**Explanation of the 2015 PBMAS State Report**

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

**2015 PBMAS PL 0 Cut Points:** This is the range of performance for a PL 0.

**2015 State Rate:** This represents the performance of the state as a whole on a particular indicator \((c/d=b)\).

**2015 Numerator:** The number of events observed in a particular indicator (e.g., the number of students scoring at the beginning proficiency level).

**2015 Denominator:** This represents the total population evaluated in a particular indicator (e.g., the number of students with a TELPAS Composite Rating).

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

**2013-2015 Change:** This represents the change in the state rates from 2013 – 2015 \((f-h = i)\); see footnote.

Detailed information on each of the indicators above can be found in the ‘PBMAS 2015 Manual’ at [http://tea.texas.gov/pbm/PBMASManuals.aspx](http://tea.texas.gov/pbm/PBMASManuals.aspx). The state rates for previous years are presented only if the rates are comparable to the current year rate for the indicator. The 2015 STAAR 3-D mathematics state rates are based on passing standards equivalent to the previous STAAR mathematics tests as applicable. **To ensure comparability across years, the rate presented in column (g) for the TELPAS Beginning Proficiency Level Rate (BE/ESL Indicator #5) is based on TELPAS reading proficiency level cut scores that were adjusted in 2014.**