

Chapter 17

Transition Plan for the 2012 Performance-Based Monitoring Analysis System (PBMAS)

To monitor district performance and program effectiveness as required under state and federal law, the Texas Education Agency (TEA) implemented a Performance-Based Monitoring Analysis System (PBMAS) in 2004. The PBMAS is based on a variety of indicators that are used annually to evaluate four key program areas at the district level: Bilingual Education/English as a Second Language, Career and Technical Education, No Child Left Behind (Title I, Part A and Title I, Part C), and Special Education.

The current PBMAS (2010 PBMAS) is comprised of 49 program-specific indicators. Fifteen of those 49 indicators are based on Texas Assessment of Knowledge and Skills (TAKS) and TAKS (Accommodated) performance results, and 4 are based on participation results for TAKS, TAKS (Accommodated), TAKS–Modified, and TAKS–Alternate. Because the remaining 30 indicators use data *other* than TAKS data, those particular indicators (representing approximately 60% of each year’s PBMAS) are not affected by the transition to the new HB 3 testing program. As such, it is anticipated that a significant portion of the 2012 PBMAS will resemble the PBMAS systems implemented in previous years.

The 2012 PBMAS development cycle will begin in earnest during the fall of 2011. At that time, the PBM Focus Group will be invited to review and comment on options for the 2012 PBMAS. In the meantime, TEA staff will analyze the student assessment data potentially available for use—taking into consideration the timeline for accessing those data—and develop more specific recommendations about what student assessment performance and participation indicators to include in the 2012 PBMAS in lieu of the 19 TAKS-based indicators that will no longer be viable after the 2011 PBMAS.