

Performance-Based  
Monitoring Analysis  
System  
2004-2005 Manual

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**Table of Contents**  
**Performance-Based Monitoring Analysis System**  
**2004-2005 Manual**

**Introduction**

[Background Information](#)

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

[Transition to PBMAS](#)

[Guiding Principles of the \*PBMAS\*](#)

[Planning for the Future: 2005-2006 and Beyond](#)

**Components of the 2004-2005 PBMAS**

[Data Sources](#)

[Filters](#)

[Minimum Size Requirements](#)

[No Data Available for an Indicator](#)

[Setting Standards](#)

[Report-Only Indicators](#)

[Rounding](#)

[Masking](#)

[Differences in Participation between PBM and Other Data Sources](#)

[Special Analysis](#)

[Data Integrity Indicators](#)

**Performance Indicators**

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

BE/ESL #1A(i-v)—[LEP English TAKS Passing Rate](#)

BE/ESL #1B(i-v)—[BE English TAKS Passing Rate](#)

BE/ESL #1C(i-v)—[ESL English TAKS Passing Rate](#)

BE/ESL #2—[LEP Annual Dropout Rate](#)

BE/ESL #3A(i-iv)—[LEP Spanish TAKS Passing Rate](#)  
BE/ESL #3B(i-iv)—[BE Spanish TAKS Passing Rate](#)  
BE/ESL #3C(i-iv)—[ESL Spanish TAKS Passing Rate](#)  
BE/ESL #4A(i-v)—[LEP Year-After-Exit English TAKS Passing Rate](#)  
BE/ESL #4B(i-v)—[BE Year-After-Exit English TAKS Passing Rate](#)  
BE/ESL #4C(i-v)—[ESL Year-After-Exit English TAKS Passing Rate](#)  
BE/ESL #5—[LEP TAKS/SDAA Participation](#)  
BE/ESL #6—[LEP Progress on Reading Proficiency Test in English \(RPTE\)](#)  
BE/ESL #7—[LEP RHSP/DAP Graduation Rate](#)

### **Career and Technology Education Indicators**

CTE #1(i-iv)—[CTE TAKS Passing Rate](#)  
CTE #2—[CTE Annual Dropout Rate](#)  
CTE #3(i-iv)—[CTE LEP TAKS Passing Rate](#)  
CTE #4(i-iv)—[CTE Economically Disadvantaged TAKS Passing Rate](#)  
CTE #5(i-iv)—[CTE Special Education TAKS Passing Rate](#)  
CTE #6(i-iv)—[CTE Tech Prep TAKS Passing Rate](#)  
CTE #7A—[Non-Traditional Courses—Male](#)  
CTE #7B—[Non-Traditional Courses—Female](#)

### **No Child Left Behind (NCLB) Act Indicators**

NCLB #1(i-v)—[Migrant TAKS Passing Rate](#)  
NCLB #2—[Migrant Annual Dropout Rate](#)  
NCLB #3—[Migrant RHSP/DAP Graduation Rate](#)  
NCLB #4—[Highly Qualified Teachers as Defined by NCLB](#)  
NCLB #5—[Disciplinary Incident Rate](#)

## Special Education Indicators

- SPED #1—[SPED Identification](#)
- SPED #2A—[SPED African American Representation](#)
- SPED #2B—[SPED Hispanic Representation](#)
- SPED #2C—[SPED LEP Representation](#)
- SPED #3—[SPED TAKS Only Participation Rate](#)
- SPED #4(i-v)—[SPED TAKS Passing Rate](#)
- SPED #5—[SPED SDAA Only Participation](#)
- SPED #6—[SPED Statewide Assessment Exemption Rate](#)
- SPED #7—[SPED SDAA Gap Closure](#)
- SPED #8—[SPED 3-11 Year Olds LRE Placement Rate](#)
- SPED #9—[SPED 12-21 Year Olds LRE Placement Rate](#)
- SPED #10—[SPED Discretionary DAEP Placements](#)
- SPED #11—[SPED Discretionary Expulsions](#)
- SPED #12—[SPED Discretionary Removals to ISS](#)
- SPED #13—[SPED Annual Dropout Rate](#)
- SPED #14(i-v)—[SPED Year-After-Exit TAKS Passing Rate](#)
- SPED #15—[SPED RHSP/DAP Graduation Rate](#)

## Comments and Questions

[List of Contacts](#)

[Comments on the 2004-2005 \*PBMAS\*](#)

[Appendix A](#)—Career and Technology Education Nontraditional Courses: 2003-2004 Enrollments in Nontraditional Courses

# Performance-Based Monitoring Analysis System (PBMAS) 2004-2005 Manual

## *Introduction*

### *Background Information*

Over the past decade, state and federal statute have guided the Texas Education Agency (TEA) in its monitoring efforts, beginning initially with statutory requirements pertaining to programs that provided services to students with disabilities, and expanding over time to include other programs supported by state and federal funds, including bilingual education, career and technology education, and many of the federal Title programs under the Elementary and Secondary Education Act (ESEA), which was reauthorized as the No Child Left Behind (NCLB) Act in 2001. The agency's monitoring efforts have also been guided by the results of external audits and reviews, including those of the State Auditor's Office (SAO), the United States Department of Education (USDE), and the Office of Special Education Programs (OSEP). The following information summarizes some of these external reviews as well as several of the statutory changes that have occurred, but it is not intended to provide an exhaustive description of all external reviews of the agency's monitoring responsibilities or of all legislation pertaining to state and federal monitoring.

Senate Bill 1 of the 74<sup>th</sup> Texas Legislature (1995) recodified the Texas Education Code (TEC), Chapter 29, *Educational Programs, Subchapter A, Special Education Program*. It stipulated that the agency develop and implement a statewide plan that included procedures designed to: 1) ensure state compliance with requirements for supplemental federal funding for all state-administered programs involving the delivery of instructional or related services to students with disabilities; 2) allow the agency to effectively monitor and periodically conduct site visits of all school districts to ensure that rules adopted under this section were applied in a consistent and uniform manner; 3) to ensure that districts were complying with those rules; and 4) to ensure that annual statistical reports filed by the districts and not otherwise available through the Public Education Information Management System (PEIMS) under TEC, §42.006, were accurate and complete.

In 1995, the agency formed a study group comprised of agency staff, school district personnel, and regional education service center representatives to conduct a needs assessment that was focused on addressing corrective actions as required by the findings of a report administered through the OSEP. The agency developed the District Effectiveness and Compliance (DEC) process as a result of the needs assessment. The DEC process was based on a plan to conduct onsite monitoring of special programs in every school district within a five-year cycle. That plan was later amended, with OSEP approval, to a six-year cycle.

House Bill 2172 of the 76<sup>th</sup> Texas Legislature (1999) modified the TEC, §29.010, *Compliance*, by mandating a comprehensive system for monitoring school district compliance with federal and state laws relating to special education. The monitoring system was required to provide for the ongoing analysis of district special education data and of complaints filed with the agency concerning special education services. Statute also required that the monitoring system include onsite inspections of school districts and district facilities. The agency used information obtained through an analysis of district data and from the complaints management system to determine the appropriate schedule for, and extent of, the inspection. This initial analysis led to the development of the Special Education Data Analysis System (DAS), which was a data-driven system comprised of various elements designed to predict a district or charter school's overall special education program-area "risk."

In 1999, based on a SAO report entitled, *A Report on the 1998 Financial and Compliance Audit Results* (SAO Report, No. 99-555), which recommended that the agency develop an agencywide plan for federal monitoring that included steps to shift to a risk-based monitoring system, the agency initiated the development of the Program Analysis System (PAS). PAS, like its counterpart DAS, was a data-driven system designed to predict a district or charter school's overall program-area "risk." PAS, however, focused on programs other than special education—programs such as bilingual education, career and technology education, gifted and talented education, state compensatory education, as well as certain federal Title programs and the Optional Extended Year Program. PAS and DAS were used by the agency from 2000-2003 to apply a risk-based approach to both the DEC process and the process for conducting Comprehensive Special Education Self Evaluations and Reviews (CSESER).

House Bill 3459 of the 78<sup>th</sup> Texas Legislature, Regular Session (2003) limited and redirected the agency's monitoring activities, with the exception of special education monitoring. This 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:

New TEC §29.062(a): the agency shall evaluate the effectiveness of bilingual education based on AEIS indicators, including assessment instruments and may combine evaluations under this section with federal accountability measures concerning students of limited English proficiency.

New TEC §29.062(c): if a school district or open-enrollment charter school fails to satisfy appropriate standards under (a), the agency shall apply sanctions, which may include the removal of accreditation, loss of foundation school funds, or both.

New TEC §7.027(b): the board of trustees of a school district or the governing body of an open-enrollment charter school has primary responsibility for ensuring that the district or school complies with all applicable requirements of state educational programs.

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

Statutory changes, combined with a 2003 reorganization of the agency, resulted in a revised alignment of agency functions and an emphasis on a coordinated approach to agency monitoring. In this approach, the agency is moving toward an integration of several different agency evaluation and monitoring components, including:

- the new performance-based monitoring analysis system;
- federal program and fiscal compliance;
- the new state accountability system, including alternative education accountability (AEA) procedures;
- federal accountability provisions, including Adequate Yearly Progress;
- the Financial Integrity Rating System (FIRST);
- financial audits;
- complaints;

- due process hearings;
- governance; and
- other monitoring responsibilities such as those required by Civil Action 5281 and the Office of Civil Rights.

These changes also led to a new definition of agency monitoring:

Monitoring is: 1) using a data-driven, performance-based model to observe, evaluate, and report on the public education system at the individual student group, campus, local education agency, regional, and statewide levels across diverse areas including program effectiveness, compliance with federal and state law and regulations, financial management, and data integrity for the purpose of assessing that student needs are being met; 2) promoting diagnostic and evaluative systems in LEAs that are integrated with the agency's desk audit and intervention process; and 3) relying on a research-based framework of interventions that ensure compliance and enhance student success.

### **Transition to PBMAS**

Achieving full integration of the different agency evaluation and monitoring components is a multi-year process, and the 2003-2004 school year was a transition year for monitoring systems across the agency. Intensive efforts were made to engage in monitoring activities with districts to the extent appropriate, while beginning development of a new data-driven analysis system which would focus on student performance and program effectiveness in the following program areas: bilingual education, career and technology education, special education, and certain Title programs under NCLB. During the 2003-2004 school year, the final 165 "cycle" districts identified under DEC participated in graduated interventions focused on improvement planning. The stage of intervention for each of these districts was determined by a set of transitional performance indicators. In addition, a limited number of other districts were identified for monitoring interventions as a result of previous monitoring history and/or outstanding compliance issues in their special education programs.

During the 2003-2004 school year, the agency also began internal planning and coordination efforts to identify effective ways to integrate its other evaluation and monitoring responsibilities. These efforts resulted in the formation of a Monitoring, Investigation, and Interventions Steering Committee which is charged with implementing the agency's strategies for overall coordination of monitoring and evaluation responsibilities.

The 2004-2005 school year marks the first year of the new *PBMAS*. Features of the system include new indicators to evaluate student performance and program effectiveness and the use of performance levels rather than risk levels to report on school district and charter school performance. These performance levels are one of several evaluation criteria used by the agency to identify districts for further intervention or monitoring. Other evaluation criteria examined by the agency include financial and compliance information, complaints, results of due process hearings, governance issues, and previous monitoring and accountability history.

## **Guiding Principles of the PBMAS**

The 2004-2005 *PBMAS* is based on the following principles:

### **School District Effectiveness**

*PBMAS* is designed to assist school districts and charter schools 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. *PBMAS* will include longitudinal and cohort analyses when possible.

### **Maximum Inclusion**

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

### **Individual Program Accountability**

*PBMAS* evaluations are structured to ensure that low performance in one program area cannot be masked 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 charter schools. Standards will be adjusted over time to ensure high expectations continue to be met.

### **Annual Statewide Focus**

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

### **Public Input and Accessibility**

The design, development, and implementation of *PBMAS* are structured to reflect public input. Performance information that *PBMAS* generates will be accessible to the public.

### **System Evolution**

*PBMAS* is a dynamic system that includes a multi-year phase-in process to allow for indicators to be added, revised or deleted in response to changes and developments that occur outside of the system.

### **Coordination**

*PBMAS* is part of an overall agency coordination strategy for the data-driven evaluation of school district and charter school effectiveness.

The *Performance-Based Monitoring Analysis System 2004-2005 Manual* is a comprehensive technical resource designed to explain the *PBMAS*, which will be used by the Texas Education Agency (TEA) as one part of its overall evaluation of school district performance and program effectiveness. The *PBMAS* is a data-driven analysis system developed and implemented by the Division of Performance-Based Monitoring (PBM) in coordination with agency divisions representing the Office of Standards and Programs, the Office of Accountability and Data Quality, and the Office of Support Services and School Finance in order to meet legislative requirements mandated by House Bill 3459 of the 78<sup>th</sup> Texas Legislature, Regular Session (2003).

The agency is committed to creating a statistically sound, meaningful set of performance indicators to evaluate student performance and program effectiveness in special program areas and in the area of data integrity. To assist in this effort, the PBM Division conducted a series of onsite and Texas Education Telecommunications Network (TETN) stakeholder meetings in 2004 to gather educator input on proposed indicators, performance criteria, and performance standards. During the period of May – August 2004, approximately nine stakeholder meetings were held with diverse groups of individuals representing school districts, education service centers, professional organizations, advocacy groups, and others. The focus of these meetings was to present the proposed 2004-2005 indicators for performance-based monitoring. Meeting participants provided input on ways to structure effective and meaningful measures to evaluate student performance and data quality.

### **Planning for the Future: 2005-2006 and Beyond**

The development of the *PBMAS* is a dynamic and multi-year process. In 2005-2006, 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 development of *PBMAS*. These factors include:

- New state accountability system;
- Reading Proficiency Test in English (RPTE) expansion;
- State Developed Alternative Assessment (SDAA) II;
- Carl D. Perkins Vocational and Technical Education Act and the Individuals with Disabilities Education Improvement Act (IDEA) reauthorizations;
- No Child Left Behind (NCLB) Act Interpretations;
- Changes to data collection processes;
- Legislation from a special session or regular legislative session; and
- Sunset review of the agency.

# ***Components of the 2004-2005 System***

## **Data Sources**

Data used in *PBMAS* come from a variety of sources. Texas Assessment of Knowledge and Skills (TAKS) data are obtained from data sets produced by the agency's testing contractor. Other data are obtained from divisions within TEA, including the list of official dropouts from the Division of Accountability Research; Academic Excellence Indicator System (AEIS), Adequate Yearly Progress (AYP), and graduation data from the Performance Reporting Division; Title II data from the Division of NCLB Program Coordination; and PEIMS data from the PEIMS Division. Unless otherwise noted, PEIMS data used for *PBMAS* evaluations are those gathered in the October submission of each school year. The data source for each performance indicator is included as a part of the explanation of each indicator included in this manual.

## **Filters**

At times, there are unique circumstances surrounding 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, certain filters may be appropriate to apply to 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.

## **Minimum Size Requirements**

A minimum size requirement is incorporated into all performance indicators. Districts must have at least thirty (30) students in the relevant segment of the student population to be evaluated on an indicator. If the minimum size requirement is met for a particular performance indicator, then a district is evaluated for that indicator. If the minimum size requirement is not met, then the district receives "special analysis" on that indicator. (See the Special Analysis section of this manual for further information.)

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 is high enough to earn a performance level of *0 – Met Standard*, then the district receives a performance level of *0*, regardless of the number of students in the relevant segment of the student population.

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

A district with no data available for evaluation receives a designation of "*ND*" meaning that the district cannot be evaluated because of an absence of data. For example, if a district has no migrant students, then for all performance indicators applied to migrant students (such as NCLB #01 Migrant TAKS Passing Rate or NCLB #02 Migrant Annual Dropout Rate) the *PBMAS* report for the district will show "*ND*" instead of a performance level on those indicators.

## Setting Standards

The performance levels for each indicator in *PBMAS* for 2004-2005 are *Special Analysis*, 0, 1, 2, or 3. A performance level of 0 is the highest designation for any indicator, meaning that 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 performance for the 0 - *Met Standard* designation.

### *Types of Standards*

There are two types of standards commonly used to evaluate performance indicators of the type used in *PBMAS*: relative standards and absolute standards.

**Absolute standards** are tied to an absolute requirement or goal. The state accountability system uses absolute standards to rate campuses and districts yearly. All districts have the possibility of achieving an absolute standard each year. During stakeholder meetings held by the PBM Division in 2004, stakeholders expressed preference for absolute standards to relative standards, when possible.

The state accountability system provides absolute standards to which *PBMAS* standards can be aligned for TAKS and dropout indicators. *Example:* For all TAKS indicators, *PBMAS* standards are linked to state accountability standards. The standards for a rating of *Academically Acceptable* in the state accountability system differ by subject, as follows:

<b>TAKS Subject</b>	<b>Percent of Students Passing</b>
Reading/ELA	50.0%
Writing	50.0%
Social Studies	50.0%
Mathematics	35.0%
Science	25.0%

*PBMAS* standards 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 receives a *PBMAS* designation of 0 – *Met Standard*. A district with performance up to 5.0 percentage points below the state accountability standard receives a *PBMAS* designation of 1, and a district with performance 5.1 to 10.0 percentage points below the state accountability standard receives a *PBMAS* designation of 2. Any district with performance 10.1 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 *PBMAS* TAKS indicators:

District Performance Level Criterion: District Group TAKS Passing Rate Compared to PBMAS Standards				
Performance Level (PL) Assignments				
Performance Level = Special Analysis	Performance Level = 0 (met standard)	Performance Level = 1	Performance Level = 2	Performance Level = 3
Fewer than 30 group test takers in the subject for the district in 2003-2004 and PL not equal to 0.	The district group TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district group TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district group TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district group TAKS passing rate is at least 10.1 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. Only a certain number of districts can achieve any performance level (0-3) using relative standards. Relative standards are used in *PBMAS* only when necessary and will be replaced as absolute standards are established over time.

*Example:* An example of an indicator based upon relative standards is the percent of Limited English Proficient (LEP) students participating in TAKS or SDAA. When setting relative standards, districts are first ranked by the pertinent indicator (in this case, percent of students participating). The percent at the median (half of the districts above and half below) is used to set the standard for a performance level of 0. Further standards are set based upon the percent of districts at each level, as shown in the following chart:

Percent of Districts in the Distribution	District	Percent of Students Participating	Performance Level
	District A	99.0%	
	District B	90.0%	
	District C	88.0%	
	District D	87.0%	
	District E	86.0%	
50.0%	District F	82.0%	PL=0
	District G	79.0%	
	District H	78.0%	
25.0%	District I	75.0%	PL=1
	District J	68.0%	
20.0%	District K	64.0%	PL=2
5.0%	District L	55.0%	PL=3

Some standards reported on *PBMAS* reports and in the *PBMAS* Manual were calculated using relative methods, but will be reported in absolute numbers. For instance, in the above example, the standard for *PL=0* will be reported as 82.0%, the standard for *PL=1* will be reported as 75.0%, etc. In future years, it may be appropriate to use these percentages as absolute standards, which can be raised over time.

In all instances of relative standards, cut-off points may be adjusted slightly to make the standard more readily understood. For example, in the LEP TAKS/SDAA indicator described above, the actual percent of students participating for districts at the median was 82.1%. In order to make the standards as clear and fair as possible, the standard set for a performance level of 0 – *Met Standard* for this indicator was 82.0%.

Another example in which relative standards are used is in the comparison of two ratios. For instance, when evaluating the potential over-representation of African-American students in special education, the following calculations are made:

$$\frac{\text{District special education African-American percentage}}{\text{District overall African-American percentage}} = \frac{\text{District number of African-American students served in special education in 2003-2004}}{\text{District number of students served in special education enrolled in 2003-2004}}$$

$$\frac{\text{District overall African-American percentage}}{\text{District overall African-American percentage}} = \frac{\text{District number of African-American students enrolled in 2003-2004}}{\text{District number of students enrolled in 2003-2004}}$$

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

Districts are then ranked by the size of the difference score, and standards for this indicator are set in the same way as those of the LEP TAKS/SDAA indicator described above.

### **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 statewide rate for the indicator. No minimum size requirements are applied, and no performance levels are set for these indicators.

In the future, it is anticipated that performance levels will be developed for report-only indicators, and district performance on these indicators will be evaluated. The inclusion of report-only indicators in *PBMAS* this year provides districts with an opportunity to review current performance and plan ahead.

## **Rounding**

Calculations for all indicators 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 school as allowed under the Family Educational Rights and Privacy Act (FERPA). Data released to the public on district performance are masked to protect student confidentiality. TEA policy is to mask numbers of students below five.

## **Differences in Participation Between PBMAS and Other Data Sources**

For *PBMAS* purposes, all participation and dropout data are taken from the same data sets used to create AEIS reports. These data sets are not adjusted for student mobility. All *PBMAS* test performance data sets are modified to include only the subset of students used in accountability reporting. This subset includes students who were present in a district on the October PEIMS submission date as well as the date of testing. In cases where retesting occurs, the student must be in the same district on the October PEIMS submission date and both testing dates in order to be included in the accountability subset. When comparing *PBMAS* and AEIS reports, numbers used to calculate *PBMAS* performance indicators are from those indicators of the AEIS reports labeled “Accountability Indicator.” For further information on the accountability subset, please consult the *2004 Accountability Manual* at: <http://www.tea.state.tx.us/perfreport/account/2004/manual>.

## **Special Analysis**

As indicated earlier, one of the guiding principles of *PBMAS* is maximum inclusion. One tool that can be used to analyze the performance of districts and charter schools with small numbers of students is special analysis. Special analysis was not a component of PAS/DAS or the 2003-2004 transition year of performance-based monitoring. It is anticipated that while the scope of *PBMAS* special analysis in 2004-2005 may be somewhat limited, over time it will expand so that the system can effectively evaluate a maximum number of school districts. For 2004-2005 *PBMAS*, some districts will receive an initial designation of *SA – Special Analysis Required* on one or more indicators. In this situation, special analysis will be conducted after the initial *PBMAS* reports are sent to districts. The *SA – Special Analysis Required* designation is reserved for situations in which a performance level cannot be reliably established using standard analyses, because the number of students in the group being evaluated is fewer than 30.

There is one situation in which a district that does not meet the minimum size requirement receives a performance level via the standard analysis process. If, during the analysis process, a district does not meet the minimum size requirement of 30 students on an indicator, but the district performance meets the standard for a performance level of *0 – Met Standard*, then the district receives a performance level of *0 – Met Standard* for that indicator, regardless of the number of students evaluated. A district not meeting the minimum size requirement on an indicator with performance which does not meet the standard for a performance level of *0 – Met Standard* receives a performance level of *SA – Special Analysis Required*.

A district does not receive special analysis on an indicator if:

- the group being evaluated meets minimum size requirements  
**or**
- the initial performance level is *0 – Met Standard*, regardless of group size.

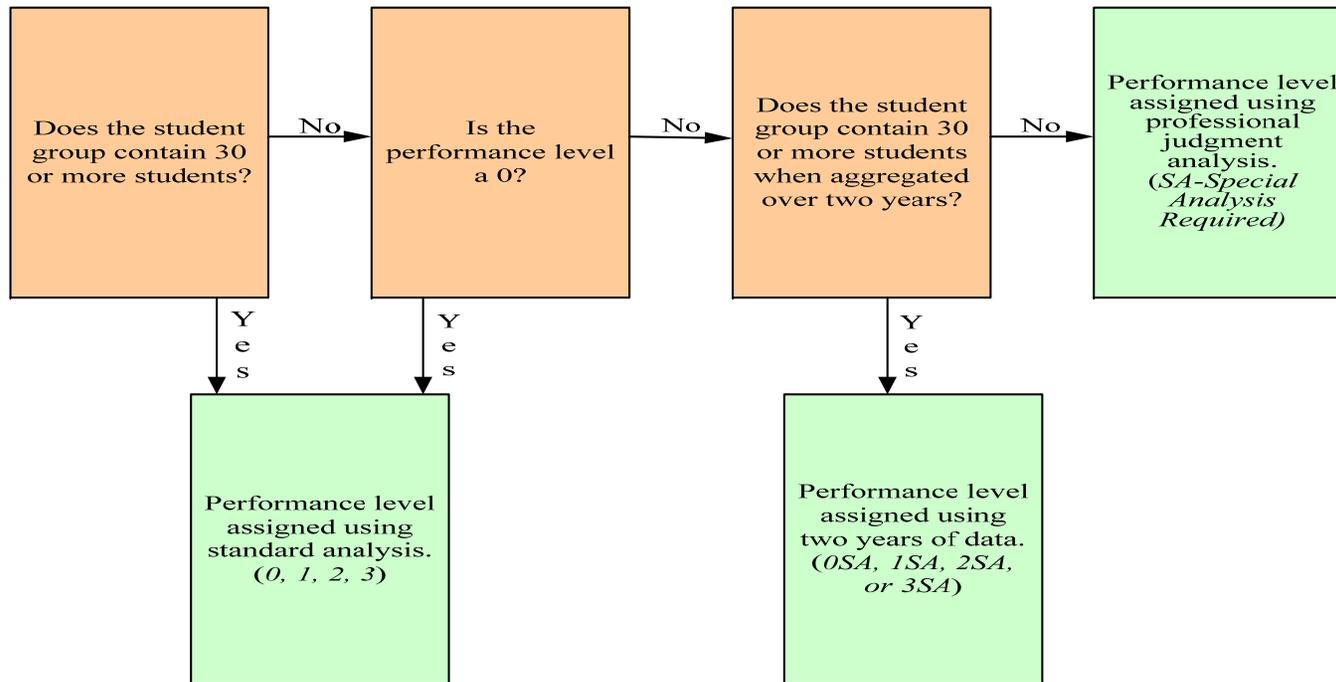
A district only receives special analysis on an indicator if:

- there are fewer than 30 students evaluated for an indicator  
**and**
- the district does not meet the requirement for a performance level of *0 – Met Standard* on the indicator.

*PBMAS* indicators that are subject to special analysis fall into one of two categories: those that can be evaluated through the automated aggregation and comparison of two years of data and those that can only be evaluated through a non-automated professional judgment analysis. The type of special analysis used depends on the number of students in the group being evaluated. If aggregating two years of data brings the number of students in the group to 30 or more, then the group is evaluated on either the current year's data or the previous year's data, **whichever results in the higher performance level**. Previous year data will not be used to lower a performance level below that based on the current year data. Performance levels established using this method of special analysis will have "SA" appended (*OSA, ISA, 2SA, 3SA*) and will be included on *PBMAS* reports to districts and charter schools. *Exception*: Because it is not possible to compare two years of data for the year-after-exit indicators, all districts and charter schools not meeting the minimum size requirement of 30 in one year on year-after-exit indicators receive a designation of *SA-Special Analysis Required*, which is explained in the next paragraph.

If using two years of data does not bring the number of students in the group to 30 or more, then the district's performance on the indicator is evaluated using professional judgment. Summary data for two years will be produced, analyzed by program-area staff at the agency, and professional judgment applied. To the extent possible, trends are observed. Application of professional judgment results in: (1) allowing the performance level based upon the small numbers to stand; (2) elevating the performance level to a higher performance level; or (3) determining that the district performance on the indicator should be *Not Evaluated*. Professional judgment analysis will be applied after the *PBMAS* reports are sent to districts.

The following flow chart depicts the process of determining when special analysis is required:



### Data Integrity Indicators

Indicators of data integrity are under development, including indicators that will be used to analyze leaver records, state assessment data, and disciplinary data reported under Chapter 37 of the Texas Education Code. Development and modification of these indicators will continue in parallel with indicators of student performance and program effectiveness indicators.

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# Performance Indicators

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

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

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

### CALCULATION

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

$$\text{District LEP passing rate for an English TAKS subject test} = \frac{\text{District number of LEP students who passed the English TAKS subject test in 2003-2004}}{\text{District number of LEP students who took the English TAKS subject test in 2003-2004}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 LEP English TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- Data sets produced by the Division of Performance Reporting.

### NOTES

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

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

- Reading and ELA are combined.
- Second administration of Grade 3 reading is included.
- Accountability subset is used.
- Summed across grades.

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

<b>District Performance Level Criterion: District LEP English TAKS Passing Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 LEP English TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0.	The district LEP 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 English TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district LEP English TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district LEP English TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used as the basis for comparison for this indicator. Those standards are:

Reading/ELA	50.0%
Writing	50.0%
Social Studies	50.0%
Mathematics	35.0%
Science	25.0%

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

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

### CALCULATION

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

$$\text{District BE passing rate for an English TAKS subject test} = \frac{\text{District number of BE students who passed the English TAKS subject test in 2003-2004}}{\text{District number of BE students who took the English TAKS subject test in 2003-2004}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 BE English TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- Data sets produced by the Division of Performance Reporting.

### 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	Grade Levels
1B(i)	Mathematics	3-11
1B(ii)	Reading/ELA	3-11
1B(iii)	Science	5, 10, 11
1B(iv)	Social Studies	8, 10, 11
1B(v)	Writing	4, 7

- Reading and ELA are combined.
- Second administration of Grade 3 reading is included.
- Accountability subset is used.
- Summed across grades.

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

<b>District Performance Level Criterion: District BE English TAKS Passing Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 BE English TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0.	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 5.0 percentage points below the state accountability standard for the subject.	The district BE English TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district BE English TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used as the basis for comparison for this indicator. Those standards are:

Reading/ELA	50.0%
Writing	50.0%
Social Studies	50.0%
Mathematics	35.0%
Science	25.0%

## BE/ESL Indicator #1C(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 (Reading/ELA, Writing, Social Studies, Mathematics, Science) in English.

### CALCULATION

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

$$\text{District ESL passing rate for an English TAKS subject test} = \frac{\text{District number of ESL students who passed the English TAKS subject test in 2003-2004}}{\text{District number of ESL students who took the English TAKS subject test in 2003-2004}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 ESL English TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- Data sets produced by the Division of Performance Reporting.

### 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	Grade Levels
1C(i)	Mathematics	3-11
1C(ii)	Reading/ELA	3-11
1C(iii)	Science	5, 10, 11
1C(iv)	Social Studies	8, 10, 11
1C(v)	Writing	4, 7

- Reading and ELA are combined.
- Second administration of Grade 3 reading is included.
- Accountability subset is used.
- Summed across grades.

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

<b>District Performance Level Criterion: District ESL English TAKS Passing Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 ESL English TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0.	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 5.0 percentage points below the state accountability standard for the subject.	The district ESL English TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district ESL English TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used as the basis for comparison for this indicator. Those standards are:

Reading/ELA	50.0%
Writing	50.0%
Social Studies	50.0%
Mathematics	35.0%
Science	25.0%

## **BE/ESL Indicator #2: LEP Annual Dropout Rate**

**This indicator is the percent of Limited English Proficient (LEP) students (Grades 7-12) who dropped out in 2002-2003.**

### **CALCULATION**

For each district, calculate the district LEP annual dropout rate:

$$\text{District LEP annual dropout rate} = \frac{\text{District number of LEP students (Grades 7-12) who dropped out in 2002-2003}}{\text{District number of LEP students (Grades 7-12) in attendance in 2002-2003}}$$

#### **MINIMUM SIZE REQUIREMENTS**

- Minimum Size Criterion: At least 30 LEP students in Grades 7-12 in the district in 2002-2003.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

#### **DATA SOURCE**

- Data sets produced by the Division of Accountability Research.

#### **NOTES**

- Dropout data are for the 2002-2003 school year.

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

<b>District Performance Level Criterion: District LEP Annual Dropout Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 LEP students in Grades 7-12 in the district in 2002-2003 and PL not equal to 0.	The district LEP annual dropout rate is 2.0% or lower. Minimum size requirements not applicable if PL = 0.	The district LEP annual dropout rate is between 2.1% and 5.0%.	The district LEP annual dropout rate is between 5.1% and 8.0%.	The district LEP annual dropout rate is 8.1% or higher.

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

**This indicator is the percent of Limited English Proficient (LEP) students passing the TAKS subject test (Reading, Writing, Mathematics, Science) in Spanish.**

**CALCULATION**

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

$$\text{District LEP passing rate for a Spanish TAKS subject test} = \frac{\text{District number of LEP students who passed the Spanish TAKS subject test in 2003-2004}}{\text{District number of LEP students who took the Spanish TAKS subject test in 2003-2004}}$$

**MINIMUM SIZE REQUIREMENTS**

- Minimum Size Criterion: At least 30 LEP Spanish TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

**DATA SOURCE**

- Data sets produced by the testing contractor.

**NOTES**

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

Indicator	Subject Test	Grade Levels
3A(i)	Mathematics	3-6
3A(ii)	Reading	3-6
3A(iii)	Science	5
3A(iv)	Writing	4

- Second administration of Grade 3 reading is included.
- Accountability subset is used.
- Summed across grades.

The district LEP Spanish TAKS passing rate is compared to the *PBMAS* standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District LEP Spanish TAKS Passing Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 LEP Spanish TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0.	The district LEP 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 LEP Spanish TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district LEP Spanish TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district LEP Spanish TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used as the basis for comparison for this indicator. Those standards are:

Reading	50.0%
Writing	50.0%
Mathematics	35.0%
Science	25.0%

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

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

### **CALCULATION**

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

$$\text{District BE passing rate for a Spanish TAKS subject test} = \frac{\text{District number of BE students who passed the Spanish TAKS subject test in 2003-2004}}{\text{District number of BE students who took the Spanish TAKS subject test in 2003-2004}}$$

### **MINIMUM SIZE REQUIREMENTS**

- Minimum Size Criterion: At least 30 BE Spanish TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### **DATA SOURCE**

- Data sets produced by the testing contractor.

### **NOTES**

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

<b>Indicator</b>	<b>Subject Test</b>	<b>Grade Levels</b>
3B(i)	Mathematics	3-6
3B(ii)	Reading	3-6
3B(iii)	Science	5
3B(iv)	Writing	4

- Second administration of Grade 3 reading is included.
- Accountability subset is used.
- Summed across grades.

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

<b>District Performance Level Criterion: District BE Spanish TAKS Passing Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 BE Spanish TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0.	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 5.0 percentage points below the state accountability standard for the subject.	The district BE Spanish TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district BE Spanish TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used as the basis for comparison for this indicator. Those standards are:

Reading	50.0%
Writing	50.0%
Mathematics	35.0%
Science	25.0%

## BE/ESL Indicator #3C(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 (Reading, Writing, Mathematics, Science) in Spanish.

### CALCULATION

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

$$\text{District ESL passing rate for a Spanish TAKS subject test} = \frac{\text{District number of ESL students who passed the Spanish TAKS subject test in 2003-2004}}{\text{District number of ESL students who took the Spanish TAKS subject test in 2003-2004}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 ESL Spanish TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- Data sets produced by the testing contractor.

### 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	Grade Levels
3C(i)	Mathematics	3-6
3C(ii)	Reading	3-6
3C(iii)	Science	5
3C(iv)	Writing	4

- Second administration of Grade 3 reading is included.
- Accountability subset is used.
- Summed across grades.

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

<b>District Performance Level Criterion: District ESL Spanish TAKS Passing Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 ESL Spanish TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0.	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 5.0 percentage points below the state accountability standard for the subject.	The district ESL Spanish TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district ESL Spanish TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used as the basis for comparison for this indicator. Those standards are:

Reading	50.0%
Writing	50.0%
Mathematics	35.0%
Science	25.0%

## BE/ESL Indicator #4A(i-v): LEP Year-After-Exit English TAKS Passing Rate

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

### CALCULATION

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

$$\text{District LEP year-after-exit passing rate for an English TAKS subject test} = \frac{\text{District number of students who were identified as LEP in 2002-2003 and not identified as LEP in 2003-2004 who passed the English TAKS subject test in 2003-2004}}{\text{District number of students who were identified as LEP in 2002-2003 and not identified as LEP in 2003-2004 who took the English TAKS subject test in 2003-2004}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 former LEP English TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- Data sets produced by the testing contractor.
- 2002-2003 PEIMS fall/submission 1.
- 2003-2004 PEIMS fall/submission 1.

### NOTES

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

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

- Reading and ELA are combined.
- Second administration of Grade 3 reading is included.
- Accountability subset is used.
- Summed across grades.
- Students must be in the same district in both school years.

The district LEP year-after-exit English TAKS passing rate is compared to the *PBMAS* standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District LEP Year-After-Exit English TAKS Passing Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 former LEP English TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0.	The district former LEP 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 former LEP English TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district former LEP English TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district former LEP English TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used as the basis for comparison for this indicator. Those standards are:

Reading/ELA	50.0%
Writing	50.0%
Social Studies	50.0%
Mathematics	35.0%
Science	25.0%

## BE/ESL Indicator #4B(i-v): BE Year-After-Exit English TAKS Passing Rate

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

### CALCULATION

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

$$\text{District exited BE passing rate for an English TAKS subject test} = \frac{\text{District number of students exited from BE in 2002-2003 who passed the English TAKS subject test in 2003-2004}}{\text{District number of students exited from BE in 2002-2003 who took the English TAKS subject test in 2003-2004}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 exited BE English TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- Data sets produced by the testing contractor.
- 2002-2003 PEIMS fall/submission 1.
- 2003-2004 PEIMS fall/submission 1.

### NOTES

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

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

- Reading and ELA are combined.
- Second administration of Grade 3 reading is included.
- Accountability subset is used.
- Summed across grades.
- Students must be in the same district in both school years.

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

<b>District Performance Level Criterion: District BE Year-After-Exit English TAKS Passing Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 exited BE English TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0.	The district exited 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 exited BE English TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district exited BE English TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district exited BE English TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used as the basis for comparison for this indicator. Those standards are:

Reading/ELA	50.0%
Writing	50.0%
Social Studies	50.0%
Mathematics	35.0%
Science	25.0%

## BE/ESL Indicator #4C(i-v): ESL Year-After-Exit English TAKS Passing Rate

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

### CALCULATION

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

$$\frac{\text{District exited ESL passing rate for an English TAKS subject test}}{\text{District number of students exited from ESL in 2002-2003 who passed the English TAKS subject test in 2003-2004}} = \frac{\text{District number of students exited from ESL in 2002-2003 who took the English TAKS subject test in 2003-2004}}{\text{District number of students exited from ESL in 2002-2003 who took the English TAKS subject test in 2003-2004}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 exited ESL English TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- Data sets produced by the testing contractor.
- 2002-2003 PEIMS fall/submission 1.
- 2003-2004 PEIMS fall/submission 1.

### NOTES

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

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

- Reading and ELA are combined.
- Second administration of Grade 3 reading is included.
- Accountability subset is used.
- Summed across grades.
- Students must be in the same district in both school years.

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

<b>District Performance Level Criterion: District ESL Year-After-Exit English TAKS Passing Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 exited ESL English TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0.	The district exited 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 exited ESL English TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district exited ESL English TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district exited ESL English TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used as the basis for comparison for this indicator. Those standards are:

Reading/ELA	50.0%
Writing	50.0%
Social Studies	50.0%
Mathematics	35.0%
Science	25.0%

## BE/ESL Indicator #5: LEP TAKS/SDAA Participation Rate

This indicator is the percent of Limited English Proficient (LEP) students taking the TAKS or SDAA in every subject (Reading/ELA, Writing, Social Studies, Mathematics, Science).

### CALCULATION

For each district, calculate the district LEP TAKS/SDAA participation rate:

$$\text{District LEP TAKS/SDAA participation rate} = \frac{\text{District number of LEP students tested in either TAKS or SDAA in 2003-2004}}{\text{District number of LEP students with unduplicated TAKS/SDAA answer documents in 2003-2004}}$$

#### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 TAKS/SDAA answer documents for LEP students in the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

#### DATA SOURCE

- Data sets produced by the Division of Performance Reporting.

### NOTES

- Appendix E of the 2003 AEIS Glossary contains a description of each component of TAKS participation.
- The performance levels for this indicator are based on relative standards. Relative standards will be replaced with absolute standards over time.
- The LEP TAKS/SDAA participation rate is based on results from students in the following grades:

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

The district LEP TAKS/SDAA participation rate is compared the *PBMAS* standards for TAKS/SDAA participation, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District LEP TAKS/SDAA Participation Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 LEP TAKS/SDAA answer documents for LEP students in the district in 2003-2004 and PL not equal to 0.	The district LEP TAKS/SDAA participation rate is 82.0% or higher. Minimum size requirements not applicable if PL = 0.	The district LEP TAKS/SDAA participation rate is between 75.0% and 81.9%.	The district LEP TAKS/SDAA participation rate is between 64.0% and 74.9%.	The district LEP TAKS/SDAA participation rate is 63.9% or lower.

## **BE/ESL Indicator #6: LEP Progress on Reading Proficiency Test in English (RPTE)**

**This indicator is the percentage of Limited English Proficient (LEP) students who progressed at least one proficiency level on the RPTE from 2003 to 2004.**

### **CALCULATION**

For each district, calculate the district LEP RPTE progress rate:

$$\begin{array}{l}
 \text{District LEP} \\
 \text{RPTE} \\
 \text{progress rate}
 \end{array}
 = \frac{\text{District number of LEP students who progressed at least one proficiency level on the RPTE from 2003 to 2004}}{\text{District number of LEP students assessed on the RPTE in both 2003 and 2004}}$$

### **MINIMUM SIZE REQUIREMENTS**

- Minimum Size Criterion: Does not apply.

### **DATA SOURCE**

- Data sets produced by the Division of Student Assessment.

### **NOTES**

- Report only for 2004-2005. The district LEP RPTE progress rate is reported for district information and planning purposes.
- No performance levels are assigned for this indicator for 2004-2005.
- The LEP RPTE progress rate is based on results from students in the following grades:

<b>Subject Test</b>	<b>Grade Levels</b>
RPTE	3-12

## **BE/ESL Indicator #7: LEP RHSP/DAP Graduation 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:

$$\text{District LEP RHSP/DAP graduation rate} = \frac{\text{District number of LEP students who graduated with a RHSP or DAP diploma in 2002-2003}}{\text{District number of LEP students who graduated in 2002-2003}}$$

### **MINIMUM SIZE REQUIREMENTS**

- Minimum Size Criterion: Does not apply.

### **DATA SOURCE**

- Data sets produced by the Division of Performance Reporting.

### **NOTES**

- Report only for 2004-2005. The district LEP RHSP/DAP graduation rate is reported for district information and planning purposes.
- No performance levels are assigned for this indicator for 2004-2005.
- Graduation data are for the 2002-2003 school year.

# Career and Technology Education Indicators

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

This indicator is the percent of Career and Technology Education (CTE) students in Grades 9-12 passing the TAKS subject test (Reading/ELA, Social Studies, Mathematics, Science).

**CALCULATION**

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

$$\text{District CTE passing rate for a TAKS subject test} = \frac{\text{District number of CTE students (Grades 9-12) who passed the TAKS subject test in 2003-2004}}{\text{District number of CTE students (Grades 9-12) who took the TAKS subject test in 2003-2004}}$$

**MINIMUM SIZE REQUIREMENTS**

- Minimum Size Criterion: At least 30 CTE TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

**DATA SOURCE**

- Data sets produced by the testing contractor.

**NOTES**

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

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

- Only students with PEIMS VOCED status codes 2 (Career/Technology Coherent Sequence), and 3 (Participates in Tech Prep Program) are included.
- Reading and ELA are combined.
- Accountability subset is used.
- Summed across grades.

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

<b>District Performance Level Criterion: District CTE TAKS Passing Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 CTE TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0.	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 5.0 percentage points below the state accountability standard for the subject.	The district CTE TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district CTE TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used as the basis for comparison for this indicator. Those standards are:

Reading/ELA	50.0%
Social Studies	50.0%
Mathematics	35.0%
Science	25.0%

## **CTE Indicator #2: CTE Annual Dropout Rate**

**This indicator is the percent of Career and Technology Education (CTE) students (Grades 7-12) who dropped out in 2002-2003.**

### **CALCULATION**

For each district, calculate the district CTE annual dropout rate:

$$\text{District CTE annual dropout rate} = \frac{\text{District number of CTE students (Grades 7-12) who dropped out in 2002-2003}}{\text{District number of CTE students (Grades 7-12) in attendance in 2002-2003}}$$

### **MINIMUM SIZE REQUIREMENTS**

- Minimum Size Criterion: At least 30 CTE students in Grades 7-12 in the district in 2002-2003.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### **DATA SOURCE**

- Data sets produced by the Division of Accountability Research.

### **NOTES**

- Only students with PEIMS VOCED status codes 2 (Career/Technology Coherent Sequence), and 3 (Participates in Tech Prep Program) are included.
- Dropout data are for the 2002-2003 school year.

The district CTE annual dropout rate is compared to the *PBMAS* standards for the annual dropout rate, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District CTE Annual Dropout Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 CTE students in Grades 7-12 in the district in 2002-2003 and PL not equal to 0.	The district CTE annual dropout rate is 2.0% or lower. Minimum size requirements not applicable if PL = 0.	The district CTE annual dropout rate is between 2.1% and 5.0%.	The district CTE annual dropout rate is between 5.1% and 8.0%.	The district CTE annual dropout rate is 8.1% or higher.

### CTE Indicator #3(i-iv): CTE LEP TAKS Passing Rate

This indicator is the percent of Career and Technology Education (CTE) students (Grades 9-12) with limited English proficiency (LEP) who passed the TAKS subject test (Reading/ELA, Social Studies, Mathematics, Science).

#### CALCULATION

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

$$\text{District CTE LEP passing rate for a TAKS subject test} = \frac{\text{District number of CTE LEP students (Grades 9-12) who passed the TAKS subject test in 2003-2004}}{\text{District number of CTE LEP students (Grades 9-12) who took the TAKS subject test in 2003-2004}}$$

#### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 CTE LEP TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

#### DATA SOURCE

- Data sets produced by the testing contractor.

#### 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	Grade Levels
3(i)	Mathematics	9-11
3(ii)	Reading/ELA	9-11
3(iii)	Science	10, 11
3(iv)	Social Studies	10, 11

- Only students with PEIMS VOCED status codes 2 (Career/Technology Coherent Sequence), and 3 (Participates in Tech Prep Program) are included.
- Reading and ELA are combined.
- Accountability subset is used.
- Summed across grades.

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

<b>District Performance Level Criterion: District CTE LEP TAKS Passing Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 CTE LEP TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0.	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 5.0 percentage points below the state accountability standard for the subject.	The district CTE LEP TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district CTE LEP TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used as the basis for comparison for this indicator. Those standards are:

Reading/ELA	50.0%
Social Studies	50.0%
Mathematics	35.0%
Science	25.0%

## CTE Indicator #4(i-iv): CTE Economically Disadvantaged TAKS Passing Rate

This indicator is the percent of Career and Technology Education (CTE) students (Grades 9-12) who are economically disadvantaged and who passed the TAKS subject test (Reading/ELA, Social Studies, Mathematics, Science).

### CALCULATION

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

$$\text{District CTE economically disadvantaged passing rate for a TAKS subject test} = \frac{\text{District number of CTE economically disadvantaged students (Grades 9-12) who passed the TAKS subject test in 2003-2004}}{\text{District number of CTE economically disadvantaged students (Grades 9-12) who took the TAKS subject test in 2003-2004}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 CTE economically disadvantaged TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- Data sets produced by the testing contractor.

### 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	Grade Levels
4(i)	Mathematics	9-11
4(ii)	Reading/ELA	9-11
4(iii)	Science	10, 11
4(iv)	Social Studies	10, 11

- Only students with PEIMS VOCED status codes 2 (Career/Technology Coherent Sequence), and 3 (Participates in Tech Prep Program) are included.
- Reading and ELA are combined.
- Accountability subset is used.
- Summed across grades.

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

<b>District Performance Level Criterion: District CTE Economically Disadvantaged TAKS Passing Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 CTE economically disadvantaged TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0.	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 5.0 percentage points below the state accountability standard for the subject.	The district CTE economically disadvantaged TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district CTE economically disadvantaged TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used as the basis for comparison for this indicator. Those standards are:

Reading/ELA	50.0%
Social Studies	50.0%
Mathematics	35.0%
Science	25.0%

## CTE Indicator #5(i-iv): CTE Special Education TAKS Passing Rate

This indicator is the percent of Career and Technology Education (CTE) students (Grades 9-12) who receive special education services and who passed the TAKS subject test (Reading/ELA, Social Studies, Mathematics, Science).

### CALCULATION

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

$$\text{District CTE special education passing rate for a TAKS subject test} = \frac{\text{District number of CTE special education students (Grades 9-12) who passed the TAKS subject test in 2003-2004}}{\text{District number of CTE special education students (Grades 9-12) who took the TAKS subject test in 2003-2004}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 CTE special education TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- Data sets produced by the testing contractor.

### 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	Grade Levels
5(i)	Mathematics	9-11
5(ii)	Reading/ELA	9-11
5(iii)	Science	10, 11
5(iv)	Social Studies	10, 11

- Only students with PEIMS VOCED status codes 2 (Career/Technology Coherent Sequence), and 3 (Participates in Tech Prep Program) are included.
- Reading and ELA are combined.
- Accountability subset is used.
- Summed across grades.

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

<b>District Performance Level Criterion: District CTE Special Education TAKS Passing Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 CTE special education TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0.	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 5.0 percentage points below the state accountability standard for the subject.	The district CTE special education TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district CTE special education TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used as the basis for comparison for this indicator. Those standards are:

Reading/ELA	50.0%
Social Studies	50.0%
Mathematics	35.0%
Science	25.0%

## CTE Indicator #6(i-iv): CTE Tech Prep TAKS Passing Rate

This indicator is the percent of Career and Technology Education (CTE) Technology Preparation students (Grades 9-12) who passed the TAKS subject test (Reading/ELA, Social Studies, Mathematics, Science).

### CALCULATION

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

$$\text{District CTE Tech Prep passing rate for a TAKS subject test} = \frac{\text{District number of CTE Tech Prep students (Grades 9-12) who passed the TAKS subject test in 2003-2004}}{\text{District number of CTE Tech Prep students (Grades 9-12) who took the TAKS subject test in 2003-2004}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 CTE Tech Prep TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- Data sets produced by the testing contractor.

### 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	Grade Levels
6(i)	Mathematics	9-11
6(ii)	Reading/ELA	9-11
6(iii)	Science	10, 11
6(iv)	Social Studies	10, 11

- Only students with PEIMS VOCED status code 3 (Participates in Tech Prep Program) are included.
- Reading and ELA are combined.
- Accountability subset is used.
- Summed across grades.

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

<b>District Performance Level Criterion: District CTE Tech Prep TAKS Passing Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 CTE Tech Prep TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0.	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 5.0 percentage points below the state accountability standard for the subject.	The district CTE Tech Prep TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district CTE Tech Prep TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used as the basis for comparison for this indicator. Those standards are:

Reading/ELA	50.0%
Social Studies	50.0%
Mathematics	35.0%
Science	25.0%

## CTE Indicator #7A: Non-Traditional Courses—Male

This indicator is the percent of male students (Grades 9-12) completing Career and Technology Education (CTE) courses traditionally attended by females.

### CALCULATION

For each district, calculate the district CTE male non-traditional course completion rate:

$$\text{District male non-traditional course completion rate} = \frac{\text{District number of male students (Grades 9-12) who completed non-traditional courses}}{\text{District number of students (Grades 9-12) who completed non-traditional courses}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

### DATA SOURCE

- 2002-2003 PEIMS fall/submission 1.
- 2002-2003 PEIMS summer/submission 3.

### NOTES

- Report only for 2004-2005. The district CTE male non-traditional course completion rate is reported for district information and planning purposes.
- No performance levels are assigned for this indicator for 2004-2005.
- Only students with PEIMS VOCED status codes 1 (enrolled in Career/Technology Elective), 2 (enrolled in Career/Technology Coherent Sequence), and 3 (Participates in Tech Prep Program) are included.
- A list of CTE non-traditional courses is located in the back of this manual as Appendix A.
- Course completion data are for the 2002-2003 school year.
- Each student is counted for each course completed. For example, a student completing five non-traditional courses is counted five times in this indicator.

## CTE Indicator #7B: Non-Traditional Courses—Female

This indicator is the percent of female students (Grades 9-12) completing Career and Technology Education (CTE) courses traditionally attended by males.

### CALCULATION

For each district, calculate the CTE female non-traditional course completion rate:

$$\text{District female non-traditional course completion rate} = \frac{\text{District number of female students (Grades 9-12) who completed non-traditional courses}}{\text{District number of students (Grades 9-12) who completed non-traditional courses}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

### DATA SOURCE

- 2002-2003 PEIMS fall/submission 1.
- 2002-2003 PEIMS summer/submission 3.

### NOTES

- Report only for 2004-2005. The district CTE female non-traditional course completion rate is reported for district information and planning purposes.
- No performance levels are assigned for this indicator for 2004-2005.
- Only students with PEIMS VOCED status codes 1 (enrolled in Career/Technology Elective), 2 (enrolled in Career/Technology Coherent Sequence), and 3 (Participates in Tech Prep Program) are included.
- A list of CTE non-traditional courses is located in the back of this manual as Appendix A.
- Course completion data are for the 2002-2003 school year.
- Each student is counted for each course completed. For example, a student completing five non-traditional courses is counted five times in this indicator.

# NCLB Indicators

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**Title I, Part C--Migrant Education**

**NCLB Indicator #1(i-v): Migrant TAKS Passing Rate**

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

**CALCULATION**

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

$$\text{District migrant passing rate for a TAKS subject test} = \frac{\text{District number of migrant students who passed the TAKS subject test in 2003-2004}}{\text{District number of migrant students who took the TAKS subject test in 2003-2004}}$$

**MINIMUM SIZE REQUIREMENTS**

- Minimum Size Criterion: At least 30 migrant TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

**DATA SOURCE**

- Data sets produced by the Division of Performance Reporting.

**NOTES**

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

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

- Reading and ELA are combined.
- Second administration of Grade 3 reading is included.
- Accountability subset is used.
- Summed across grades.
- Spanish TAKS is included.

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

<b>District Performance Level Criterion: District Migrant TAKS Passing Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 migrant TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0.	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 5.0 percentage points below the state accountability standard for the subject.	The district migrant TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district migrant TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used as the basis for comparison for this indicator. Those standards are:

Reading/ELA	50.0%
Writing	50.0%
Social Studies	50.0%
Mathematics	35.0%
Science	25.0%

Title I, Part C--Migrant Education

NCLB Indicator #2: Migrant Annual Dropout Rate

This indicator is the percent of migrant students (Grades 7-12) who dropped out in 2002-2003.

**CALCULATION**

For each district, calculate the district migrant annual dropout rate:

$$\text{District migrant annual dropout rate} = \frac{\text{District number of migrant students (Grades 7-12) who dropped out in 2002-2003}}{\text{District number of migrant students (Grades 7-12) in attendance in 2002-2003}}$$

**MINIMUM SIZE REQUIREMENTS**

- Minimum Size Criterion: At least 30 migrant students in Grades 7-12 in the district in 2002-2003.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

**DATA SOURCE**

- Data sets produced by the Division of Accountability Research.

**NOTES**

- Dropout data are for the 2002-2003 school year.

The district migrant annual dropout rate is compared to the *PBMAS* standards for the annual dropout rate, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District Migrant Annual Dropout Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 migrant students in Grades 7-12 in the district in 2002-2003 and PL not equal to 0.	The district migrant annual dropout rate is 2.0% or lower. Minimum size requirements not applicable if PL = 0.	The district migrant annual dropout rate is between 2.1% and 5.0%.	The district migrant annual dropout rate is between 5.1% and 8.0%.	The district migrant annual dropout rate is 8.1% or higher.

Title I, Part C--Migrant Education

**NCLB Indicator #3: Migrant RHSP/DAP Graduation 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:

$$\begin{array}{l}
 \text{District migrant} \\
 \text{RHSP/DAP} \\
 \text{graduation rate}
 \end{array}
 = \frac{\text{District number of migrant students who graduated with a RHSP or DAP diploma in 2002-2003}}{\text{District number of migrant students who graduated in 2002-2003}}$$

**MINIMUM SIZE REQUIREMENTS**

- Minimum Size Criterion: Does not apply.

**DATA SOURCE**

- Data sets produced by the Division of Performance Reporting.

**NOTES**

- Report only for 2004-2005. The district migrant RHSP/DAP graduation rate is reported for district information and planning purposes.
- No performance levels are assigned for this indicator for 2004-2005.
- Graduation data are for the 2002-2003 school year.

## Title II—High Quality Educators

### NCLB Indicator #4: Highly Qualified Teachers

This indicator is the percent of teachers who met highly qualified standards as defined by NCLB.

#### **CALCULATION**

For each district, calculate the district highly qualified teacher rate:

$$\text{District highly qualified teacher rate} = \frac{\text{District-reported number of teachers meeting the Title II highly qualified standards in core academic subject areas as defined by NCLB in 2003-2004}}{\text{District-reported number of teachers in 2003-2004}}$$

#### **MINIMUM SIZE REQUIREMENTS**

- Minimum Size Criterion: Does not apply.

#### **DATA SOURCE**

- Data sets produced by the Division of NCLB Program Coordination.

#### **NOTES**

- The data used for calculating this indicator may be incomplete if all campus reports were not submitted to the NCLB Program Coordination Division by November 2, 2004.
- Report only for 2004-2005. The district highly qualified teacher rate is reported for district information and planning purposes.
- No performance levels are assigned for this indicator for 2004-2005.

**Title III—Limited English Proficient Students**

**Performance of Limited English Proficient (LEP) students served by Title III will be reported under BE/ESL Indicator #6.**

**CALCULATION**

*See BE/ESL Indicator #6.*

**MINIMUM SIZE REQUIREMENTS**

- *See BE/ESL Indicator #6.*

**DATA SOURCE**

- *See BE/ESL Indicator #6.*

**NOTES**

- *See BE/ESL Indicator #6.*

Title IV, Part A—Safe and Drug-Free Schools

NCLB Indicator #5: Disciplinary Incident Rate

This indicator is the change in the percent of disciplinary incidents in the district from 2002 to 2003.

**CALCULATION**

1. For each district, calculate the district **2002 disciplinary incident rate** for all students:

$$\begin{array}{l} \text{2002} \\ \text{disciplinary} \\ \text{incident rate} \end{array} = \frac{\text{District number of disciplinary incidents in 2001-2002}}{\text{District number of students enrolled in 2001-2002}}$$

2. For each district, calculate the district **2003 disciplinary incident rate** for all students:

$$\begin{array}{l} \text{2003} \\ \text{disciplinary} \\ \text{incident rate} \end{array} = \frac{\text{District number of disciplinary incidents in 2002-2003}}{\text{District number of students enrolled in 2002-2003}}$$

3. For each district, a **difference score** is calculated by subtracting the district **2002 disciplinary incident rate** from the district **2003 disciplinary incident rate** for all students.

$$\begin{array}{l} \text{Difference} \\ \text{score} \end{array} = \text{2003 disciplinary incident rate} - \text{2002 disciplinary incident rate}$$

MINIMUM SIZE REQUIREMENTS	DATA SOURCE
<ul style="list-style-type: none"> <li>• Minimum Size Criterion: At least 30 students enrolled in the district in 2003.</li> <li>• Special analysis will be applied for those districts not meeting the minimum size criterion.</li> </ul>	<ul style="list-style-type: none"> <li>• 2001-2002 PEIMS summer/submission 3.</li> <li>• 2002-2003 PEIMS summer/submission 3.</li> </ul>

## NOTES

- Disciplinary incident rate is calculated using PEIMS, 425 Record, all E1006—Disciplinary Action Reason codes except 21, Violated Local Code of Conduct.
- The performance levels for this indicator are based on relative standards. Relative standards will be replaced with absolute standards over time.
- The standards for this indicator are calculated based on District Type (1 – 8).
- Charter Schools (District Type 9) are not evaluated in this indicator for 2004-2005.
- Eight district types and examples of each:
  1. Major urban – Austin ISD
  2. Major suburban – Goose Creek ISD, Castleberry ISD
  3. Other Central City – Brownsville ISD, McAllen ISD
  4. Other Central City Suburban – Port Arthur ISD, Harlingen ISD
  5. Independent Town – Victoria ISD, Winnsboro ISD
  6. Non-Metro: Fast Growing – Somerset ISD, Harper ISD
  7. Non-Metro: Stable – Snyder ISD, Sheldon ISD
  8. Rural – Valley View ISD (049903), Veribest ISD

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

District Performance Level Criterion: District Disciplinary Incident Rate (District Type 1)				
Performance Level (PL) Assignments				
Performance Level = Special Analysis	Performance Level = 0 (met standard)	Performance Level = 1	Performance Level = 2	Performance Level = 3
Fewer than 30 students enrolled in the district in 2003 and PL not equal to 0.	The district incident rate in 2003 is no more than 1.2 percentage points higher than the incident rate in 2002. Minimum size requirements not applicable if PL = 0.	The district incident rate in 2003 is between 1.3 and 2.5 percentage points higher than the incident rate in 2002.	The district incident rate in 2003 is between 2.6 and 3.2 percentage points higher than the incident rate in 2002.	The district incident rate in 2003 is at least 3.3 percentage points higher than the incident rate in 2002.

<b>District Performance Level Criterion: District Disciplinary Incident Rate (District Type 2)</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 students enrolled in the district in 2003 and PL not equal to 0.	The district incident rate in 2003 is no more than 0.8 percentage points higher than the incident rate in 2002. Minimum size requirements not applicable if PL = 0.	The district incident rate in 2003 is between 0.9 and 1.9 percentage points higher than the incident rate in 2002.	The district incident rate in 2003 is between 2.0 and 4.9 percentage points higher than the incident rate in 2002.	The district incident rate in 2003 is at least 5.0 percentage points higher than the incident rate in 2002.

<b>District Performance Level Criterion: District Disciplinary Incident Rate (District Type 3)</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 students enrolled in the district in 2003 and PL not equal to 0.	The district incident rate in 2003 is no more than 1.6 percentage points higher than the incident rate in 2002. Minimum size requirements not applicable if PL = 0.	The district incident rate in 2003 is between 1.7 and 3.5 percentage points higher than the incident rate in 2002.	The district incident rate in 2003 is between 3.6 and 6.7 percentage points higher than the incident rate in 2002.	The district incident rate in 2003 is at least 6.8 percentage points higher than the incident rate in 2002.

<b>District Performance Level Criterion: District Disciplinary Incident Rate (District Type 4)</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 students enrolled in the district in 2003 and PL not equal to 0.	The district incident rate in 2003 is no more than 0.6 percentage points higher than the incident rate in 2002. Minimum size requirements not applicable if PL = 0.	The district incident rate in 2003 is between 0.7 and 2.2 percentage points higher than the incident rate in 2002.	The district incident rate in 2003 is between 2.3 and 5.4 percentage points higher than the incident rate in 2002.	The district incident rate in 2003 is at least 5.5 percentage points higher than the incident rate in 2002.

<b>District Performance Level Criterion: District Disciplinary Incident Rate (District Type 5)</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 students enrolled in the district in 2003 and PL not equal to 0.	The district incident rate in 2003 is no more than 0.5 percentage points higher than the incident rate in 2002. Minimum size requirements not applicable if PL = 0.	The district incident rate in 2003 is between 0.6 and 2.5 percentage points higher than the incident rate in 2002.	The district incident rate in 2003 is between 2.6 and 7.4 percentage points higher than the incident rate in 2002.	The district incident rate in 2003 is at least 7.5 percentage points higher than the incident rate in 2002.

<b>District Performance Level Criterion: District Disciplinary Incident Rate (District Type 6)</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 students enrolled in the district in 2003 and PL not equal to 0.	The district incident rate in 2003 is no more than 0.3 percentage points higher than the incident rate in 2002. Minimum size requirements not applicable if PL = 0.	The district incident rate in 2003 is between 0.4 and 1.4 percentage points higher than the incident rate in 2002.	The district incident rate in 2003 is between 1.5 and 8.5 percentage points higher than the incident rate in 2002.	The district incident rate in 2003 is at least 8.6 percentage points higher than the incident rate in 2002.

<b>District Performance Level Criterion: District Disciplinary Incident Rate (District Type 7)</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 students enrolled in the district in 2003 and PL not equal to 0.	The district incident rate in 2003 is no more than 0.4 percentage points higher than the incident rate in 2002. Minimum size requirements not applicable if PL = 0.	The district incident rate in 2003 is between 0.5 and 2.2 percentage points higher than the incident rate in 2002.	The district incident rate in 2003 is between 2.3 and 9.4 percentage points higher than the incident rate in 2002.	The district incident rate in 2003 is at least 9.5 percentage points higher than the incident rate in 2002.

<b>District Performance Level Criterion: District Disciplinary Incident Rate (District Type 8)</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 students enrolled in the district in 2003 and PL not equal to 0.	The district incident rate in 2003 is no higher than the incident rate in 2002. Minimum size requirements not applicable if PL = 0.	The district incident rate in 2003 is between 0.1 and 1.2 percentage points higher than the incident rate in 2002.	The district incident rate in 2003 is between 1.3 and 7.2 percentage points higher than the incident rate in 2002.	The district incident rate in 2003 is at least 7.3 percentage points higher than the incident rate in 2002.

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# Special Education Indicators

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## Special Education Indicator #1: SPED Identification

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

### CALCULATION

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

$$\begin{array}{l} \text{District percentage} \\ \text{of students} \\ \text{receiving special} \\ \text{education services} \end{array} = \frac{\text{District number of special education students enrolled in 2003-2004}}{\text{District number of students enrolled in 2003-2004}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 special education students in the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- 2003-2004 PEIMS fall/submission 1.

### 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.
- Students whose PEIMS code on the 163 Record 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.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator.
- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.

The district-level special education identification percentage is compared to the *PBMAS* standards for the identification of special education students, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District Percentage of Students Receiving SPED Services</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 students in special education in the district in 2003-2004 and PL not equal to 0.	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 11.0%.	The district identification of students to receive special education services is between 11.1% and 16.0%.	The district identification of students to receive special education services is 16.1% or higher.

## Special Education Indicator #2A: SPED African American Representation

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

### CALCULATION

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

$$\text{District special education African American percentage} = \frac{\text{District number of African American students served in special education in 2003-2004}}{\text{District number of students served in special education enrolled in 2003-2004}}$$

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

$$\text{District overall African American percentage} = \frac{\text{District number of African American students enrolled in 2003-2004}}{\text{District number of students enrolled in 2003-2004}}$$

- 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

- Minimum Size Criterion: At least 30 African American students and at least 30 students served in special education in the district.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

#### DATA SOURCE

- 2003-2004 PEIMS fall/submission 1.

## 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.
- Students whose PEIMS code on the 163 Record 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.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator.
- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.

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

District Performance Level Criterion: District SPED African American Representation				
Performance Level (PL) Assignments				
Performance Level = Special Analysis	Performance Level = 0 (met standard)	Performance Level = 1	Performance Level = 2	Performance Level = 3
Fewer than 30 African American students or fewer than 30 students served in special education in the district in 2003-2004 and PL not equal to 0.	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 2.0 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 between 2.1 and 5.0 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 5.1 percentage points higher than the percent of all district students who are African American.

## Special Education Indicator #2B: SPED Hispanic Representation

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

### CALCULATION

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

$$\text{District special education Hispanic percentage} = \frac{\text{District number of Hispanic students served in special education in 2003-2004}}{\text{District number of special education students enrolled in 2003-2004}}$$

- For each district, calculate the district **overall Hispanic percentage**:

$$\text{District overall Hispanic percentage} = \frac{\text{District number of Hispanic students enrolled in 2003-2004}}{\text{District number of students enrolled in 2003-2004}}$$

- 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

- Minimum Size Criterion: At least 30 Hispanic students and at least 30 students served in special education in the district.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- 2003-2004 PEIMS fall/submission 1.

## 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.
- Students whose PEIMS code on the 163 Record 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.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator.
- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.

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

District Performance Level Criterion: District SPED Hispanic Representation				
Performance Level (PL) Assignments				
Performance Level = Special Analysis	Performance Level = 0 (met standard)	Performance Level = 1	Performance Level = 2	Performance Level = 3
Fewer than 30 Hispanic students or fewer than 30 students served in special education in the district in 2003-2004 and PL not equal to 0.	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 2.0 percentage points higher than the percent of all district students who are Hispanic.	The district percent of special education students who are Hispanic is between 2.1 and 5.0 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 5.1 percentage points higher than the percent of all district students who are Hispanic.

## Special Education Indicator #2C: 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**:

$$\text{District special education LEP percentage} = \frac{\text{District number of LEP students served in special education in 2003-2004}}{\text{District number of students served in special education enrolled in 2003-2004}}$$

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

$$\text{District overall LEP percentage} = \frac{\text{District number of LEP students enrolled in 2003-2004}}{\text{District number of students enrolled in 2003-2004}}$$

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	DATA SOURCE
<ul style="list-style-type: none"> <li>Minimum Size Criterion: Does not apply.</li> </ul>	<ul style="list-style-type: none"> <li>2003-2004 PEIMS fall/submission 1.</li> </ul>
NOTES	
<ul style="list-style-type: none"> <li>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 <u>not</u> included in the calculation of this indicator.</li> <li>Students whose PEIMS code on the 163 Record is 1 (Enrolled in the regional day school program &lt; 50% of the day) or 2 (Enrolled in the regional day school program <math>\geq</math> 50% of the day) are <u>not</u> included in the calculation of this indicator.</li> <li>Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator.</li> <li>Report only for 2004-2005. The district special education LEP representation rate is reported for district information and planning purposes.</li> <li>No performance levels are assigned for this indicator for 2004-2005.</li> </ul>	

### Special Education Indicator #3: SPED TAKS Only Participation Rate

This indicator is the percent of special education (SPED) students tested only on TAKS (Reading/ELA, Writing, Social Studies, Mathematics, Science).

#### CALCULATION

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

$$\text{District special education TAKS Only participation rate} = \frac{\text{District number of students served in special education tested only on TAKS in 2003-2004}}{\text{District number of students served in special education with unduplicated TAKS answer documents in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS	DATA SOURCE
<ul style="list-style-type: none"> <li>Minimum Size Criterion: At least 30 TAKS answer documents for students served in special education in the district in 2003-2004.</li> <li>Special analysis will be applied for those districts not meeting the minimum size criterion.</li> </ul>	<ul style="list-style-type: none"> <li>Data sets produced by the Division of Performance Reporting.</li> </ul>

#### NOTES

- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.
- The special education TAKS Only 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, 10, 11
Social Studies	8, 10, 11
Writing	4, 7

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

<b>District Performance Level Criterion: District SPED TAKS Only Participation Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 TAKS answer documents for students served in special education in the district in 2003-2004 and PL not equal to 0.	The district special education TAKS Only participation rate is 25.0% or higher. Minimum size requirements not applicable if PL = 0.	The district special education TAKS Only participation rate is between 17.5% and 24.9%.	The district special education TAKS Only participation rate is between 9.0% and 17.4%.	The district special education TAKS Only participation rate is 8.9% or lower.

## Special Education Indicator #4(i-v): SPED TAKS Passing Rate

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

### CALCULATION

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

*District special  
education passing  
rate for a TAKS  
subject test*

*District number of special education students who passed the TAKS subject test in 2003-2004*

*District number of special education students who took the TAKS subject test in 2003-2004*

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 special education TAKS takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- Data sets produced by the Division of Performance Reporting.

### 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	Grade Levels
4(i)	Mathematics	3-11
4(ii)	Reading/ELA	3-11
4(iii)	Science	5, 10, 11
4(iv)	Social Studies	8, 10, 11
4(v)	Writing	4, 7

- Reading and ELA are combined.
- Second administration of Grade 3 reading is included.
- Accountability subset is used.
- Summed across grades.
- Spanish TAKS is included.

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

<b>District Performance Level Criterion: District Special Education TAKS Passing Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 special education TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0.	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 5.0 percentage points below the state accountability standard for the subject.	The district special education TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district special education TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used as the basis for comparison for this indicator. Those standards are:

Reading/ELA	50.0%
Writing	50.0%
Social Studies	50.0%
Mathematics	35.0%
Science	25.0%

## Special Education Indicator #5: SPED SDAA Only Participation

This indicator is the percent of special education students tested only on the State Developed Alternative Assessment (SDAA) (Reading, Writing, Mathematics).

### CALCULATION

For each district, calculate the district special education SDAA Only participation rate:

$$\text{District special education SDAA Only participation rate} = \frac{\text{District number of students served in special education tested only on SDAA in 2003-2004}}{\text{District number of students served in special education with unduplicated SDAA answer documents in 2003-2004}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 answer documents for students served in special education in the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- Data sets produced by the Division of Performance Reporting.

### NOTES

- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.
- The special education SDAA Only participation rate is based on results from students in the following grades:

Subject Test	Grade Levels
Mathematics	3-8
Reading	3-8
Writing	4, 7

The district special education SDAA Only participation rate is compared to the *PBMAS* standards for SDAA Only participation, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District SDAA Only Participation Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 SDAA answer documents for students served in special education in the district in 2003-2004 and PL not equal to 0.	The district special education SDAA Only participation rate is 38.0% or lower. Minimum size requirements not applicable if PL = 0.	The district special education SDAA Only participation rate is between 38.1% and 46.0%.	The district special education SDAA Only participation rate is between 46.1% and 56.0%.	The district special education SDAA Only participation rate is 56.1% or higher.

## Special Education Indicator #6: SPED Statewide Assessment Exemption Rate

This indicator is the percentage of special education students (Grades 3-8) who received Admission, Review, and Dismissal (ARD) exemption from the statewide assessments (TAKS and SDAA).

### CALCULATION

For each district, determine the district statewide assessment exemption rate:

$$\text{District statewide assessment exemption rate} = \frac{\text{District number of special education students (Grades 3-8) who received an ARD exemption in all subject areas of the statewide assessment (TAKS and SDAA) in 2003-2004}}{\text{District number of statewide assessment (TAKS and SDAA) answer documents for students (Grades 3-8) served in special education in the district in 2003-2004}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 statewide assessment (TAKS and SDAA) answer documents for students (Grades 3-8) served in special education in the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- Data sets produced by the Division of Performance Reporting.

### NOTES

- The standards for this indicator are based, in part, on Texas Education Code §39.027(c).
- The standards for this indicator are calculated based on Average Daily Attendance (ADA).
- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.

The district special education statewide assessment exemption rate is compared to the *PBMAS* standards for statewide assessment exemptions, and performance levels are assigned as follows:

<b>District Performance Level Criterion: SPED Statewide Assessment Exemption Rate (ADA = 1600 or higher)</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 statewide assessment answer documents (TAKS and SDAA) for students (Grades 3-8) served in special education in the district in 2003-2004 and PL not equal to 0.	The district statewide assessment exemption rate is 3.0% or lower. Minimum size requirements not applicable if PL = 0.	The district statewide assessment exemption rate is between 3.1% and 5.0%.	The district statewide assessment exemption rate is between 5.1% and 10.0%.	The district statewide assessment exemption rate is 10.1% or higher.

<b>District Performance Level Criterion: SPED Statewide Assessment Exemption Rate (ADA = Less than 1600)</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 statewide assessment answer documents (TAKS and SDAA) for students (Grades 3-8) served in special education in the district in 2003-2004 and PL not equal to 0.	The district statewide assessment exemption rate is 8.0% or lower. Minimum size requirements not applicable if PL = 0.	The district statewide assessment exemption rate is between 8.1% and 10.0%.	The district statewide assessment exemption rate is between 10.1% and 15.0%.	The district statewide assessment exemption rate is 15.1% or higher.

## Special Education Indicator #7: SPED SDAA Gap Closure

This indicator is the percentage of special education students (Grades 3-8) taking the State Developed Alternative Assessment (SDAA) on grade level or one grade level below enrolled grade level.

### CALCULATION

For each district, determine the district percent of special education students (Grades 3-8) taking the SDAA at grade level or one grade level below enrolled grade level:

$$\text{District SDAA gap closure rate} = \frac{\text{District number of special education students (Grades 3-8) taking SDAA at grade level or one grade level below enrolled grade level}}{\text{District number of special education students (Grades 3-8) taking the SDAA}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 students served in special education taking the SDAA in the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- Data sets produced by the Division of Student Assessment.

### NOTES

- The district SDAA gap closure rate for SDAA writing is reported for district information and planning purposes.
- No performance levels are assigned for the SDAA writing portion of this indicator for 2004-2005.
- Students with SDAA performance at achievement level 1 are not included in the calculation of this indicator.
- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.

The district special education SDAA gap closure rate is compared to the *PBMAS* standards for the SDAA gap closure, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District SDAA Gap Closure Rate for Mathematics</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 students served in special education taking the SDAA in the district in 2003-2004 and PL not equal to 0.	48.1% or more of students taking SDAA at grade level or one grade below enrolled grade level. Minimum size requirements not applicable if PL = 0.	31.1% to 48.0% of students taking SDAA at grade level or one grade below enrolled grade level.	8.1% to 31.0% of students taking SDAA at grade level or one grade below enrolled grade level.	8.0% or fewer students taking SDAA at grade level or one grade below enrolled grade level.

<b>District Performance Level Criterion: District SDAA Gap Closure Rate for Reading</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 students served in special education taking the SDAA in the district in 2003-2004 and PL not equal to 0.	43.1% or more of students taking SDAA at grade level or one grade below enrolled grade level. Minimum size requirements not applicable if PL = 0.	29.1% to 43.0% of students taking SDAA at grade level or one grade below enrolled grade level.	5.1% to 29.0% of students taking SDAA at grade level or one grade below enrolled grade level.	5.0% or fewer students taking SDAA at grade level or one grade below enrolled grade level.

## Special Education Indicator #8: SPED 3-11 Year Olds LRE Placement Rate

This indicator is the percentage of students ages 3-11 served in special education who are placed in less restrictive environments along the Least Restrictive Environment (LRE) continuum.

### CALCULATION

For each district, calculate the district LRE placement rate for students ages 3-11 years old:

$$\text{District 3-11 year olds LRE placement rate} = \frac{\text{District number of students ages 3-11 served in special education who are placed in less restrictive environments in 2003-2004}}{\text{District number of students ages 3-11 served in special education in 2003-2004}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 students ages 3-11 served in special education enrolled in the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- 2003-2004 PEIMS fall/submission 1.

### NOTES

- PEIMS setting codes 40 (mainstream) and 41 (receive resource room services less than 21% of day) are the less restrictive environments used in the calculation 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.
- Students whose PEIMS code on the 163 Record 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.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator.
- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.

The district 3-11 year olds LRE placement rate is compared to the *PBMAS* standards for LRE placements, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District 3-11 Year Olds LRE Placement Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 students (ages 3-11) served in special education enrolled in the district in 2003-2004 and PL not equal to 0.	The district LRE placement rate is 25.0% or higher.	The district LRE placement rate is between 17.5% and 24.9%.	The district LRE placement rate is between 9.5% and 17.4%.	The district LRE placement rate is 9.4% or lower.

## Special Education Indicator #9: SPED 12-21 Year Olds LRE Placement Rate

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

### CALCULATION

For each district, calculate the district LRE placement rate for students ages 12-21 years old:

$$\text{District 12-21 year olds LRE placement rate} = \frac{\text{District number of students ages 12-21 served in special education who are placed in less restrictive environments in 2003-2004}}{\text{District number of students ages 12-21 served in special education in 2003-2004}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 students ages 12-21 served in special education enrolled in the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- 2003-2004 PEIMS fall/submission 1.

### NOTES

- PEIMS setting codes 40 (mainstream) and 41 (receive resource room services less than 21% of day) are the less restrictive environments used in the calculation 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.
- Students whose PEIMS code on the 163 Record 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.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator.
- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.

The district 12-21 year olds LRE placement rate is compared to the *PBMAS* standards for LRE placements, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District 12-21 Year Olds LRE Placement Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 students (ages 12-21) served in special education enrolled in the district in 2003-2004 and PL not equal to 0.	The district LRE placement rate is 46.5% or higher. Minimum size requirements not applicable if PL = 0.	The district LRE placement rate is between 38.0% and 46.4%.	The district LRE placement rate is between 26.5% and 37.9%.	The district LRE placement rate is 26.4% or lower.

## Special Education Indicator #10: 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

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

$$\text{District special education DAEP placement rate} = \frac{\text{District number of discretionary DAEP placements of students served in special education in 2002-2003}}{\text{District number of students served in special education in attendance in 2002-2003}}$$

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

$$\text{District overall DAEP placement rate} = \frac{\text{District number of discretionary DAEP placements for all students in 2002-2003}}{\text{District number of all students in attendance in 2002-2003}}$$

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

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

#### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 students served in special education in the district.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

#### DATA SOURCE

- 2002-2003 PEIMS summer/submission 3.

## NOTES

- Students whose PEIMS ADA Code=0 are included in the calculation of this indicator.
- Discretionary DAEP placements are for the 2002-2003 school year.
- Note that discretionary DAEP placements are defined using PEIMS, 425 Record, E1005 – Disciplinary Action Code and E1006 – Disciplinary Action Reason as follows:  
 Action Code (E1005) = 07 and Reason Code (E1006) = 01, 10, 21, 23, 33, 34, and/or 41
- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.

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

District Performance Level Criterion: District Discretionary DAEP Placements				
Performance Level (PL) Assignments				
Performance Level = Special Analysis	Performance Level = 0 (met standard)	Performance Level = 1	Performance Level = 2	Performance Level = 3
Fewer than 30 students served in special education in the district in 2002-2003 and PL not equal to 0.	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 #11: SPED Discretionary Expulsions

This indicator is the potential disproportionate discretionary expulsion of students served in special education.

### CALCULATION

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

$$\text{District special education discretionary expulsion rate} = \frac{\text{District number of discretionary expulsions of students served in special education in 2002-2003}}{\text{District number of students served in special education in attendance in 2002-2003}}$$

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

$$\text{District overall discretionary expulsion rate} = \frac{\text{District number of discretionary expulsions of all students in 2002-2003}}{\text{District number of all students in attendance in 2002-2003}}$$

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

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

MINIMUM SIZE REQUIREMENTS	DATA SOURCE
<ul style="list-style-type: none"> <li>Minimum Size Criterion: At least 30 students served in special education in the district in 2002-2003.</li> <li>Special analysis will be applied for those districts not meeting the minimum size criterion.</li> </ul>	<ul style="list-style-type: none"> <li>2002-2003 PEIMS summer/submission 3.</li> </ul>

**NOTES**

- Students whose PEIMS ADA Code=0 are included in the calculation of this indicator.
- Discretionary expulsions are for the 2002-2003 school year.
- Note that discretionary expulsions are defined using PEIMS, 425 Record, E1005 – Disciplinary Action Code and E1006 – Disciplinary Action Reason as follows:  
 Action Code (E1005) = 01, 02, 03, 04 and Reason Code (E1006) = 04, 05, 06, 08, 20, 26, 35, and/or 49
- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.

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

District Performance Level Criterion: District Discretionary Expulsions				
Performance Level (PL) Assignments				
Performance Level = Special Analysis	Performance Level = 0 (met standard)	Performance Level = 1	Performance Level = 2	Performance Level = 3
Fewer than 30 students served in special education in the district in 2002-2003 and PL not equal to 0.	The district percent of SPED discretionary expulsions is no more than 1.0 percentage point higher than the percent of overall discretionary expulsions. Minimum size requirements not applicable if PL = 0.	The district percent of SPED discretionary expulsions is between 1.1 and 3.0 percentage points higher than the percent of overall discretionary expulsions.	The district percent of SPED discretionary expulsions is between 3.1 and 5.0 percentage points higher than the percent of overall discretionary expulsions.	The district percent of SPED discretionary expulsions is at least 5.1 percentage points higher than the percent of overall discretionary expulsions.

## Special Education Indicator #12: SPED Discretionary Removals to ISS

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

### CALCULATION

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

$$\text{District special education discretionary ISS removal rate} = \frac{\text{District number of discretionary removals of students served in special education to ISS in 2002-2003}}{\text{District number of students served in special education in attendance in 2002-2003}}$$

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

$$\text{District overall discretionary ISS removal rate} = \frac{\text{District number of discretionary removals of all students to ISS in 2002-2003}}{\text{District number of all students in attendance in 2002-2003}}$$

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

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

#### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 students served in special education in the district in 2002-2003.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

#### DATA SOURCE

- 2002-2003 PEIMS summer/submission 3.

## NOTES

- Students whose PEIMS ADA Code=0 are included in the calculation of this indicator.
- Discretionary removals to ISS are for the 2002-2003 school year.
- Note that discretionary removals to ISS are defined using PEIMS, 425 Record, E1005 – Disciplinary Action Code and E1006 – Disciplinary Action Reason as follows:  
 Action Code (E1005) = 06 and Reason Code (E1006) = All Codes
- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.

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

District Performance Level Criterion: District Discretionary Removals to ISS				
Performance Level (PL) Assignments				
Performance Level = Special Analysis	Performance Level = 0 (met standard)	Performance Level = 1	Performance Level = 2	Performance Level = 3
Fewer than 30 students served in special education in the district in 2002-2003 and PL not equal to 0.	The district percent of SPED discretionary ISS removals is no more than 16.0 percentage points higher than the percent of overall discretionary ISS removals. Minimum size requirements not applicable if PL = 0.	The district percent of SPED discretionary ISS removals is between 16.1 and 34.0 percentage points higher than the percent of overall discretionary ISS removals.	The district percent of SPED discretionary ISS removals is between 34.1 and 65.0 percentage points higher than the percent of overall discretionary ISS removals.	The district percent of SPED discretionary ISS removals is at least 65.1 percentage points higher than the percent of overall discretionary ISS removals.

## Special Education Indicator #13: SPED Annual Dropout Rate

This indicator is the percent of students (Grades 7-12) served in special education who dropped out in 2002-2003.

### CALCULATION

For each district, calculate the district special education annual dropout rate:

$$\text{District special education annual dropout rate} = \frac{\text{District number of students served in special education (Grades 7-12) who dropped out in 2002-2003}}{\text{District number of students served in special education (Grades 7-12) in attendance in 2002-2003}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 students (Grades 7-12) served in special education in the district in 2002-2003.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- Data sets produced by the Division of Accountability Research.

### NOTES

- Dropout data are for the 2002-2003 school year.

The district special education annual dropout rate is compared to the *PBMAS* standards for the annual dropout rate, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District Special Education Annual Dropout Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 students (Grades 7-12) served in special education in the district in 2002-2003 and PL not equal to 0.	The district special education annual dropout rate is 2.0% or lower. Minimum size requirements not applicable if PL = 0.	The district special education annual dropout rate is between 2.1% and 5.0%.	The district special education annual dropout rate is between 5.1% and 8.0%.	The district special education annual dropout rate is 8.1% or higher.

## Special Education Indicator #14(i-v): SPED Year-After-Exit TAKS Passing Rate

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

### CALCULATION

For each district, calculate the district TAKS passing rate for each TAKS subject for students dismissed from receiving SPED services:

$$\text{District SPED year-after-exit passing rate for a TAKS subject test} = \frac{\text{District number of students who received SPED services in 2002-2003 and not in 2003-2004 who passed the TAKS subject test in 2003-2004}}{\text{District number of students who received SPED services in 2002-2003 and not in 2003-2004 who took the TAKS test in 2003-2004}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 TAKS test takers (dismissed from receiving SPED services) in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- Data sets produced by the Division of Student Assessment.
- 2002-2003 PEIMS fall/submission 1.
- 2003-2004 PEIMS fall/submission 1.

### NOTES

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

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

- Reading and ELA are combined.
- Second administration of Grade 3 reading is included.
- Accountability subset is used.
- Summed across grades.
- Students must be in the same district in both school years.

The district special education year-after-exit TAKS passing rate is compared to the *PBMAS* standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District Special Education Year-After-Exit TAKS Passing Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 TAKS test takers (dismissed from receiving SPED services) in the subject for the district in 2003-2004 and PL not equal to 0.	The district TAKS passing rate for students dismissed from receiving SPED services is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district TAKS passing rate for students dismissed from receiving SPED services is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district TAKS passing rate for students dismissed from receiving SPED services is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district TAKS passing rate for students dismissed from receiving SPED services is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used as the basis for comparison for this indicator. Those standards are:

Reading/ELA	50.0%
Writing	50.0%
Social Studies	50.0%
Mathematics	35.0%
Science	25.0%

## Special Education Indicator #15: SPED RHSP/DAP Graduation 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:

$$\text{District special education RHSP/DAP graduation rate} = \frac{\text{District number of students served in special education who graduated with a RHSP or DAP diploma in 2002-2003}}{\text{District number of students served in special education who graduated in 2002-2003}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

### DATA SOURCE

- Data sets produced by the Division of Performance Reporting.

### NOTES

- Report only for 2004-2005. The district special education RHSP/DAP graduation rate is reported for district information and planning purposes.
- No performance levels are assigned for this indicator for 2004-2005.
- Graduation data are for the 2002-2003 school year.

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## 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  
**Email:** [pbm@tea.state.tx.us](mailto:pbm@tea.state.tx.us)

### Other Helpful Contact Information:

Division: School Financial Audits Division  
Phone: (512) 463-9095  
Fax: (512) 463-0443  
Email: [Ramon.Medina@tea.state.tx.us](mailto:Ramon.Medina@tea.state.tx.us)

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

Division: Bilingual Education  
Phone: (512) 475-3555  
Fax: (512) 463-8057  
Email: [Georgina.Gonzalez@tea.state.tx.us](mailto:Georgina.Gonzalez@tea.state.tx.us)

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

Division: PEIMS Implementation  
Phone: (512) 463-9229  
Fax: (512) 475-3664  
Email: [Marsha.Headley@tea.state.tx.us](mailto:Marsha.Headley@tea.state.tx.us)

### Comments on the 2004-2005 PBMAS

Comments on the 2004-2005 *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). In addition, recommendations for individuals to participate in the planning and development for the 2005-2006 *PBMAS* may also be submitted. Comments and/or nominations should be provided no later than February 10, 2005 in order to allow sufficient time for incorporation into the 2005-2006 *PBMAS* development cycle.

## Career & Technology Education

### *Nontraditional Courses*

The federal Carl 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 Perkins reporting process.

#### 2003-2004 Enrollments in Nontraditional Courses

PEIMS Number	Course	Male Enrollment	Female Enrollment	State Total
<b>Nontraditional for Females</b>				
11934422	Agricultural Mechanics I	5,208	611	5819
11934423	Agricultural Mechanics II	775	69	844
N1253461	Computer Network Technician	17	0	17
12511101	Architectural Drafting I	288	59	347
12511102	Architectural Drafting II	142	25	167
12511103	Engineering & Architect Drafting	35	17	52
12511104	Architectural Drafting III	27	4	31
12511701	Engineering CAD I	494	83	577
12511702	Engineering CAD II	120	18	138
12511703	Advanced CAD III	67	20	87
12511704	Comp. Graphics/Machine Drafting	2	1	3

12512101	Drafting I	530	83	613
12512102	Drafting II	149	27	176
12520177	WBL/Construction-Maint Systems	921	161	1,082
12522501	Building Maintenance I	532	48	580
12522502	Building Maintenance II	91	6	97
12522701	Architectural Blueprints/Specs	74	8	82
12522702	Architectural Materials	69	12	81
12522703	Building Trades I	3597	323	3920
12522704	Building Trades II	950	39	989
12522705	Building Trades III	66	5	71
12522901	Electrical Trades I	614	31	645
12522902	Electrical Trades II	153	8	161
12523101	Heating/Vent/AC/Refrig I	288	10	298
12523102	Heating/Vent/AC/Refrig II	109	0	109
12523301	Bricklaying/Stone Masonry I	57	6	63
12523501	Mill and Cabinetmaking I	442	47	489
12523502	Mill and Cabinetmaking II	82	9	91
12523701	Piping Trades/Plumbing I	67	7	74
12523702	Piping Trades/Plumbing II	14	4	20
12530178	WBL/Electrical-Electronic Sys	103	7	110
12534501	Computer Cabling and Design	29	27	56
12534502	Computer Maintenance Tech I	1200	192	1392
12534503	Computer Maintenance Tech II	361	55	416
12534701	Electronics I	411	29	440
12534702	Electronics II	125	8	133
12534801	Animation I	600	238	838
12540179	WBL/Industrial/Manufact System	343	117	460

12546102	Petrochemical Process Tech	6	1	6
12546301	Plant Maintenance	4	0	4
12546504	Power Technology	74	10	84
12547101	AC/DC Elect/Computer Systems	41	7	48
12547102	AC/DC Elec/Digital Logic Func	61	48	109
12547103	Alternating Current Electronics	0	0	0
12547104	Digital Logic Circuits	9	0	9
12547105	Digital Logic Elec Circuit Tec	14	3	17
12547106	Direct Current Electronics	249	19	268
12550180	WBL/Metal Technology Systems	109	22	131
12557301	Machine Shop I	35	1	36
12557302	Machine Shop II	13	2	15
12557501	Metal Trades I	702	29	731
12557502	Metal Trades II	207	5	212
12557901	Welding I	1,745	75	1,820
12557902	Welding II	554	17	571
12568502	Upholstery/Furniture Repair I	0	0	0
12570182	WBL/Transportation Systems	453	33	486
12578903	Aircraft Mechanics I	149	18	176
12579101	Automotive Specialization	741	54	795
12579102	Automotive Technician I	6,783	458	7,241
12579103	Automotive Technician II	2,125	79	2,204
12579105	Transportation Service Technician	58	2	60
12579106	Automotive Technician III	158	3	161
12579301	Auto Collision Repair Tech I	1,812	93	1,905
12579302	Auto Collision Repair Tech II	531	29	560
12579501	Diesel Mechanics I	107	11	118

12579502	Diesel Mechanics II	29	1	30
12579901	Small Engine Repair I	1,014	69	1,083
12579902	Small Engine Repair II	166	3	169
<b>Nontraditional for Males</b>				
12101400	Health Science Technology II	872	3,277	4,149
12101500	Health Science Technology III	1,231	322	1,553
N1220304	Elementary School Teacher Asst.	541	95	636
N1256824	Floriculture I	0	17	17
N1295003	Careers in Education I	52	165	217
N1295004	Careers in Education II	17	53	70