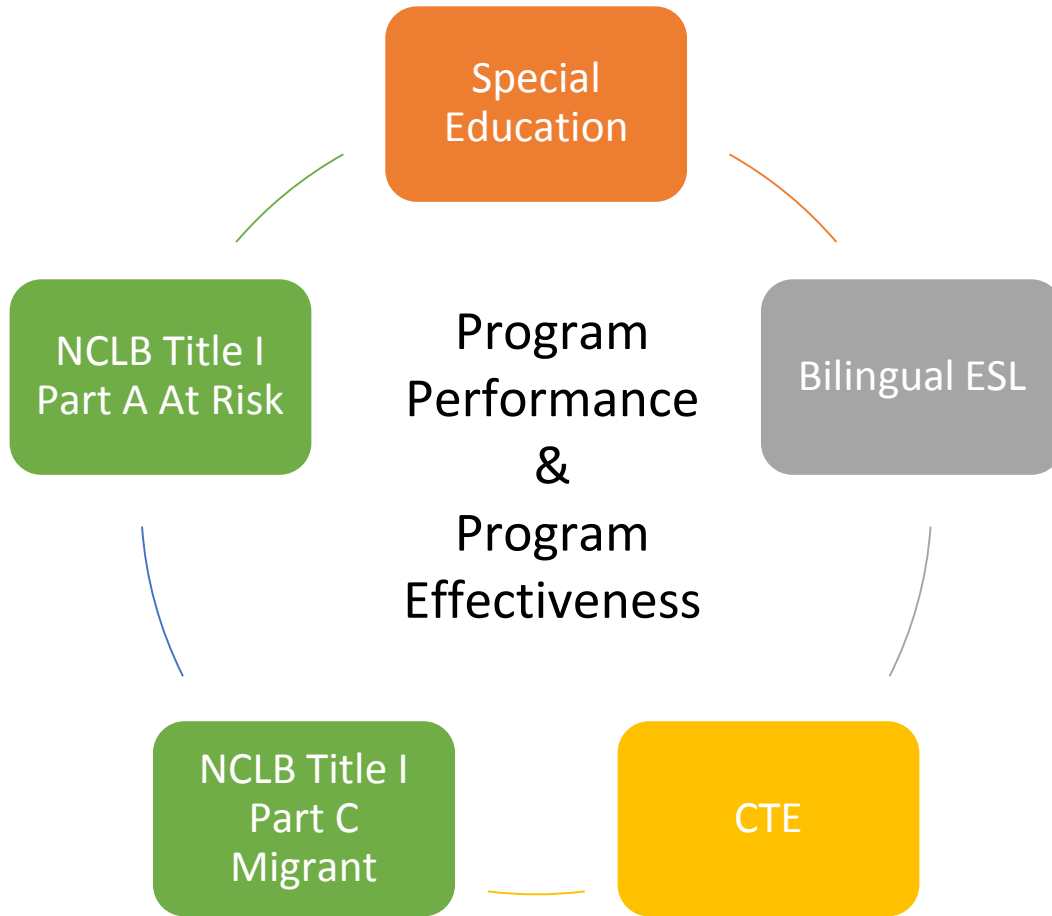


2016 Performance Based Monitoring Analysis System PBMAS 101



PBMAS Introduction



Performance-Based Monitoring Analysis System (PBMAS) is an automated data system that reports annually on the performance of school districts and charter schools in selected program areas.



16-17 Staging Framework

What's the same?

- (1) districts with one or more indicators with a PL 3 or higher* are staged for interventions; and
- (2) interventions for those districts are differentiated across four stages to ensure that TEA's engagement and support are focused on the districts with the most significant student performance and program effectiveness concerns.

*In the special education program, this includes the federally required elements (FREs), but it does not include the special education representation indicator 10.



16-17 Staging Framework

- **What's different?**

Uniformity across PBMAS program areas: Intervention staging for districts with one or more PL 3s or higher is implemented based on a 90%/10% distribution, with 90% of the districts staged at either Stage 1 or 2 and 10% of the districts staged at either Stages 3 or 4. This distribution applies to all four PBMAS program areas.

More standardization across districts: Districts with one or more PBMAS indicators or FREs with a PL 3 or higher are not all the same. Some districts have many indicators with PL 3; others have a combination of PL 3s and 4s; some have only PL 4s; some are evaluated on almost all the indicators within a program area, while others are evaluated on a smaller number of indicators within a program area. To address these variations, the interventions staging process considers (a) the number of PBMAS indicators on which a district is evaluated within each program area; and (b) its performance level on each of those PBMAS indicators:



16-17 Staging Framework

Calculating Mean

$$PBMAS \text{ PROGRAM AREA MEAN} = \frac{SUM(VALUE \text{ of } PL \ 0 \ [RI, SA] \text{ to } 4 \ [SA])}{\# \text{ RATED}}$$

*Each PL's value is equal to its level, i.e. PL 3=3.



16-17 Staging Framework

How are Differentiated Interventions Stages Determined?

Districts with one or more PBMAS indicators or FREs with a PL 3* or higher will participate in PBMAS interventions. Of that group, the 10% of districts with the highest PBMAS program area means will be in Stages 3 or 4. The remaining 90% of districts will be in Stages 1 or 2.

***In the special education program area, this does not include any PL 3s on the special education representation indicator.**



16-17 Staging Framework

Mean Ranges by Program Area for a 90%/10% Distribution**

Stage	BE/ESL	CTE	TITLE	SPED
1	0.2 – 1.0	0.2 – 0.8	0.2 – 0.9	0.2 – 1.3
2	1.1 – 1.6	0.9 – 1.1	1.0 – 1.5	1.4 – 1.5
3	1.7 – 1.9	1.2 – 1.4	1.6 – 2.2	1.6 – 1.8
4	2.0 – 3.0	1.5 – 2.1	2.3 – 3.0	1.9 – 2.2

**The 10% of districts at Stage 3 and Stage 4 will generally represent 6% at Stage 3 and 4% at Stage 4. The 90% of districts at Stage 1 and Stage 2 will generally represent 60% at Stage 1 and 30% at Stage 2. However, there will be some variations of that distribution across the four PBMAS program areas. This is because each PBMAS program area has a different number of indicators, a different numbers of districts with at least one PBMAS indicator or FRE with a PL 3 or higher, and different overall program performance.



Bilingual/ESL



Bilingual Education/English as a Second Language BE/ESL (Indicators 1-9)

- ELLs are advancing academically and performing satisfactorily on state assessments
- ELLs Not Served in BE or ESL are advancing academically and performing satisfactorily on state assessments
- ELLs are graduating and not dropping out of school
- ELLs grades 2-12 are not scoring beginning proficiency level for two consecutive years on TELPAS Reading
- ELLs grades 5-12, 5 + years demonstrate progress on TELPAS Composite rating and are not continuing to be rated B or I

INDICATOR	(a) 2016 PBMAS PL O CUT POINTS OR STATE RATE	(b) 2016 REGION RATE	(c) 2016 NUMERATOR	(d) 2016 DENOMINATOR	(e) 2016 PERFORMANCE LEVEL	(f) 2016 REGION RATE	(g) 2015 REGION RATE	(h) 2014 REGION RATE
1. BE STAAR® 3-8 PASSING RATE								
(i) MATHEMATICS	70.0 - 100	74.9	32,634	43,445	0	74.9	67.2	
(ii) READING	70.0 - 100	66.4	28,847	43,465	1	66.4	66.6	
(iii) SCIENCE	65.0 - 100	67.7	9,102	13,442	0	67.7	63.8	
(iv) SOCIAL STUDIES	65.0 - 100	66.9	99	148	0	66.9	70.2	
(v) WRITING	70.0 - 100	66.1	9,299	14,296	1	66.1	64.7	
2. ESL STAAR® 3-8 PASSING RATE								
(i) MATHEMATICS	70.0 - 100	66.0	13,400	23,946	2	66.0	48.6	
(ii) READING	70.0 - 100	43.5	10,698	24,586	3	43.5	41.1	
(iii) SCIENCE	65.0 - 100	47.2	2,982	6,300	2	47.2	35.2	
(iv) SOCIAL STUDIES	65.0 - 100	30.6	1,930	6,316	3	30.6	27.0	
(v) WRITING	70.0 - 100	37.6	2,940	7,818	3	37.6	34.3	
3. LEP (NOT SERVED IN BE/ESL) STAAR® 3-8 PASSING RATE								
(i) MATHEMATICS	70.0 - 100	63.8	1,301	2,039	1	63.8	57.6	
(ii) READING	70.0 - 100	63.5	1,099	2,055	2	63.5	55.7	
(iii) SCIENCE	65.0 - 100	62.2	282	540	2	62.2	40.8	
(iv) SOCIAL STUDIES	65.0 - 100	27.2	50	184	3	27.2	26.8	
(v) WRITING	70.0 - 100	51.7	361	698	2	51.7	50.6	
4. LEP YEAR-AFTER-EXIT (YAE) STAAR® 3-8 PASSING RATE								
(i) MATHEMATICS	70.0 - 100	87.9	6,383	7,259	0	87.9	81.6	
(ii) READING	70.0 - 100	88.2	6,604	7,489	0	88.2	83.5	
(iii) SCIENCE	65.0 - 100	89.6	2,067	2,307	0	89.6	79.1	
(iv) SOCIAL STUDIES	65.0 - 100	67.6	544	805	0	67.6	61.4	
(v) WRITING	70.0 - 100	86.4	2,626	3,039	0	86.4	82.1	
5. LEP STAAR® EOC PASSING RATE								
(i) MATHEMATICS	65.0 - 100	64.1	4,570	7,128	1	64.1	60.0	
(ii) SCIENCE	75.0 - 100	65.1	4,216	6,476	1	65.1	67.5	
(iii) SOCIAL STUDIES	70.0 - 100	69.0	3,265	4,731	1	69.0	69.0	
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	28.1	4,577	16,286	3	28.1	34.4	
6. LEP ANNUAL DROPOUT RATE (GRADES 7-12)	0 - 1.8	2.4	875	36,837	1	2.4	2.7	2.9
7. LEP GRADUATION RATE	80.0 - 100	74.8	3,414	4,567	1	74.8		
8. TELPAS READING BEGINNING PROFICIENCY LEVEL RATE	0 - 7.5	9.2	7,466	81,554	1	9.2	10.1	12.2**
9. TELPAS COMPOSITE RATING LEVELS FOR STUDENTS IN U.S. SCHOOLS MULTIPLE YEARS	0 - 7.5	13.2	6,497	49,190	2	13.2	14.3	15.2



REGIONAL REPORT

Region 01 ESC

Bilingual Education/English as a Second Language

County-District Number: 108950

INDICATOR	(a)	(b)	(c)	(d)	(e)	(f)	(g)
	2016 PBMAS	(b)	(c)	(d)	2016	2016	2015
	PL 0 CUT POINTS OR STATE RATE	2016 REGION RATE	2016 NUMERATOR	2016 DENOMINATOR	PERFORMANCE LEVEL	REGION RATE	REGION RATE

1. BE STAAR® 3-8 PASSING RATE							
(i) MATHEMATICS	70.0 - 100	74.9	32,534	43,445	0	74.9	67.2
(ii) READING	70.0 - 100	66.4	28,847	43,455	1	66.4	66.6
(iii) SCIENCE	65.0 - 100	67.7	9,102	13,442	0	67.7	53.8
(iv) SOCIAL STUDIES	65.0 - 100	66.9	99	148	0	66.9	70.2
(v) WRITING	70.0 - 100	65.1	9,299	14,295	1	65.1	64.7
2. ESL STAAR® 3-8 PASSING RATE							
(i) MATHEMATICS	70.0 - 100	56.0	13,400	23,946	2	56.0	48.6
(ii) READING	70.0 - 100	43.5	10,698	24,586	3	43.5	41.1
(iii) SCIENCE	65.0 - 100	47.2	2,982	6,320	2	47.2	35.2
(iv) SOCIAL STUDIES	65.0 - 100	30.6	1,930	6,316	3	30.6	27.0
(v) WRITING	70.0 - 100	37.6	2,940	7,818	3	37.6	34.3
3. LEP (NOT SERVED IN BE/ESL) STAAR® 3-8 PASSING RATE							
(i) MATHEMATICS	70.0 - 100	63.8	1,301	2,039	1	63.8	57.6
(ii) READING	70.0 - 100	53.5	1,099	2,055	2	53.5	55.7
(iii) SCIENCE	65.0 - 100	52.2	282	540	2	52.2	40.8
(iv) SOCIAL STUDIES	65.0 - 100	27.2	50	184	3	27.2	26.8
(v) WRITING	70.0 - 100	51.7	361	698	2	51.7	50.6
4. LEP YEAR-AFTER-EXIT (YAE) STAAR® 3-8 PASSING RATE							
(i) MATHEMATICS	70.0 - 100	87.9	6,383	7,259	0	87.9	81.6
(ii) READING	70.0 - 100	88.2	6,604	7,489	0	88.2	83.5
(iii) SCIENCE	65.0 - 100	89.6	2,067	2,307	0	89.6	79.1
(iv) SOCIAL STUDIES	65.0 - 100	67.6	544	805	0	67.6	61.4
(v) WRITING	70.0 - 100	86.4	2,626	3,039	0	86.4	82.1
5. LEP STAAR® EOC PASSING RATE							
(i) MATHEMATICS	65.0 - 100	64.1	4,570	7,128	1	64.1	60.0
(ii) SCIENCE	75.0 - 100	65.1	4,216	6,476	1	65.1	67.5
(iii) SOCIAL STUDIES	70.0 - 100	69.0	3,265	4,731	1	69.0	59.0
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	28.1	4,577	16,286	3	28.1	34.4
6. LEP ANNUAL DROPOUT RATE (GRADES 7-12)	0 - 1.8	2.4	875	36,837	1	2.4	2.7
7. LEP GRADUATION RATE	80.0 - 100	74.8	3,414	4,557	1	74.8	
8. TELPAS READING BEGINNING PROFICIENCY LEVEL RATE	0 - 7.5	9.2	7,466	81,554	1	9.2	10.1
9. TELPAS COMPOSITE RATING LEVELS FOR STUDENTS IN U.S. SCHOOLS MULTIPLE YEARS	0 - 7.5	13.2	6,497	49,190	2	13.2	14.3

Bilingual/ESL

BE/ESL Indicators #1 (BE) - #2 (ESL)

1. Students participating in Bilingual (#1) or ESL (#2) programs.
2. STAAR, STAAR Spanish, STAAR A, and STAAR Alternate 2
3. Mathematics (3-8), Reading (3-8), Science (5,8), Social studies (8), and Writing (4,7).
4. Students assessed with STAAR Alternate 2 are included in the numerator if they achieve the final Level II performance or higher.
5. For mathematics, any prior year data used in aggregation and required improvement calculations were updated to reflect the performance standards for the redesigned STAAR 3-8 mathematics assessments.



Bilingual/ESL

BE/ESL Indicator #3 (Denials)

1. ELL students NOT participating in Bilingual or ESL programs.
2. STAAR, STAAR Spanish, STAAR A, and STAAR Alternate 2
3. Mathematics (3-8), Reading (3-8), Science (5,8), Social studies (8), and Writing (4,7).
4. Students assessed with STAAR Alternate 2 are included in the numerator if they achieve the final Level II performance or higher.
5. For mathematics, any prior year data used in aggregation and required improvement calculations were updated to reflect the performance standards for the redesigned STAAR 3-8 mathematics assessments.



Bilingual/ESL

BE/ESL Indicator #4 (Year After Exit)

1. Monitored Year 1 students.
2. STAAR, STAAR Spanish, STAAR A, and STAAR Alternate 2
3. Mathematics (3-8), Reading (3-8), Science (5,8), Social studies (8), and Writing (4,7).
4. Students assessed with STAAR Alternate 2 are included in the numerator if they achieve the final Level II performance or higher.
5. For mathematics, any prior year data used in aggregation and required improvement calculations were updated to reflect the performance standards for the redesigned STAAR 3-8 mathematics assessments.



Bilingual/ESL

BE/ESL Indicator #5: EOC

1. Current ELL students taking EOCs.
2. The LEP STAAR EOC passing rate is based on STAAR, STAAR A, 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).
3. Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve the final Level II performance or higher.

New! Performance levels will be assigned for BE/ESL #5(iv) (English language arts). For this indicator, only one year of data is available for analysis, and required improvement is not available.



Bilingual/ESL

BE/ESL Indicator #6: LEP Drop-Out

Dropout data are for the 2014-2015 school year and are the most current data available for use in the 2016 PBMAS.

PL 0 = 0% -1.8%

PL 1 = 1.9% - 3.3%

PL 2 = 3.4% - 5.3%

PL 3 = 5.4% - 100%



Bilingual/ESL

BE/ESL Indicator #7: LEP Graduation

Graduation data are for the class of 2015 and are the most current data available for use in the 2016 PBMAS.

New! This indicator is based on students reported in PEIMS as LEP at any time while attending Grades 9-12 in a Texas Public School.

PL 0 = 80% - 100%

PL 1 = 70% - 79.9%

PL 2 = 55% - 69.9%

PL 3 = 0% - 54.9%



Bilingual/ESL

BE/ESL Indicator #8: TELPAS Reading

Number of ELLs in Grades 2-12 who scored BEG on TELPAS Reading in 2016

Number of ELLs in Grades 2-12 who tested on TELPAS Reading in 2016 & 2015

PL 0 = 0% - 7.5%

PL 1 = 7.6% - 10.9%

PL 2 = 11% - 13.9%

PL 3 = 14% - 100%



Bilingual/ESL

BE/ESL Indicator #9: TELPAS Composite

Number of ELLs in Grades 5-12 (5+ Yrs) with TELPAS Composite BEG or INT
(who did not meet STAAR/EOC English satisfactory academic performance)

Number of ELLs in Grades 5-12 (5+ Yrs) with a TELPAS Composite rating

PL 0 = 0% - 7.5%

PL 1 = 7.6% - 10.5%

PL 2 = 10.6% - 14.4%

PL 3 = 14.5% - 100%



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