
2018 Performance- Based Monitoring Analysis System Manual

Texas Education Agency

Office of Academics
Performance Reporting

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Texas Education Agency
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Phone: (512) 463-9270
Email: copyrights@tea.texas.gov

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Section I: Introduction

The Performance-Based Monitoring Analysis System (PBMAS)

The PBMAS is a district-level, data-driven monitoring system developed and implemented annually by Performance-Based Monitoring (PBM) staff in coordination with other Texas Education Agency (TEA) divisions and departments. The 2018 PBMAS Manual is intended to serve as a comprehensive technical resource for the PBMAS, which is used by TEA as one part of its annual evaluation of school districts'¹ performance and program effectiveness.

Guiding Principles of the PBMAS

The PBMAS is based on the following guiding principles:

School District Effectiveness. PBMAS is intended to assist school districts in their efforts to improve local performance.

Statutory Requirements. PBMAS is designed to meet statutory requirements.

Indicator Design. PBMAS indicators reflect critical areas of student performance, program effectiveness, and data integrity.

Maximum Inclusion. PBMAS evaluates a maximum number of school districts by using appropriate alternatives to analyze the performance of districts with small numbers of students.

Individual Program Accountability. PBMAS is structured to ensure low performance in one program area cannot be offset by high performance in other program areas or lead to interventions in program areas where performance is high.

High Expectations. PBMAS promotes high expectations for all students in all school districts. PBMAS cut points will be adjusted over time to ensure continued student achievement and progress.

Annual Statewide Evaluation. PBMAS ensures the annual evaluation of all school districts in the state.

Public Input and Accessibility. The design, development, and implementation of the PBMAS are informed by public input received through stakeholder meetings, the public comment period included in the annual rule adoption of PBMAS manuals, and ongoing Texas Education Telecommunications Network (TETN) sessions. The performance information PBMAS generates is available to the public.

System Evolution. PBMAS is a dynamic system in which indicators are added, revised, or deleted in response to changes and developments that occur outside of the system, including new legislation and the development of new assessments.

Coordination. PBMAS is part of an overall agency coordination strategy for the performance-based evaluation of school districts.

¹ Unless otherwise noted, the term districts includes open-enrollment charter schools.

Changes to the PBMAS in 2018

The 2018 PBMAS includes several key changes from the 2017 system. Many of these changes are marked in the manual as “*New!*” for easy reference. Detailed information about specific indicators is included in Section III of this manual.

The availability of an additional year’s data enables the Special Analysis component to be reinstated for all English language arts (ELA) State of Texas Assessments of Academic Readiness (STAAR®)² end-of-course (EOC) indicators.

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

For 2017 and prior, the composite ratings were calculated using, in part, the student’s Texas English Language Proficiency Assessment System (TELPAS) Listening and Speaking (grades 2-12) performance as determined by a holistic rating system. In 2018, the composite ratings will instead use the student’s TELPAS Listening and Speaking performance as determined by the new item-based standardized assessments. Due to this change and the timing of standard setting in late summer, BE/ESL Indicator #8 (TELPAS Reading Beginning Proficiency Level Rate) and BE/ESL Indicator #9 (TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years) are Report Only for the 2018 PBMAS.

Career and Technical Education (CTE)

Coding for the CTE Tech Prep program was discontinued in the 2016-2017 Texas Student Data System (TSDS). The CTE Tech Prep bubble, however, was available on the Summer 2017 STAAR EOC answer documents. Any STAAR EOC Summer answer document submitted with the CTE Tech Prep bubble marked (CTE indicator code 3) will be included in the accountable district’s results for the relevant PBMAS CTE STAAR EOC indicator(s).

Performance levels will be assigned for CTE Indicator #7 (CTE Nontraditional Course Completion Rate – Males) and CTE Indicator #8 (CTE Nontraditional Course Completion Rate – Females) in the 2018 PBMAS. Appendix A in this manual reflects a modified course list for CTE Indicator #8 CTE Nontraditional Course Completion Rate – Females; two courses listed in the 2017 PBMAS were deleted.

Every Student Succeeds Act (ESSA)

For the 2018 PBMAS, there are no changes specific to the ESSA program area. However, indicators in this program area are being implemented based on the overall changes described in this manual that affect all PBMAS program areas in 2018.

Special Education (SPED)

In the 2017 PBMAS, three Significant Disproportionality (SD) indicators, SPED Representation (Ages 3-21), SPED Regular Class <40% Rate (Ages 6-21), and SPED Separate Settings Rate (Ages 6-21), were implemented and reported based on federal regulations requirements under 34 Code of Federal Regulations (CFR) Part 300. In addition, five discipline indicators, SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21), SPED OSS and Expulsion >10 Days Rate (Ages 3-21), SPED ISS ≤10 Days Rate (Ages 3-21), SPED ISS >10 Days Rate (Ages 3-21), and SPED Total Disciplinary Removals Rate (Ages 3-21), also have been implemented based on the federal regulations 34 CFR Part 300 and were previewed in the 2017 Discipline Data Validation system. These five discipline SD indicators have been added as SPED Indicators #12 - #16 in the 2018 PBMAS Manual. All SD indicators mentioned here will be implemented continually based on 34 CFR Part 300. Districts designated as SD (Year 1) or SD (Year 2) will be reported in the 2018 PBMAS. SD (Year 1) reflects a district which first received

² STAAR® is a registered trademark of the Texas Education Agency. The minimum level of satisfactory performance described in this manual corresponds with the labels adopted under 19 Texas Administrative Code §101.3041: Approaches Grade Level (STAAR/STAAR Spanish) and Level II: Satisfactory Academic Performance (STAAR Alternate 2).

an SD designation in 2018 and not in the previous year. SD (Year 2) reflects a district which received an SD designation for both 2018 and the previous year.

For all SPED SD Indicators #9 - #16, districts designated as SD (Year 1) or SD (Year 2) in the 2018 PBMAS report are only for information and planning purposes.

The order for SPED Annual Dropout Rate (Grades 7-12), SPED Graduation Rate, SPED Regular Early Childhood Program Rate (Ages 3-5), SPED Regular Class $\geq 80\%$ (Ages 6-21), SPED Regular Class $< 40\%$ (Ages 6-21), and SPED Separate Settings Rate (Ages 6-21) indicators have been changed in the 2018 PBMAS Manual.

Planning for the Future: 2019 and Beyond

Ongoing implementation of the 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 versions of PBMAS. These factors include the following:

- legislatively required changes to the statewide assessment program, STAAR;
- changes resulting from reauthorizations of federal statutes, including the Elementary and Secondary Education Act;
- results of any state or federal reviews, guidance, and regulations;
- changes to data collection definitions and processes; and
- legislation from a regular or special legislative session.

Special Education Indicators

2017 PBMAS SPED Indicators	2018 PBMAS SPED Indicators
Indicator #1(i-v): SPED STAAR 3-8 Passing Rate	Implemented continually based on 34 CFR Part 200
Indicator #2(i-v): SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate	
Indicator #3(i-iv): SPED STAAR EOC Passing Rate	
Indicator #4: SPED STAAR Alternate 2 Participation Rate	
Indicator #5: SPED Regular Early Childhood Program Rate (Ages 3-5)	Implemented continually based on 34 CFR Part 300
Indicator #6: SPED Regular Class \geq 80% Rate (Ages 6-21)	
Indicator #7: SPED Regular Class <40% Rate (Ages 6-21)	Implemented continually based on 34 CFR Part 300
Indicator #8: SPED Separate Settings Rate (Ages 6-21)	
Indicator #9: SPED Annual Dropout Rate (Grades 7-12)	Implemented continually based on 34 CFR Part 300
Indicator #10: SPED Graduation Rate	
Indicator #11: SPED Representation (Ages 3-21)	Implemented continually based on 34 CFR Part 300
2018 PBMAS SPED Discipline SD Indicators	
SPED Discipline Indicator #1: SPED OSS and Expulsion \leq 10 Days Rate (Ages 3-21)	These five Discipline Significant Disproportionality (SD) indicators have been implemented based on the federal regulations 34 CFR Part 300 and were previewed in the 2017 Discipline Data Validation System. These indicators have been added as SPED Indicators #12-#16 in the 2018 PBMAS Manual.
SPED Discipline Indicator #2: SPED OSS and Expulsion > 10 Days Rate (Ages 3-21)	
SPED Discipline Indicator #3: SPED ISS \leq 10 Days Rate (Ages 3-21)	
SPED Discipline Indicator #4: SPED ISS >10 Days Rate (Ages 3-21)	
SPED Discipline Indicator #5: SPED Total Disciplinary Removals Rate	

Section II: Components of the 2018 PBMAS

Data Sources

Data used in the PBMAS come from a variety of sources. Student assessment data are obtained from data files provided by TEA's test contractor. Data obtained from areas within TEA include dropout and longitudinal graduation data from the Research and Analysis Division and Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) data from the Statewide Education Data Systems Division. On rare occasions, a data source used in the PBMAS may be unintentionally affected by unforeseen circumstances, including natural disasters or test contractor administration issues. Should those circumstances occur, TEA will consider how or whether that data source will be used to ensure PBMAS calculations, PL assignments, and interventions are implemented appropriately and in alignment with the system's guiding principles. Specific information about data sources is included in the description of each indicator in Section III of this manual.

The calculations for each indicator are based on the most current data available and, for ease of understanding, are presented in this manual as single-year calculations. In certain instances, however, multiple years of data are combined. (See *Minimum Size Requirement (MSR) and Special Analysis (SA)* section.)

Data Exclusions

Students described under Texas Education Code, §39.053(g-3) are excluded from the computation of annual dropout rates. Any other exclusions that have been applied to a specific indicator are identified in the description of the indicator in Section III of this manual.

No Data Available for an Indicator

A district with no data available for evaluation receives a designation of *No Data*, meaning the district cannot be evaluated because of an absence of data. For example, if a district had no migrant students to report in a particular year's data collection, then for any migrant indicator based on that data collection, the PBMAS report for the district will indicate a PL of *No Data*. Districts with one or more PL designations of *No Data* should examine their local data collection and submission procedures as well as the Data Source section for each PBMAS indicator to confirm the accuracy of the *No Data* designation. It is the ongoing responsibility of districts to ensure students are coded correctly for both TSDS PEIMS and student assessment data. In addition, data validation analyses and reviews are conducted by the agency as part of its PBM activities.

Accountability Subset

Students who are enrolled in a district on October 27, 2017 (fall snapshot date) and test in the same district in the fall of 2017 or spring of 2018 are considered to be in the "accountability subset" while students who are enrolled in a district on October 27, 2017 but not enrolled in the same district for fall 2017 or spring 2018 testing are not in the accountability subset. The accountability subset for students who test in the summer of 2017 is based on the 2016 fall snapshot date. Whether the accountability subset is used for a particular indicator is noted in the description of the indicator.

Rounding

All PBMAS rates are rounded to one decimal place. For example, 79.877% is rounded to 79.9%. The intermediate results for all PBMAS significant disproportionality ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio value.

Masking

District data are released to each school district as allowed under the Family Educational Rights and Privacy Act (FERPA). PBMAS data released to the public are masked to protect student confidentiality. A PBMAS Masking Rules document is available on both the PBMAS district reports and data download web pages:

- <https://rptsvr1.tea.texas.gov/pbm/distrpts.html>
- <https://rptsvr1.tea.texas.gov/pbm/download.html>

Performance Levels (PLs)

A PL is the result that occurs when a standard is applied to a district's performance on an indicator. The PLs available for indicators in the 2018 PBMAS include *Not Assigned (NA)* (including *Not Assigned through SA*), *0, 0 SA, 0 RI, 1, 1 SA, 2, 2 SA, 3, 3 SA, 4, 4 SA, and SD*. SA refers to Special Analysis, which is described in the *Minimum Size Requirement (MSR) and Special Analysis (SA)* section. RI refers to Required Improvement, which is also described in a separate section. SD refers to Significant Disproportionality and is used to meet federal requirements under 34 Code of Federal Regulations (CFR) §300.647.

PBMAS indicators include a range of PLs, and each PL range has an established set of cut points. Throughout the PBMAS indicators, the higher the PL is, the lower the district's performance is.

Changes to PBMAS Cut Points

As part of the annual PBMAS development cycle, the cut points for each PBMAS indicator are evaluated. A decision to adjust cut points for one or more indicators is based on a careful consideration of the following:

- whether a state or federal goal has been identified for the indicator;
- performance of the state on each indicator at the time cut points are set;
- expected and actual improvement on the indicator over time;
- amount of improvement reasonable for the indicator;
- overall impact on the PBMAS of adjustments to cut points;
- the PBMAS system's guiding principles;
- other considerations that could affect performance on particular indicators;
- appropriate cut points across similar indicators; and
- internal and external input.

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 state rate for the indicator. Cut points, MSR, and PLs are not typically applied to these indicators.

Generally, after a period of one or two years, PLs are assigned to Report Only indicators, and district performance on these indicators will be evaluated. The inclusion of Report Only indicators in PBMAS provides districts with an opportunity to review current performance and plan ahead.

Minimum Size Requirement (MSR) and Special Analysis (SA)

The MSR is incorporated into all indicators assigned a PL. In general, districts must have at least thirty (30) students in the relevant segment of the student population denominator to be evaluated on an indicator using the standard PBMAS analysis. In addition, for certain PBMAS indicators, districts must have at least five (5) or ten (10) students in the relevant segment of the student population numerator to be evaluated using the standard PBMAS analysis. The MSR is noted in the description of each indicator.

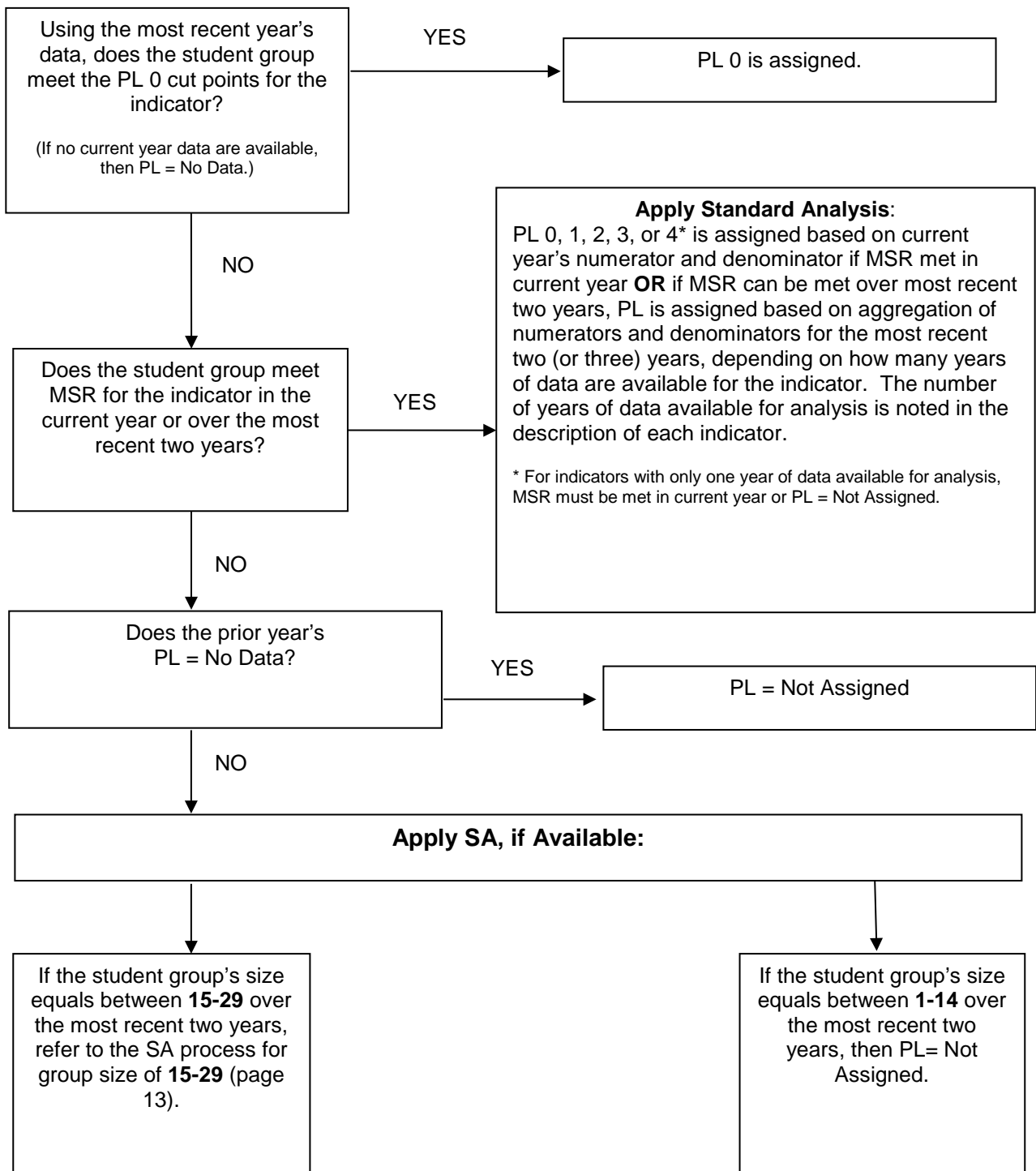
The MSR can be met either in the current year or through the aggregation of numerators and denominators over the most recent two years, if applicable. If the MSR is met for a particular performance indicator, then a district is evaluated using the standard PBMAS analysis. Under standard analysis, when the MSR is met with the current year's data, a PL is assigned based on that data in relation to the cut points for the indicator. When the MSR is met based on the most recent two years of data, the numerator and denominator for the current and prior years are aggregated, the indicator is calculated, and a PL is assigned based on the current year's cut points for the indicator. Depending on the particular indicator, there may be one or two prior years of data aggregated with the current year's data to assign a PL. If the MSR is not met, then the district may be evaluated under a process called Special Analysis (SA), which is described below.

There is one exception to the MSR. If a district does not meet the MSR for an indicator, but the performance of the district meets the criteria to earn a PL of 0, then the district receives a PL of 0, regardless of the number of students in the relevant segment of the student population.

The SA process evaluates the performance of districts that do not meet the MSR. PLs established using the SA process will have "SA" appended (*NA SA, 0 SA, 1 SA, 2 SA, 3 SA, 4 SA*) and will be included on PBMAS reports to districts, along with the district's numerators, denominators, and rates considered in the SA process.

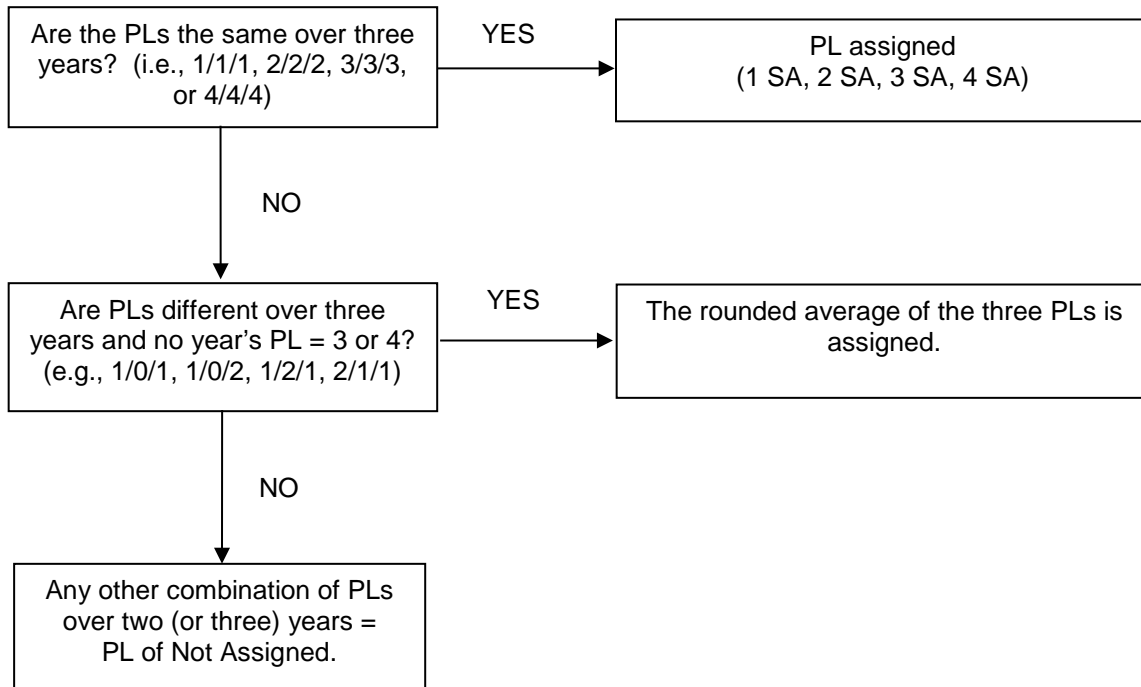
The flowcharts on the following pages depict the process for determining whether standard analysis or SA is applied in the PBMAS.

PBMAS PL Assignment and SA Determination Process



Note: For indicators eligible for the PBMAS SA process that have a MSR in both the denominator and the numerator, a district's group size is determined by the smallest denominator or numerator over the most recent two years.

PBMAS PL Assignment and SA Process for Group Size of 15-29



Note: Group size is based on the sum of the most recent two years. Previous years' PLs are determined based on the relevant years' numerators, denominators, and rates presented on the district's 2018 PBMAS report.

Required Improvement (RI)

The PBMAS, by design, has a built-in improvement component. Because the system includes a range of PLs, districts that demonstrate improvement from one year to the next can progress from one PL to another. For example, a district with 74% of its migrant students graduating with a high school diploma in four years received a PL 1 in the 2017 PBMAS. If that same district is able to improve its migrant graduation rate to 80% in 2018, it would receive a PL 0 because its performance meets the 2018 PL 0 cut point.

In addition to the system's built-in improvement component, the 2018 PBMAS will again include RI for certain indicators. The indicator descriptions in Section III of this manual will indicate if RI is available for an indicator. Examples of two PBMAS RI calculations are provided below.

RI Calculations

For the indicators where *increases* in rates are measured in *positive* numbers and RI is available, the following calculation will be used for districts that meet the MSR in both the current and previous year and have an initial PL result that is not equal to 0:

$$\begin{array}{rcl} \text{Actual Change:} & & \text{RI:} \\ \\ \text{performance in 2018} - \text{performance in 2017} & \geq & \frac{\text{minimum PL 0 cut point for 2018} - \text{performance in 2017}}{\text{number of years to reach minimum PL 0 cut point}} \end{array}$$

EXAMPLE OF RI USING ESSA INDICATOR #8: Migrant Graduation Rate

1. Calculate the **Actual Change** for the district's migrant graduation rate:

$$\begin{array}{rcl} \text{Actual Change:} & & \\ 72.0\% - 60.0\% & = & 12.0 \\ (2018) \quad (2017) & & \end{array}$$

2. Calculate the **RI** for the district's migrant graduation rate:

$$\begin{array}{rcl} \text{RI:} & & \\ \frac{80.0\% - 60.0\%}{2 (2019-2017)} & = & 10.0 \end{array}$$

Note: The 2019 target year allows districts one year beyond 2018 to reach the 2018 minimum PL 0 cut point of 80.0%.

3. Compare the two numbers to see if the **Actual Change** is greater than or equal to the **RI**: $12.0 > 10.0$. (Gains in graduation rates are measured in *positive* numbers.)
4. Result: the district meets **RI** and receives a PL of 0 RI.

For indicators where *reductions* in rates are measured in *negative* numbers and RI is available, the following calculation will be used for districts that meet the MSR in both the current and previous year and have an initial PL result that is not equal to 0. Note that for these types of indicators, actual change needs to be *less than or equal to RI* for the PL 0 cut point to be met.

$$\begin{array}{l} \text{Actual Change:} \\ \text{performance in 2018} - \text{performance in 2017} \leq \frac{\text{RI:} \\ \text{maximum PL 0 cut point for 2018} - \text{performance in 2017}}{\text{number of years to reach maximum PL 0 cut point}} \end{array}$$

EXAMPLE OF RI USING SPECIAL EDUCATION INDICATOR #5: SPED Annual Dropout Rate (Grades 7-12)	
1. Calculate the Actual Change for the district's SPED annual dropout rate:	<p style="text-align: center;"><u>Actual Change:</u></p> $\begin{array}{rcccl} 3.8\% & - & 8.1\% & = & -4.3 \\ (2018) & & (2017) & & \end{array}$
2. Calculate the RI for the district's SPED annual dropout rate:	<p style="text-align: center;"><u>RI:</u></p> $\frac{1.8\% - 8.1\%}{2 (2019-2017)} = -3.2$
<p>Note: The 2019 target year allows districts one year beyond 2018 to reach the 2018 maximum PL 0 cut point of 1.8%.</p>	
3. Compare the two numbers to see if the Actual Change is less than or equal to the RI : $-4.3 < -3.2$. (Reductions in annual dropout rates are measured in <i>negative</i> numbers.)	
4. Result: the district meets RI and receives a PL of 0 RI.	

System Safeguards

System safeguard activities are conducted by TEA to ensure the integrity of the PBM system. These activities include data validation analyses of leaver data, student assessment data, and discipline data. Random or other means of selection are also implemented to verify system effectiveness and districts' implementation of monitoring requirements.

Monitoring Interventions

The Office of Academics (OoA) will notify each district selected for a 2018 PBMAS intervention of its intervention stage and will provide further instructions via the listserv for "To the Administrator Addressed" (TAA) correspondence. It is each district's obligation to access TAA correspondence; registration is available at: https://tea.texas.gov/taa_letters.aspx.

Section III: Performance Indicators

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

Indicators (1 – 9)

BE/ESL Indicator #1(i-v): BE STAAR 3-8 Passing Rate

This indicator measures the percent of students served in bilingual education (BE) who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

$$\frac{\text{number of BE STAAR 3-8 [subject (i-v)] passers}}{\text{number of BE STAAR 3-8 [subject (i-v)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as participating in a state-approved bilingual program (bilingual program indicator codes 2, 3, 4, or 5).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Spring 2018 and May 2018 SSI retest
- Applicable TSDS PEIMS Collections: Fall 2017
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's BE STAAR 3-8 passing rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

BE/ESL Indicator	PL 0	PL 1	PL 2	PL 3
1(i): Mathematics	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
1(ii): Reading	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
1(iii): Science	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
1(iv): Social Studies	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
1(v): Writing	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%

Notes

- The BE STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.

BE/ESL Indicator #2(i-v): ESL STAAR 3-8 Passing Rate

This indicator measures the percent of students served in English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

$$\frac{\text{number of ESL STAAR 3-8 [subject (i-v)] passers}}{\text{number of ESL STAAR 3-8 [subject (i-v)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as participating in a state-approved ESL program (ESL program indicator codes 2 or 3).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Spring 2018 and May 2018 SSI retest
- Applicable TSDS PEIMS Collections: Fall 2017
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's ESL STAAR 3-8 passing rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

BE/ESL Indicator	PL 0	PL 1	PL 2	PL 3
2(i): Mathematics	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
2(ii): Reading	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
2(iii): Science	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
2(iv): Social Studies	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
2(v): Writing	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%

Notes

- The ESL STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.

BE/ESL Indicator #3(i-v): LEP (Not Served in BE/ESL) STAAR 3-8 Passing Rate

This indicator measures the percent of limited English proficient (LEP) students not served in a bilingual education (BE) or English as a Second Language (ESL) program who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

$$\frac{\text{number of LEP (Not Served in BE/ESL) STAAR 3-8 [subject (i-v)] passers}}{\text{number of LEP (Not Served in BE/ESL) STAAR 3-8 [subject (i-v)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as LEP (LEP = C³) but not participating in a state-approved bilingual or English as a second language program (Bilingual = 0 and ESL = 0).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Spring 2018 and May 2018 SSI retest
- Applicable TSDS PEIMS Collections: Fall 2017
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's LEP (Not Served in BE/ESL) STAAR 3-8 passing rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

BE/ESL Indicator	PL 0	PL 1	PL 2	PL 3
3(i): Mathematics	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
3(ii): Reading	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
3(iii): Science	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
3(iv): Social Studies	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
3(v): Writing	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%

Notes

- The LEP (Not Served in BE/ESL) STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.

³ In addition, if a student takes TELPAS for any current year administration, the student will be reported as LEP = C in the data file used for the PBMAS.

BE/ESL Indicator #4(i-v): LEP Year-After-Exit (YAE) STAAR 3-8 Passing Rate

This indicator measures the percent of certain former limited English proficient (LEP) students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

$$\frac{\text{number of LEP YAE STAAR 3-8 [subject (i-v)] passers}}{\text{number of LEP YAE STAAR 3-8 [subject (i-v)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as having met the criteria for BE/ESL program exit, no longer classified as LEP in PEIMS, and in their first year of monitoring (M1 indicator code).

Overall Processing Criteria

- MSR: Denominator \geq 30
- RI: No
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Spring 2018 and May 2018 SSI retest
- Applicable TSDS PEIMS Collections: Fall 2017
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's LEP YAE STAAR 3-8 passing rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

BE/ESL Indicator	PL 0	PL 1	PL 2	PL 3
4(i): Mathematics	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
4(ii): Reading	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
4(iii): Science	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
4(iv): Social Studies	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
4(v): Writing	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%

Notes

- The LEP YAE STAAR 3-8 passing rate is based on STAAR and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.

BE/ESL Indicator #5(i-iv): LEP STAAR EOC Passing Rate

This indicator measures the percent of limited English proficient (LEP) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

$$\frac{\text{number of LEP STAAR EOC [subject (i-iv)] passers}}{\text{number of LEP STAAR EOC [subject (i-iv)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as LEP (LEP = C⁴).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes (English language arts) (*New!*)
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Summer 2017, Fall 2017, and Spring 2018
- Applicable TSDS PEIMS Collections: Fall 2016 and Fall 2017
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's LEP STAAR EOC passing rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

BE/ESL Indicator	PL 0	PL 1	PL 2	PL 3	PL 4
5(i): Mathematics	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%	
5(ii): Science	75.0% - 100%	65.0% - 74.9%	55.0% - 64.9%	0% - 54.9%	
5(iii): Social Studies	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	
5(iv): English language arts	60.0% - 100%	50.0% - 59.9%	30.0% - 49.9%	19.0% - 29.9%	0% - 18.9%

Notes

- The LEP STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.
- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student's school career.

⁴ In addition, if a student takes TELPAS for any current year administration, the student will be reported as LEP = C in the data file used for the PBMAS.

BE/ESL Indicator #6: LEP Annual Dropout Rate (Grades 7-12)

This indicator measures the percent of limited English proficient (LEP) students in Grades 7-12 who dropped out in a given school year.

Calculation

$$\frac{\text{number of Grades 7-12 LEP students who dropped out}}{\text{number of Grades 7-12 LEP students in attendance}}$$

Data Source

- For additional information about data sources and methods for calculating the annual dropout rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of LEP dropouts are available to districts through the secure Accountability TEASE application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 5
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's Grades 7-12 LEP annual dropout rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

BE/ESL Indicator	PL 0	PL 1	PL 2	PL 3
6	0% - 1.8%	1.9% - 3.3%	3.4% - 5.3%	5.4% - 100%

Notes

Dropout data are for the 2016-2017 school year and are the most current data available for use in the 2018 PBMAS.

BE/ESL Indicator #7: LEP Graduation Rate

This indicator measures the percent of limited English proficient (LEP) students who graduated with a high school diploma in four years.

Calculation

$$\frac{\text{number of LEP students in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of LEP students in the class of 2017}}$$

Data Source

- For additional information about data sources and methods for calculating the LEP graduation rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of LEP cohort members are available to districts through the secure Accountability TEASE application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: No
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's LEP graduation rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

BE/ESL Indicator	PL 0	PL 1	PL 2	PL 3
7	80.0% - 100%	70.0% - 79.9%	55.0% - 69.9%	0% - 54.9%

Notes

- Graduation data are for the class of 2017 and are the most current data available for use in the 2018 PBMAS.
- This indicator is based on students reported in PEIMS as LEP at any time while attending Grades 9-12 in a Texas public school.

BE/ESL Indicator #8: TELPAS Reading Beginning Proficiency Level Rate (Report Only)

This indicator measures the percent of limited English proficient (LEP) students tested over two years who performed at the Beginning proficiency level on the TELPAS reading assessment in the current year.

Calculation

$$\frac{\text{number of LEP students in Grades 2-12 who scored at the Beginning proficiency level on the TELPAS reading assessment in the current year}}{\text{number of LEP students in Grades 2-12 tested on the TELPAS reading assessment in the current and previous year}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district for two consecutive years and also reported as tested on the TELPAS reading assessment for two consecutive years.

Overall Processing Criteria

- MSR: Not Applicable (*New!*)
- RI: No (*New!*)
- SA: No (*New!*)
- Year(s) of Data Available for Analysis: 1 (*New!*)
- Accountability Subset: Yes
- Test Administrations: Spring 2017 and Spring 2018
- Applicable TSDS PEIMS Collections: Fall 2016 and Fall 2017
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

This is a Report Only indicator for 2018. No PLs are assigned in 2018. This indicator is reported for district information and planning purposes.

Notes

- The denominator is based on students who were in Grades 2-12 in the spring of 2017 and who, as a result of either grade retention or grade promotion, were in Grades 2-12 in the spring of 2018.

BE/ESL Indicator #9: TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years (Report Only)

This indicator measures the percent of limited English proficient (LEP) students in U.S. schools multiple years who received a TELPAS Composite Rating of Beginning or Intermediate.

Calculation

$$\frac{\text{number of LEP students in Grades 5-12 in U.S. schools five or more years who received a TELPAS Composite Rating of Beginning or Intermediate}}{\text{number of LEP students in Grades 5-12 in U.S. schools five or more years who received a TELPAS Composite Rating}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district who also received a TELPAS Composite Rating.

Overall Processing Criteria

- MSR: Not Applicable (*New!*)
- RI: No (*New!*)
- SA: No (*New!*)
- Year(s) of Data Available for Analysis: 1 (*New!*)
- Accountability Subset: Yes
- Test Administrations: Spring 2018
- Applicable TSDS PEIMS Collections: Fall 2017
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

This is a Report Only indicator for 2018. No PLs are assigned in 2018. This indicator is reported for district information and planning purposes.

Notes

- LEP students (Grades 5-12) in U.S. schools five or more years with a TELPAS Composite Rating of Beginning or Intermediate who also met the minimum level of satisfactory performance or higher on the appropriate (a) English STAAR reading assessment (for students enrolled in Grades 5-8); or (b) the English I or II STAAR EOC assessment (for students enrolled in Grades 5-12) are not included in the numerator of this indicator.
- Years in U.S. schools: The campus testing coordinator is responsible for submitting these data in consultation with the Language Proficiency Assessment Committee (LPAC) and verifying the information for accuracy and consistency.

*Career and Technical Education
(CTE)*

Indicators (1 – 8)

CTE Indicator #1(i-iv): CTE STAAR EOC Passing Rate

This indicator measures the percent of Career and Technical Education (CTE) students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

$$\frac{\text{number of CTE STAAR EOC [subject (i-iv)] passers}}{\text{number of CTE STAAR EOC [subject (i-iv)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as a Coherent Sequence participant (Career and Technical Education indicator code 2).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes (English language arts) (*New!*)
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Summer 2017, Fall 2017, and Spring 2018
- Applicable TSDS PEIMS Collections: Fall 2016 and Fall 2017
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's CTE STAAR EOC passing rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

CTE Indicator	PL 0	PL 1	PL 2	PL 3
1(i): Mathematics	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
1(ii): Science	75.0% - 100%	65.0% - 74.9%	55.0% - 64.9%	0% - 54.9%
1(iii): Social Studies	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
1(iv): English language arts	60.0% - 100%	50.0% - 59.9%	40.0% - 49.9%	0% - 39.9%

Notes

- The CTE STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.
- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student's school career.

CTE Indicator #2(i-iv): CTE LEP STAAR EOC Passing Rate

This indicator measures the percent of Career and Technical Education (CTE) students with limited English proficiency (LEP) who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

$$\frac{\text{number of CTE LEP STAAR EOC [subject (i-iv)] passers}}{\text{number of CTE LEP STAAR EOC [subject (i-iv)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as LEP (LEP = C⁵) and a Coherent Sequence participant (Career and Technical Education indicator code 2).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes (English language arts) (*New!*)
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Summer 2017, Fall 2017, and Spring 2018
- Applicable TSDS PEIMS Collections: Fall 2016 and Fall 2017
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's CTE LEP STAAR EOC passing rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

CTE Indicator	PL 0	PL 1	PL 2	PL 3	PL 4
2(i): Mathematics	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%	
2(ii): Science	75.0% - 100%	65.0% - 74.9%	55.0% - 64.9%	0% - 54.9%	
2(iii): Social Studies	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	
2(iv): English language arts	60.0% - 100%	50.0% - 59.9%	30.0% - 49.9%	19.0% - 29.9%	0% - 18.9%

Notes

- The CTE LEP STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.
- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student's school career.

⁵ In addition, if a student takes TELPAS for any current year administration, the student will be reported as LEP = C in the data file used for the PBMAS.

CTE Indicator #3(i-iv): CTE Economically Disadvantaged STAAR EOC Passing Rate

This indicator measures the percent of Career and Technical Education (CTE) students who are economically disadvantaged and met the minimum level of satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

$$\frac{\text{number of CTE economically disadvantaged STAAR EOC [subject (i-iv)] passers}}{\text{number of CTE economically disadvantaged STAAR EOC [subject (i-iv)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as economically disadvantaged (economic disadvantage indicator codes 01, 02, and 99) and a Coherent Sequence participant (Career and Technical Education indicator code 2).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes (English language arts) (*New!*)
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Summer 2017, Fall 2017, and Spring 2018
- Applicable TSDS PEIMS Collections: Fall 2016 and Fall 2017
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's CTE economically disadvantaged STAAR EOC passing rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

CTE Indicator	PL 0	PL 1	PL 2	PL 3
3(i): Mathematics	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
3(ii): Science	75.0% - 100%	65.0% - 74.9%	55.0% - 64.9%	0% - 54.9%
3(iii): Social Studies	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
3(iv): English language arts	60.0% - 100%	50.0% - 59.9%	40.0% - 49.9%	0% - 39.9%

Notes

- The CTE economically disadvantaged STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.
- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student's school career.

CTE Indicator #4(i-iv): CTE SPED STAAR EOC Passing Rate

This indicator measures the percent of Career and Technical Education (CTE) students served in special education who met the minimum level satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

$$\frac{\text{number of CTE special education STAAR EOC [subject (i-iv)] passers}}{\text{number of CTE special education STAAR EOC [subject (i-iv)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as a participant in a special education program (special education indicator code) and a Coherent Sequence participant (Career and Technical Education indicator code 2).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes (English language arts) (*New!*)
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Summer 2017, Fall 2017, and Spring 2018
- Applicable TSDS PEIMS Collections: Fall 2016 and Fall 2017
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's CTE SPED STAAR EOC passing rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

CTE Indicator	PL 0	PL 1	PL 2	PL 3	PL 4
4(i): Mathematics	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%	
4(ii): Science	75.0% - 100%	65.0% - 74.9%	55.0% - 64.9%	0% - 54.9%	
4(iii): Social Studies	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%	
4(iv): English language arts	60.0% - 100%	50.0% - 59.9%	30.0% - 49.9%	19.0% - 29.9%	0% - 18.9%

Notes

- The CTE SPED STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.
- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student's school career.

CTE Indicator #5: CTE Annual Dropout Rate (Grades 9-12)

This indicator measures the percent of Career and Technical Education (CTE) students in Grades 9-12 who dropped out in a given school year.

Calculation

$$\frac{\text{number of Grades 9-12 CTE students who dropped out}}{\text{number of Grades 9-12 CTE students in attendance}}$$

Data Source

- For additional information about data sources and methods for calculating the annual dropout rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of CTE dropouts are available to districts through the secure Accountability TEASE application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 5
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's Grades 9-12 CTE annual dropout rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

CTE Indicator	PL 0	PL 1	PL 2	PL 3
5	0% - 2.8%	2.9% - 4.3%	4.4% - 6.3%	6.4% - 100%

Notes

- Only students with TSDS PEIMS CTE status code 2 (Coherent Sequence) are included in the calculation of this indicator.
- Dropout data are for the 2016-2017 school year and are the most current data available for use in the 2018 PBMAS.

CTE Indicator #6: CTE Graduation Rate

This indicator measures the percent of Career and Technical Education (CTE) students who graduated with a high school diploma in four years.

Calculation

$$\frac{\text{number of CTE students in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of CTE students in the class of 2017}}$$

Data Source

- For additional information about data sources and methods for calculating the CTE graduation rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of CTE cohort members are available to districts through the secure Accountability TEASE application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: No
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's CTE graduation rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

CTE Indicator	PL 0	PL 1	PL 2	PL 3
6	80.0% - 100%	70.0% - 79.9%	55.0% - 69.9%	0% - 54.9%

Notes

- Only students with TSDS PEIMS CTE status code 2 (Coherent Sequence) or 3 (Tech Prep) are included in the calculation of this indicator.
- Graduation data are for the class of 2017 and are the most current data available for use in the 2018 PBMAS.

CTE Indicator #7: CTE Nontraditional Course Completion Rate-Males

This indicator measures the percent of male Career and Technical Education (CTE) students in Grades 9-12 who completed courses that are nontraditional for their gender.

Calculation

$$\frac{\text{number of male CTE students in Grades 9-12 who completed male nontraditional courses}}{\text{number of CTE students in Grades 9-12 who completed male nontraditional courses}}$$

Data Source

The data for this indicator are based on the number of all Grades 9-12 (Element E0017) CTE (Element E0031) students (denominator) and male (Element E0004) Grades 9-12 CTE students (numerator) reported by the district on the TSDS PEIMS 40100 Sub-Category who were also reported on the TSDS PEIMS 43415 Sub-Category as having earned credit (Element E0949) for completing (E0948 = 0, 2, 5, or 9) one or more male nontraditional courses (Element E0724).

Overall Processing Criteria

- MSR: Denominator ≥ 30 (*New!*)
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Summer 2017
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's CTE male nontraditional course completion rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

CTE Indicator	PL 0	PL 1	PL 2	PL 3
7	40.0% - 100%	23.0% - 39.9%	15.0% - 22.9%	0% - 14.9%

Notes

- The list of CTE nontraditional courses for the 2016-2017 school year is located in Appendix A of this manual.
- Students with TSDS PEIMS CTE status codes 1 (Career/Technology Elective) or 2 (Coherent Sequence) are included in the calculation of this indicator.
- Each student is counted for each course completed. For example, a student completing five nontraditional courses is counted five times in this indicator.
- Course completion data are for the 2016-2017 school year and are the most current data available for use in the 2018 PBMAS.

CTE Indicator #8: CTE Nontraditional Course Completion Rate-Females

This indicator measures the percent of female Career and Technical Education (CTE) students in Grades 9-12 who completed courses that are nontraditional for their gender.

Calculation

$$\frac{\text{number of female CTE students in Grades 9-12 who completed female nontraditional courses}}{\text{number of CTE students in Grades 9-12 who completed female nontraditional courses}}$$

Data Source

The data for this indicator are based on the number of all Grades 9-12 (Element E0017) CTE (Element E0031) students (denominator) and female (Element E0004) Grades 9-12 CTE students (numerator) reported by the district on the TSDS PEIMS 40100 Sub-Category who were also reported on the TSDS PEIMS 43415 Sub-Category as having earned credit (Element E0949) for completing (E0948 = 0, 2, 5, or 9) one or more female nontraditional courses (Element E0724).

Overall Processing Criteria

- MSR: Denominator ≥ 30 (*New!*)
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Summer 2017
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's CTE female nontraditional course completion rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

CTE Indicator	PL 0	PL 1	PL 2	PL 3
8	40.0% - 100%	23.0% - 39.9%	15.0% - 22.9%	0% - 14.9%

Notes

- The list of CTE nontraditional courses for the 2016-2017 school year is located in Appendix A of this manual.
- Students with TSDS PEIMS CTE status codes 1 (Career/Technology Elective) or 2 (Coherent Sequence) are included in the calculation of this indicator.
- Each student is counted for each course completed. For example, a student completing five nontraditional courses is counted five times in this indicator.
- Course completion data are for the 2016-2017 school year and are the most current data available for use in the 2018 PBMAS.

*Every Student Succeeds Act
(ESSA)*

Indicators (1 – 8)

ESSA Indicator #1(i-v): Title I, Part A STAAR 3-8 Passing Rate

This indicator measures the percent of in Title I, Part A students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

$$\frac{\text{number of Title I, Part A STAAR 3-8 [subject (i-v)] passers}}{\text{number of Title I, Part A STAAR 3-8 [subject (i-v)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as Title I, Part A (Title I, Part A indicator codes 6, 7, or 9).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Spring 2018 and May 2018 SSI retest
- Applicable TSDS PEIMS Collections: Fall 2017
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's Title I, Part A STAAR 3-8 passing rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

ESSA Indicator	PL 0	PL 1	PL 2	PL 3
1(i): Mathematics	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
1(ii): Reading	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
1(iii): Science	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
1(iv): Social Studies	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
1(v): Writing	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%

Notes

- The Title I, Part A STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.

ESSA Indicator #2(i-iv): Title I, Part A STAAR EOC Passing Rate

This indicator measures the percent of Title I, Part A students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

$$\frac{\text{number of Title I, Part A STAAR EOC [subject (i-iv)] passers}}{\text{number of Title I, Part A STAAR EOC [subject (i-iv)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as Title I, Part A (Title I, Part A indicator codes 6, 7, or 9).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes (English language arts) (*New!*)
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Summer 2017, Fall 2017, and Spring 2018
- Applicable TSDS PEIMS Collections: Fall 2016 and Fall 2017
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's Title I, Part A STAAR EOC passing rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

ESSA Indicator	PL 0	PL 1	PL 2	PL 3
2(i): Mathematics	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
2(ii): Science	75.0% - 100%	65.0% - 74.9%	55.0% - 64.9%	0% - 54.9%
2(iii): Social Studies	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
2(iv): English language arts	60.0% - 100%	50.0% - 59.9%	40.0% - 49.9%	0% - 39.9%

Notes

- The Title I, Part A STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.
- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student's school career.

ESSA Indicator #3: Title I, Part A Annual Dropout Rate (Grades 7-12)

This indicator measures the percent of Title I, Part A students in Grades 7-12 who dropped out in a given school year.

Calculation

$$\frac{\text{number of Grades 7-12 Title I, Part A students who dropped out}}{\text{number of Grades 7-12 Title I, Part A students in attendance}}$$

Data Source

- For additional information about data sources and methods for calculating the annual dropout rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of Title I, Part A dropouts are available to districts through the secure Accountability TEASE application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 5
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's Grades 7-12 Title I, Part A annual dropout rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

ESSA Indicator	PL 0	PL 1	PL 2	PL 3
3	0% - 1.8%	1.9% - 3.3%	3.4% - 5.3%	5.4% - 100%

Notes

Dropout data are for the 2016-2017 school year and are the most current data available for use in the 2018 PBMAS.

ESSA Indicator #4: Title I, Part A Graduation Rate

This indicator measures the percent of Title I, Part A students who graduated with a high school diploma in four years.

Calculation

$$\frac{\text{number of Title I, Part A students in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of Title I, Part A students in the class of 2017}}$$

Data Source

- For additional information about data sources and methods for calculating the Title I, Part A graduation rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of Title I, Part A cohort members are available to districts through the secure Accountability TEASE application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: No
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's Title I, Part A graduation rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

ESSA Indicator	PL 0	PL 1	PL 2	PL 3
4	80.0% - 100%	70.0% - 79.9%	55.0% - 69.9%	0% - 54.9%

Notes

Graduation data are for the class of 2017 and are the most current data available for use in the 2018 PBMAS.

ESSA Indicator #5(i-v): Migrant STAAR 3-8 Passing Rate

This indicator measures the percent of migrant students who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

$$\frac{\text{number of migrant STAAR 3-8 [subject (i-v)] passers}}{\text{number of migrant STAAR 3-8 [subject (i-v)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as a migrant student (migrant student indicator code).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Spring 2018 and May 2018 SSI retest
- Applicable TSDS PEIMS Collections: Fall 2017
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's migrant STAAR 3-8 passing rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

ESSA Indicator	PL 0	PL 1	PL 2	PL 3
5(i): Mathematics	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
5(ii): Reading	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
5(iii): Science	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
5(iv): Social Studies	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
5(v): Writing	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%

Notes

- The migrant STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.

ESSA Indicator #6(i-iv): Migrant STAAR EOC Passing Rate

This indicator measures the percent of migrant students who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

$$\frac{\text{number of migrant STAAR EOC [subject (i-iv)] passers}}{\text{number of migrant STAAR EOC [subject (i-iv)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as a migrant student (migrant student indicator code).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes (English language arts) (*New!*)
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Summer 2017, Fall 2017, and Spring 2018
- Applicable TSDS PEIMS Collections: Fall 2016 and Fall 2017
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's migrant STAAR EOC passing rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

ESSA Indicator	PL 0	PL 1	PL 2	PL 3
6(i): Mathematics	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
6(ii): Science	75.0% - 100%	65.0% - 74.9%	55.0% - 64.9%	0% - 54.9%
6(iii): Social Studies	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
6(iv): English language arts	60.0% - 100%	50.0% - 59.9%	40.0% - 49.9%	0% - 39.9%

Notes

- The migrant STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.
- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student's school career.

ESSA Indicator #7: Migrant Annual Dropout Rate (Grades 7-12)

This indicator measures the percent of migrant students in Grades 7-12 who dropped out in a given school year.

Calculation

$$\frac{\text{number of Grades 7-12 migrant students who dropped out}}{\text{number of Grades 7-12 migrant students in attendance}}$$

Data Source

- For additional information about data sources and methods for calculating the annual dropout rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of migrant dropouts are available to districts through the secure Accountability TEASE application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 5
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's Grades 7-12 migrant annual dropout rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

ESSA Indicator	PL 0	PL 1	PL 2	PL 3
7	0% - 1.8%	1.9% - 3.3%	3.4% - 5.3%	5.4% - 100%

Notes

Dropout data are for the 2016-2017 school year and are the most current data available for use in the 2018 PBMAS.

ESSA Indicator #8: Migrant Graduation Rate

This indicator measures the percent of migrant students who graduated with a high school diploma in four years.

Calculation

$$\frac{\text{number of migrant students in the Grade 9 cohort who graduated with a high school diploma}}{\text{number of migrant students in the class of 2017}}$$

Data Source

- For additional information about data sources and methods for calculating the migrant graduation rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of migrant cohort members are available to districts through the secure Accountability TEASE application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: No
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's migrant graduation rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

ESSA Indicator	PL 0	PL 1	PL 2	PL 3
8	80.0% - 100%	70.0% - 79.9%	55.0% - 69.9%	0% - 54.9%

Notes

Graduation data are for the class of 2017 and are the most current data available for use in the 2018 PBMAS.

SPED

*Special Education
(SPED)*

Indicators (1 – 16)

SPED Indicator #1(i-v): SPED STAAR 3-8 Passing Rate

This indicator measures the percent of students served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

$$\frac{\text{number of SPED STAAR 3-8 [subject (i-v)] passers}}{\text{number of SPED STAAR 3-8 [subject (i-v)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as participating in a special education program (special education indicator code).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Spring 2018 and May 2018 SSI retest
- Applicable TSDS PEIMS Collections: Fall 2017
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's special education STAAR 3-8 passing rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3	PL 4
1(i): Mathematics	70.0% - 100%	55.0% - 69.9%	40.0% - 54.9%	20.0% - 39.9%	0% - 19.9%
1(ii): Reading	70.0% - 100%	55.0% - 69.9%	40.0% - 54.9%	20.0% - 39.9%	0% - 19.9%
1(iii): Science	65.0% - 100%	50.0% - 64.9%	40.0% - 49.9%	20.0% - 39.9%	0% - 19.9%
1(iv): Social Studies	65.0% - 100%	50.0% - 64.9%	40.0% - 49.9%	20.0% - 39.9%	0% - 19.9%
1(v): Writing	70.0% - 100%	55.0% - 69.9%	40.0% - 54.9%	20.0% - 39.9%	0% - 19.9%

Notes

- The special education STAAR 3-8 passing rate is based on STAAR, STAAR Spanish, and STAAR Alternate 2 results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).
- Students assessed with STAAR Alternate 2 are included in the numerator if they achieve Level II performance or higher.

SPED Indicator #2(i-v): SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate

This indicator measures the percent of students formerly served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR 3-8 assessments (mathematics, reading, science, social studies, and writing).

Calculation

$$\frac{\text{number of SPED YAE STAAR 3-8 [subject (i-v)] passers}}{\text{number of SPED YAE STAAR 3-8 [subject (i-v)] takers}}$$

Data Source

The data for this indicator are based on the performance of students (a) reported by the district on the previous year's TSDS PEIMS 40110 Sub-Category as enrolled in the district and receiving special education services or reported on the previous year's TSDS PEIMS 42400 and 42500 Sub-Categories as in attendance and receiving special education services; and (b) reported by the district on the current year's TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as not participating in a special education program (special education indicator code).

Overall Processing Criteria

- MSR: Denominator \geq 30
- RI: No
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Spring 2018 and May 2018 SSI retest
- Applicable TSDS PEIMS Collections: Fall 2016, Summer 2017, and Fall 2017
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's SPED YAE STAAR 3-8 passing rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3
2(i): Mathematics	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
2(ii): Reading	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%
2(iii): Science	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
2(iv): Social Studies	65.0% - 100%	55.0% - 64.9%	45.0% - 54.9%	0% - 44.9%
2(v): Writing	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	0% - 49.9%

Notes

- The SPED YAE STAAR 3-8 passing rate is based on STAAR and STAAR Spanish results from the following grade-level assessments: mathematics (3-8), reading (3-8), science (5,8), social studies (8), and writing (4,7).

SPED Indicator #3(i-iv): SPED STAAR EOC Passing Rate

This indicator measures the percent of students served in special education (SPED) who met the minimum level of satisfactory performance or higher on the STAAR EOC assessments (mathematics, science, social studies, and English language arts).

Calculation

$$\frac{\text{number of SPED STAAR EOC [subject (i-iv)] passers}}{\text{number of SPED STAAR EOC [subject (i-iv)] takers}}$$

Data Source

The data for this indicator are based on the performance of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as participating in a special education program (special education indicator code).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes (English language arts) (*New!*)
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Summer 2017, Fall 2017, and Spring 2018
- Applicable TSDS PEIMS Collections: Fall 2016 and Fall 2017
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's SPED STAAR EOC passing rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3	PL 4
3(i): Mathematics	65.0% - 100%	55.0% - 64.9%	40.0% - 54.9%	25.0% - 39.9%	0% - 24.9%
3(ii): Science	75.0% - 100%	65.0% - 74.9%	55.0% - 64.9%	35.0% - 54.9%	0% - 34.9%
3(iii): Social Studies	70.0% - 100%	60.0% - 69.9%	50.0% - 59.9%	35.0% - 49.9%	0% - 34.9%
3(iv): English language arts	60.0% - 100%	50.0% - 59.9%	30.0% - 49.9%	19.0% - 29.9%	0% - 18.9%

Notes

- The SPED STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: mathematics (Algebra I), science (Biology), social studies (U.S. History), and English language arts (English I and II).
- Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.
- The performance standard in place when a student first takes an EOC assessment is the standard that is maintained throughout the student's school career.

SPED Indicator #4: SPED STAAR Alternate 2 Participation Rate

This indicator measures the percent of students in Grades 3-9 served in special education (SPED) who were tested on STAAR Alternate 2 in all subjects applicable to the student's grade level.

Calculation

$$\frac{\text{number of students in Grades 3-9 served in special education tested on STAAR Alternate 2 for all subjects applicable to the student's grade level}}{\text{number of students in Grades 3-9 served in special education for whom any STAAR assessment was submitted}}$$

Data Source

The data for this indicator are based on the participation of students reported by the district on the TSDS PEIMS 40110 Sub-Category as enrolled in the district and also reported on the STAAR assessments as participating in a special education program (special education indicator code).

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: Yes
- Test Administrations: Spring 2018 and May 2018 SSI retest
- Applicable TSDS PEIMS Collections: Fall 2017
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's SPED STAAR Alternate 2 participation rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3
4	0% - 10.0%	10.1% - 12.9%	13.0% - 16.9%	17.0% - 100%

Notes

- The SPED STAAR Alternate 2 participation rate denominator includes STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
- Students qualifying for a Medical Exception or a No Authentic Academic Response designation are not included in the calculation of this indicator.
- Students will count in the numerator if they test on STAAR Alternate 2 for all applicable grade-level or EOC assessments: mathematics (3-8 and Algebra I), reading (3-8 and English I), science (5, 8, and Biology), social studies (8), and writing (4, 7, and English I).

SPED Indicator #5: SPED Annual Dropout Rate (Grades 7-12)

This indicator measures the percent of students in Grades 7-12 served in special education (SPED) who dropped out in a given school year.

Calculation

$$\frac{\text{number of Grades 7-12 students served in special education who dropped out}}{\text{number of Grades 7-12 students served in special education in attendance}}$$

Data Source

- For additional information about data sources and methods for calculating the annual dropout rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of dropouts served in special education are available to districts through the secure Accountability TEASE application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 5
- RI: Yes
- SA: Yes
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's Grades 7-12 SPED annual dropout rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3
5	0% - 1.8%	1.9% - 3.3%	3.4% - 5.3%	5.4% - 100%

Notes

Dropout data are for the 2016-2017 school year and are the most current data available for use in the 2018 PBMAS.

SPED Indicator #6: SPED Graduation Rate

This indicator measures the percent of students served in special education (SPED) who graduated with a high school diploma in four years.

Calculation

$$\frac{\text{number of students in the Grade 9 cohort served in special education who graduated with a high school diploma}}{\text{number of students in the class of 2017 served in special education}}$$

Data Source

- For additional information about data sources and methods for calculating the special education graduation rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at https://tea.texas.gov/acctres/dropcomp_index.html.
- Confidential student-level listings of special education cohort members are available to districts through the secure Accountability TEASE application. Select the Research and Analysis (RES) tab for more information.

Overall Processing Criteria

- MSR: Denominator ≥ 30
- RI: Yes
- SA: No
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's SPED graduation rate is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3
6	80.0% - 100%	70.0% - 79.9%	55.0% - 69.9%	0% - 54.9%

Notes

Graduation data are for the class of 2017 and are the most current data available for use in the 2018 PBMAS.

SPED Indicator #7: SPED Regular Early Childhood Program Rate (Ages 3-5)

This indicator measures the percent of students ages 3-5 served in special education (SPED) who were placed in a regular early childhood program.

Calculation

$$\frac{\text{number of students ages 3-5 served in special education reported with PPCD service location code 1 or 4 and placed in instructional settings 00, 40, 41, 81, 82, 91, and 92}}{\text{number of students ages 3-5 served in special education}}$$

Data Source

The data for this indicator are based on the number of special education students reported by the district on the TSDS PEIMS 40110 and 41163 Sub-Categories (Elements E0832, E1077, and E0173) as enrolled in the district with Child Count Funding Type 3 (denominator) and reported with Preschool Program for Children with Disabilities (PPCD) service location code 1 or 4 and placed in instructional settings 00, 40, 41, 81, 82, 91, and 92 (numerator).

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 10
- RI: Yes
- SA: Yes (*New!*)
- Year(s) of Data Available for Analysis: 3
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Fall 2017
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's SPED regular early childhood program rate (ages 3-5) is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3
7	30.0% - 100%	20.0% - 29.9%	10.1% - 19.9%	0% - 10.0%

Notes

- The student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least 3 and less than 6 as of October 27, 2017.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- A complete list and descriptions of all instructional settings can be found in the Texas Education Data Standards (TEDS) available at: https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.

SPED Indicator #8: SPED Regular Class $\geq 80\%$ Rate (Ages 6-21)

This indicator measures the percent of students ages 6-21 served in special education (SPED) in the regular class 80% or more of the day.

Calculation

$$\frac{\text{number of students ages 6-21 served in special education and placed in instructional settings 00, 40, 41, 81, 82, 91, and 92}}{\text{number of students ages 6-21 served in special education}}$$

Data Source

The data for this indicator are based on the number of special education students reported by the district on the TSDS PEIMS 40110 and 41163 Sub-Categories (Elements E0832 and E0173) as enrolled in the district with Child Count Funding Type 3 (denominator) and placed in instructional settings 00, 40, 41, 81, 82, 91, and 92 (numerator).

Overall Processing Criteria

- MSR:
 - Denominator: ≥ 30
 - Numerator ≥ 10
- RI: Yes
- SA: Yes (*New!*)
- Year(s) of Data Available for Analysis: 3 (*New!*)
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Fall 2017
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's SPED regular class $\geq 80\%$ rate (ages 6-21) is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3
8	70.0% - 100%	57.0% - 69.9%	45.1% - 56.9%	0% - 45.0%

Notes

- The student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least 6 as of October 27, 2017 and less than 22 as of September 1, 2017.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- A complete list and descriptions of all instructional settings can be found in the TEDS available at: https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.

SPED Indicator #9: SPED Regular Class <40% Rate (Ages 6-21)

This indicator measures the percent of students ages 6-21 served in special education (SPED) in the regular class less than 40% of the day.

Calculation

$$\frac{\text{number of students ages 6-21 served in special education and placed in instructional settings 08, 44, 85, 88, and 95}}{\text{number of students ages 6-21 served in special education}}$$

Data Source

The data for this indicator are based on the number of special education students reported by the district on the TSDS PEIMS 40110 and 41163 Sub-Categories (Elements E0832 and E0173) as enrolled in the district with Child Count Funding Type 3 (denominator) and placed in instructional settings 08, 44, 85, 88, and 95 (numerator).

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 10
- RI: Yes
- SA: Yes (*New!*)
- Year(s) of Data Available for Analysis: 3 (*New!*)
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Fall 2017
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

Each district's SPED regular class <40% rate (ages 6-21) is compared to the PBMAS cut points for the indicator, and PLs are assigned as follows:

SPED Indicator	PL 0	PL 1	PL 2	PL 3
9	0% - 10.0%	10.1% - 18.9%	19.0% - 20.9%	21.0% - 100%

As required by federal regulations under 34 CFR Part 300, each district's SPED regular class <40% rate is also disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. PLs of significant disproportionality will be assigned for any racial/ethnic group if the racial/ethnic group's risk ratio exceeds 2.5.

Significant Disproportionality (SD) Risk Ratio	PL SD (Year 1) or SD (Year 2)
> 2.5 - MAX	

Risk Ratios:

$$\frac{\text{racial/ethnic group's <40% rate}}{\text{other students' <40% rate}}$$

Notes

- The student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least 6 as of October 27, 2017 and less than 22 as of September 1, 2017.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) indicates a court-ordered placement (attribution codes 21, 22, 25, or 26) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose instructional setting code on the TSDS PEIMS 41163 Sub-Category (Element E0173) is 01 (Homebound); 02 (Hospital Class); or 30 (State Supported Living Centers) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose code on the TSDS PEIMS 41163 Sub-Category (Element E0833) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf) are not included in the calculation of this indicator in either the numerator or denominator.
- A complete list and descriptions of all instructional settings can be found in the TEDS available at: https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.
- Significant disproportionality risk ratio calculations are based on one year of data.
- Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when a district does not meet the MSR for a particular racial or ethnic group. However, if a district meets the MSR for a particular racial or ethnic group but not for the comparison "other students" group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the rates for "other students" in the state. If a district's significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the district's PBMAS report.
- The intermediate results for significant disproportionality risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.

SPED Indicator #10: SPED Separate Settings Rate (Ages 6-21)

This indicator measures the percent of students ages 6-21 served in special education (SPED) in separate settings.

Calculation

$$\frac{\text{number of students ages 6-21 served in special education and placed in instructional settings} \\ \text{30, 50, 60, 70, 71, 86, 87, 96, and 97}}{\text{number of students ages 6-21 served in special education}}$$

Data Source

The data for this indicator are based on the number of special education students reported by the district on the TSDS PEIMS 40110 and 41163 Sub-Categories (Elements E0832 and E0173) as enrolled in the district with Child Count Funding Type 3 (denominator) and placed in instructional settings 30, 50, 60, 70, 71, 86, 87, 96, and 97 (numerator).

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 10
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Fall 2017
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

The overall component of this indicator is Report Only for 2018.

However, as required by federal regulations under 34 CFR Part 300, each district's SPED separate settings rate is also disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. PLs of significant disproportionality will be assigned for any racial/ethnic group if the racial/ethnic group's risk ratio exceeds 2.5.

$$\frac{\text{PL SD (Year 1) or SD (Year 2)}}{\text{Significant Disproportionality (SD) Risk Ratio}} > 2.5 \cdot \text{MAX}$$

Risk Ratios:

$$\frac{\text{racial/ethnic group's separate settings rate}}{\text{other students' separate settings rate}}$$

Notes

- The student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least 6 as of October 27, 2017 and less than 22 as of September 1, 2017.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) is 12 (private school) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) indicates a court-ordered placement (attribution codes 21, 22, 25, or 26) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose instructional setting code on the TSDS PEIMS 41163 Sub-Category (Element E0173) is 01 (Homebound) or 02 (Hospital Class) are not included in the calculation of this indicator in either the numerator or denominator.
- Students whose code on the TSDS PEIMS 41163 Sub-Category (Element E0833) is 3 (Receiving instructional services from the Regional Day School Program for the Deaf) are not included in the calculation of this indicator in either the numerator or denominator.
- A complete list and descriptions of all instructional settings can be found in the TEDS available at: https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.
- Significant disproportionality risk ratio calculations are based on one year of data.
- Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when a district does not meet the MSR for a particular racial or ethnic group. However, if a district meets the MSR for a particular racial or ethnic group but not for the comparison "other students" group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the rates for "other students" in the state. If a district's significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the district's PBMAS report.
- The intermediate results for significant disproportionality risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.

SPED Indicator #11: SPED Representation (Ages 3-21)

This indicator measures the disaggregated percent of enrolled students (ages 3-21) who received special education (SPED) services.

Calculation

$$\frac{\text{number of [racial/ethnic group] enrolled students ages 3-21 served in special education}}{\text{number of [racial/ethnic group] students ages 3-21 enrolled}}$$

Data Source

The data for this indicator are based on the number of students reported by the district on the TSDS PEIMS 40110 and 41163 Sub-Categories (Element E0832) as enrolled in the district (denominator) with Child Count Funding Type 3 and receiving special education services (numerator).

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 10
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Fall 2017
- Section II of this manual includes detailed information on these and other PBMAS components.

PL Assignment

As required by federal regulations under 34 CFR Part 300, each district's SPED representation rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. Furthermore, the data for each racial/ethnic group is also disaggregated by the following disability categories: (1) Intellectual Disabilities; (2) Specific Learning Disabilities; (3) Emotional Disturbance; (4) Speech/Language Impairments; (5) Other Health Impairments; and (6) Autism. PLs of significant disproportionality will be assigned for any racial/ethnic group or disability category if the racial/ethnic group's or disability category's risk ratio exceeds 2.5.

	PL SD (Year 1) or SD (Year 2)
Significant Disproportionality (SD) Risk Ratio	> 2.5 - MAX

Risk Ratios:

$$\frac{\text{racial/ethnic group's representation rate}}{\text{other students' representation rate}}$$

$$\frac{\text{racial/ethnic group's disability category}}{\text{other students' disability category}}$$

Notes

- A district is obligated to identify and provide a free appropriate public education to all students with disabilities who require special education services.
- The student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least 3 as of October 27, 2017 and less than 22 as of September 1, 2017.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator in both the numerator and denominator.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element 1000) indicates a court-ordered placement (attribution codes 21, 22, 25, or 26) are not included in the calculation of this indicator in either the numerator or denominator.
- Significant disproportionality risk ratio calculations are based on one year of data.
- Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when a district does not meet the MSR for a particular racial or ethnic group or disability category. However, if a district meets the MSR for a particular racial/ethnic group or disability category but not for the comparison "other students" group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the risk for "other students" in the state. If a district's significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the district's PBMAS report.
- The intermediate results for significant disproportionality risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.
- If a district's LEP representation risk ratio exceeds 2.5, it will be included on the district's report and assigned a PL 3.

SPED Indicator #12: SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)

This indicator measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported as suspended out-of-school (OSS) or expelled for ten or fewer school days.

Calculation

$$\frac{\text{number of students ages 3-21 served in special education and reported with action codes 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53 for } \leq 10 \text{ days}}{\text{number of students served in special education in attendance}}$$

Data Source

The data for this indicator are based on the number of special education students reported by the district on the TSDS PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and reported (with ten or fewer cumulative actual days removed) on the TSDS PEIMS 44425 Sub-Category with Action Code (Element E1005) 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53 (numerator).

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 10
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Summer 2017

PL Assignment

The overall component of this indicator is Report Only for 2018.

As required by federal regulations under 34 CFR Part 300, each district's SPED OSS and expulsion rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. PLs of significant disproportionality will be assigned for any racial/ethnic group if the racial/ethnic group's risk ratio exceeds 2.5.

Significant Disproportionality (SD) Risk Ratio	PL SD (Year 1) or SD (Year 2) > 2.5 - MAX
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Risk Ratios:

$$\frac{\text{racial/ethnic group's OSS and expulsion rate } \leq 10 \text{ days}}{\text{other students' OSS and expulsion rate } \leq 10 \text{ days}}$$

Notes

- For SD PLs based on 2016-2017 data, the student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least 3 as of October 28, 2016 and less than 22 as of September 1, 2016.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) is 12 (private school) are not included in the calculation of this indicator in either the numerator or denominator.
- A student is counted as a special education student in the denominator if (a) any 42405 Sub-Category was submitted for the student; (b) Element E0940 on any 42400 Sub-Category submitted for the student contains anything but 000; (c) any 42505 Sub-Category was submitted for the student; or (d) Element E1049 on any 42500 Sub-Category submitted for the student contains anything but 000.
- The actual length of a disciplinary assignment included in this indicator must be greater than zero.
- A complete list and descriptions of all instructional settings can be found in the TEDS available at: https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.
- Significant disproportionality risk ratio calculations are based on one year of data.
- Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when a district does not meet the MSR for a particular racial or ethnic group. However, if a district meets the MSR for a particular racial or ethnic group but not for the comparison "other students" group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the rates for "other students" in the state. If a district's significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the district's report.
- The intermediate results for significant disproportionality risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.

SPED Indicator #13: SPED OSS and Expulsion >10 Days Rate (Ages 3-21)

This indicator measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported as suspended out-of-school (OSS) or expelled for more than 10 school days.

Calculation

$$\frac{\text{number of students ages 3-21 served in special education and reported with action codes 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53 for >10 days}}{\text{number of students served in special education in attendance}}$$

Data Source

The data for this indicator are based on the number of special education students reported by the district on the TSDS PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and reported (with more than ten cumulative actual days removed) on the TSDS PEIMS 44425 Sub-Category with Action Code (Element E1005) 01, 02, 03, 04, 05, 25, 50, 51, 52, or 53 (numerator).

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 10
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Summer 2017

PL Assignment

The overall component of this indicator is Report Only for 2018.

As required by federal regulations under 34 CFR Part 300, each district's SPED OSS and expulsion rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. PLs of significant disproportionality will be assigned for any racial/ethnic group if the racial/ethnic group's risk ratio exceeds 2.5.

Significant Disproportionality (SD) Risk Ratio	PL SD (Year 1) or SD (Year 2) > 2.5 - MAX
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Risk Ratios:

$$\frac{\text{racial/ethnic group's OSS and expulsion rate >10 days}}{\text{other students' OSS and expulsion rate >10 days}}$$

Notes

- For SD PLs based on 2016-2017 data, the student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least 3 as of October 28, 2016 and less than 22 as of September 1, 2016.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) is 12 (private school) are not included in the calculation of this indicator in either the numerator or denominator.
- A student is counted as a special education student in the denominator if (a) any 42405 Sub-Category was submitted for the student; (b) Element E0940 on any 42400 Sub-Category submitted for the student contains anything but 000; (c) any 42505 Sub-Category was submitted for the student; or (d) Element E1049 on any 42500 Sub-Category submitted for the student contains anything but 000.
- The actual length of a disciplinary assignment included in this indicator must be greater than zero.
- A complete list and descriptions of all instructional settings can be found in the TEDS available at: https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.
- Significant disproportionality risk ratio calculations are based on one year of data.
- Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when a district does not meet the MSR for a particular racial or ethnic group. However, if a district meets the MSR for a particular racial or ethnic group but not for the comparison "other students" group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the rates for "other students" in the state. If a district's significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the district's report.
- The intermediate results for significant disproportionality risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.

SPED Indicator #14: SPED ISS ≤10 Days Rate (Ages 3-21)

This indicator measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported with in-school suspension (ISS) for ten or fewer school days.

Calculation

$$\frac{\text{number of students ages 3-21 served in special education and reported with action codes 06 or 26 for } \leq 10 \text{ days}}{\text{number of students served in special education in attendance}}$$

Data Source

The data for this indicator are based on the number of special education students reported by the district on the TSDS PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and reported (with ten or fewer cumulative actual days ISS) on the TSDS PEIMS 44425 Sub-Category with Action Code (Element E1005) 06 or 26 (numerator).

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 10
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Summer 2017

PL Assignment

The overall component of this indicator is Report Only for 2018.

As required by federal regulations under 34 CFR Part 300, each district's SPED ISS rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. PLs of significant disproportionality will be assigned for any racial/ethnic group if the racial/ethnic group's risk ratio exceeds 2.5.

$$\frac{\text{PL SD (Year 1) or SD (Year 2)}}{\text{Significant Disproportionality (SD) Risk Ratio}} > 2.5 - \text{MAX}$$

Risk Ratios:

$$\frac{\text{racial/ethnic group's ISS rate } \leq 10 \text{ days}}{\text{other students' ISS rate } \leq 10 \text{ days}}$$

Notes

- For SD PLs based on 2016-2017 data, the student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least 3 as of October 28, 2016 and less than 22 as of September 1, 2016.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) is 12 (private school) are not included in the calculation of this indicator in either the numerator or denominator.
- A student is counted as a special education student in the denominator if (a) any 42405 Sub-Category was submitted for the student; (b) Element E0940 on any 42400 Sub-Category submitted for the student contains anything but 000; (c) any 42505 Sub-Category was submitted for the student; or (d) Element E1049 on any 42500 Sub-Category submitted for the student contains anything but 000.
- The actual length of a disciplinary assignment included in this indicator must be greater than zero.
- A complete list and descriptions of all instructional settings can be found in the TEDS available at: https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.
- Significant disproportionality risk ratio calculations are based on one year of data.
- Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when a district does not meet the MSR for a particular racial or ethnic group. However, if a district meets the MSR for a particular racial or ethnic group but not for the comparison "other students" group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the rates for "other students" in the state. If a district's significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the district's report.
- The intermediate results for significant disproportionality risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.

SPED Indicator #15: SPED ISS >10 Days Rate (Ages 3-21)

This indicator measures the disaggregated percent of students ages 3-21 served in special education (SPED) reported with in-school suspension (ISS) for more than ten school days.

Calculation

$$\frac{\text{number of students ages 3-21 served in special education and reported with action codes 06 or 26 for >10 days}}{\text{number of students served in special education in attendance}}$$

Data Source

The data for this indicator are based on the number of special education students reported by the district on the TSDS PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and reported (with more than ten cumulative actual days ISS) on the TSDS PEIMS 44425 Sub-Category with Action Code (Element E1005) 06 or 26 (numerator).

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 10
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Summer 2017

PL Assignment

The overall component of this indicator is Report Only for 2018.

As required by federal regulations under 34 CFR Part 300, each district's SPED ISS rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. PLs of significant disproportionality will be assigned for any racial/ethnic group if the racial/ethnic group's risk ratio exceeds 2.5.

$$\frac{\text{PL SD (Year 1) or SD (Year 2)}}{\text{Significant Disproportionality (SD) Risk Ratio}} \quad | \quad > 2.5 - \text{MAX}$$

Risk Ratios:

$$\frac{\text{racial/ethnic group's ISS rate >10 days}}{\text{other students' ISS rate >10 days}}$$

Notes

- For SD PLs based on 2016-2017 data, the student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least 3 as of October 28, 2016 and less than 22 as of September 1, 2016.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) is 12 (private school) are not included in the calculation of this indicator in either the numerator or denominator.
- A student is counted as a special education student in the denominator if (a) any 42405 Sub-Category was submitted for the student; (b) Element E0940 on any 42400 Sub-Category submitted for the student contains anything but 000; (c) any 42505 Sub-Category was submitted for the student; or (d) Element E1049 on any 42500 Sub-Category submitted for the student contains anything but 000.
- The actual length of a disciplinary assignment included in this indicator must be greater than zero.
- A complete list and descriptions of all instructional settings can be found in the TEDS available at: https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.
- Significant disproportionality risk ratio calculations are based on one year of data.
- Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when a district does not meet the MSR for a particular racial or ethnic group. However, if a district meets the MSR for a particular racial or ethnic group but not for the comparison "other students" group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the rates for "other students" in the state. If a district's significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the district's report.
- The intermediate results for significant disproportionality risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.

SPED Indicator #16: SPED Total Disciplinary Removals Rate (Ages 3-21)

This indicator measures the disaggregated percent of total disciplinary removals of students ages 3-21 served in special education (SPED).

Calculation

$$\frac{\text{number of times students ages 3-21 served in special education were reported with action codes 01, 02, 03, 04, 05, 06, 07, 25, 26, 50, 51, 52, 53, 54, or 60}}{\text{number of students served in special education in attendance}}$$

Data Source

The data for this indicator are based on the number of special education students reported by the district on the TSDS PEIMS 42400, 42405, 42500, and 42505 Sub-Categories as in attendance (denominator) and the number of removals reported on the TSDS PEIMS 44425 Sub-Category as Action Code (Element E1005) 01, 02, 03, 04, 05, 06, 07, 25, 26, 50, 51, 52, 53, 54, or 60 (numerator).

Overall Processing Criteria

- MSR:
 - Denominator ≥ 30
 - Numerator ≥ 10
- RI: No
- SA: No
- Year(s) of Data Available for Analysis: 1
- Accountability Subset: No
- Applicable TSDS PEIMS Collections: Summer 2017

PL Assignment

The overall component of this indicator is Report Only for 2018.

As required by federal regulations under 34 CFR Part 300, each district's SPED total disciplinary removals rate is disaggregated by the following racial and ethnic groups: (1) Hispanic/Latino; (2) American Indian or Alaska Native; (3) Asian; (4) Black or African American; (5) Native Hawaiian or Other Pacific Islander; (6) White; and (7) Two or More Races. PLs of significant disproportionality will be assigned for any racial/ethnic group if the racial/ethnic group's risk ratio exceeds 2.5.

$$\frac{\text{PL SD (Year 1) or SD (Year 2)}}{\text{Significant Disproportionality (SD) Risk Ratio}} \quad | \quad \frac{\text{PL SD (Year 1) or SD (Year 2)}}{> 2.5 - \text{MAX}}$$

Risk Ratios:

$$\frac{\text{racial/ethnic group's total disciplinary removals rate}}{\text{other students' total disciplinary removals rate}}$$

Notes

- For SD PLs based on 2016-2017 data, the student's age, derived from the TSDS PEIMS 40100 Sub-Category (Element E0006), must be at least 3 as of October 28, 2016 and less than 22 as of September 1, 2016.
- Students whose attribution code on the TSDS PEIMS 40110 Sub-Category (Element E1000) is 12 (private school) are not included in the calculation of this indicator in either the numerator or denominator.
- A student is counted as a special education student in the denominator if (a) any 42405 Sub-Category was submitted for the student; (b) Element E0940 on any 42400 Sub-Category submitted for the student contains anything but 000; (c) any 42505 Sub-Category was submitted for the student; or (d) Element E1049 on any 42500 Sub-Category submitted for the student contains anything but 000.
- The actual length of a disciplinary assignment included in this indicator must be greater than zero.
- A complete list and descriptions of all instructional settings can be found in the TEDS available at: https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.
- Significant disproportionality risk ratio calculations are based on one year of data.
- Per federal regulations (34 CFR §300.647), a significant disproportionality risk ratio is not calculated when a district does not meet the MSR for a particular racial or ethnic group. However, if a district meets the MSR for a particular racial or ethnic group but not for the comparison "other students" group, these federal regulations require a significant disproportionality risk ratio be calculated based on the alternate risk ratio, which uses the rates for "other students" in the state. If a district's significant disproportionality PL was based on the alternate risk ratio, it will be so noted on the district's report.
- The intermediate results for significant disproportionality risk ratios are not rounded. This multiple decimal place precision helps ensure the accuracy of the final risk ratio values.

Section IV: Appendices

Appendix: A – Career and Technical Education Nontraditional Courses (2016-2017 School Year)

The federal Carl D. 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, generally, they are occupationally specific courses in which the enrollment of one gender falls below 25 percent. Gender enrollments in the courses are reviewed annually at the state and local levels as part of the Carl D. Perkins reporting process.

Nontraditional for Females	
Number	Course
13000300	LIVESTOCK PRODUCTION
13000400	SMALL ANIMAL MANAGEMENT
13000500	EQUINE SCIENCE
13000700	ADVANCED ANIMAL SCIENCE
13000900	AGRIBUSINESS MANAGEMENT AND MARKETING
13001200	ADVANCED ENVIRONMENTAL TECHNOLOGY
13001300	FOOD TECHNOLOGY AND SAFETY
13001400	FOOD PROCESSING
13001500	WILDLIFE, FISHERIES AND ECOLOGY MANAGEMENT
13001600	RANGE ECOLOGY AND MANAGEMENT
13001700	FORESTRY AND WOODLAND ECOSYSTEMS
13001900	LANDSCAPE DESIGN AND TURF GRASS MANAGEMENT
13002000	HORTICULTURE SCIENCE
13002100	ADVANCED PLANT AND SOIL SCIENCE
13002200	AGRICULTURAL MECHANICS AND METAL TECHNOLOGIES
13002300	AGRICULTURAL FACILITIES DESIGN AND FABRICATION
13002400	AGRICULTURAL POWER SYSTEMS
13004600	ARCHITECTURAL DESIGN
13004700	ADVANCED ARCHITECTURAL DESIGN
13004800	PRACTICUM IN ARCHITECTURAL DESIGN
13004810	PRACTICUM IN ARCHITECTURAL DESIGN II
13004900	CONSTRUCTION MANAGEMENT
13005000	ADVANCED CONSTRUCTION MANAGEMENT

Nontraditional for Females (continued)

Number	Course
13005100	CONSTRUCTION TECHNOLOGY
13005200	ADVANCED CONSTRUCTION TECHNOLOGY
13005300	MILL AND CABINETMAKING TECHNOLOGY
13005400	BUILDING MAINTENANCE TECHNOLOGY
13005500	ADVANCED BUILDING MAINTENANCE TECHNOLOGY
13005600	ELECTRICAL TECHNOLOGY
13005700	ADVANCED ELECTRICAL TECHNOLOGY
13005800	HVAC AND REFRIGERATION TECHNOLOGY
13005900	ADVANCED HVAC AND REFRIGERATION TECHNOLOGY
13006000	PIPING AND PLUMBING TECHNOLOGY
13006100	ADVANCED PIPING AND PLUMBING TECHNOLOGY
13006200	PRACTICUM IN CONSTRUCTION MANAGEMENT
13006210	PRACTICUM IN CONSTRUCTION MANAGEMENT II
13008500	AUDIO VIDEO PRODUCTION
13008600	ADVANCED AUDIO VIDEO PRODUCTION
13008700	PRACTICUM IN AUDIO VIDEO PRODUCTION
13008710	PRACTICUM IN AUDIO VIDEO PRODUCTION II
13011800	GLOBAL BUSINESS
13022600	CULINARY ARTS
13022700	PRACTICUM IN CULINARY ARTS
13022710	PRACTICUM IN CULINARY ARTS II
13023000	FOOD SCIENCE
13027300	COMPUTER MAINTENANCE
13027400	TELECOMMUNICATIONS AND NETWORKING
13027500	COMPUTER TECHNICIAN
13027600	COMPUTER PROGRAMMING
13027700	ADVANCED COMPUTER PROGRAMMING

Nontraditional for Females (continued)	
Number	Course
13029300	LAW ENFORCEMENT I
13029400	LAW ENFORCEMENT II
13029600	COURT SYSTEMS AND PRACTICES
13029800	SECURITY SERVICES
13029900	FIREFIGHTER I
13030000	FIREFIGHTER II
13032200	PRINCIPLES OF MANUFACTURING
13032300	WELDING
13032400	ADVANCED WELDING
13032500	PRECISION METAL MANUFACTURING
13032600	ADVANCED PRECISION METAL MANUFACTURING
13032700	FLEXIBLE MANUFACTURING
13032800	ADVANCED FLEXIBLE MANUFACTURING
13032900	MANUFACTURING ENGINEERING
13033000	PRACTICUM IN MANUFACTURING
13033010	PRACTICUM IN MANUFACTURING II
13034400	ENTREPRENEURSHIP
13036500	ENGINEERING DESIGN AND PRESENTATION
13036600	ADVANCED ENGINEERING DESIGN AND PRESENTATION
13036800	ELECTRONICS
13036900	ADVANCED ELECTRONICS
13037000	ROBOTICS AND AUTOMATION
13037300	ENGINEERING DESIGN AND PROBLEM SOLVING
13037500	PRINCIPLES OF ENGINEERING
13037600	DIGITAL ELECTRONICS
13039300	ENERGY, POWER, AND TRANSPORTATION SYSTEMS
13039400	AIRCRAFT TECHNOLOGY
13039500	ADVANCED AIRCRAFT TECHNOLOGY

Nontraditional for Females (continued)

Number	Course
13039600	AUTOMOTIVE TECHNOLOGY
13039700	ADVANCED AUTOMOTIVE TECHNOLOGY
13039800	COLLISION REPAIR AND REFINISHING
13039900	ADVANCED COLLISION REPAIR AND REFINISHING
13040000	SMALL ENGINE TECHNOLOGY
13040100	ADVANCED SMALL ENGINE TECHNOLOGY
13040200	TRANSPORTATION SYSTEMS MANAGEMENT
13040300	LOGISTICS, PLANNING AND MANAGEMENT SYSTEMS

Nontraditional for Males

Nontraditional for Males	
Number	Course
13000600	VETERINARY MEDICAL APPLICATIONS
13009600	PRINTING AND IMAGING TECHNOLOGY
13009700	ADVANCED PRINTING AND IMAGING TECHNOLOGY
13009800	PRACTICUM IN PRINTING AND IMAGING TECHNOLOGY
13009810	PRACTICUM IN PRINTING AND IMAGING TECHNOLOGY II
13011300	TOUCH SYSTEM DATA ENTRY
13011400	BUSINESS INFORMATION MANAGEMENT I
13011500	BUSINESS INFORMATION MANAGEMENT II
13014400	INSTRUCTIONAL PRACTICES IN EDUCATION AND TRAINING
13014500	PRACTICUM IN EDUCATION AND TRAINING
13014510	PRACTICUM IN EDUCATION AND TRAINING II
13016300	BANKING AND FINANCIAL SERVICES
13020300	MEDICAL TERMINOLOGY
13020400	HEALTH SCIENCE
13020700	MEDICAL MICROBIOLOGY
13024500	LIFETIME NUTRITION AND WELLNESS
13024800	CHILD GUIDANCE
13025100	INTRODUCTION TO COSMETOLOGY
13025200	COSMETOLOGY I
13025300	COSMETOLOGY II

Appendix: B – Comments, Questions, and Review of Incorrect PL Assignments

The Texas Education Agency welcomes comments and questions concerning PBMAS district PLs. In addition, if a district determines that one or more 2018 PBMAS PL assignments were based on a data or calculation error attributable to the agency or one of the agency’s data contractors, the district should submit specific information about the error, no later than September 14, 2018, to the address below. Requests based on disagreement with the 2018 PBMAS indicators, cut points, and methodologies adopted in rule or requests based on districts’ data errors will not be considered.

Contact Information:	
Address:	Texas Education Agency Performance-Based Monitoring 1701 North Congress Avenue Austin, Texas 78701-1494
Phone:	(512) 936-6426
E-mail:	pbm@tea.texas.gov
Other Helpful Contact Information:	
Name:	Office of Academics
Phone:	(512) 463-9581
Email:	curriculum@tea.texas.gov
Name:	Bilingual Education/English as a Second Language
Phone:	(512) 463-9581
Email:	curriculum@tea.texas.gov
Name:	Career and Technical Education
Phone:	(512) 463-9581
Email:	curriculum@tea.texas.gov
Name:	Special Education
Phone:	(512) 463-9414
Email:	specialeducation@tea.texas.gov
Name:	Performance Reporting
Phone:	(512) 463-9704
Email:	performance.reporting@tea.texas.gov
Name:	Student Assessment
Phone:	(512) 463-9536
Email:	studentassessment@tea.texas.gov

Appendix: C – ESC Performance-Based Monitoring Contacts

Performance-based monitoring contact information is updated by each education service center (ESC) and can be found at <http://tea4avholly.tea.state.tx.us/tea.askted.web/Forms/Home.aspx>, using the Search RESCs function.

Full Name	Region	City	Phone	Email Address
BELINDA GORENA	1	EDINBURG	(956) 984-6173	bgorena@esc1.net
DAN BAEN	2	CORPUS CHRISTI	(361) 561-8415	dan.baen@esc2.us
JOANNE FERGUSON	2	CORPUS CHRISTI	(361) 561-8520	joanne.ferguson@esc2.us
LINDA RIDDLE	2	CORPUS CHRISTI	(361) 561-8508	linda.riddle@esc2.us
NORMA TORRES-MARTINEZ	2	CORPUS CHRISTI	(361) 561-8407	norma.torres-martinez@esc2.us
LISA HERNANDEZ	3	VICTORIA	(361) 573-0731 ext:270	lhernandez@esc3.net
DIONNE HUGHES	3	VICTORIA	(361) 573-0731 ext:212	dhughes@esc3.net
KENDA MATSON	3	VICTORIA	(361) 573-0731 ext:321	KMatson@esc3.net
MITZI MCAFEE	3	VICTORIA	(361) 573-0731 ext:214	MMcafee@esc3.net
CHERYL SHAMBURGER	3	VICTORIA	(361) 573-0731 ext:297	cshamburger@esc3.net
DR LINDA HALL	4	HOUSTON	(713) 744-6399	lhall@esc4.net
JERRY KLEKOTTA	4	HOUSTON	(713) 744-6393	gklekotta@esc4.net
ANGEL LOZANO	4	HOUSTON	(713) 744-6596	angel.lozano@esc4.net
MONELLE ROUGEAU	4	HOUSTON	(713) 744-6581	monelle.rougeau@esc4.net
DANETTE THORNTON	4	HOUSTON	(713) 744-6578	danette.thornton@esc4.net
ITZIL WELCH	4	HOUSTON	(713) 744-4487	itzil.welch@esc4.net
MONICA MAHFOUZ	5	BEAUMONT	(409) 951-1702	mmahfouz@esc5.net
DR CATHERINE GEORGE	6	HUNTSVILLE	(936) 435-8207	cgeorge@esc6.net
JESSICA HASSELL	6	HUNTSVILLE	(936) 435-8355	JHASSELL@ESC6.NET
DR STEVE JOHNSON	6	HUNTSVILLE	(936) 435-8290	sjohnson@esc6.net
BETH NESMITH	6	HUNTSVILLE	(936) 435-8243	bnesmith@esc6.net
LAURA REDDEN	6	HUNTSVILLE	(936) 435-8293	lredden@esc6.net
TALLY STOUT	6	HUNTSVILLE	(936) 435-8371	TSTOUT@ESC6.NET
JAYNE TAVENNER	6	HUNTSVILLE	(936) 435-8242	jtavenner@esc6.net
TAMMY WALKER	6	HUNTSVILLE	(936) 435-8360	twalker@esc6.net
SARAH WRIGHT	6	HUNTSVILLE	(936) 435-8400	swright@esc6.net
HENRYETT LOVELY	7	KILGORE	(903) 988-6854	hlovely@esc7.net
MS SHIRLEY AGAN	8	MT PLEASANT	(903) 572-8551 ext:2769	sagan@reg8.net
MR LEONARD BELES	8	MT PLEASANT	(903) 572-8551 ext:2740	lbeles@reg8.net
MS KERRI BOWLES	8	MT PLEASANT	(903) 572-8551 ext:2720	kbowles@reg8.net
MS CAROL CARTER	8	MT PLEASANT	(903) 572-8551 ext:2647	ccarter@reg8.net
MRS DEBRA CROOMS	8	MT PLEASANT	(903) 575-2733	dcrooms@reg8.net
MS DEBBIE DREW	8	MT PLEASANT	(903) 575-2713	ddrew@reg8.net
MRS RICHELE LANGLEY	8	MT PLEASANT	(903) 575-2605	rlangley@reg8.net
MS KAREN J THOMPSON	8	MT PLEASANT	(903) 572-8551 ext:2616	karen.thompson@reg8.net
DARREN FRANCIS	9	WICHITA FALLS	(940) 322-6928 ext:302	darren.francis@esc9.net
KENNY MILLER	9	WICHITA FALLS	(940) 322-6928	kenny.miller@esc9.net
CINDY MOSES	9	WICHITA FALLS	(940) 322-6928	cindy.moses@esc9.net
MICKI WESLEY	9	WICHITA FALLS	(940) 322-6928	micki.wesley@esc9.net
BECKY BOOK	10	RICHARDSON	(972) 348-1434	becky.book@region10.org
MRS KIM GILSON	10	RICHARDSON	(972) 348-1480	kim.gilson@region10.org
CHRIS GREY	10	RICHARDSON	(972) 348-1522	chris.grey@region10.org
ANNA GRIFFITHS	10	RICHARDSON	(972) 348-1360	anna.griffiths@region10.org
KATHY DUNIVEN	11	WHITE SETTLEMENT	(817) 740-7583	kduniven@esc11.net
GRETCHEN KROOS	11	WHITE SETTLEMENT	(817) 740-7630	gkroos@esc11.net
JIM PHILLIPS	11	WHITE SETTLEMENT	(817) 740-7581	jphillips@esc11.net
CARIE DOWNES	12	WACO	(254) 297-1252	cdownes@esc12.net
CHRIS GRIFFIN	12	WACO	(254) 297-1163	cgriffin@esc12.net
ELLEN HOGAN	12	WACO	(254) 297-1195	ehogan@esc12.net

Full Name	Region	City	Phone	Email Address
CHRISTINE HOLECEK	12	WACO	(254) 297-1284	cholecek@esc12.net
STEPHANIE KUCERA	12	WACO	(254) 297-1154	skucera@esc12.net
NATALIE WEBER	13	AUSTIN	(512) 919-5174	natalie.weber@esc13.txed.net
EMILIA MORENO	14	ABILENE	(325) 675-8674	emoreno@esc14.net
LISA WHITE	14	ABILENE	(325) 675-8616	lwhite@esc14.net
DAVID BEDFORD	15	SAN ANGELO	(325) 658-6571 ext:4023	david.bedford@esc15.net
LAURA STRUBE	15	SAN ANGELO	(325) 658-6571 ext:4065	laura.strube@esc15.net
SHIRLEY CLARK	16	AMARILLO	(806) 677-5130	shirley.clark@esc16.net
HEATHER BLOUNT	17	LUBBOCK	(806) 281-5817	hlount@esc17.net
LEE LENTZ-EDWARDS	18	MIDLAND	(432) 563-2380	llentz@esc18.net
INDHIRA SALAZAR	18	MIDLAND	(432) 567-3275	isalazar@esc18.net
PATRICK SHAFFER	18	MIDLAND	(432) 561-4323	pcshaffer@ESC18.NET
JAMYE SWINFORD	18	MIDLAND	(432) 561-4350	jswinfor@esc18.net
DR MARIA LUISA NIESTAS	19	EL PASO	(915) 780-6551	mlniestas@esc19.net
REBECCA ONTIVEROS	19	EL PASO	(915) 780-5093	rontiveros@esc19.net
DAWN WHITE	20	SAN ANTONIO	(210) 370-5402	dawn.white@esc20.net

The performance-based monitoring contact information for this appendix is provided by each ESC. If contact information is missing, call the ESC main number listed at https://tea.texas.gov/regional_services/esc/ for assistance.

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