## Bilingual Education/English as a Second Language

### Region 02

#### 1. BE English TAKS Passing Rate

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#### 2. ESL English TAKS Passing Rate

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#### 6. LEP Year-After-Exit English TAKS Passing Rate

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*FOR TAKS PERFORMANCE INDICATORS: To ensure comparability across years, the 2009 and 2010 region rates for all applicable TAKS performance indicators were recalculated to include TAKS(Accommodated), TAKS-M, and TAKS-Alt results for all grades and subjects and exclude results for Grade 6 Spanish TAKS and the second administration of Grade 3 TAKS reading.

The special formats ‘*’, '<1%', and '>99%' are used to protect student confidentiality.

Detailed information on each of the indicators above can be found in the 'PBMAS 2011 Manual' at [http://www.tea.state.tx.us/pbm/PBMASManuals.aspx](http://www.tea.state.tx.us/pbm/PBMASManuals.aspx)
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*FOR GRADUATION RATE INDICATORS: The national dropout definition, which was adopted in 2005-06, was fully incorporated in the graduation rates for the class of 2009. Longitudinal graduation rates for the classes of 2009 (column 'g') and 2010 (column 'f') are comparable to one another. Rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008 (column 'h')) are not comparable from one class to another, nor are they comparable to rates for prior or later classes.

The special formats '*', '<1%', and '>99%' are used to protect student confidentiality.

Detailed information on each of the indicators above can be found in the 'PBMAS 2011 Manual' at [http://www.tea.state.tx.us/pbm/PBMASManuals.aspx](http://www.tea.state.tx.us/pbm/PBMASManuals.aspx)
TEXAS EDUCATION AGENCY
2011 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
REGIONAL LONGITUDINAL REPORT

Career and Technical Education

Region 02

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*FOR TAKS PERFORMANCE INDICATORS: To ensure comparability across years, the 2009 and 2010 region rates for all applicable TAKS performance indicators were recalculated to include TAKS(Accommodated), TAKS-M, and TAKS-Alt results for all grades and subjects and exclude results for Grade 6 Spanish TAKS and the second administration of Grade 3 TAKS reading.

The special formats ‘*’, '<1%', and '>99%' are used to protect student confidentiality.

Detailed information on each of the indicators above can be found in the 'PBMAS 2011 Manual' at http://www.tea.state.tx.us/pbm/PBMASManuals.aspx
### Career and Technical Education (cont.)

#### Region 02

<table>
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<tr>
<th>Indicator</th>
<th>2011 PBMAS STANDARD(%)</th>
<th>2011 PERFORMANCE RATE</th>
<th>2011 PERFORMANCE LEVEL RATE</th>
<th>2009 PERFORMANCE RATE</th>
<th>2009 PERFORMANCE LEVEL RATE</th>
<th>CHANGE*</th>
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*FOR GRADUATION RATE INDICATORS: The national dropout definition, which was adopted in 2005-06, was fully incorporated in the graduation rates for the class of 2009. Longitudinal graduation rates for the classes of 2009 (column 'g') and 2010 (column 'f') are comparable to one another. Rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008 (column 'h')) are not comparable from one class to another, nor are they comparable to rates for prior or later classes.

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### Title I, Part A TAKS Passing Rate

<table>
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<th>INDICATOR</th>
<th>2011 PBMAS STANDARD (%)</th>
<th>2011 PERFORMANCE RATE</th>
<th>NUMERATOR</th>
<th>DENOMINATOR</th>
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### Title I, Part A Annual Dropout Rate (Grades 7-12)

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<th>2011 PERFORMANCE RATE</th>
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<th>DENOMINATOR</th>
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### Migrant TAKS Passing Rate

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### Migrant Annual Dropout Rate (Grades 7-12)

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*FOR TAKS PERFORMANCE INDICATORS: To ensure comparability across years, the 2009 and 2010 region rates for all applicable TAKS performance indicators were recalculated to include TAKS(Accommodated), TAKS-M, and TAKS-Alt results for all grades and subjects and exclude results for Grade 6 Spanish TAKS and the second administration of Grade 3 TAKS reading.

*FOR GRADUATION RATE INDICATORS: The national dropout definition, which was adopted in 2005-06, was fully incorporated in the graduation rates for the class of 2009. Longitudinal graduation rates for the classes of 2009 (column ‘g’) and 2010 (column ‘f’) are comparable to one another. Rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008 (column ‘h’)) are not comparable from one class to another, nor are they comparable to rates for prior or later classes.

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Region 02

**Special Education**

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<th>(b) 2011</th>
<th>(c) 2011</th>
<th>(d) 2011</th>
<th>(e) 2011</th>
<th>(f) 2011</th>
<th>(g) 2010</th>
<th>(h) 2009</th>
<th>(i) 2009 - 2011</th>
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<td>7. SPED LESS RESTRICTIVE ENVIRONMENT (AGES 6-11)</td>
<td>40.0</td>
<td>36.3</td>
<td>1,388</td>
<td>3,820</td>
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<td>37.3</td>
<td>38.1</td>
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<tr>
<td>8. SPED LESS RESTRICTIVE ENVIRONMENT (AGES 12-21)</td>
<td>65.0</td>
<td>65.3</td>
<td>3,681</td>
<td>5,634</td>
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<td>65.3</td>
<td>64.4</td>
<td>62.7</td>
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<tr>
<td>9. SPED ANNUAL DROPOUT RATE (GRADES 7-12)</td>
<td>2.0</td>
<td>2.4</td>
<td>143</td>
<td>5,856</td>
<td>1</td>
<td>2.4</td>
<td>3.5</td>
<td>3.6</td>
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<tr>
<td>10. SPED RHSP/DAP DIPLOMA RATE</td>
<td>16.5</td>
<td>21.3</td>
<td>156</td>
<td>733</td>
<td>0</td>
<td>21.3</td>
<td>20.2</td>
<td>17.8</td>
<td>3.5</td>
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</tr>
</tbody>
</table>
| 11. SPED GRADUATION RATE | 75.0 | 71.7 | 644 | 898 | 1 | 71.7 | 72.0 | 67.6 | |}

*FOR TAKS PERFORMANCE INDICATORS: To ensure comparability across years, the 2009 and 2010 region rates for all applicable TAKS performance indicators were recalculated to include TAKS(Accommodated), TAKS-M, and TAKS-Alt results for all grades and subjects and exclude results for Grade 6 Spanish TAKS and the second administration of Grade 3 TAKS reading.

*FOR GRADUATION RATE INDICATORS: The national dropout definition, which was adopted in 2005-06, was fully incorporated in the graduation rates for the class of 2009. Longitudinal graduation rates for the classes of 2009 (column 'g') and 2010 (column 'f') are comparable to one another. Rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008 (column 'h')) are not comparable from one class to another, nor are they comparable to rates for prior or later classes.

The special formats '*', '<1%', and '>99%' are used to protect student confidentiality.

Detailed information on each of the indicators above can be found in the 'PBMAS 2011 Manual' at [http://www.tea.state.tx.us/pbm/PBMASManuals.aspx](http://www.tea.state.tx.us/pbm/PBMASManuals.aspx)
**Region 02**

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>2011 PBMAS STANDARD (%)</th>
<th>2011 PERFORMANCE RATE</th>
<th>2010 PERFORMANCE RATE</th>
<th>2009 PERFORMANCE RATE</th>
<th>2009 - 2011 CHANGE</th>
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<tbody>
<tr>
<td>12. SPED REPRESENTATION</td>
<td>8.5</td>
<td>9.8</td>
<td>10,289</td>
<td>104,715</td>
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<tr>
<td>13. SPED AFRICAN AMERICAN (NOT HISPANIC/LATINO) REPRESENTATION</td>
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<td>14. SPED HISPANIC REPRESENTATION</td>
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<td>ALL HISPANIC</td>
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<td>15. SPED LEP REPRESENTATION</td>
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<td>-0.3</td>
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<td>16. SPED DISCRETIONARY DAEP PLACEMENTS</td>
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<td>17. SPED DISCRETIONARY PLACEMENTS TO ISS</td>
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<td>114,085</td>
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</tbody>
</table>

**FOR SPED AFRICAN AMERICAN (NOT HISPANIC/LATINO) AND HISPANIC REPRESENTATION INDICATORS:** The race and ethnicity data for these two indicators were based on the new (1997) Standards for the Classification of Federal Data on Race and Ethnicity. As a result, previous years’ data for these two indicators are not comparable to the 2011 data displayed on this report.

The special formats ‘**’, ‘<1%’, and ‘>99%’ are used to protect student confidentiality.

Detailed information on each of the indicators above can be found in the 'PBMAS 2011 Manual' at [http://www.tea.state.tx.us/pbm/PBMASMManuals.aspx](http://www.tea.state.tx.us/pbm/PBMASMManuals.aspx)