Bilingual Education/English as a Second Language

Region 04

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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)
### Region 04

#### Bilingual Education/English as a Second Language (cont.)

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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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## TEXAS EDUCATION AGENCY
### 2011 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
#### REGIONAL LONGITUDINAL REPORT

**Career and Technical Education**

**Region 04**

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<th>(iii) SCIENCE</th>
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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.

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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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Region 04

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<th>INDICATOR</th>
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<th>DENOMINATOR</th>
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| 8. MIGRANT GRADUATION RATE | 75.0 | 81.5 | 88 | 108 | 0 | -0.5 |

*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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*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.

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### Special Education (cont.)

#### Region 04

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<th>(c)</th>
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<th>(f)</th>
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**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.

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