

# Explanation of the 2017 PBMAS Regional Report

**Indicator:** The Performance-Based Monitoring Analysis System (PBMAS) reports performance and program effectiveness results on a variety of indicators. Detailed information on the indicators can be found in each year's PBMAS Manual, available at <http://tea.texas.gov/pbm/PBMASManuals.aspx>.

**2017 PBMAS PL 0 Cut Points or State Rate:** This is the range of performance for a PL 0 or, if the indicator is a Report Only indicator, this is the average performance (state rate) of all regions in the state.

**2017 Region Rate:** This represents the performance of each region as a whole on a particular indicator (c/d=b).

**2017 Numerator:** The number of events observed in a particular indicator (e.g. the number of students scoring at the beginning proficiency level).

**2017 Denominator:** This represents the total population evaluated in a particular indicator (e.g. the number of students with a TELPAS Composite Rating).

TEXAS EDUCATION AGENCY  
2017 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
REGIONAL REPORT  
Bilingual Education/English as a Second Language

Region ZZ  
County-District Number: XXXXXX

INDICATOR	(a) 2017 PBMAS PL 0 CUT POINTS OR STATE RATE	(b) 2017 REGION RATE	(c) 2017 NUMERATOR	(d) 2017 DENOMINATOR	(e) 2017 PERFORMANCE LEVEL	(f) 2017 REGION RATE	(g) 2016 REGION RATE	(h) 2015 REGION RATE	(i) 2015 - 2017 CHANGE
<b>1. BE STAAR® 3-8 PASSING RATE</b>									
(i) MATHEMATICS	70.0 - 100	70.0	21	30	0	70.0	58.1	54.5	15.5
(ii) READING	70.0 - 100	63.3	19	30	1	63.3	41.9	45.5	17.8
(iii) SCIENCE	65.0 - 100	*	*	*	No Data	*	*	*	*
(iv) SOCIAL STUDIES	65.0 - 100	*	*	*	No Data	*	*	*	*
(v) WRITING	70.0 - 100	*	*	*	No Data	*	*	*	*
<b>2. ESL STAAR® 3-8 PASSING RATE</b>									
(i) MATHEMATICS		61.0				61.0			
(ii) READING		48.6				48.6			
(iii) SCIENCE	65.0 - 100	39.4				39.4			
(iv) SOCIAL STUDIES	65.0 - 100	27.2				27.2			
(v) WRITING	70.0 - 100	37.8				37.8			
<b>3. LEP (NOT SERVED IN BE/ESL) STAAR® 3-8 PASSING RATE</b>									
(i) MATHEMATICS	70.0 - 100	54.9				54.9			
(ii) READING	70.0 - 100	45.1				45.1			
(iii) SCIENCE	65.0 - 100	64.3				64.3			
(iv) SOCIAL STUDIES	65.0 - 100	40.0				40.0			
(v) WRITING	70.0 - 100	20.8				20.8	25.0	35.0	-14.2
<b>4. LEP YEAR-AFTER-EXIT (YAE) STAAR® 3-8 PASSING RATE</b>									
(i) MATHEMATICS	70.0 - 100	93.0	53	57	0	93.0	82.6	73.9	19.1
(ii) READING	70.0 - 100	93.0	53	57	0	93.0	81.7	82.9	10.1
(iii) SCIENCE	65.0 - 100	79.2	19	24	0	79.2	87.5	46.7	32.5
(iv) SOCIAL STUDIES	65.0 - 100	60.0	6	10	Not Assigned	60.0	50.0	44.4	15.6
(v) WRITING	70.0 - 100	95.0	*	*	0	95.0	84.6	62.5	32.5
<b>5. LEP STAAR® EOC PASSING RATE</b>									
(i) MATHEMATICS	65.0 - 100	56.7	72	127	1	56.7	56.2	62.1	-5.4
(ii) SCIENCE	75.0 - 100	46.8	52	111	3	46.8	61.8	63.1	-16.3
(iii) SOCIAL STUDIES	70.0 - 100	54.2	52	96	2	54.2	57.3	54.3	-0.1
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	22.5	62	275	3	22.5	24.6	37.8	-15.3
<b>6. LEP ANNUAL DROPOUT RATE (GRADES 7-12)</b>									
	0 - 1.8	1.0	5	501	0	1.0	0.5	0.9	0.1
<b>7. LEP GRADUATION RATE</b>									
	80.0 - 100	90.7	39	43	0	90.7	90.9		
<b>8. TELPAS READING BEGINNING PROFICIENCY LEVEL RATE</b>									
	0 - 7.5	8.2	91	1,114	1	8.2	7.8	8.7	-0.5
<b>9. TELPAS COMPOSITE RATING LEVELS FOR STUDENTS IN U.S. SCHOOLS MULTIPLE YEARS</b>									
	0 - 7.5	13.7	91	664	2	13.7	10.4	12.4	1.3

Example of masked data; see footnote.

**Performance Level (PL):** The result that occurs when a performance level standard is applied to a group's performance on an indicator. PBMAS performance levels generally range from 0 to 3.

**2015-2017 Change:** This represents the change in the regional rates from 2015 - 2017 (f-h = i); see footnote.

Detailed information on each of the indicators above can be found in the 'PBMAS 2017 Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>. An asterisk (\*) is used to mask data in order to protect student confidentiality. The rates in column (h) for the 2015 STAAR® 3-8 mathematics indicators were updated to reflect the performance standards for the redesigned STAAR® 3-8 mathematics assessments. The values presented in column (i) for all STAAR 3-8 and EOC performance indicators are not entirely comparable because they reflect changes in rates regardless of changes to student performance standards.