

Performance-Based  
Monitoring Analysis  
System  
2004-2005 Manual

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## Table of Contents



## Special Education Indicators

- SPED #1—[SPED Identification](#)
- SPED #2A—[SPED African American Representation](#)
- SPED #2B—[SPED Hispanic Representation](#)
- SPED #2C—[SPED LEP Representation](#)
- SPED #3—[SPED TAKS Only Participation Rate](#)
- SPED #4(i-v)—[SPED TAKS Passing Rate](#)
- SPED #5—[SPED SDAA Only Participation](#)
- SPED #6—[SPED Statewide Assessment Exemption Rate](#)
- SPED #7—[SPED SDAA Gap Closure](#)
- SPED #8—[SPED 3-11 Year Olds LRE Placement Rate](#)
- SPED #9—[SPED 12-21 Year Olds LRE Placement Rate](#)
- SPED #10—[SPED Discretionary DAEP Placements](#)
- SPED #11—[SPED Discretionary Expulsions](#)
- SPED #12—[SPED Discretionary Removals to ISS](#)
- SPED #13—[SPED Annual Dropout Rate](#)
- SPED #14(i-v)—[SPED Year-After-Exit TAKS Passing Rate](#)
- SPED #15—[SPED RHSP/DAP Graduation Rate](#)

## Comments and Questions

[List of Contacts](#)

[Comments on the 2004-2005 \*PBMAS\*](#)

[Appendix A](#)—Career and Technology Education Nontraditional Courses: 2003-2004 Enrollments in Nontraditional Courses

# **Performance-Based Monitoring Analysis System (PBMAS) 2004-2005 Manual**

## ***Introduction***

### **Background Information**

Over the past decade, state and federal statute have guided the Texas Education Agency (TEA) in its monitoring efforts, beginning initially with statutory requirements pertaining to programs that provided services to students with disabilities, and expanding over time to include other programs supported by state and federal funds, including bilingual education, career and technology education, and many of the federal Title programs under the Elementary and Secondary Education Act (ESEA), which was reauthorized as the No Child Left Behind (NCLB) Act in 2001. The agency's monitoring efforts have also been guided by the results of external audits and reviews, including those of the State Auditor's Office (SAO), the United States Department of Education (USDE), and the Office of Special Education Programs (OSEP). The following information summarizes some of these external reviews as well as several of the statutory changes that have occurred, but it is not intended to provide an exhaustive description of all external reviews of the program.

In 1999, based on a SAO report entitled, *A Report on the 1998 Financial and Compliance Audit Results* (SAO Report, No. 99-555), which recommended that the agency develop an agencywide plan for federal monitoring that included steps to shift to a risk-based monitoring system, the agency initiated the development of the Program Analysis System (PAS). PAS, like its counterpart DAS, was a data-driven system designed to predict a district or charter school's overall program-area "risk." PAS, however, focused on programs other than special education—programs such as bilingual education, career and technology education, gifted and talented education, state compensatory education, as well as certain federal Title programs and the Optional Extended Year Program. PAS and DAS were used by the agency from 2000-2003 to apply a risk-based approach to both the DEC process and the process for conducting Comprehensive Special Education Self Evaluations and Reviews (CSESER).

House Bill 3459 of the 78<sup>th</sup> Texas Legislature, Regular Session (2003) limited and redirected the agency's monitoring activities, with the exception of special education monitoring. This legislation also included a new performance-based section on bilingual education, new local board of trustees' responsibilities for ensuring school district compliance with all applicable requirements of state programs, and an emphasis on data integrity:

New TEC §29.062(a): the agency shall evaluate the effectiveness of bilingual education based on AEIS indicators, including assessment instruments and may combine evaluations under this section with federal accountability measures







The *Performance-Based Monitoring Analysis System 2004-2005 Manual* is a comprehensive technical resource designed to explain the *PBMAS*, which will be used by the Texas Education Agency (TEA) as one part of its overall evaluation of school district performance and program effectiveness. The *PBMAS* is a data-driven analysis system developed and implemented by the Division of Performance-Based Monitoring (PBM) in coordination with agency divisions representing the Office of Standards and Programs, the Office of Accountability and Data Quality, and the Office of Support Services and School Finance in order to meet legislative requirements mandated by House Bill 3459 of the 78<sup>th</sup> Texas Legislature, Regular Session (2003).

The agency is committed to creating a statistically sound, meaningful set of performance indicators to evaluate student performance and program effectiveness in special program areas and in the area of data integrity. To assist in this effort, the PBM Division conducted a series of onsite and Texas Education Telecommunications Network (TETN) stakeholder meetings in 2004 to gather educator input on proposed indicators, performance criteria, and performance standards. During the period of May – August 2004, approximately nine stakeholder meetings were held with diverse groups of individuals representing school districts, education service centers, professional organizations, advocacy groups, and others. The focus of these meetings was to present the proposed 2004-2005 indicators for performance-based monitoring. Meeting participants provided input on ways to structure effective and meaningful measures to evaluate student performance and data quality.

### **Planning for the Future: 2005-2006 and Beyond**

The development of the *PBMAS* is a dynamic and multi-year process. In 2005-2006, it is anticipated that the ongoing development of *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 development of *PBMAS*. These factors include:

- New state accountability system;
- Reading Proficiency Test in English (RPTE) expansion;
- State Developed Alternative Assessment (SDAA) II;
- Carl D. Perkins Vocational and Technical Education Act and the Individuals with Disabilities Education Improvement Act (IDEA) reauthorizations;
- No Child Left Behind (NCLB) Act Interpretations;
- Changes to data collection processes;
- Legislation from a special session or regular legislative session; and
- Sunset review of the agency.

# *Components of the 2004-2005 System*

## *Data Sources*

Data used in *PBMAS* come from a variety of sources. Texas Assessment of Knowledge and Skills (TAKS) data are obtained from data sets produced by the agency's testing contractor. Other data are obtained from divisions within TEA, including the list of official dropouts from the Division of Accountability Research; Academic Excellence Indicator System (AEIS), Adequate Yearly Progress (AYP), and graduation data from the Performance Reporting Division; Title II data from the Division of NCLB Program Coordination; and PEIMS data from the PEIMS Division. Unless otherwise noted, PEIMS data used for *PBMAS* evaluations are those gathered in the October submission of each school year. The data source for each performance indicator is included as a part of the explanation of each indicator included in this manual.

## *Filters*

At times, there are unique circumstances surrounding the evaluation of a district on a particular performance indicator. For example, a residential facility for students with disabilities in a particular district is likely to increase the percentage of students identified for special education programs. As such, certain filters may be appropriate to apply to data sets before performance indicators are calculated. Any filters applied to data sets used to calculate performance indicators are included in the description of the indicator in this manual.

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## Setting Standards

The performance levels for each indicator in *PBMAS* for 2004-2005 are *Special Analysis, 0, 1, 2, or 3*. A performance level of *0* is the highest designation for any indicator, meaning that the district met the standard for the indicator. A performance level of *3* is the lowest designation, indicating that the district performance was farthest from the performance for the *0 - Met Standard* designation.

### *Types of Standards*

There are two types of standards commonly used to evaluate performance indicators of the type used in *PBMAS*: relative standards and absolute standards.

**Absolute standards** are tied to an absolute requirement or goal. The state accountability system uses absolute standards to rate campuses and districts yearly. All districts have the possibility of achieving an absolute standard each year. During stakeholder meetings held by the PBM Division in 2004, stakeholders expressed preference for absolute standards to relative standards, when possible.

The state accountability system provides absolute standards to which *PBMAS* standards can be aligned for TAKS and dropout indicators. *Example:* For all TAKS indicators, *PBMAS* standards are linked to state accountability standards. The standards for a rating of *Academically Acceptable* in the state accountability system differ by subject, as follows:

<b>TAKS Subject</b>	<b>Percent of Students Passing</b>
Reading/ELA	50.0%
Writing	50.0%
Social Studies	50.0%
Mathematics	35.0%
Science	25.0%

*PBMAS* standards are aligned with these state accountability standards so that a district achieving the performance standard for an accountability rating of *Academically Acceptable* in a TAKS subject receives a *PBMAS* staASsubjeeubje25.26to0vin1 T0tys so pTm(Peag)6(t)6(o)-2(iStudbes feg )6hese state ac

**District Performance Level Criterion: District Group TAKS Passing Rate Compared to PBMAS Standards**

**Performance Level (PL) Assignments**

Some standards reported on *PBMAS* reports and in the *PBMAS* Manual were calculated using relative me



There is one situation in which a district that does not meet the minimum size requirement receives a performance level via the standard analysis process. If, during the analysis process, a district does not meet the minimum size requirement of 30 students on an indicator, but the district performance meets the standard for a performance level of *0 – Met Standard*, then the district receives a performance level of *0 – Met Standard* for that indicator, regardless of the number of students evaluated. A district not meeting the minimum size requirement on an indicator with performance which does not meet the standard for a performance level of *0 – Met Standard* receives a performance level of *SA – Special Analysis Required*.

A district does not receive special analysis on an indicator if:

- the group being evaluated meets minimum size requirements  
**or**
- the initial performance level is *0 – Met Standard*, regardless of group size.

A district only receives special analysis on an indicator if:

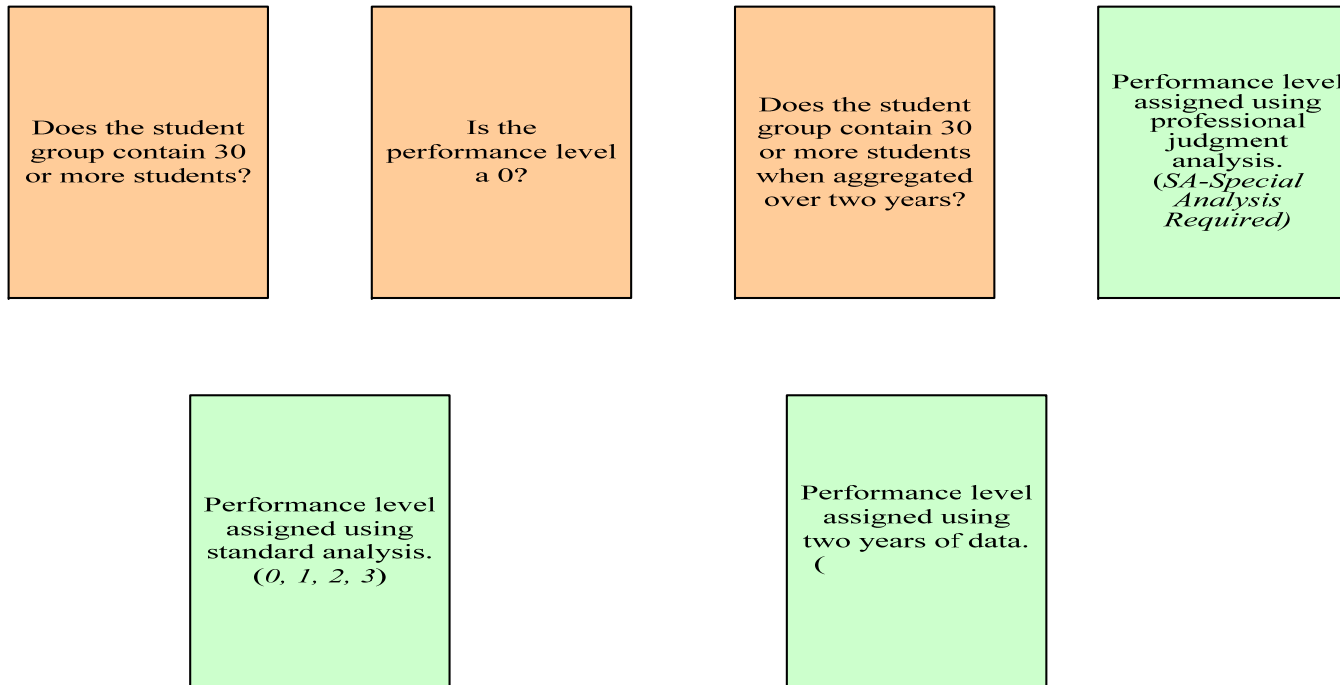
- there are fewer than 30 students evaluated for an indicator  
**and**
- the district does not meet the requirement for a performance level of *0 – Met Standard* on the indicator.

*PBMAS* indicators that are subject to special analysis fall into one of two categories: those that can be evaluated through the automated aggregation and comparison of two years of data and those that can only be evaluated through a non-automated professional judgment analysis. The type of special analysis used depends on the number of students in the group being evaluated. If aggregating two years of data brings the number of students in the group to 30 or more, then the group is evaluated on either the current year’s data or the previous year’s data, **whichever results in the higher performance level**. Previous year data will not be used to lower a performance level below that based on the current year data. Performance levels established using this method of special analysis will have “SA” appended (*OSA, ISA, 2SA, 3SA*) and will be included on *PBMAS* reports to districts and charter schools. *Exception*: Because it is not possible to compare two years of data for the year-after-exit indicators, all districts and charter schools not meeting the minimum size requirement of 30 in one year on year-after-exit indicators receive a designation of *SA-Special Analysis Required*, which is explained in the next paragraph.

If using two years of data does not bring the number of students in the group to 30 or more, then the district’s performance on the indicator is evaluated using professional judgment. Summary data for two years will be produced, analyzed by program-area staff at the agency, and professional judgment applied. To the extent possible, trends are observed. Application of professional judgment results in: (1) allowing the performance level based upon the small numbers to stand; (2) elevating the performance level to a higher performance level; or (3) determining that the district performance on the indicator should be *Not Evaluated*. Professional judgment analysis will be applied after the *PBMAS* reports are sent to districts.



The following flow chart depicts the process of determining when special analysis is required:





# Performance Indicators

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

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BE/ESL Indicator #1A(i-v)

The district LEP English TAKS passing rate is compared to the *PBMAS* standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

**District Performance Level Criterion: District LEP English TAKS Passing Rate**

**Performance Level (PL) Assignments**



**BE/ESL Indicator #1B(i-v): BE English TAKS Passing Rate**

**This indicator is the percent of Bilingual Education (BE) students passing the TAKS subject test (Reading/ELA, Writing, Social Studies, Mathematics, Science) in English.**



The district BE English TAKS passing rate is compared to the *PBMAS* standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District BE English TAKS Passing Rate</b>	
<b>Performance Level (PL) Assignments</b>	
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>

**BE/ESL Indicator #1C(i-v): ESL English TAKS Passing Rate**

**This indicator is the percent of English as a Second Language (ESL) students passing the TAKS subject test (Reading/ELA, Writing, Social Studies, Mathematics, Science) in English.**

**CALCULATION**

For each district, calculate the district ESL English TAKS passing rate for each TAKS subject:

$$\text{District ESL passing rate for an English TAKS subject test} = \frac{\text{District number of ESL students who passed the English TAKS subject test in 2003-2004}}{\text{District number of ESL students who took the English TAKS subject test in 2003-2004}}$$

**MINIMUM SIZE REQUIREMENTS**

- Minimum Size Criterion: At least 30 ESL English TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

**DATA SOURCE**

- Data sets produced by the Division of Performance Reporting.

The district ESL English TAKS passing rate is compared to the *PBMAS* standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District ESL English TAKS Passing Rate</b>		
<b>Performance Level (PL) Assignments</b>		
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = Special</b>



The district LEP annual dropout rate is compared to the *PBMAS* standards for the annual dropout rate, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District LEP Annual Dropout Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 LEP students in Grades 7-12 in the district in 2002-2003 and PL not equal to 0.	The district LEP annual dropout rate is 2.0% or lower. Minimum size requirements not applicable if PL = 0.	The district LEP annual dropout rate is between 2.1% and 5.0%.	The district LEP annual dropout rate is between 5.1% and 8.0%.	The district LEP annual dropout rate is 8.1% or higher.

ading,

The district LEP Spanish TAKS passing rate is compared to the *PBMAS* standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District LEP Spanish TAKS Passing Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 LEP Spanish TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0.	The district LEP Spanish TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district LEP Spanish TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district LEP Spanish TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district LEP Spanish TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used as the basis for comparison for this indicator. Those standards are:

Reading	50.0%
Writing	50.0%
Mathematics	35.0%
Science	25.0%



**BE/ESL Indicator #3B(i-iv): BE Spanish TAKS Passing Rate**

**This indicator is the percent of Bilingual Education (BE) students passing the TAKS subject test (Reading, Writing, Mathematics, Science) in Spanish.**

**CALCULATION**

For each district, calculate the district BE Spanish TAKS passing rate for each TAKS subject:

*District number of BE students who passed the Spanish TAKS subject test in 2003-2004*

The district BE Spanish TAKS passing rate is compared to the *PBMAS* standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District BE Spanish TAKS Passing Rate</b>		
<b>Performance Level (PL) Assignments</b>		
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>

## BE/ESL Indicator #3C(i-iv): ESL Spanish TAKS Passing Rate

This indicator is the percent of English as a Second Language (ESL) students passing the TAKS subject test (Reading, Writing, Mathematics, Science) in Spanish.

### CALCULATION

For each district, calculate the district ESL Spanish TAKS passing rate for each TAKS subject:

$$\text{District ESL passing rate for a Spanish TAKS subject test} = \frac{\text{District number of ESL students who passed the Spanish TAKS subject test in 2003-2004}}{\text{District number of ESL students who took the Spanish TAKS subject test in 2003-2004}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 ESL Spanish TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- Data sets produced by the testing contractor.

### NOTES

- The ESL Spanish TAKS passing rate for each TAKS subject test is based on results from students in the following grades:

Indicator	Subject Test	Grade Levels
3C(i)	Mathematics	3-6
3C(ii)	Reading	3-6
3C(iii)	Science	5
3C(iv)	Writing	4

- Second administration of Grade 3 reading is included.
- Accountability subset is used.
- Summed across grades.

The district ESL Spanish TAKS passing rate is compared to the *PBMAS* standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District ESL Spanish TAKS Passing Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 ESL Spanish TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0.	The district ESL Spanish TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district ESL Spanish TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district ESL Spanish TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district ESL Spanish TAKS passing rate is

**BE/ESL Indicator #4A(i-v): LEP Year-After-Exit English TAKS Passing Rate**

**This indicator is the percent of former Limited English Proficient (LEP) students passing the TAKS subject test (Reading/ELA, Writing, Social Studies, Mathematics, Science) in English.**

**CALCULATION**

For each district, calculate the district English TAKS passing rate for each TAKS subject for former LEP students:

$$\begin{array}{l}
 \text{District LEP} \\
 \text{year-after-exit} \\
 \text{passing rate for} \\
 \text{an English TAKS} \\
 \text{subject test}
 \end{array}
 = \frac{\begin{array}{l} \text{District number of students who were identified as LEP in 2002-2003 and not identified as LEP in} \\ \text{2003-2004 who passed the English TAKS subject test in 2003-2004} \end{array}}{\begin{array}{l} \text{District number of students who were identified as LEP in 2002-2003 and not identified as LEP in} \\ \text{2003-2004 who took the English TAKS subject test in 2003-2004} \end{array}}$$

MINIMUM SIZE REQUIREMENTS	DATA SOURCE
<ul style="list-style-type: none"> <li>• Minimum Size Criterion: At least 30 former LEP English TAKS test takers in the subject for the district in 2003-2004.</li> <li>• Special analysis will be applied for those districts not meeting the minimum size criterion.</li> </ul>	<ul style="list-style-type: none"> <li>• Data sets produced by the testing contractor.</li> <li>• 2002-2003 PEIMS fall/submission 1.</li> <li>• 2003-2004 PEIMS fall/submission 1.</li> </ul>

**NOTES**

- The LEP Year-After-Exit English TAKS passing rate for each TAKS subject test is based on results from students in the following grades:

Indicator	Subject Test	Grade Levels
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The district LEP year-after-exit English TAKS passing rate is compared to the *PBMAS* standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District LEP Year-After-Exit English TAKS Passing Rate</b>		
<b>Performance Level (PL) Assignments</b>		
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>

**BE/ESL Indicator #4B(i-v): BE Year-After-Exit English TAKS Passing Rate**

This indicator is the percent of Bilingual Education (BE) students passing the TAKS subject test (Reading/ELA, Writing, Social Studies, Mathematics, Science) in English one year after exiting the BE program.

**CALCULATION**

For each district, calculate the district English TAKS passing rate for each TAKS subject for exited BE students:

$$\frac{\text{District exited BE passing rate for an English TAKS subject test}}{\text{District number of students exited from BE in 2002-2003 who passed the English TAKS subject test in 2003-2004}} = \frac{\text{District number of students exited from BE in 2002-2003 who passed the English TAKS subject test in 2003-2004}}{\text{District number of students exited from BE in 2002-2003 who took the English TAKS subject test in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS	DATA SOURCE
<ul style="list-style-type: none"> <li>Minimum Size Criterion: At least 30 exited BE English TAKS test takers in the subject for the district in 2003-2004.</li> <li>Special analysis will be applied for those districts not meeting the minimum size criterion.</li> </ul>	<ul style="list-style-type: none"> <li>Data sets produced by the testing contractor.</li> <li>2002-2003 PEIMS fall/submission 1.</li> <li>2003-2004 PEIMS fall/submission 1.</li> </ul>

**NOTES**

- The BE Year-After-Exit English TAKS passing rate for each TAKS subject test is based on results from students in the following grades:

█ █

The district exited BE English TAKS passing rate is compared to the *PBMAS* standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District BE Year-After-Exit English TAKS Passing Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 exited BE English TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0.	The district exited BE English TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district exited BE English TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district exited BE English TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district exited BE English TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used as the basis for comparison for this indicator. Those standards are:

Reading/ELA	50.0%
Writing	50.0%
Social Studies	50.0%
Mathematics	35.0%
Science	25.0%





The district exited ESL English TAKS passing rate is compared to the *PBMAS* standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District ESL Year-After-Exit English TAKS Passing Rate</b>	
<b>Performance Level (PL) Assignments</b>	
<b>Performance Level = Special</b>	



The district LEP TAKS/SDAA participation rate is compared the *PBMAS* standards for TAKS/SDAA participation, and performance levels are assigned as follows:

**District Performance Level Criterion: District LEP TAKS/SDAA Participation Rate**

**BE/ESL Indicator #6: LEP Progress on Reading Proficiency Test in English (RPTE)**

**This indicator is the percentage of Limited Englis**

## **BE/ESL Indicator #7: LEP RHSP/DAP Graduation Rate**

**This indicator is the percent of Limited English Proficient (LEP) students graduating with a Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP) diploma.**

### **CALCULATION**

For each district, calculate the percent of LEP students graduating with a Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP) diploma:

$$\text{District LEP RHSP/DAP graduation rate} = \frac{\text{District number of LEP students who graduated with a RHSP or DAP diploma in 2002-2003}}{\text{District number of LEP students who graduated in 2002-2003}}$$

### **MINIMUM SIZE REQUIREMENTS**

- Minimum Size Criterion: Does not apply.

### **DATA SOURCE**

- Data sets produced by the Division of Performance Reporting.

### **NOTES**

- Report only for 2004-2005. The district LEP RHSP/DAP graduation rate is reported for district information and planning purposes.
- No performance levels are assigned for this indicator for 2004-2005.
- Graduation data are for the 2002-2003 school year.

# Career and Technology Education Indicators

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

This indicator is the percent of Career and Technology Education (CTE) students in Grades 9-12 passing the TAKS subject test (Reading/ELA, Social Studies, Mathematics, Science).

### CALCULATION

For each district, calculate the district CTE TAKS passing rate for each TAKS subject:

$$\text{District CTE passing rate for a TAKS subject test} = \frac{\text{District number of CTE students (Grades 9-12) who passed the TAKS subject test in 2003-2004}}{\text{District number of CTE students (Grades 9-12) who took the TAKS subject test in 2003-2004}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 CTE TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- Data sets produced by the testing contractor.

### NOTES

- The CTE TAKS passing rate for each TAKS subject test is based on results from students in the following grades:

Indicator	Subject Test	Grade Levels
1(i)	Mathematics	9-11
1(ii)	Reading/ELA	9-11
1(iii)	Science	10, 11
1(iv)	Social Studies	10, 11

- Only students with PEIMS VOCED status codes 2 (Career/Technology Coherent Sequence), and 3 (Participates in Tech Prep Program) are included.
- Reading and ELA are combined.
- Accountability subset is used.
- Summed across grades.

The district CTE TAKS passing rate is compared to the *PBMAS* standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District CTE TAKS Passing Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 CTE TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0.	The district CTE TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district CTE TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district CTE TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district CTE TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used as the basis for comparison for this indicator. Those standards are:

Reading/ELA	50.0%
Social Studies	50.0%
Mathematics	35.0%
Science	25.0%

## **CTE Indicator #2: CTE Annual Dropout Rate**

**This indicator is the percent of Career and Technology Education (CTE) students (Grades 7-12) who dropped out in 2002-2003.**

### **CALCULATION**

For each district, calculate the district CTE annual dropout rate:

$$\text{District CTE annual dropout rate} = \frac{\text{District number of CTE students (Grades 7-12) who dropped out in 2002-2003}}{\text{District number of CTE students (Grades 7-12) in attendance in 2002-2003}}$$

### **MINIMUM SIZE REQUIREMENTS**

- Minimum Size Criterion: At least 30 CTE students in Grades 7-12 in the district in 2002-2003.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### **DATA SOURCE**

- Data sets produced by the Division of Accountability Research.

### **NOTES**

- Only students with PEIMS VOCED status codes 2 (Career/Technology Coherent Sequence), and 3 (Participates in Tech Prep Program) are included.
- Dropout data are for the 2002-2003 school year.

The district CTE annual dropout rate is compared to the *PBMAS* standards for the annual dropout rate, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District CTE Annual Dropout Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>

Fewer than 30 CTE students in Grades 7-12 in the district in 2002-2003 and

PL not equM=30 CTE in 20028 129.22003 a0.2

### **CTE Indicator #3(i-iv): CTE LEP TAKS Passing Rate**

**This indicator is the percent of Career and Technology Education (CTE) students (Grades 9-12) with limited English proficiency (LEP) who passed the TAKS subject test (Reading/ELA, Social Studies, Mathematics, Science).**

#### **CALCULATION**

For each district, calculate the district CTE LEP TAKS passing rate for each TAKS subject:

$$\text{District CTE LEP passing rate for a TAKS subject test} = \frac{\text{District number of CTE LEP students (Grades 9-12) who passed the TAKS subject test in 2003-2004}}{\text{District number of CTE LEP students (Grades 9-12) who took the TAKS subject test in 2003-2004}}$$

#### **MINIMUM SIZE REQUIREMENTS**

- Minimum Size Criterion: At least 30 CTE LEP TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

#### **DATA SOURCE**

- Data sets produced by the testing contractor.

#### **NOTES**

The district CTE LEP TAKS passing rate is compared to the *PBMAS* standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District CTE LEP TAKS Passing Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 CTE LEP TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0.	The district CTE LEP TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district CTE LEP TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district CTE LEP TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district CTE LEP TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used as the basis for comparison for this indicator. Those standards are:

Reading/ELA	50.0%
Social Studies	50.0%
Mathematics	35.0%
Science	25.0%

**CTE Indicator #4(i-iv): CTE Economically Disadvantaged TAKS Passing Rate**

This indicator is the percent of Career and Technology Education (CTE) students (Grades 9-12) who are economically disadvantaged and who passed the TAKS subject test (Reading/ELA, Social Studies, Mathematics, Science).

**CALCULATION**

For each district, calculate the district CTE economically disadvantaged TAKS passing rate for each TAKS subject:

$$\text{District CTE economically disadvantaged passing rate for a TAKS subject test} = \frac{\text{District number of CTE economically disadvantaged students (Grades 9-12) who passed the TAKS subject test in 2003-2004}}{\text{District number of CTE economically disadvantaged students (Grades 9-12) who took the TAKS subject test in 2003-2004}}$$

**MINIMUM SIZE REQUIREMENTS**

- Minimum Size Criterion: At least 30 CTE economically disadvantaged TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

**DATA SOURCE**

- Data sets produced by the testing contractor.

**NOTES**

- The CTE economically disadvantaged TAKS passing rate for each TAKS subject test is based on results from students in the following grades:

Indicator	Subject Test	Grade Levels
4(i)	Mathematics	9-11
4(ii)	Reading/ELA	9-11
4(iii)	Science	10, 11
4(iv)	Social Studies	10, 11

- Only students with PEIMS VOCED status codes 2 (Career/Technology Coherent Sequence), and 3 (Participates in Tech Prep Program) are included.
- Reading and ELA are combined.
- Accountability subset is used.
- Summed across grades.

The district CTE economically disadvantaged TAKS passing rate is compared to the *PBMAS* standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District CTE Economically Disadvantaged TAKS Passing Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 CTE economically disadvantaged TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0.	The district CTE economically disadvantaged TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district CTE economically disadvantaged TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district CTE economically disadvantaged TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district CTE economically disadvantaged TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used as the basis for comparison for this indicator. Those standards are:

Reading/ELA	50.0%
Social Studies	50.0%
Mathematics	35.0%
Science	25.0%



## **CTE Indicator #5(i-iv): CTE Special Education TAKS Passing Rate**

**This indicator is the percent of Career and Technology Education (CTE) students (Grades 9-12) who receive special education services and who passed the TAKS subject test (Reading/ELA, Social Studies, Mathematics, Science).**

### **CALCULATION**

For each district, calculate the district CTE special education TAKS passing rate for each TAKS subject:

$$\text{District CTE special education passing rate for a TAKS subject test} = \frac{\text{District number of CTE special education students (Grades 9-12) who passed the TAKS subject test in 2003-2004}}{\text{District number of CTE special education students (Grades 9-12) who took the TAKS subject test in 2003-2004}}$$

### **MINIMUM SIZE REQUIREMENTS**

- Minimum Size Criterion: At least 30 CTE special education TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### **DATA SOURCE**

- Data sets produced by the testing contractor.

### **NOTES**

- The CTE special education TAKS passing rate for each TAKS subject test is based on results from students in the following grades:

<b>Indicator</b>	<b>Subject Test</b>	<b>Grade Levels</b>
5(i)	Mathematics	9-11
5(ii)	Reading/ELA	9-11
5(iii)	Science	10, 11

The district CTE special education TAKS passing rate is compared to the *PBMAS* standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District CTE Special Education TAKS Passing Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 CTE special education TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0.	The district CTE special education TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district CTE special education TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district CTE special education TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district CTE special education TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used as the basis for comparison for this indicator. Those standards are:

Reading/ELA	50.0%
Social Studies	50.0%
Mathematics	35.0%
Science	25.0%

**CTE Indicator #6(i-iv): CTE Tech Prep TAKS Passing Rate**

**This indicator is the percent of Career and Technology Education (CTE) Technology Preparation students (Grades 9-12) who passed the TAKS subject test (Reading/ELA, Social Studies, Mathematics, Science).**

**CALCULATION**

For each district, calculate the district CTE Tech Prep TAKS passing rate for each TAKS subject:

*District CTE Tech  
Prep passing rate  
for a TAKS  
subject test*

*District number of CTE Tech Prep students (Grades 9-12) who passed the TAKS subject test in 2003-2004*





## **CTE Indicator #7B: Non-Traditional Courses—Female**

**This indicator is the percent of female students (Grades 9-12) completing Career and Technology Education (CTE) courses traditionally attended by males.**

### **CALCULATION**

For each district, calculate the CTE female non-traditional course completion rate:

$$\begin{array}{l} \textit{District female} \\ \textit{non-traditional} \\ \textit{course} \\ \textit{completion rate} \end{array} = \frac{\textit{District number of female students (Grades 9-12) who completed non-traditional courses}}{\textit{District number of students (Grades 9-12) who completed non-traditional courses}}$$

### **MINIMUM SIZE REQUIREMENTS**

# NCLB Indicators

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## Title I, Part C--Migrant Education

### NCLB Indicator #1(i-v): Migrant TAKS Passing Rate

This indicator is the percent of migrant students passing the TAKS subject test (Reading/ELA, Writing, Social Studies, Mathematics, Science).

#### **CALCULATION**

For each district, calculate the district migrant TAKS passing rate for each TAKS subject:

$$\text{District migrant passing rate for a TAKS subject test} = \frac{\text{District number of migrant students who passed the TAKS subject test in 2003-2004}}{\text{District number of migrant students who took the TAKS subject test in 2003-2004}}$$

#### **MINIMUM SIZE REQUIREMENTS**

- Minimum Size Criterion: At least 30 migrant TAKS test takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

#### **DATA SOURCE**

- Data sets produced by the Division of Performance Reporting.

#### **NOTES**

- The migrant TAKS passing rate for each TAKS subject test is based on results from students in the following grades:

Indicator	Subject Test	Grade Levels
1(i)	Mathematics	3-11
1(ii)	Reading/ELA	3-11
1(iii)	Science	5, 10, 11
1(iv)	Social Studies	8, 10, 11
1(v)	Writing	4, 7

- Reading and ELA are combined.
- Second administration of Grade 3 reading is included.
- Accountability subset is used.
- Summed across grades.
- Spanish TAKS is included.

The district migrant TAKS passing rate is compared to the *PBMAS* standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District Migrant TAKS Passing Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 migrant TAKS test takers in the subject for the district in 2003-2004 and PL not equal to 0.	The district migrant TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district migrant TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district migrant TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district migrant TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used as the basis for comparison for this indicator. Those standards are:

Reading/ELA	50.0%
Writing	50.0%
Social Studies	50.0%
Mathematics	35.0%
Science	25.0%

Title I, Part C--Migrant Education

NCLB Indicator #2: Migrant Annual Dropout Rate

This indicator is the percent of migrant students (Grades 7-12) who dropped out in 2002-2003.

**CALCULATION**

For each district, calculate the district migrant annual dropout rate:

$$\text{District migrant annual dropout rate} = \frac{\text{District number of migrant students (Grades 7-12) who dropped out in 2002-2003}}{\text{District number of migrant students (Grades 7-12) in attendance in 2002-2003}}$$

**MINIMUM SIZE REQUIREMENTS**

**DATA SOURCE**

- Minimum Size Criterion: At least 30 migrant students in Grades 7-12 in the district in 2002-2003.
- Special analysis will be applied for those districts not meeting the minimum size criterion. .94 47.t-30.48d240 TSr-9UEMC 29BDC /TT3 1 Data se03 produc(G)byrs7t/TT3 1 Data se03 produc(G)byrs7t/

The district migrant annual dropout rate is compared to the *PBMAS* standards for the annual dropout rate, and performance levels are assigned as follows:

**District Performance Level Criterion: District Migrant Annual Dropout Rate**

Title I, Part C--Migrant Education

**NCLB Indicator #3: Migrant RHSP/DAP Graduation Rate**

**This indicator is the percent of migrant students graduating with a Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP) diploma.**

**CALCULATION**

For each district, calculate the district percent of migrant students graduating with a Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP) diploma:

$$\begin{array}{l}
 \text{District migrant} \\
 \text{RHSP/DAP} \\
 \text{graduation rate}
 \end{array}
 = \frac{\text{District number of migrant students who graduated with a RHSP or DAP diploma in 2002-2003}}{\text{District number of migrant students who graduated in 2002-2003}}$$

**MINIMUM SIZE REQUIREMENTS**

- Minimum Size Criterion: Does not apply.

**DATA SOURCE**

- Data sets produced by the Division of Performance Reporting.

**NOTES**

- Report only for 2004-2005. The district migrant RHSP/DAP graduation rate is reported for district information and planning purposes.
- No performance levels are assigned for this indicator for 2004-2005.
- Graduation data are for the 2002-2003 school year.

## Title II—High Quality Educators

### NCLB Indicator #4: Highly Qualified Teachers

This indicator is the percent of teachers who met highly qualified standards as defined by NCLB.

#### **CALCULATION**

For each district, calculate the district highly qualified teacher rate:

*District-reported number of teachers meeting the Title II highly qualified standards in core academic subject areas as defined by NCLB in 2003-2004*

**Title III—Limited English Proficient Students**

**Performance of Limited English Proficient (LEP) students served by Title III will be reported under BE/ESL Indicator #6.**

**CALCULATION**

*See BE/ESL Indicator #6.*

**MINIMUM SIZE REQUIREMENTS**

- *See BE/ESL Indicator #6.*

**DATA SOURCE**

- *See BE/ESL Indicator #6.*

**NOTES**

- *See BE/ESL Indicator #6.*





## NOTES

- Disciplinary incident rate is calculated using PEIMS, 425 Record, all E1006—Disciplinary Action Reason codes except 21, Violated Local Code of Conduct.
- The performance levels for this indicator are based on relative standards. Relative standards will be replaced with absolute standards over time.
- The standards for this indicator are calc

<b>District Performance Level Criterion: District Disciplinary Incident Rate (District Type 2)</b>			
<b>Performance Level (PL) Assignments</b>			
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	

<b>District Performance Level Criterion: District Disciplinary Incident Rate (District Type 4)</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 students enrolled in the district in 2003 and PL not equal to 0.	The district incident rate in 2003 is no more than 0.6 percentage points higher than the incident rate in 2002. Minimum size requirements not applicable if PL = 0.	The district incident rate in 2003 is between 0.7 and 2.2 percentage points higher than the incident rate in 2002.	The district incident rate in 2003 is between 2.3 and 5.4 percentage points higher than the incident rate in 2002.	The district incident rate in 2003 is at least 5.5 percentage points higher than the incident rate in 2002.

<b>District Performance Level Criterion: District Disciplinary Incident Rate (District Type 5)</b>	
<b>Performance Level (PL) Assignments</b>	
<b>Performance Level = Special Analysis</b>	<b>Performance Performance</b>

**District Performance Level Criterion: District Disciplinary Incident Rate (District Type 6)**

**Performance Level (PL) Assignments**

**District Performance Level Criterion: District Disciplinary Incident Rate (District Type 8)**

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# Special Education Indicators

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**Special Education Indicator #1: SPED Identification**

**This indicator is the percentage of students identified to receive special education (SPED) services.**

**CALCULATION**

The district-level special education identification percentage is compared to the *PBMAS* standards for the identification of special education students, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District Percentage of Students Receiving SPED Services</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance</b>	

## Special Education Indicator #2A: SPED African American Representation

This indicator is the potential disproportion of African American students served in special education.

### CALCULATION

- For each district, calculate the district **special education African American percentage**:

$$\text{District special education African American percentage} = \frac{\text{District number of African American students served in special education in 2003-2004}}{\text{District number of students served in special education enrolled in 2003-2004}}$$

- For each district, calculate the district **overall African American percentage**:

$$\text{District overall African American percentage} = \frac{\text{District number of African American students enrolled in 2003-2004}}{\text{District number of students enrolled in 2003-2004}}$$

- For each district, a **difference score** is calculated by subtracting the district **overall African American percentage** from the district **special education African American percentage**.

$$\text{Difference score} = \text{District special education African American percentage} - \text{District overall African American percentage}$$

#### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 African American students and at least 30 students served in special education in the district.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

#### DATA SOURCE

- 2003-2004 PEIMS fall/submission 1.



**Special Education Indicator #2B: SPED Hispanic Representation**

## NOTES

- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and

## Special Education Indicator #2C: SPED LEP Representation

This indicator is the potential disproportion of students identified as Limited English Proficient (LEP) served in special education.

### CALCULATION

1. For each district, calculate the district **special education LEP percentage**:

$$\begin{array}{l} \textit{District special} \\ \textit{education LEP} \\ \textit{percentage} \end{array} = \frac{\textit{District number of LEP students served in special education in 2003-2004}}{\textit{District number of students served in}}$$

MINIMUM SIZE REQUIREMENTS	DATA SOURCE
<ul style="list-style-type: none"> <li>Minimum Size Criterion: Does not apply.</li> </ul>	<ul style="list-style-type: none"> <li>2003-2004 PEIMS fall/submission 1.</li> </ul>
<b>NOTES</b>	

- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are not included in the calculation of this indicator.



### Special Education Indicator #3: SPED TAKS Only Participation Rate

This indicator is the percent of special education (SPED) students tested only on TAKS (Reading/ELA, Writing, Social Studies, Mathematics, Science).

#### CALCULATION

For each district, calculate the district special education TAKS Only participation rate:

$$\text{District special education TAKS Only participation rate} = \frac{\text{District number of students served in special education tested only on TAKS in 2003-2004}}{\text{District number of students served in special education with unduplicated TAKS answer documents in 2003-2004}}$$

MINIMUM SIZE REQUIREMENTS	DATA SOURCE
<ul style="list-style-type: none"> <li>Minimum Size Criterion: At least 30 TAKS answer documents for students served in special education in the district in 2003-2004.</li> <li>Special analysis will be applied for those districts not meeting the minimum size criterion.</li> </ul>	<ul style="list-style-type: none"> <li>Data sets produced by the Division of Performance Reporting.</li> </ul>

#### NOTES

- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.
- The special education TAKS Only participation rate is based on results from students in the following grades:

Subject Test	Grade Levels
Mathematics	3-11
Reading/ELA	3-11
Science	5, 10, 11
Social Studies	8, 10, 11
Writing	4, 7

The district special education TAKS Only participation rate is compared to the *PBMAS* standards for TAKS Only participation, and performance levels are assigned as follows:



## Special Education Indicator #4(i-v): SPED TAKS Passing Rate

This indicator is the percent of special education (SPED) students passing each TAKS subject test (Reading/ELA, Writing, Social Studies, Mathematics, Science).

### CALCULATION

For each district, calculate the district special education TAKS passing rate for each TAKS subject:

*District special  
education passing  
rate for a TAKS  
subject test*

*District number of special education students who passed the TAKS subject test in 2003-2004*

*District number of special education students who took the TAKS subject test in 2003-2004*

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 special education TAKS takers in the subject for the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- Data sets produced by the Division of Performance Reporting.

### NOTES

- The special education TAKS passing rate for each TAKS subject test is based on results from students in the following grades:

Indicator	Subject Test	Grade Levels
4(i)	Mathematics	3-11
4(ii)	Reading/ELA	3-11
4(iii)	Science	5, 10, 11
4(iv)	Social Studies	8, 10, 11
4(v)	Writing	4, 7

- Reading and ELA are combined.
- Second administration of Grade 3 reading is included.
- Accountability subset is used.
- Summed across grades.
- Spanish TAKS is included.

The district special education TAKS passing rate is compared to the *PBMAS* standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

**District Performance Level Criterion: District Special Education TAKS Passing Rate**

**Performance Level (PL) Assignments**

## Special Education Indicator #5: SPED SDAA Only Participation

This indicator is the percent of special education students tested only on the State Developed Alternative Assessment (SDAA) (Reading, Writing, Mathematics).

### CALCULATION

For each district, calculate the district special education SDAA Only participation rate:

$$\text{District special education SDAA Only participation rate} = \frac{\text{District number of students served in special education tested only on SDAA in 2003-2004}}{\text{District number of students served in special education with unduplicated SDAA answer documents in 2003-2004}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 answer documents for students served in special education in the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- Data sets produced by the Division of Performance Reporting.

### NOTES

- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.
- The special education SDAA Only participation rate is based on results from students in the following grades:

Subject Test	Grade Levels
Mathematics	3-8
Reading	3-8
Writing	4, 7

The district special education SDAA Only participation rate is compared to the *PBMAS* standards for SDAA Only participation, and PBa

## Special Education Indicator #6: SPED Statewide Assessment Exemption Rate

This indicator is the percentage of special education students (Grades 3-8) who received Admission, Review, and Dismissal (ARD) exemption from the statewide assessments (TAKS and SDAA).

### CALCULATION

For each district, determine the district statewide assessment exemption rate:

$$\text{District statewide assessment exemption rate} = \frac{\text{District number of special education students (Grades 3-8) who received an ARD exemption in all subject areas of the statewide assessment (TAKS and SDAA) in 2003-2004}}{\text{District number of statewide assessment (TAKS and SDAA) answer documents for students (Grades 3-8) served in special education in the district in 2003-2004}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 statewide assessment (TAKS and SDAA) answer documents for students (Grades 3-8) served in special education in the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- Data sets produced by the Division of Performance Reporting.

### NOTES

- The standards for this indicator are based, in part, on Texas Education Code §39.027(c).
- The standards for this indicator are calculated based on Average Daily Attendance (ADA).
- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.

The district special education statewide assessment exemption rate is compared to the *PBMAS* standards for statewide assessment exemptions, and performance levels are assigned as follows:

<b>District Performance Level Criterion: SPED Statewide Assessment Exemption Rate (ADA = 1600 or higher)</b>	
<b>Performance Level (PL) Assignments</b>	
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0</b>



## Special Education Indicator #7: SPED SDAA Gap Closure

This indicator is the percentage of special education students (Grades 3-8) taking the State Developed Alternative Assessment (SDAA) on grade level or one grade level below enrolled grade level.

### CALCULATION

For each district, determine the district percent of special education students (Grades 3-8) taking the SDAA at grade level or one grade level below enrolled grade level:

$$\text{District SDAA gap closure rate} = \frac{\text{District number of special education students (Grades 3-8) taking SDAA at grade level or one grade level below enrolled grade level}}{\text{District number of special education students (Grades 3-8) taking the SDAA}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 students served in special education taking the SDAA in the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- Data sets produced by the Division of Student Assessment.

### NOTES

- The district SDAA gap closure rate for SDAA writing is reported for district information and planning purposes.
- No performance levels are assigned for the SDAA writing portion of this indicator for 2004-2005.
- Students with SDAA performance at achievement level 1 are not included in the calculation of this indicator.
- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.

The district special education SDAA gap closure rate is compared to the *PBMAS* standards for the SDAA gap closure, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District SDAA Gap Closure Rate for Mathematics</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 students served in special education taking the SDAA in the district in 2003-2004 and PL not equal to 0.	48.1% or more of students taking SDAA at grade level or one grade below enrolled grade level. Minimum size requirements not applicable if PL = 0.	31.1% to 48.0% of students taking SDAA at grade level or one grade below enrolled grade level.	8.1% to 31.0% of students taking SDAA at grade level or one grade below enrolled grade level.	8.0% or fewer students taking SDAA at grade level or one grade below enrolled grade level.

<b>District Performance Level Criterion: District SDAA Gap Closure Rate for Reading</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 students served in special education taking the SDAA in the district in 2003-2004 and PL not equal to 0.	43.1% or more of students taking SDAA at grade level or one grade below enrolled grade level. Minimum size requirements not applicable if PL = 0.	31.1% to 43.0% of students taking SDAA at grade level or one grade below enrolled grade level.	8.1% to 31.0% of students taking SDAA at grade level or one grade below enrolled grade level.	8.0% or fewer students taking SDAA at grade level or one grade below enrolled grade level.

## Special Education Indicator #8: SPED 3-11 Year Olds LRE Placement Rate

This indicator is the percentage of students ages 3-11 served in special education who are placed in less restrictive environments along the Least Restrictive Environment (LRE) continuum.

### CALCULATION

For each district, calculate the district LRE placement rate for students ages 3-11 years old:

$$\text{District 3-11 year olds LRE placement rate} = \frac{\text{District number of students ages 3-11 served in special education who are placed in less restrictive environments in 2003-2004}}{\text{District number of students ages 3-11 served in special education in 2003-2004}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 students ages 3-11 served in special education enrolled in the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- 2003-2004 PEIMS fall/submission 1.

### NOTES

- PEIMS setting codes 40 (mainstream) and 41 (receive resource room services less than 21% of day) are the less restrictive environments used in the calculation of this indicator.
- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are not included in the calculation of this indicator.
- Students whose PEIMS code on the 163 Record is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program 50% of the day) are not included in the calculation of this indicator.

The district 3-11 year olds LRE placement rate is compared to the *PBMAS* standards for LRE placements, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District 3-11 Year Olds LRE Placement Rate</b>	
<b>Performance Level (PL) Assignments</b>	
<b>Performance</b>	

## Special Education Indicator #9: SPED 12-21 Year Olds LRE Placement Rate

This indicator is the percentage of students ages 12-21 served in special education who are placed in less restrictive environments along the Least Restrictive Environment (LRE) continuum.

### CALCULATION

For each district, calculate the district LRE placement rate for students ages 12-21 years old:

$$\text{District 12-21 year olds LRE placement rate} = \frac{\text{District number of students ages 12-21 served in special education who are placed in less restrictive environments in 2003-2004}}{\text{District number of students ages 12-21 served in special education in 2003-2004}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 students ages 12-21 served in special education enrolled in the district in 2003-2004.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- 2003-2004 PEIMS fall/submission 1.

### NOTES

- PEIMS setting codes 40 (mainstream) and 41 (receive resource room services less than 21% of day) are the less restrictive environments used in the calculation of this indicator.
- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are not included in the calculation of this indicator.
- Students whose PEIMS code on the 163 Record is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program 50% of the day) are not included in the calculation of this indicator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator.
- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.

The district 12-21 year olds LRE placement rate is compared to the *PBMAS* standards for LRE placements, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District 12-21 Year Olds LRE Placement Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 students (ages 12-21) served in special education enrolled in the district in 2003-2004 and PL not equal to 0.	The district LRE placement rate is 46.5% or higher. Minimum size requirements not applicable if PL = 0.	The district LRE placement rate is between 38.0% and 46.4%.	The district LRE placement rate is between 26.5% and 37.9%.	The district LRE placement rate is 26.4% or lower.

## **Special Education Indicator #10: SPED Discretionary DAEP Placements**

**This indicator is the potential disproportionate discretionary placement of students served in special education in Disciplinary Alternative Education Programs (DAEPs).**

### **CALCULATION**

1. For each district, calculate the district **special education discretionary DAEP placement rate:**

*District number of discretionary DAEP placements of students served in special education in 2002-2003*

## NOTES

- Students whose PEIMS ADA Code=0 are included in the calculation of this indicator.
- Discretionary DAEP placements are for the 2002-2003 school year.
- Note that discretionary DAEP placements are defined using PEIMS, 425 Record, E1005 – Disciplinary Action Code and E1006 – Disciplinary Action Reason as follows:  
Action Code (E1005) = 07 and Reason Code (E1006) = 01, 10, 21, 23, 33, 34, and/or 41
- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.

For each district, the **difference score** is compared to the *PBMAS* standards for DAEP placements, and performance levels are assigned as



## Special Education Indicator #11: SPED Discretionary Expulsions

This indicator is the potential disproportionate discretionary expulsion of students served in special education.

### CALCULATION

1. For each district, calculate the district **special education discretionary expulsion rate**:

$$\text{District special education discretionary expulsion rate} = \frac{\text{District number of discretionary expulsions of students served in special education in 2002-2003}}{\text{District number of students served in special education in attendance in 2002-2003}}$$

2. For each district, calculate the district **overall discretionary expulsion rate**:

$$\text{District overall discretionary expulsion rate} = \frac{\text{District number of discretionary expulsions of all students in 2002-2003}}{\text{District number of all students in attendance in 2002-2003}}$$

3. For each district, a **difference score** is calculated by subtracting the district **overall discretionary expulsion rate** from the district **special education discretionary expulsion rate**.

$$\text{Difference score} = \text{District special education discretionary expulsion rate} - \text{District overall discretionary expulsion rate}$$

**NOTES**

- Students whose PEIMS ADA Code=0 are included in the calculation of this indicator.
- Discretionary expulsions are for the 2002-2003 school year.
- Note that discretionary expulsions are defined using PEIMS, 425 Record, E1005 – Disciplinary Action Code and E1006 – Disciplinary Action Reason as follows:  
 Action Code (E1005) = 01, 02, 03, 04 and Reason Code (E1006) = 04, 05, 06, 08, 20, 26, 35, and/or 49
- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.

For each district, the **difference score** is compared to the *PBMAS* standards for discretionary expulsions, and performance levels are assigned as follows:

District Performance Level Criterion: District Discretionary Expulsions				
Performance Level (PL) Assignments				
Performance Level = Special Analysis	Performance Level = 0 (met standard)	Performance Level = 1	Performance Level = 2	Performance Level = 3
Fewer than 30 students served in special education in the district in 2002-2003 and PL not equal to 0.	The district percent of SPED discretionary expulsions is no more than 1.0 percentage point higher than the percent of overall discretionary expulsions. Minimum size requirements not applicable if PL = 0.	The district percent of SPED discretionary expulsions is between 1.1 and 3.0 percentage points higher than the percent of overall discretionary expulsions.	The district percent of SPED discretionary expulsions is between 3.1 and 5.0 percentage points higher than the percent of overall discretionary expulsions.	The district percent of SPED discretionary expulsions is at least 5.1 percentage points higher than the percent of overall discretionary expulsions.

**Special Education Indicator #12: SPED Discretionary Removals to ISS**

**This indicator is the potential dispropo**

**NOTES**

- Students whose PEIMS ADA Code=0 are included in the calculation of this indicator.
- Discretionary removals to ISS are for the 2002-2003 school year.
- Note that discretionary removals to ISS are defined using PEIMS, 425 Record, E1005 – Disciplinary Action Code and E1006 – Disciplinary Action Reason as follows:  
     Action Code (E1005) = 06 and Reason Code (E1006) = All Codes
- The performance levels for this indicator are based on a relative standard. Relative standards will be replaced with absolute standards over time.

For each district, the **difference score** is compared to the *PBMAS* standards for discretionary ISS removals, and performance levels are assigned as follows:

District Performance Level Criterion: District Discretionary Removals to ISS	
Performance Level (PL) Assignments	
<b>Performance Level = Special Analysis</b>	<b>Performance</b>

## Special Education Indicator #13: SPED Annual Dropout Rate

This indicator is the percent of students (Grades 7-12) served in special education who dropped out in 2002-2003.

### CALCULATION

For each district, calculate the district special education annual dropout rate:

$$\text{District special education annual dropout rate} = \frac{\text{District number of students served in special education (Grades 7-12) who dropped out in 2002-2003}}{\text{District number of students served in special education (Grades 7-12) in attendance in 2002-2003}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 students (Grades 7-12) served in special education in the district in 2002-2003.
- Special analysis will be applied for those districts not meeting the minimum size criterion.

### DATA SOURCE

- Data sets produced by the Division of Accountability Research.

### NOTES

- Dropout data are for the 2002-2003 school year.

The district special education annual dropout rate is compared to the *PBMAS* standards for the annual dropout rate, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District Special Education Annual Dropout Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 students (Grades 7-12) served in special education in the district in 2002-2003 and PL not equal to 0.	The district special education annual dropout rate is 2.0% or lower. Minimum size requirements not applicable if PL = 0.	The district special education annual dropout rate is between 2.1% and 5.0%.	The district special education annual dropout rate is between 5.1% and 8.0%.	The district special education annual dropout rate is 8.1% or higher.

**Special Education Indicator #14(i-v): SPED Year-After-Exit TAKS Passing Rate**

This indicator is the percent of special education students who passed the TAKS subject test (Reading/ELA, Writing, Social Studies, Mathematics, Science) one year after being dismissed from receiving special education (SPED) services.

**CALCULATION**

For each district, calculate the district TAKS passing rate for each TAKS subject for students dismissed from receiving SPED services:

$$\begin{array}{l} \text{District SPED} \\ \text{year-after-exit} \\ \text{passing rate for a} \\ \text{TAKS subject test} \end{array} = \frac{\begin{array}{l} \text{District number of students who received SPED services in 2002-2003 and not in 2003-2004} \\ \text{who passed the TAKS subject test in 2003-2004} \end{array}}{\begin{array}{l} \text{District number of students who received SPED services in 2002-2003 and not in 2003-2004} \\ \text{who took the TAKS test in 2003-2004} \end{array}}$$

**MINIMUM SIZE REQUIREMENTS**

**DATA SOURCE**

The district special education year-after-exit TAKS passing rate is compared to the *PBMAS* standards for the TAKS passing rate by subject, and performance levels are assigned as follows:

<b>District Performance Level Criterion: District Special Education Year-After-Exit TAKS Passing Rate</b>				
<b>Performance Level (PL) Assignments</b>				
<b>Performance Level = Special Analysis</b>	<b>Performance Level = 0 (met standard)</b>	<b>Performance Level = 1</b>	<b>Performance Level = 2</b>	<b>Performance Level = 3</b>
Fewer than 30 TAKS test takers (dismissed from receiving SPED services) in the subject for the district in 2003-2004 and PL not equal to 0.	The district TAKS passing rate for students dismissed from receiving SPED services is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0.	The district TAKS passing rate for students dismissed from receiving SPED services is 0.1 to 5.0 percentage points below the state accountability standard for the subject.	The district TAKS passing rate for students dismissed from receiving SPED services is 5.1 to 10.0 percentage points below the state accountability standard for the subject.	The district TAKS passing rate for students dismissed from receiving SPED services is at least 10.1 percentage points below the state accountability standard for the subject.

Note: The state *Academically Acceptable* accountability standard for each subject is used as the basis for comparison for this indicator. Those standards are:

Reading/ELA	50.0%
Writing	50.0%
Social Studies	50.0%
Mathematics	35.0%
Science	25.0%



## Special Education Indicator #15: SPED RHSP/DAP Graduation Rate

This indicator is the percent of students served in special education graduating with a Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP) diploma.

### CALCULATION

For each district, calculate the district percent of students served in special education graduating with a RHSP or DAP diploma:

$$\text{District special education RHSP/DAP graduation rate} = \frac{\text{District number of students served in special education who graduated with a RHSP or DAP diploma in 2002-2003}}{\text{District number of students served in special education who graduated in 2002-2003}}$$

### MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

### DATA SOURCE

- Data sets produced by the Division of Performance Reporting.

### NOTES

- Report only for 2004-2005. The district special education RHSP/DAP graduation rate is reported for district information and planning purposes.
- No performance levels are assigned for this indicator for 2004-2005.
- Graduation data are for the 2002-2003 school year.





## APPENDIX A



### ***Nontraditional Courses***

The federal Carl Perkins law requires states to measure participation in nontraditional courses. Nontraditional courses are defined as occupations

12512101	Drafting I	530	83	613
12512102	Drafting II	149	27	176
12520177	WBL/Construction-Maint Systems	921	161	1,082
12522501	Building Maintenance I	532	48	580
12522502	Building Maintenance II	91	6	97
12522701	Architectural Blueprints/Specs	74	8	82
12522702	Architectural Materials	69	12	81
12522703	Building Trades I	3597	323	3920
12522704	Building Trades II	950	39	989

12522705 Building Trades III



12579502	Diesel Mechanics II	29	1	30
12579901	Small Engine Repair I	1,014	69	1,083
12579902	Small Engine Repair II	166	3	169
<b>Nontraditional for Males</b>				
12101400	Health Science Technology II	872	3,277	4,149
12101500	Health Science Technology III	1,231	322	1,553
N1220304	Elementary School Teacher Asst.	541	95	636
N1256824	Floriculture I	0	17	17
N1295003	Careers in Education I	52	165	217