOTIVE COLLISION REPAIR AND REFINISHING TECHNOLOGY II
12579501	DIESEL MECHANICS
12579901	SMALL ENGINE REPAIR I
12579902	SMALL ENGINE REPAIR II
12580001	TRADE AND INDUSTRIAL EDUCATION INDEPENDENT STUDY
1192T261	INTRODUCTION TO HORTICULTURAL SCIENCE
1192T332	ANIMAL SCIENCE
1192T334	EQUINE SCIENCE
1192T361	LANDSCAPE DESIGN, CONSTRUCTION, AND MAINTENANCE
1192T362	HORTICULTURAL PLANT PRODUCTION
1192T363	FLORAL DESIGN AND INTERIOR LANDSCAPE DEVELOPMENT
1192T365	ADVANCED FLORAL DESIGN
119T4461	HORTICULTURE I
1202280T	WORD PROCESSING APPLICATIONS
1203150T	INTERNATIONAL BUSINESS
1229529T	WBL/FOOD PRODUCTION, MANAGEMENT, AND SERVICES I
1229T529	WBL/FOOD PRODUCTION, MANAGEMENT, AND SERVICES II
122T5221	PL/FOOD PRODUCTION, MANAGEMENT, AND SERVICES I

Nontraditional for Females (continued)

PEIMS Number	Course
1234147T	COMPUTER APPLICATIONS
1236262T	ARCHITECTURAL GRAPHICS
1236263T	ENGINEERING GRAPHICS
1236267T	ELECTRICITY/ELECTRONICS TECHNOLOGY
1238282T	PRINCIPLES OF TECHNOLOGY I
125117T1	ENGINEERING COMPUTER-AIDED DRAFTING I
125117T2	ENGINEERING COMPUTER-AIDED DRAFTING II
125345T4	INTRODUCTION TO COMPUTER MAINTENANCE
125573T1	MACHINE SHOP I
125573T2	MACHINE SHOP II
125579T2	WELDING II
125687T4	CRIME IN AMERICA
12579T03	AUTOMOTIVE TECHNICIAN II (NON-NATEF)
12579TB3	AUTOMOTIVE TECHNICIAN II (NATEF-BRAKES)
12579TS3	AUTOMOTIVE TECHNICIAN II (NATEF-SUSPENSION & STEERING)
N1192220	AGRICULTURAL ALGEBRAIC EXPLORATION
N1192327	GIS INTERNSHIP IN AGRICULTURE
N1193440	FLORICULTURE
N1202272	TELECOMMUNICATIONS AND NETWORKING II
N1205006	OPERATING SYSTEMS II
N1205007	OPERATING SYSTEMS III
N1205008	OPERATING SYSTEMS IV
N1205009	NETWORK ADMINISTRATION I
N1205010	NETWORK ADMINISTRATION II
N1205013	ADVANCED OPERATING SYSTEMS III
N1205014	ADVANCED OPERATING SYSTEMS IV
N1211203	INTRODUCTION TO BIOTECHNOLOGY

Nontraditional for Females (continued)

PEIMS Number	Course
N1220501	CULINARY ARTS I
N1220502	CULINARY ARTS II
N1220503	CULINARY ARTS III
N1220504	INTERNATIONAL CUISINE
N1220505	INTRODUCTION TO CULINARY ARTS
N122T501	CULINARY ARTS I
N1236202	MANUFACTURING ENGINEERING
N1236208	TECH WORLD MANUFACTURING
N1236212	INFORMATION TECHNOLOGY APPLICATIONS II
N1237207	AEROSPACE ENGINEERING
N1256820	INTRODUCTION TO CULINARY ARTS AND ENTREPRENEURIAL PRINCIPLES
N1256821	CULINARY ARTS I
N1256822	CULINARY ARTS II
N1256823	CULINARY ARTS III
N1256886	FIREFIGHTER
N1256887	FIREFIGHTER II
N1295005	INDUSTRIAL & ENVIRONMENTAL SAFETY
N1295012	BASIC COMPUTER TECHNOLOGY II
N1295013	INTRODUCTION TO INFORMATION TECHNOLOGY
N1295015	INTERNETWORKING TECHNOLOGIES III
N1295016	INTERNETWORKING TECHNOLOGIES IV
N1295032	CULINARY ARTS I
N1295033	CULINARY ARTS II
N1295034	CULINARY ARTS III
N1295035	INTRODUCTION TO CULINARY ARTS

**Nontraditional for Males**

<b>PEIMS Number</b>	<b>Course</b>
12001400	INTRODUCTION TO RECORDKEEPING
12011300	BUSINESS SUPPORT SYSTEMS
12011400	INTRODUCTION TO BUSINESS
12011600	RECORDKEEPING
12022100	ACCOUNTING I
12022200	BANKING AND FINANCIAL SYSTEMS
12031100	ACCOUNTING II
12055100	WBL/ACCOUNTING II
12101400	HEALTH SCIENCE TECHNOLOGY II
12101500	HEALTH SCIENCE TECHNOLOGY III
12106000	WBL/THERAPEUTIC SERVICES FOR HSTE III
12107000	WBL/DIAGNOSTIC SERVICES FOR HSTE III
12108000	WBL/HEALTH INFORMATICS
12109000	WBL/SUPPORT SERVICES
12109500	WBL/CLINICAL ROTATIONS
12121240	CLINICAL NUTRITION
12121260	MENTAL HEALTH
12202310	FAMILY HEALTH NEEDS
12203421	PL/CHILD CARE AND GUIDANCE, MANAGEMENT, AND SERVICES I
12203422	PL/CHILD CARE AND GUIDANCE, MANAGEMENT, AND SERVICES II
12204210	NUTRITION AND FOOD SCIENCE
12204310	FOOD SCIENCE AND TECHNOLOGY
12290349	WBL/CHILD CARE AND GUIDANCE, MANAGEMENT, AND SERVICES
12568101	COSMETOLOGY I
12568102	COSMETOLOGY II
12568103	INTRODUCTION TO COSMETOLOGY
1202210T	ACCOUNTING I

Nontraditional for Males (continued)

PEIMS Number	Course
1202220T	BANKING AND FINANCIAL SYSTEMS
1203110T	ACCOUNTING II
1210140T	HEALTH SCIENCE TECHNOLOGY II
1210151T	PHARMACY AIDE FORHSTE III
1210154T	VOCATIONAL NURSING FOR HSTE III
1210603T	WBL/THERAPEUTIC SERVICES FOR HSTE III
1210703T	WBL/DIAGNOSTIC SERVICES FOR HSTE III
1210952T	WBL/CLINICAL ROTATIONS FOR HSTE II
1210953T	WBL/CLINICAL ROTATIONS FOR HSTE III
1229349T	WBL/CHILD CARE AND GUIDANCE, MANAGEMENT, AND SERVICES II
1229T349	WBL/CHILD CARE AND GUIDANCE, MANAGEMENT, AND SERVICES
122T3421	PL/CHILD CARE AND GUIDANCE, MANAGEMENT, AND SERVICES I
N1192230	INTRODUCTION TO VETERINARY ASSISTANT TECHNOLOGY
N1192340	VETERINARY MEDICAL ASSISTANT I
N1192341	VETERINARY MEDICAL ASSISTANT II
N1220301	EARLY CHILDHOOD PROFESSIONS I
N1220302	EARLY CHILDHOOD PROFESSIONS II
N1220304	ELEMENTARY SCHOOL TEACHER ASSISTANT
N1220305	ELEMENTARY SCHOOL TEACHING INTERNSHIP
N1220403	SPORTS NUTRITION
N122T301	EARLY CHILDHOOD PROFESSIONS I
N122T302	EARLY CHILDHOOD PROFESSIONS II
N1256811	COSMETOLOGY (MANICURIST SPECIALTY)
N1256812	COSMETOLOGY (SHAMPOO AND CONDITIONING SPECIALIST)
N1256814	COSMETOLOGY II (MANICURIST)
N1256817	COSMETOLOGY HAIR WEAVING/BRAIDING

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# 2007 Performance-Based Monitoring Analysis System State Report

TEXAS EDUCATION AGENCY  
2007 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
STATE LONGITUDINAL REPORT

Bilingual Education/English as a Second Language

INDICATOR	(a) 2007 STANDARD (%)	(b) 2007 STATE RATE	(c) 2007 NUMERATOR	(d) 2007 DENOMINATOR	(e) 2007 PERFORMANCE LEVEL	(f) 2006 ACCT STDS 2007 PL @ (TAKS ONLY)	(g) 2007 STATE RATE	(h) 2006 STATE RATE	(i) 2005 STATE RATE	(j) 2005-2007 CHANGE*
*****										
1. BE ENGLISH TAKS PASSING RATE										
(i) MATHEMATICS	45.0	77.3	53,230	68,879	0	0	77.3	75.1	71.4	5.9
(ii) READING/ELA	65.0	74.2	45,512	61,351	0	0	74.2	73.3	69.8	4.4
(iii) SCIENCE	40.0	49.8	9,542	19,146	0	0	49.8	46.9	33.1	16.7
(iv) SOCIAL STUDIES	65.0	81.1	116	143	0	0	81.1	72.4	75.8	5.3
(v) WRITING	65.0	83.6	13,947	16,677	0	0	83.6	83.1	82.1	1.5
2. ESL ENGLISH TAKS PASSING RATE										
(i) MATHEMATICS	45.0	50.0	61,234	122,355	0	0	50.0	46.4	40.0	10.0
(ii) READING/ELA	65.0	54.9	66,218	120,614	3	2	54.9	50.0	44.3	10.6
(iii) SCIENCE	40.0	31.6	8,787	27,839	2	1	31.6	28.6	21.8	9.8
(iv) SOCIAL STUDIES	65.0	52.3	17,414	33,278	3	2	52.3	48.1	47.7	4.6
(v) WRITING	65.0	74.4	18,590	24,993	0	0	74.4	65.3	61.4	13.0
3. BE SPANISH TAKS PASSING RATE										
(i) MATHEMATICS	45.0	71.8	31,500	43,861	0	0	71.8	69.2	66.4	5.4
(ii) READING	65.0	84.8	42,758	50,421	0	0	84.8	82.8	77.3	7.5
(iii) SCIENCE	40.0	36.3	1,640	4,515	1	0	36.3	31.4	23.7	12.6
(iv) WRITING	65.0	89.6	15,141	16,904	0	0	89.6	90.1	87.6	2.0
4. ESL SPANISH TAKS PASSING RATE										
(i) MATHEMATICS	45.0	51.0	219	429	0	0	51.0	47.4	37.0	14.0
(ii) READING	65.0	74.0	401	542	0	0	74.0	61.9	56.6	17.4
(iii) SCIENCE	40.0	27.9	17	61	3	2	27.9	15.9	21.7	6.2
(iv) WRITING	65.0	80.2	81	101	0	0	80.2	75.0	78.6	1.6
5. LEP YEAR-AFTER-EXIT ENGLISH TAKS PASSING RATE										
(i) MATHEMATICS	45.0	80.0	55,044	68,820	0	0	80.0	77.0	72.2	7.8
(ii) READING/ELA	65.0	85.5	58,972	68,973	0	0	85.5	82.4	77.8	7.7
(iii) SCIENCE	40.0	67.6	10,657	15,769	0	0	67.6	67.2	52.7	14.9
(iv) SOCIAL STUDIES	65.0	79.2	6,276	7,925	0	0	79.2	76.5	74.8	4.4
(v) WRITING	65.0	93.1	26,943	28,928	0	0	93.1	90.8	88.6	4.5
6. LEP TAKS/TAKS-I/SDAA II PARTICIPATION RATE	82.0	85.0	280,486	329,917	0		85.0	83.1	81.5	3.5
7. LEP ANNUAL DROPOUT RATE	2.0	4.6	7,521	163,263	1		4.6			
8. LEP RHSP/DAP DIPLOMA RATE	60.0	58.3	4,769	8,177	1		58.3	58.1	48.7	9.6
9. LEP GRADUATION RATE		48.5	7,028	14,478	Report Only		48.5			
10. RPTE MULTI-YEAR BEGINNING PROFICIENCY RATE		5.5	14,565	262,554	Report Only		5.5	7.4		

\*To ensure comparability across years when the student passing standard increased, the 2005 state rates for all TAKS performance indicators have been recalculated based on the 2006 student passing standard.

Detailed information on each of the indicators above can be found in the 'PBMAS 2007 Manual' at <http://www.tea.state.tx.us/pbm/PBMASManuals.html>.

TEXAS EDUCATION AGENCY  
2007 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
STATE LONGITUDINAL REPORT

INDICATOR	Career and Technical Education				(e) 2007 PERFORMANCE LEVEL	(f) 2007 PL @ 2006 ACCT STDS (TAKS ONLY)	(g) 2007 STATE RATE	(h) 2006 STATE RATE	(i) 2005 STATE RATE	(j) 2005-2007 CHANGE*
	(a) 2007 STANDARD (%)	(b) 2007 STATE RATE	(c) 2007 NUMERATOR	(d) 2007 DENOMINATOR						
1. CTE TAKS PASSING RATE										
(i) MATHEMATICS	45.0	72.0	179,952	249,799	0	0	72.0	67.1	62.4	9.6
(ii) READING/ELA	65.0	89.2	226,185	253,614	0	0	89.2	87.9	78.5	10.7
(iii) SCIENCE	40.0	70.5	132,005	187,171	0	0	70.5	68.1	61.4	9.1
(iv) SOCIAL STUDIES	65.0	91.7	171,752	187,199	0	0	91.7	89.4	87.7	4.0
2. CTE LEP TAKS PASSING RATE										
(i) MATHEMATICS	45.0	32.1	2,452	7,636	3	2	32.1	29.2	23.9	8.2
(ii) READING/ELA	65.0	36.5	2,816	7,720	3	3	36.5	36.4	27.0	9.5
(iii) SCIENCE	40.0	25.7	1,315	5,111	3	2	25.7	21.0	19.9	5.8
(iv) SOCIAL STUDIES	65.0	55.9	2,843	5,088	2	1	55.9	53.1	47.2	8.7
3. CTE ECON TAKS PASSING RATE										
(i) MATHEMATICS	45.0	62.6	69,310	110,721	0	0	62.6	56.6	50.5	12.1
(ii) READING/ELA	65.0	84.2	95,232	113,080	0	0	84.2	82.8	71.3	12.9
(iii) SCIENCE	40.0	59.0	46,920	79,476	0	0	59.0	55.0	47.4	11.6
(iv) SOCIAL STUDIES	65.0	87.4	69,385	79,416	0	0	87.4	83.8	81.3	6.1
4. CTE SPED TAKS PASSING RATE										
(i) MATHEMATICS	45.0	40.1	3,203	7,993	1	0	40.1	35.8	31.0	9.1
(ii) READING/ELA	65.0	65.1	6,630	10,177	0	0	65.1	62.7	49.1	16.0
(iii) SCIENCE	40.0	42.3	2,577	6,099	0	0	42.3	39.9	31.7	10.6
(iv) SOCIAL STUDIES	65.0	74.8	5,136	6,865	0	0	74.8	70.0	66.7	8.1
5. CTE TECH PREP TAKS PASSING RATE										
(i) MATHEMATICS	45.0	74.1	67,119	90,590	0	0	74.1	70.2	63.5	10.6
(ii) READING/ELA	65.0	90.1	82,706	91,757	0	0	90.1	89.2	79.2	10.9
(iii) SCIENCE	40.0	72.1	50,758	70,439	0	0	72.1	69.9	62.2	9.9
(iv) SOCIAL STUDIES	65.0	92.3	65,057	70,451	0	0	92.3	90.8	88.6	3.7
6. CTE ANNUAL DROPOUT RATE	2.0	2.5	10,836	440,513	1		2.5			
7. CTE RHSP/DAP DIPLOMA RATE	70.0	76.8	93,426	121,716	0		76.8	72.8	68.5	8.3
8. CTE GRADUATION RATE		87.0	120,631	138,647	Report Only		87.0			
9. NON-TRADITIONAL COURSES -- MALE		39.1	45,172	115,482	Report Only		39.1			
10. NON-TRADITIONAL COURSES -- FEMALE		34.8	57,275	164,576	Report Only		34.8			

\*To ensure comparability across years when the student passing standard increased, the 2005 state rates for all TAKS performance indicators have been recalculated based on the 2006 student passing standard.

Detailed information on each of the indicators above can be found in the 'PBMAS 2007 Manual' at <http://www.tea.state.tx.us/pbm/PBMASManuals.html>.

TEXAS EDUCATION AGENCY  
2007 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
STATE LONGITUDINAL REPORT

INDICATOR	No Child Left Behind				(e) 2007 PERFORMANCE LEVEL	(f) 2007 PL @ 2006 ACCT STDS (TAKS ONLY)	(g) 2007 STATE RATE	(h) 2006 STATE RATE	(i) 2005 STATE RATE	(j) 2005-2007 CHANGE*
	(a) 2007 STANDARD (%)	(b) 2007 STATE RATE	(c) 2007 NUMERATOR	(d) 2007 DENOMINATOR						
1. ADEQUATE YEARLY PROGRESS (ECON)										
(i) MATHEMATICS	50.0	72.5	865,031	1,193,658	0		72.5	68.3	64.2	8.3
(ii) READING/ELA	60.0	82.2	980,471	1,192,677	0		82.2	78.3	75.0	7.2
2. MIGRANT TAKS PASSING RATE										
(i) MATHEMATICS	45.0	63.9	14,345	22,465	0	0	63.9	59.9	55.0	8.9
(ii) READING/ELA	65.0	75.3	16,937	22,499	0	0	75.3	73.2	67.5	7.8
(iii) SCIENCE	40.0	50.9	3,367	6,610	0	0	50.9	47.4	38.7	12.2
(iv) SOCIAL STUDIES	65.0	77.4	5,166	6,676	0	0	77.4	72.6	72.5	4.9
(v) WRITING	65.0	86.6	4,434	5,122	0	0	86.6	84.6	81.0	5.6
3. MIGRANT ANNUAL DROPOUT RATE	2.0	4.3	1,153	26,960	1		4.3			
4. MIGRANT RHSP/DAP DIPLOMA RATE	70.0	76.8	1,499	1,953	0		76.8	70.8	67.9	8.9
5. MIGRANT GRADUATION RATE		66.8	2,322	3,475	Report Only		66.8			
6. AMAO LEP STUDENT PROGRESS (GRADES K-2)	17.0	50.8	84,780	166,902	Met		50.8	47.6		
7. AMAO LEP STUDENT PROGRESS (GRADES 3-12)	44.0	62.9	177,542	282,305	Met		62.9	56.7	52.9	10.0
8. AMAO LEP STUDENT ATTAINMENT (GRADES K-2)	2.5	11.7	32,349	276,877	Met		11.7	10.2	8.0	3.7
9. AMAO LEP STUDENT ATTAINMENT (GRADES 3-12)										
METHOD 1	26.0	39.4	129,184	327,585	Met		39.4	33.1	32.7	6.7
METHOD 2	44.0	57.5	224,334	390,237	Met		57.5	51.7	49.7	7.8
10. AMAO LEP AYP					Met					

\*To ensure comparability across years when the student passing standard increased, the 2005 state rates for all TAKS performance indicators have been recalculated based on the 2006 student passing standard.

Detailed information on each of the indicators above can be found in the 'PBMAS 2007 Manual' at <http://www.tea.state.tx.us/pbm/PBMASManuals.html>.

TEXAS EDUCATION AGENCY  
2007 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
STATE LONGITUDINAL REPORT

INDICATOR	Special Education					(e) 2007 PERFORMANCE LEVEL	(f) 2007 PL @ 2006 ACCT STDS (TAKS ONLY)	(g) STATE RATE	(h) 2006 STATE RATE	(i) 2005 STATE RATE	(j) 2005-2007 CHANGE*
	(a) 2007 STANDARD (%)	(b) 2007 STATE RATE	(c) 2007 NUMERATOR	(d) 2007 DENOMINATOR							
1. SPED TAKS PASSING RATE											
(i) MATHEMATICS	45.0	58.5	61,262	104,652	0	0	58.5	57.1	51.8	6.7	
(ii) READING/ELA	65.0	72.9	76,339	104,719	0	0	72.9	71.4	64.7	8.2	
(iii) SCIENCE	40.0	50.3	13,834	27,500	0	0	50.3	49.5	37.5	12.8	
(iv) SOCIAL STUDIES	65.0	72.0	20,396	28,341	0	0	72.0	66.8	64.7	7.3	
(v) WRITING	65.0	80.1	15,870	19,808	0	0	80.1	79.3	75.2	4.9	
2. SPED YEAR-AFTER-EXIT TAKS PASSING RATE											
(i) MATHEMATICS	45.0	71.4	16,216	22,725	0	0	71.4	69.2	65.6	5.8	
(ii) READING/ELA	65.0	82.1	18,650	22,721	0	0	82.1	80.4	77.4	4.7	
(iii) SCIENCE	40.0	68.0	3,566	5,247	0	0	68.0	66.0	57.2	10.8	
(iv) SOCIAL STUDIES	65.0	80.1	3,232	4,034	0	0	80.1	77.9	78.3	1.8	
(v) WRITING	65.0	85.3	5,430	6,365	0	0	85.3	85.3	83.7	1.6	
3. SDAA II GAP CLOSURE (GRADES 3-8)											
(i) MATHEMATICS	48.1	70.4	76,564	108,826	0		70.4	58.2	51.8	18.6	
(ii) READING/ELA	43.1	64.9	73,876	113,901	0		64.9	52.7	49.7	15.2	
(iii) WRITING		45.2	10,108	22,355	Report Only		45.2	32.4	27.1	18.1	
4. SDAA II GAP CLOSURE (GRADES 3-10)											
(i) MATHEMATICS		66.1	88,925	134,623	Report Only		66.1	52.2	45.1	21.0	
(ii) READING/ELA		60.9	85,529	140,493	Report Only		60.9	48.0	43.8	17.1	
5. TAKS ONLY PARTICIPATION RATE	20.0	22.9	76,063	332,498	0		22.9	22.9	24.5	-1.6	
6. TAKS/TAKS-I ONLY PARTICIPATION RATE		25.3	84,012	332,498	Report Only		25.3	24.1			
7. SDAA II ONLY PARTICIPATION RATE	56.0	51.8	157,326	303,939	0		51.8	51.9	50.6	1.2	
8. LESS RESTRICTIVE ENVIRONMENT (AGES 3-5)	11.0	12.9	5,287	40,950	0		12.9	11.1	9.6	3.3	
9. LESS RESTRICTIVE ENVIRONMENT (AGES 6-11)	25.0	35.5	69,174	194,896	0		35.5				
10. LESS RESTRICTIVE ENVIRONMENT (AGES 12-21)	46.5	53.6	132,756	247,709	0		53.6	50.1	47.1	6.5	

\*To ensure comparability across years when the student passing standard increased, the 2005 state rates for all TAKS performance indicators have been recalculated based on the 2006 student passing standard.

Detailed information on each of the indicators above can be found in the 'PBMAS 2007 Manual' at <http://www.tea.state.tx.us/pbm/PBMASManuals.html>.

TEXAS EDUCATION AGENCY  
2007 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
STATE LONGITUDINAL REPORT

Special Education (cont.)

INDICATOR	(a) 2007 STANDARD (%)	(b) 2007 STATE RATE	(c) 2007 NUMERATOR	(d) 2007 DENOMINATOR	(e) 2007 PERFORMANCE LEVEL	(f) 2007 PL @ 2006 ACCT STDS (TAKS ONLY)	(g) 2007 STATE RATE	(h) 2006 STATE RATE	(i) 2005 STATE RATE	(j) 2005-2007 CHANGE*
11. SPED ANNUAL DROPOUT RATE	2.0	3.2	8,161	255,459	1		3.2			
12. SPED RHSP/DAP DIPLOMA RATE	16.5	17.5	4,540	25,905	0		17.5	16.5	14.6	2.9
13. SPED GRADUATION RATE		72.7	24,851	34,176	Report Only		72.7			
14. SPED IDENTIFICATION	8.5	10.6	484,764	4,583,245	1		10.6	11.0	11.5	-0.9
15. SPED AFRICAN AMERICAN REPRESENTATION	1.0	3.8			1		3.8	3.5	3.6	0.2
SPED AFRICAN AMERICAN		18.2	88,131	484,764						
ALL AFRICAN AMERICAN		14.4	660,216	4,583,245						
16. SPED HISPANIC REPRESENTATION	1.0	-3.9			0		-3.9	-3.8	-4.0	0.1
SPED HISPANIC		42.4	205,580	484,764						
ALL HISPANIC		46.3	2,123,377	4,583,245						
17. SPED LEP REPRESENTATION	1.0	0.3			0		0.3	0.0	-0.5	0.8
SPED LEP		16.3	79,084	484,764						
ALL LEP		16.0	731,289	4,583,245						
18. SPED DISCRETIONARY DAEP PLACEMENTS	1.0	1.5			1		1.5	1.5	1.5	0.0
SPED DAEP PLACEMENTS		3.4	21,396	622,784						
ALL DAEP PLACEMENTS		1.9	97,826	5,028,042						
19. SPED DISCRETIONARY EXPULSIONS	1.0	0.1			0		0.1	0.1	0.1	0.0
SPED EXPULSIONS		0.2	1,391	622,784						
ALL EXPULSIONS		0.1	5,834	5,028,042						
20. SPED DISCRETIONARY PLACEMENTS TO ISS	16.0	23.2			1		23.2	23.9	23.2	0.0
SPED ISS PLACEMENTS		57.3	357,166	622,784						
ALL ISS PLACEMENTS		34.1	1,714,178	5,028,042						

\*To ensure comparability across years when the student passing standard increased, the 2005 state rates for all TAKS performance indicators have been recalculated based on the 2006 student passing standard.

Detailed information on each of the indicators above can be found in the 'PBMA 2007 Manual' at <http://www.tea.state.tx.us/pbm/PBMAManuals.html>.

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