

2017 Performance Based Monitoring Analysis System PBMAS 101



Today's Resources...

Workshop Registration Details

[Edit Workshop](#)

Workshop Id 73008
Workshop Title 2017 Performance Based Monitoring Analysis System 101

Description

The agency has conducted a review of PBMAS data, including determinations resulting from special data analysis for districts, including charter schools, with small numbers of students, and longitudinal data related to PBM interventions. Districts and charter systems staged in one or more program areas for 2017-2018 are required to engage in the Texas Accountability Intervention System (TAIS) continuous improvement process to develop a targeted improvement plan. This session is designed to guide and support school district and charter school leaders in the continuous improvement process and assist in the efforts to improve student achievement.

Audience

Members to PBMAS at the Campus/District Level, such as: Bilingual Director, CTE Director, NCLB/Federal Program Director, Special Education Director, District Coordinator for School Improvement (DCSI), Campus Administrators, and other contacts as deemed applicable

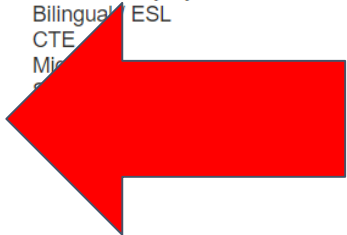
Fee	Max Participants	Min Participants	Current Registered	CPE Hours	Stipend
\$0.00	196	15	44	6	No

Workshop Materials

- 1 2017-2018 PBMAS Staging TAA.pdf
- 2 INTGR_PBM_Flowchart_17.pdf
- 3 INTGR_PBMAS Staging Framework_18.pdf
- 4 ACCT_Pacing Guides Intervention and Submission Requirements_18 (3).pdf
- 5 INTGR_PBMAS Interventions Guidance_17.pdf
- 6 ACCT_Targeted Improvement Plan-Excel_18 (4).xlsx
- 7 2017 PBMAS Manual FINAL REV 1 (4).pdf
- HURRICANE HARVEY SCHOOL SUPPLY DRIVE (003).pdf

Content Area

Accountability Systems
Bilingual/ESL
CTE
Micro





Region 1

State Accountability: 1st Year IR + Safeguards
BE/ESL, ESSA, Sped
2017-2018

Resources
Review
Submissions
Indicators
Feedback / Follow-Ups
Extensions
Review Contacts

Download All Resources (ZIP file)

Search:

Resources (Click on resources headings to download individual resource.)
Targeted Improvement Plan-Excel
Targeted Improvement Plan-PDF
TAIS Resources
TAIS Continuous Improvement Plan Framework Brouchure
Intervention and Submission Requirements
District Intervention Calendar
TAA Letter
TAIS 101
Corrective Action Plan

Showing 1 to 9 of 9 entries

<<Back to Summary

Intervention Links: 2017-2018

1. TAC Chapter 97, Subchapter EE
2. TEC Chapter 39, Subchapter C
3. TAA Letter
4. TAIS 101
5. TAIS 201
6. TEA Federal Waiver Website
7. CLT Job Description
8. DLT Job Description
9. DCSI Job Description
10. PSP Job Description
11. Downloading Resources and Uploading Files in ISAM
12. Proposing Accountability Members in ISAM-Abbr.
13. Overview of Performance Index Framework
14. TEA Grants Opportunities
15. USDE SIG/TTIPS Guidance
16. PBMAS Guidance
17. PBMAS Flowchart

Review Contacts

TEA Contacts
Primary: Ann Early

Q&A Backchannel

<http://backchannelchat.com/Backchannel/pa4rp>





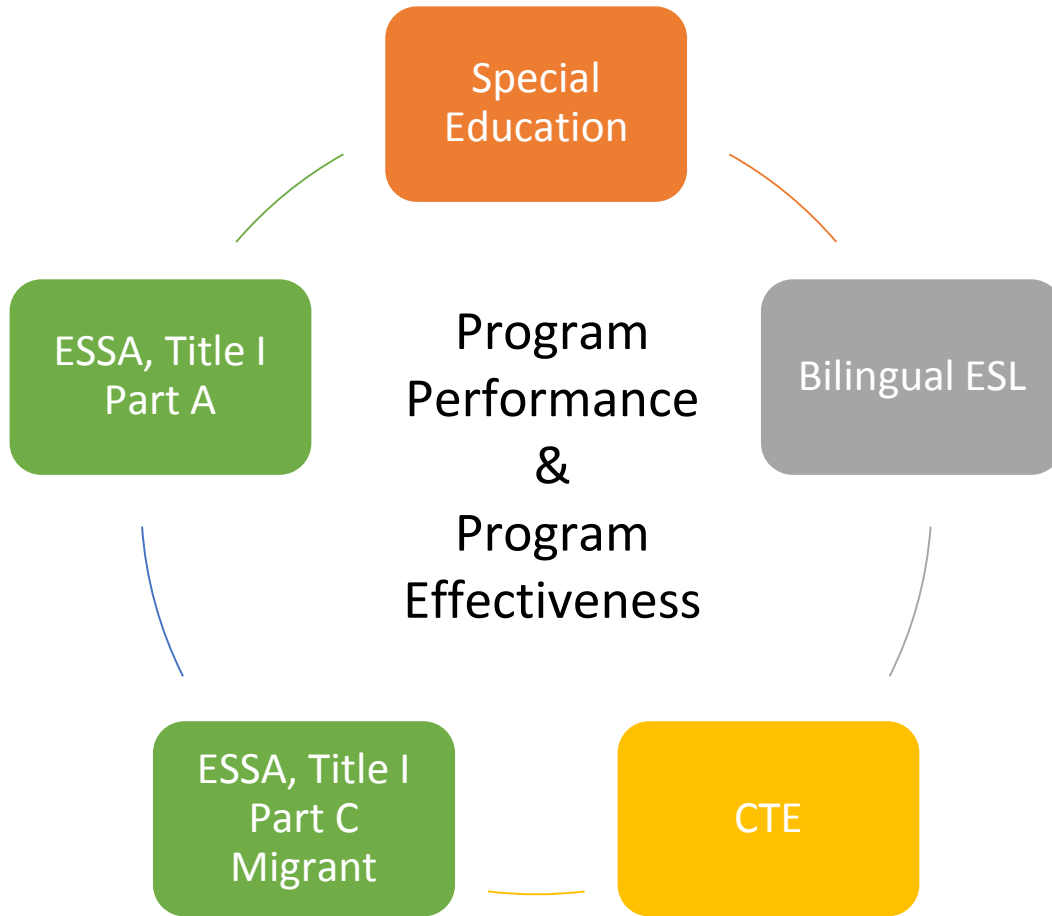
Agenda

- Welcome
- 2017 PBMAS Resources
- Introduction, Timeline, and Guiding Principles
- Staging Framework
- Background, General Changes and Updates per program area
- •Engaging in the *Texas Accountability Intervention System (TAIS)*: An Integrated Approach for Systemic Improvement

Introduction and Guiding Principles



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.



PBM

Guiding Principles

PBMAS Guiding Principles

1. Positive Results for Students: The PBMAS is intended to assist school districts in achieving positive results for students by providing districts with performance and program effectiveness information at the district, region, and state level that they can use to identify areas of strength as well as areas in need of improvement.
2. Annual Evaluation: Every district is monitored every year.
3. Maximum Inclusion: The PBMAS includes special types of analyses to ensure districts with small numbers of students are included in the system.

PBMAS Guiding Principles

4. Indicator-Level Accountability: The PBMAS is structured to ensure low performance on one indicator cannot be offset by high performance on other indicators since *each* indicator is assigned a unique result specific to that indicator.
5. High Standards: The PBMAS promotes high standards for *all* students.
6. Indicator Design: The PBMAS indicators reflect critical areas of student performance and program effectiveness.
7. Statutory Requirements: The PBMAS is designed to meet statutory requirements.

PBMAS Guiding Principles

8. Public Input and Accessibility: The PBMAS is continually informed by public input. The performance and program effectiveness information PBMAS generates is available to the public.
9. System Evolution: The PBMAS is a dynamic system that evolves over time to meet new requirements or changes that occur outside the system.
10. Coordination: PBMAS is part of a coordinated TEA approach to evaluating districts and ensuring positive results for students.

Regional PBM Data Students Served



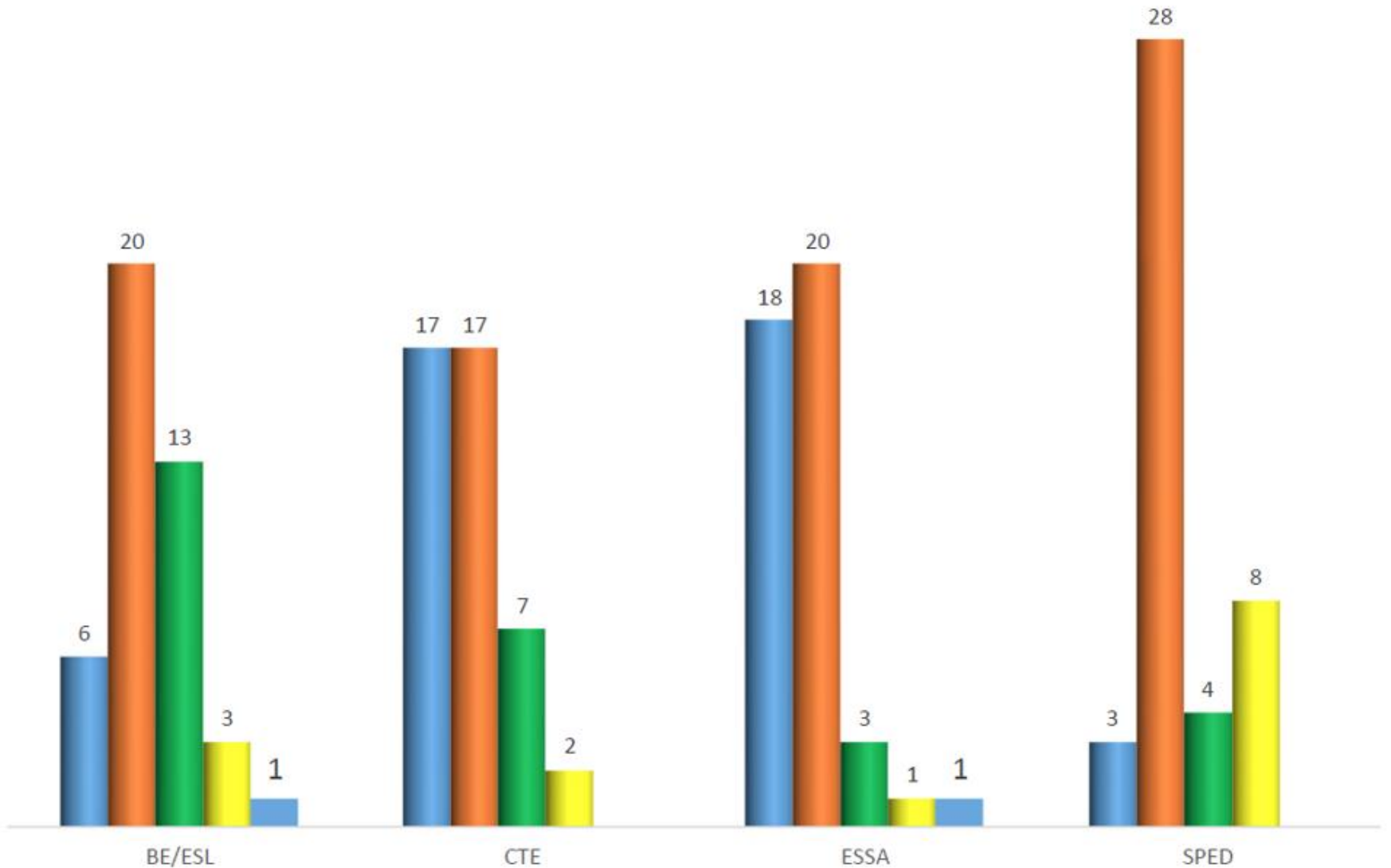
Region One 2017 PBMAS Staging

Staging	BE/ESL	CTE	ESSA	SPED
Not Staged	6	17	18	3
Stage 1	20	17	20	28
Stage 2	13	7	3	4
Stage 3	3	2	1	8
Stage 4	1	0	1	0



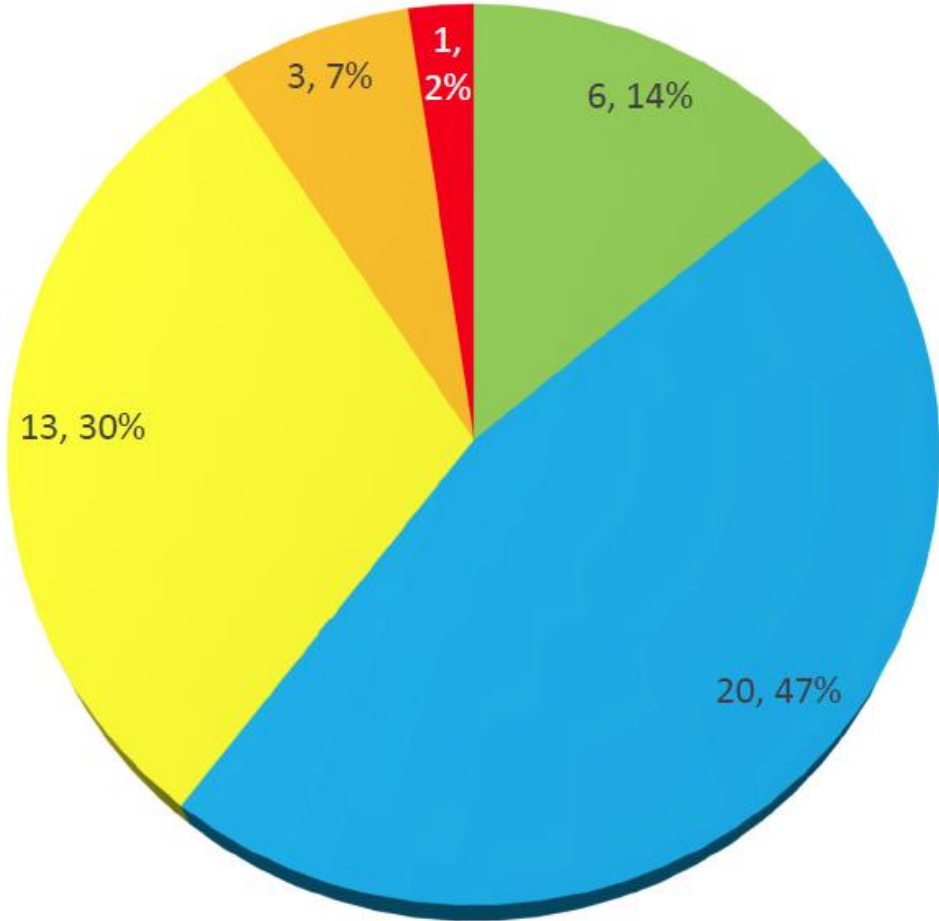
RegionOne ESC
2017 PBM Staging
District Counts by Stage

■ Not Staged ■ Stg 1 ■ Stg 2 ■ Stg 3 ■ Stg 4



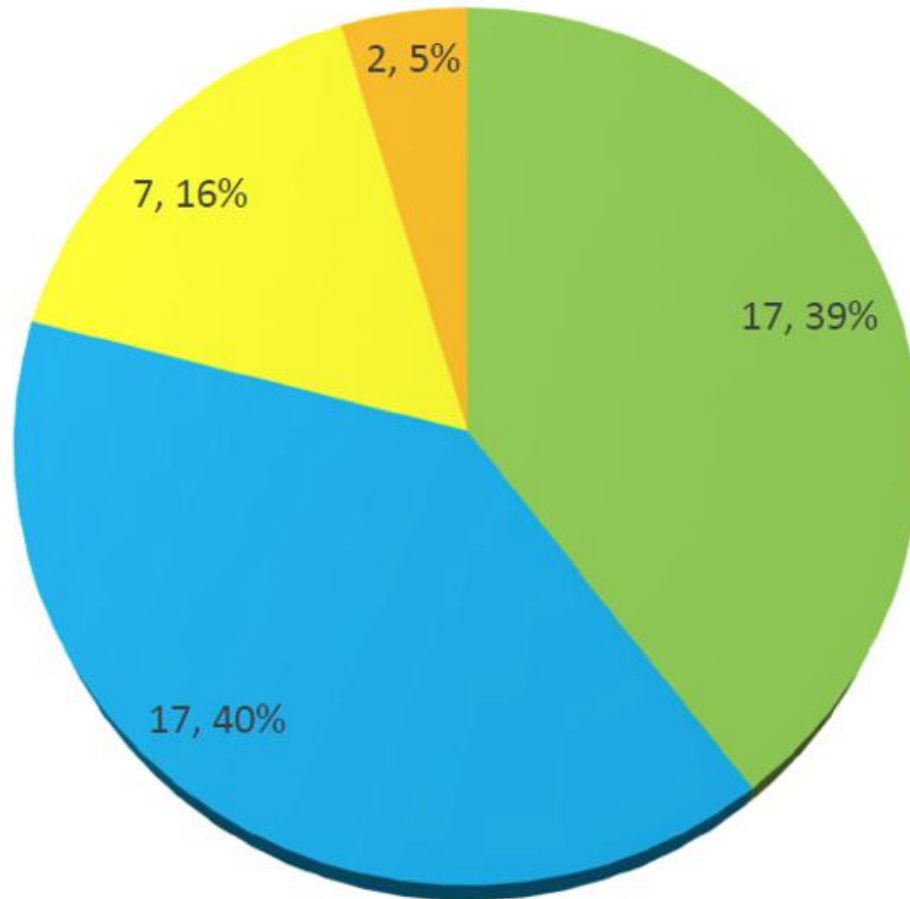
RegionOne ESC
2017 PBM Staging
District Counts by Stage - BE/ESL

■ Not Staged ■ Stg 1 ■ Stg 2 ■ Stg 3 ■ Stg 4



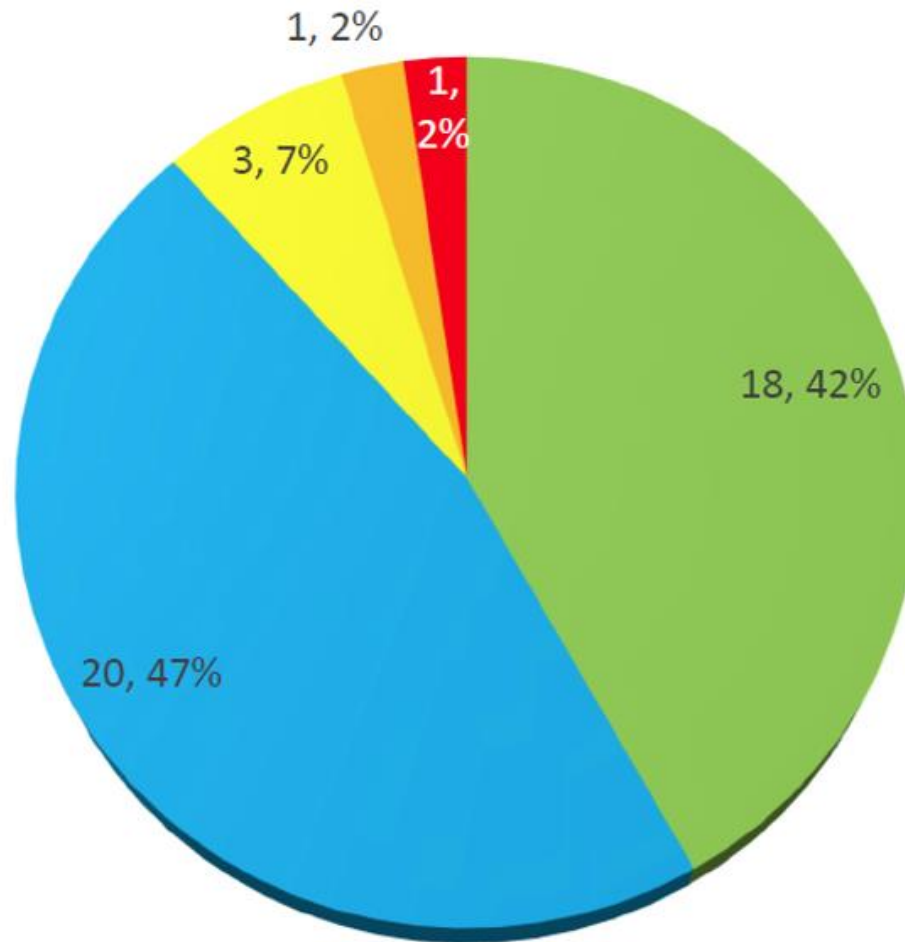
RegionOne ESC
2017 PBM Staging
District Counts by Stage - CTE

■ Not Staged ■ Stg 1 ■ Stg 2 ■ Stg 3



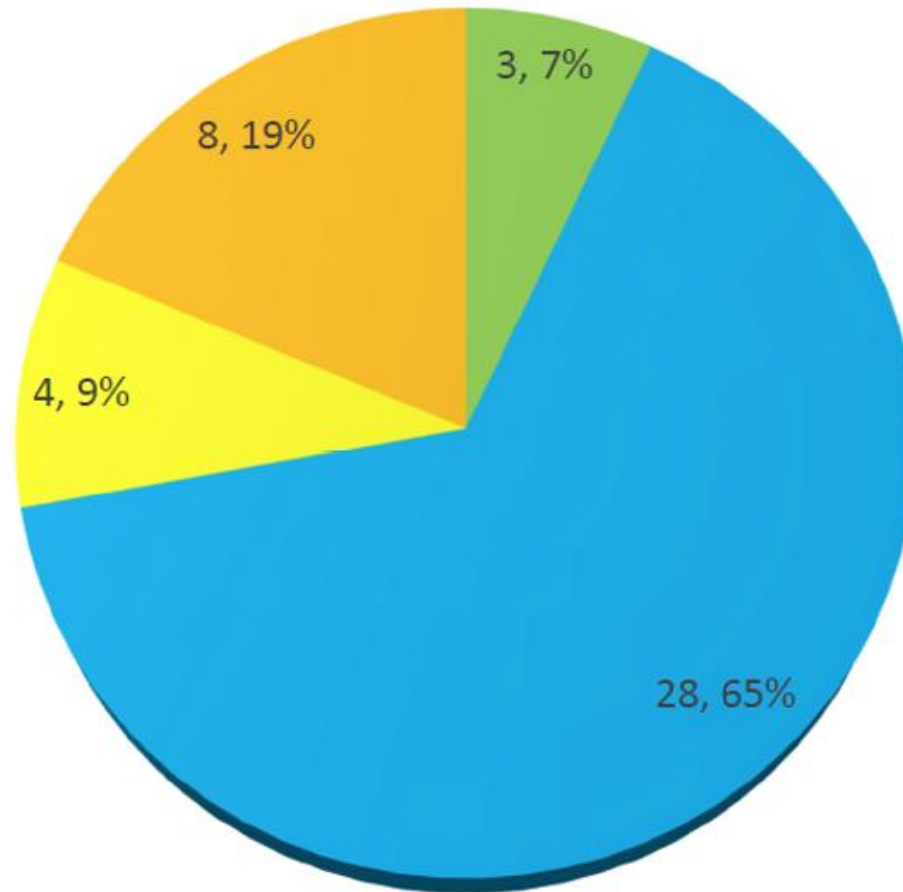
RegionOne ESC
2017 PBM Staging
District Counts by Stage - ESSA

■ Not Staged ■ Stg 1 ■ Stg 2 ■ Stg 3 ■ Stg 4



RegionOne ESC
2017 PBM Staging
District Counts by Stage - SPED

■ Not Staged ■ Stg 1 ■ Stg 2 ■ Stg 3





Texas Education Agency

Commissioner Mike Morath

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Guidance for Districts Participating in Performance-Based Monitoring Analysis System Interventions

- 1 2017-2018 PBMAS Staging TAA
- 2 INTGR_PBM_Flowchart_17
- 3 INTGR_PBMAS Staging Framework_18
- 4 ACCT_Pacing Guides Intervention and S...
- 5 INTGR_PBMAS Interventions Guidance_...
- 6 ACCT_Targeted Improvement Plan-Exce...
- 7 2017 PBMAS Manual FINAL REV 1 (4)

- Intervention Process Overview
- Intervention Type
- District Leadership Team (DLT) & District Coordinator of School Improvement (DCSI)
- Engaging in the Texas Accountability Intervention System (TAIS)



2017 PBMAS Staging Framework

<http://tinyurl.com/pbmasreports>



Texas Education Agency
2017 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
BILINGUAL EDUCATION/ENGLISH AS A SECOND LANGUAGE

Region 01

INDICATOR	2017 PL 0 CUT POINTS	2017 DISTRICT RATE	2017 NUMERATOR	2017 DENOMINATOR	2016 NUMERATOR	2016 DENOMINATOR	2015 NUMERATOR	2015 DENOMINATOR	2017 INDICATOR PERFORMANCE LEVEL
1. BE STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	70.0 - 100	79.9	1,666	2,085	1,440	1,909	1,274	1,907	0
(ii) READING	70.0 - 100	72.6	1,513	2,085	1,390	1,910	1,381	1,909	0
(iii) SCIENCE	65.0 - 100	64.5	411	637	364	550	296	566	1
(iv) SOCIAL STUDIES	65.0 - 100	*	*	*	*	*	*	*	No Data
(v) WRITING	70.0 - 100	65.5	434	663	444	650	425	625	1
2. ESL STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	70.0 - 100	64.9	902	1,389	720	1,156	484	990	1
(ii) READING	70.0 - 100	53.5	762	1,423	630	1,173	471	1,001	2
(iii) SCIENCE	65.0 - 100	46.0	172	374	138	289	83	260	2
(iv) SOCIAL STUDIES	65.0 - 100	29.3	101	345	81	259	64	222	3
(v) WRITING	70.0 - 100	54.9	259	472	168	352	111	311	2
3. LEP (NOT SERVED IN BE/ESL) STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	70.0 - 100	83.3	25	30	22	30	32	58	0
(ii) READING	70.0 - 100	80.0	24	30	23	30	34	58	0
(iii) SCIENCE	65.0 - 100	60.0 / 62.5 / 61.5	6	10	5	8	8	13	1 SA
(iv) SOCIAL STUDIES	65.0 - 100	*	*	*	*	*	*	*	NA SA
(v) WRITING	70.0 - 100	55.6 / 66.7 / 52.9	5	9	8	12	9	17	2 SA
4. LEP YEAR-AFTER-EXIT (YAE) STAAR® 3-8 PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	70.0 - 100	90.6	240	265	253	291	254	322	0
(ii) READING	70.0 - 100	93.6	263	281	271	297	275	323	0
(iii) SCIENCE	65.0 - 100	84.3	59	70	70	80	87	107	0
(iv) SOCIAL STUDIES	65.0 - 100	77.5	31	40	17	28	16	25	0
(v) WRITING	70.0 - 100	94.9	150	158	134	145	112	134	0
5. LEP STAAR® EOC PASSING RATE			<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	65.0 - 100	67.3	270	401	171	309	128	232	0
(ii) SCIENCE	75.0 - 100	60.4	276	457	174	308	133	208	2
(iii) SOCIAL STUDIES	70.0 - 100	72.2	171	237	167	214	127	167	0
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	26.6	259	966	235	708			3
6. LEP ANNUAL DROPOUT RATE (GRADES 7-12)			----- 2015-16 -----		----- 2014-15 -----		----- 2013-14 -----		
	0 - 1.6	1.4	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	0
			28	1,995	52	1,821	97	1,735	
7. LEP GRADUATION RATE			----- 2015-16 -----		----- 2014-15 -----				
	80.0 - 100	72.7 / 65.4	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>			0 RI
			186	256	159	243			
8. TELPAS READING BEGINNING PROFICIENCY LEVEL RATE	0 - 7.5	9.0	<u>BEGINNING</u>	<u>TESTED</u>	<u>BEGINNING</u>	<u>TESTED</u>	<u>BEGINNING</u>	<u>TESTED</u>	1
			355	3,923	307	3,737	332	3,477	
9. TELPAS COMPOSITE RATING LEVELS FOR STUDENTS IN U.S. SCHOOLS MULTIPLE YEARS	0 - 7.5	11.7	<u>BEG./INT.</u>	<u>TESTED</u>	<u>BEG./INT.</u>	<u>TESTED</u>	<u>BEG./INT.</u>	<u>TESTED</u>	2
			257	2,194	186	1,944	186	1,766	



Texas Education Agency
2017 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
PERFORMANCE LEVEL SUMMARY
(NOT INCLUDING REPORT ONLY INDICATORS)

Region 01

	BE/ESL				CTE				ESSA		SPED	
	BE	ESL	LEP NOT SERVED	LEP YAE	ALL CTE	CTE LEP	CTE ED	CTE SPED	TITLE I PART A	MIGRANT	ALL SPED	SPED YAE
STAAR® 3-8 PASSING RATE												
MATHEMATICS	0	1	0	0					0	0 RI	2	0
READING	0	2	0	0					0	1	2	0
SCIENCE	1	2	1 SA	0					0	1	3	0
SOCIAL STUDIES	No Data	3	NA SA	0					0	2	3	NA SA
WRITING	1	2	2 SA	0					0	2	3	0
STAAR® EOC PASSING RATE			LEP									
MATHEMATICS			0		0	0	0	3	0	0	3	
SCIENCE			2		0	2	0	3	0	0	3	
SOCIAL STUDIES			0		0	0	0	0	0	0	0	
ENGLISH LANGUAGE ARTS			3		0	3	1	4	0	2	3	
SPED STAAR® ALTERNATE 2 PARTICIPATION RATE												2
TELPAS READING BEGINNING PROFICIENCY LEVEL RATE		1										
TELPAS COMPOSITE RATING LEVELS FOR STUDENTS IN U.S. SCHOOLS MULTIPLE YEARS		2										
ANNUAL DROPOUT RATE		0				0			0	0		0
GRADUATION RATE		0 RI				0			0	0		1
SPED REGULAR EARLY CHILDHOOD PROGRAM RATE (AGES 3-5)												3
SPED REGULAR CLASS >=80% RATE (AGES 6-21)												1
SPED REGULAR CLASS <40% RATE (AGES 6-21)												1
For information about the four indicators below, visit http://tea.texas.gov/Academics/Special_Student_Populations/Special_Education/Data_and_Reports/Local_Educational_Agency_Reports_and_Requirements/#LEA_Determinations or contact the Division of Special Student Populations at (512)463-9414.												
For assistance with data collection and reporting requirements for these indicators, contact your regional education service center special education contact at http://tea.texas.gov/Academics/Special_Student_Populations/Special_Education/Parent_and_Family_Resources/Education_Service_Center_Technical_Assistance/ .												
STATE PERFORMANCE PLAN (SPP) COMPLIANCE INDICATORS												0
VALID, RELIABLE, AND TIMELY DATA												0
STATUS OF UNCORRECTED NONCOMPLIANCE												0
FINANCIAL AUDITS												0
PBMAS PERFORMANCE LEVEL MEAN		<u>BE/ESL</u>				<u>CTE</u>			<u>ESSA</u>		<u>SPED</u>	
		0.9				0.9			0.4		1.3	



2017–2018 Staging Framework

What continues to be the same?

- Districts with one or more indicators with a performance level (PL) 3 or higher are staged for interventions; and
- 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). The FREs are: State Performance Plan compliance indicators 9, 10, 11, 12 and 13; data integrity; uncorrected noncompliance; and audit findings.



2017–2018 Staging Framework

Uniformity across PBMAS program areas:

Intervention staging is implemented based on a 90%/10% distribution:

- 90% of the districts staged at either Stage 1 or 2 –
 - generally 60% at Stage 1 and
 - generally 30% at Stage 2.

- 10% of the districts staged at either Stage 3 or 4 –
 - generally 6% at Stage 3 and
 - generally 4% at Stage 4.



2017–2018 Staging Framework

- ▶ **This 90%/10% distribution applies to all four PBMAS program areas.**
- ▶ However, there will be **some variations** of that distribution across the four PBMAS program areas, as each PBMAS program area has:
 - a different number of indicators,
 - a different number of districts with at least one PBMAS indicator or FRE with a PL 3 or higher, and
 - different overall program performance.



2017–2018 Staging Framework

- ▶ Calculating Mean

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

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



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

Stage	BE/ESL	CTE	ESSA	SPED
1	0.2 - 1.2	0.2 - 0.8	0.2 - 0.9	0.1 - 1.3
2	1.3 - 1.7	0.9 - 1.3	1.0 - 1.5	1.4 - 1.5
3	1.8 - 2.0	1.4 - 1.5	1.6 - 2.2	1.6 - 1.8
4	2.1 - 3.2	1.6 - 2.4	2.3 - 3.0	1.9 - 2.2



2017-2018 PBMAS Staging Framework

The 2017 Performance-Based Monitoring Analysis System (PBMAS) intervention staging process is based on the two long-standing principles that have been fundamental to the overall PBM system since its inception:

- districts with one or more indicators with a performance level (PL) 3¹ or higher are staged for interventions; and
- 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.

Within this process, there continues to be uniformity of staging across the four PBMAS program areas, and the intervention staging process includes more standardization across the districts to ensure that variation in the scope of PBMAS indicators on which districts are evaluated is considered:

- 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 Stage 3 or 4. This distribution applies to all four PBMAS program areas.
- More standardization across districts: Districts with one or more PBMAS indicators or federally-required elements (FREs) with a PL 3 or higher are not all the same. Some districts have many indicators with a 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 intervention 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:

$$PBMAS \text{ PROGRAM AREA MEAN} = \frac{SUM(VALUE \text{ of } PL \text{ 0 [RI,SA] to 4 [SA])^2}{\# \text{ RATED}}$$

To ensure the continuation of the 90% (Stages 1 and 2)/10% (Stages 3 and 4) distribution of intervention levels by program area, an adjustment to the mean ranges by program area for the assignment of stages was implemented.

Mean Ranges by Program Area for a 90%/10% Distribution²

Stage	BE/ESL	CTE	ESSA	SPED ⁴
1	0.2–1.2	0.2–0.8	0.2–0.9	0.1–1.3
2	1.3–1.7	0.9–1.3	1.0–1.5	1.4–1.5
3	1.8–2.0	1.4–1.5	1.6–2.2	1.6–1.8
4	2.1–3.2	1.6–2.4	2.3–3.0	1.9–2.2

¹ In the special education program, this includes the federally required elements (FREs). The FREs are: State Performance Plan compliance indicators 9, 10, 11, 12 and 13; data integrity; uncorrected noncompliance; and audit findings.

² Each PL's value is equal to its level, i.e. PL 3=3.

³ 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 number of districts with at least one PBMAS indicator or FRE with a PL 3 or higher, and different overall program performance.

⁴ Indicators that were assigned PLs of Significant Disproportionality (SD Year 1) were not included in the SPED program area means and therefore have no impact on staging.

Revised 10/9/2017



2017 PBMAS Timeline

- PBMAS manual posted on the TEA website on August 8, 2017
- Districts' PBMAS reports were posted to the TEASE Accountability application August 15, 2017
- Updated Intervention Staging levels on TEASE week of October 16, 2017
- Resources and required intervention activities available on ISAM the week of October 16th
- Targeted Improvement Plan for Stages 3 and 4 due November 17, 2017



OCTOBER 2017

- ✓ - LEA enters and submits DCSI qualifications in ISAM (IR, Stage 3 and 4) (10/6/17)
- ✓ - DCSI and DLT engage in TAIS training, data analysis, root cause analysis, and plan development (IR, all stages)

What's coming up in November?

- *Targeted Improvement Plan submission (IR, PBMAS Stage 3 and 4)*

What needs to be completed now and in preparation for next month?

- Enter DCSI information, including qualifications, in ISAM (IR, Stage 3 and 4)
- Complete TAIS training (all stages)
- Identify stakeholders needed to participate in each of the following activities: data analysis, needs assessment, and plan development for TIP (IR, PBMAS Stage 3 and 4)
- Schedule time and location to conduct data analysis
- Schedule time and location to conduct needs assessment
- Schedule time and location to begin TIP development
- Begin TAIS improvement planning process to complete initial TIP by November 17
- Communicate data analysis results to relevant stakeholders

Extension opportunities:

- ★ Prepare for November's implementation planning:
 - Implementation and Monitoring videos and Extended Learning Guides by Dr. Mike Schmoker, Dr. Margaret Heritage, and Dr. Michael Fullan
 - <http://www.taisresources.net/implement-and-monitor/>



NOVEMBER- JANUARY 2017

- ✓ – DCSI submits initial Targeted Improvement Plan (IR, Stage 3 and 4) (11/17/17)

What's coming up in February?

- *Progress check-in led by DCSI (IR, PBMAS Stage 3 and 4)*
- *TIP Update in ISAM (IR, PBMAS Stage 3 and 4)*
- *Compliance review summary (PBMAS Stage 3 or 4 SPED and didn't submit prior year)*

What needs to be completed now and in preparation for February check-in?

- Complete data analysis, root cause analysis, and plan development
- Record observations and trends gathered as a result of the data and root cause analysis
- Research strategies aligned to the identified root cause for implementation through the TIP
- Submit TIP in ISAM (IR, PBMAS Stage 3 and 4)
- Determine process for monitoring TIP and conducting progress check ins
- Establish data sources to guide compliance review summary (PBMAS Stage 3 SPED and didn't submit in prior year)
- Schedule date to begin compliance review summary (PBMAS Stage 3 or 4 SPED and didn't submit in prior year)

Extension opportunities:

- ★ Prepare for February's progress check in:
 - Support System videos and Extended Learning Guides by Dr. Andy Hargreaves, Dr. Heather Zavadsky, Dr. Paul Bambrick-Santoyo, and Dr. Ervin Knezek
 - <http://www.taisresources.net/support-systems-overview/>



FEBRUARY-MAY 2018

- ✓ - DSCI leads progress check in and submits TIP update (IR, Stage 3 and 4) (2/16/18)
- DCSI submits compliance review summary, if applicable (Stage 3 and 4 SPED and didn't submit in prior year) (2/16/18)

What's coming up in June?

- *Progress check-in led by DCSI*
- *EOY progress update with data reflection*

What needs to be completed now and in preparation for next month?

- Monitor implementation of improvement strategies from TIP
- Collect and analyze data points to monitor progress of implementation plan
- Synthesize data into findings to share with agency consultant (IR, PBMAS Stage 3 and 4)
- Communicate implementation progress and data analysis results to relevant stakeholders
- Record trends gathered during the progress check-in
- Submit TIP update with supporting data in ISAM (IR, PBMAS Stage 3 and 4)
- Submit compliance review summary (Only if Stage 3 or 4 SPED and did not submit in prior year)

Extension opportunities:

- ★ Prepare for June's progress check in:
 - Implementation and Monitoring videos and Extended Learning Guides by Dr. Mike Schmoker, Dr. Margaret Heritage, and Dr. Michael Fullan
 - <http://www.taisresources.net/implement-and-monitor/>



JUNE 2018

- ✓ – DSCI leads progress check in and submits EOY progress update/data reflection (IR, Stage 3 and 4) (06/29/2018)

What needs to be completed this month:

- Implement progress check-in process
- Record trends gathered during the progress check-in
- Collect and analyze data points to reflect on progress of TIP
- Synthesize data into findings to share with agency consultant (IR, PBMAS Stage 3 and 4)
- Submit EOY progress update/data reflection in ISAM (IR, PBMAS Stage 3 and 4)
- Communicate progress check in results to relevant stakeholders



PBMAS

Special Education Changes



OVERVIEW OF CHANGES FOR 2017 SPED PBMAS

2016 PBMAS SPED Indicators	2017 PBMAS SPED Indicators
Indicator #1(i-v): SPED STAAR 3-8 Passing Rate	Not affected by 34 CFR Part 300
Indicator #2(i-v): SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate	
Indicator #3(i-iv): SPED STAAR EOC Passing Rate	
Indicator #4: SPED STAAR Alternate 2 Participation Rate	
Indicator #5: SPED Regular Early Childhood Program Rate (Ages 3-5)	Aligned with State Performance Plan
Indicator #6: SPED Regular Class \geq 80% Rate (Ages 6-21)	
Indicator #7: SPED Regular Class $<$ 40% Rate (Ages 6-21)	Revised based on 34 CFR Part 300
	Indicator #8: SPED Separate Settings Rate (Ages 6-21) added based on 34 CFR Part 300
Indicator #8: SPED Annual Dropout Rate (Grades 7-12)	Not affected by 34 CFR Part 300 but renumbered based on new Indicator #8 above
Indicator #9: SPED Graduation Rate	
Indicator #10: SPED Representation	Eliminated
Indicator #11: SPED African American (Not Hispanic/Latino) Representation	Replaced with Indicator #11 based on 34 CFR Part 300
Indicator #12: SPED Hispanic Representation	
Indicator #13: SPED LEP Representation	
Indicator #14: SPED Discretionary DAEP Placements	Will be replaced with five discipline indicators required under 34 CFR Part 300 Scheduled to be previewed with 2017 Discipline Data Validation
Indicator #15: SPED Discretionary ISS Placements	
Indicator #16: SPED Discretionary OSS Placements	



Special Education (Indicators 1-11)

- Are students with disabilities advancing academically and performing satisfactorily on state assessments?
- Are students taking the appropriate state assessment, based on the instruction they are receiving?
- Are students who have been exited from the program advancing academically and performing satisfactorily on state assessments?
- Are students placed in the least restrictive environment and receiving the services they need?
- Are students graduating or staying until they age out of the program and not dropping out?

TEXAS EDUCATION AGENCY
2016 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
REGIONAL REPORT
Special Education

Region 01 ESC
County-District Number: 108950

INDICATOR	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)
	2016 PBIAS PL 0 CUT POINTS OR STATE RATE	2016 REGION RATE	2016 NUMERATOR	2016 DENOMINATOR	2016 PERFORMANCE LEVEL	2016 REGION RATE	2015 REGION RATE	2014 REGION RATE	2014 - 2016 CHANGE
1. SPED STAAR® 3-8 PASSING RATE									
(i) MATHEMATICS	70.0 - 100	44.9	6,900	15,364	2	44.9	36.5		
(ii) READING	70.0 - 100	35.8	5,537	15,481	3	35.8	33.5		
(iii) SCIENCE	65.0 - 100	38.1	1,984	5,208	3	38.1	32.9		
(iv) SOCIAL STUDIES	65.0 - 100	25.5	615	2,416	3	25.5	26.1		
(v) WRITING	70.0 - 100	31.5	1,467	4,652	3	31.5	24.0		
2. SPED YEAR-AFTER-EXIT (YAE) STAAR® 3-8 PASSING RATE									
(i) MATHEMATICS	70.0 - 100	73.3	500	682	0	73.3	70.2	71.2	2.1
(ii) READING	70.0 - 100	65.8	450	698	1	65.8	67.6	67.2	-1.4
(iii) SCIENCE	65.0 - 100	74.2	138	186	0	74.2	62.9	65.3	8.9
(iv) SOCIAL STUDIES	65.0 - 100	54.5	48	88	2	54.5	59.8	40.8	13.7
(v) WRITING	70.0 - 100	52.6	121	230	2	52.6	60.6	55.0	-2.4
3. SPED STAAR® EOC PASSING RATE									
(i) MATHEMATICS	65.0 - 100	46.7	1,482	3,176	2	46.7	43.3		
(ii) SCIENCE	75.0 - 100	49.0	1,360	2,777	3	49.0	55.4		
(iii) SOCIAL STUDIES	70.0 - 100	49.9	1,212	2,431	3	49.9	47.4		
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	23.7	1,572	6,621	3	23.7	28.1		
4. SPED STAAR® ALTERNATE 2 PARTICIPATION RATE	0 - 10.0	15.4	2,580	16,710	2	15.4	14.9	14.7	0.7
5. SPED REGULAR EARLY CHILDHOOD PROGRAM RATE (AGES 3-5)	30.0 - 100	25.9	731	2,817	1	25.9	22.7		
6. SPED REGULAR CLASS >=80% RATE (AGES 6-21)	70.0 - 100	64.7	19,024	29,381	1	64.7			
7. SPED REGULAR CLASS <40% RATE (AGES 6-21)	0 - 10.0	16.9	4,953	29,381	1	16.9			
8. SPED ANNUAL DROPOUT RATE (GRADES 7-12)	0 - 1.8	1.9	297	15,354	1	1.9	2.2	2.4	-0.5
9. SPED GRADUATION RATE	80.0 - 100	79.2	1,779	2,246	1	79.2	78.4	78.6	0.6

Detailed information on each of the indicators above can be found in the "PBIAS 2016 Manual" at <http://tea.texas.gov/pbm/PBIASManuals.aspx>. An asterisk (*) is used to mask data in order to protect student confidentiality. The rates in column (g) for the 2015 STAAR® 3-8 mathematics indicators were updated to reflect the performance standards for the redesigned STAAR® 3-8 mathematics assessments. The rates in column (g) for the 2015 STAAR® performance indicators are not comparable to the rates in column (f) for the 2016 STAAR® performance indicators because they are based on different student performance standards. Column (i) for SPED Indicator #2(1-v) reflects changes in rates regardless of changes to student performance standards.



Special Education (cont'd)

- Are students with disabilities removed for discipline reasons more than other students?

New PL structure for the discipline indicators:

- The original expectation was focusing on percentage point differences (DIFF) would encourage districts, *regardless* of PL assignment, to address issues of disproportionality, but this has not typically been the case.
- Focusing on percentage point differences may have given some districts the impression they do not have disproportionate discipline placements, when they actually do.

Region 01 ESC
County-District Number: 108950

INDICATOR	MIN	1.0	0.5	490	35,821	0	0.5	0.6	0.8	-0.3
10. SPED REPRESENTATION										
11. SPED AFRICAN AMERICAN (NOT H REPRESENTATION)				490	35,821	0				
SPED AFRICAN AMERICAN				3,971	450,984					
ALL AFRICAN AMERICAN										
12. SPED HISPANIC REPRESENTATION										
SPED HISPANIC										
ALL HISPANIC										
13. SPED LEP REPRESENTATION										
SPED LEP										
ALL LEP										
14. SPED DISCRETIONARY DAEP PLACEMENTS	MIN - 1.0		0.5			0				
SPED DAEP PLACEMENTS			1.4	490	35,821					
ALL DAEP PLACEMENTS			0.9	3,971	450,984					
15. SPED DISCRETIONARY ISS PLACEMENTS	MIN - 10.0		7.8			0	7.8	8.9	10.7	-2.9
SPED ISS PLACEMENTS			26.6	9,540	35,821					
ALL ISS PLACEMENTS			18.8	84,813	450,984					
16. SPED DISCRETIONARY OSS PLACEMENTS	MIN - 6.0		6.0			0	6.0	6.7	7.7	-1.7
SPED OSS PLACEMENTS			13.9	4,953	35,821					
ALL OSS PLACEMENTS			7.9	35,536	450,984					

Detailed information on each of the indicators is available in the Discipline Data Validation report. An asterisk (*) is used to mask data. MIN = Minimum and denotes values less than or equal to the minimum value.

The discipline indicators will no longer be reported in PBMAS

They will now be reported under Discipline Data Validation



Differences Between Discipline Data Validation Indicators and Other PBM Indicators

- A PBMAS performance indicator yields a definitive result, e.g., 85% of a certain cohort graduated with a high school diploma in four years.
- A discipline data validation indicator typically suggests an anomaly that may require a local review to determine whether the anomalous data are accurate.
 - For example, a district may report it expelled a student for three unexcused absences. This unauthorized expulsion will appear as a data anomaly. The district will need to determine, after a local review and verification process, whether the reported expulsion was a coding error or a failure to comply with discipline requirements. Depending on the indicator, the local review may also conclude the district's data are accurate and verifiable.
- Another difference between PBMAS performance indicators and PBM discipline data validation indicators is the criteria used to evaluate districts.
 - In PBMAS, performance indicators include a range of established cut points used to evaluate districts,
 - Discipline data validation indicators typically require an annual review of data to identify what data may be anomalous or what trends can be observed over time.



2017 PBMAS Indicator: **SPED**

Program Area and Indicator Number	Indicator Name	2016 PBMAS	2017 PBMAS
SPED #1(i-v)	SPED STAAR 3-8 Passing Rate (M, R, S, SS, W)	<ul style="list-style-type: none"> <input type="checkbox"/> PLs were assigned based satisfactory student performance and above. <input type="checkbox"/> RI but no SA <input type="checkbox"/> Two years of data available for analysis 	<ul style="list-style-type: none"> <input type="checkbox"/> Add SA. <input type="checkbox"/> Three years of data available for analysis



2017 SPED #1(i-v) SPED STAAR 3-8 Passing Rate (M, R, S, SS, W)

Calculation

number of SPED STAAR 3-8 [subject (i-v)] passers

number of SPED STAAR 3-8 [subject (i-v)] takers

PL Assignment

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

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



PL Assignment

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

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

Region One: Example of Indicator 1--SPED STAAR 3-8 Passing Rate (Math area only)

Math 6,900 passers = 44.9% PL 2
15,364 takers

How many more students did Region One need to be a PL 1? PL 0?

To improve to a Performance Level 1 (PL 1):

Step 1: $15,364 (x) .55 = 8,450.2$

Step 2: Round 8,450.2 to 8,451 as we cannot have .2 of a student

Step 3: $8,451$ (projected # of passers needed for PL 1) - $6,900$ (actual passers) = difference of 1,501 students

To improve to a Performance Level 0 (PL 0):

Step 1: $15,364 (x) .70 = 10,754.8$

Step 2: Round 10,754.8 to 10,755 as we cannot have .8 of a student

Step 3: $10,755$ (projected # of passers needed for PL 0) - $6,900$ (actual passers) = difference of 3,855 students



2017 PBMAS Indicator: **SPED**

Program Area and Indicator Number	Indicator Name	2016 PBMAS	2017 PBMAS
SPED #2(i-v)	SPED YAE STAAR 3-8 Passing Rate (M, R, S, SS, W)	<ul style="list-style-type: none"> <input type="checkbox"/> PLs were assigned based on satisfactory student performance and above. <input type="checkbox"/> No RI or SA <input type="checkbox"/> Three years of data available for analysis (two years for math) 	<ul style="list-style-type: none"> <input type="checkbox"/> Add SA. <input type="checkbox"/> Three years of data available for analysis



2017 SPED #2(i-v) SPED YAE STAAR 3-8 Passing Rate (M, R, S, SS, W)

Calculation:

number of SPED YAE STAAR 3-8 [subject (i-v)] passers

number of SPED YAE STAAR 3-8 [subject (i-v)] takers

PL Assignment

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

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



2017 PBMAS Indicator: **SPED**

Program Area and Indicator Number	Indicator Name	2016 PBMAS	2017 PBMAS
SPED #3(i-iv)	SPED STAAR EOC Passing Rate (M, S, SS, ELA)	<ul style="list-style-type: none"> <input type="checkbox"/> PLs were assigned (including ELA) based on satisfactory student performance and above. <input type="checkbox"/> Changes to the cut points were implemented. <input type="checkbox"/> RI (except ELA) but no SA <input type="checkbox"/> Two years of data available for analysis (one year for ELA) 	<ul style="list-style-type: none"> <input type="checkbox"/> Add RI for ELA. <input type="checkbox"/> Add SA (except ELA) <input type="checkbox"/> Three years of data available for analysis (two years for ELA)



2017 SPED #3(i-iv) SPED STAAR EOC Passing Rate (M, S, SS, ELA)

Calculation

number of SPED STAAR EOC [subject (i-iv)] passers

number of SPED STAAR EOC [subject (i-iv)] takers

PL Assignment

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

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



2017 PBMAS Indicator: **SPED**

Program Area and Indicator Number	Indicator Name	2016 PBMAS	2017 PBMAS
SPED #4	SPED STAAR Alternate 2 Participation Rate	<ul style="list-style-type: none"><input type="checkbox"/> PLs were assigned with RI and SA.<input type="checkbox"/> Three years of data available for analysis	<ul style="list-style-type: none"><input type="checkbox"/> No changes



2017 SPED #4 SPED STAAR Alternate 2 Participation Rate

Calculation

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

PL Assignment

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

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



2017 PBMAS Indicator: **SPED**

Program Area and Indicator Number	Indicator Name	2016 PBMAS	2017 PBMAS
SPED #5	SPED Regular Early Childhood Program Rate (Ages 3-5)	<ul style="list-style-type: none">❑ PLs were assigned with RI but no SA.❑ Two years of data available for analysis	<ul style="list-style-type: none">❑ Three years of data available for analysis



2017 SPED #5 SPED Regular Early Childhood Program Rate (Ages 3-5)

Calculation

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

number of students ages 3-5 served in special education

PL Assignment

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

SPED Indicator	PL 0	PL 1	PL 2	PL 3
5	30.0% - 100%	20.0% - 29.9%	10.1% - 19.9%	0% - 10.0%



2017 PBMAS Indicator: **SPED**

Program Area and Indicator Number	Indicator Name	2016 PBMAS	2017 PBMAS
SPED #6	SPED Regular Class \geq 80% Rate (Ages 6-21)	<ul style="list-style-type: none"> <input type="checkbox"/> PLs were assigned based on ages 6-21. <input type="checkbox"/> No RI or SA <input type="checkbox"/> One year of data available for analysis <input type="checkbox"/> SD RO by race/ethnicity was added. 	<ul style="list-style-type: none"> <input type="checkbox"/> Add RI. <input type="checkbox"/> Discontinue SD RO by race/ethnicity. <input type="checkbox"/> Two years of data available for analysis



2017 SPED #6 SPED Regular Class $\geq 80\%$ Rate (Ages 6-21)

Calculation

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

PL Assignment

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

SPED Indicator	PL 0	PL 1	PL 2	PL 3
6	70.0% - 100%	57.0% - 69.9%	45.1% - 56.9%	0% - 45.0%



2017 PBMAS Indicator: **SPED**

Program Area and Indicator Number	Indicator Name	2016 PBMAS	2017 PBMAS
SPED #7	SPED Regular Class <40% Rate (Ages 6-21)	<ul style="list-style-type: none"> <input type="checkbox"/> PLs were assigned based on ages 6-21. <input type="checkbox"/> No RI or SA <input type="checkbox"/> One year of data available for analysis <input type="checkbox"/> SD RO by race/ethnicity was added. 	<ul style="list-style-type: none"> <input type="checkbox"/> Revise the indicator based on final federal regulations under 34 CFR Part 300, issued by USDE on December 19, 2016. <input type="checkbox"/> Assign SD Year 1 PLs based on race/ethnicity. <input type="checkbox"/> Add RI to overall component, where two years of data are available.



2017 SPED #7 SPED Regular Class <40% Rate (Ages 6-21)

Calculation

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

PL Assignment

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

SPED Indicator	PL 0	PL 1	PL 2	PL 3
7	0% - 10.0%	10.1% - 18.9%	19.0% - 20.9%	21.0% - 100%

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

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

Risk Ratios:

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



2017 PBMAS Indicator: **SPED**

Program Area and Indicator Number	Indicator Name	2016 PBMAS	2017 PBMAS
SPED #8	SPED Separate Settings Rate (Ages 6-21)	<input type="checkbox"/> N/A	<ul style="list-style-type: none"> <input type="checkbox"/> New indicator required by final federal regulations under 34 CFR Part 300, issued by USDE on December 19, 2016. <input type="checkbox"/> Assign SD Year 1 PLs based on race/ethnicity. <input type="checkbox"/> Overall component is Report Only.



SPED Indicator #8: SPED Separate Settings Rate (Ages 6-21)

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

Calculation

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

PL Assignment

The overall component of this indicator is Report Only for 2017.

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

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

Risk Ratios:

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

Settings –

- 30 State Supported Living Centers)
- 50 Residential Nonpublic School Program)
- 60 Nonpublic Day School)
- 70 Texas School for the Blind and Visually Impaired)
- 71 Texas School for the Deaf)
- 86 Residential Care and Treatment Facility – Separate Campus)
- 87 Residential Care and Treatment Facility – Community Class)
- 96 Off Home Campus – Separate Campus)
- 97 Off Home Campus – Community Class)



2017 PBMAS Indicator: **SPED**

Program Area and Indicator Number	Indicator Name	2016 PBMAS	2017 PBMAS
SPED #9	SPED Annual Dropout Rate (Grades 7-12)	<ul style="list-style-type: none"> <input type="checkbox"/> PLs were assigned with RI and SA. <input type="checkbox"/> Changes to the cut points were implemented. 	<ul style="list-style-type: none"> <input type="checkbox"/> No changes
SPED #10	SPED Graduation Rate	<ul style="list-style-type: none"> <input type="checkbox"/> PLs were assigned with RI but no SA. <input type="checkbox"/> Changes to the cut points were implemented. 	<ul style="list-style-type: none"> <input type="checkbox"/> No changes



2017 SPED #9 SPED Annual Dropout Rate (Grades 7-12)

Calculation

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

PL Assignment

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

SPED Indicator	PL 0	PL 1	PL 2	PL 3
9	0% - 1.8%	1.9% - 3.3%	3.4% - 5.3%	5.4% - 100%



2017 SPED #10 SPED Graduation Rate

Calculation

$$\frac{\text{number of students in the Grade 9 cohort served in special education who graduated with a high school diploma}}{\text{number of students in the class of 2016 served in special education}}$$

PL Assignment

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

SPED Indicator	PL 0	PL 1	PL 2	PL 3
10	80.0% - 100%	70.0% - 79.9%	55.0% - 69.9%	0% - 54.9%



2017 PBMAS Indicator: **SPED**

Program Area and Indicator Number	Indicator Name	2016 PBMAS	2017 PBMAS
SPED #11	SPED Representation	<input type="checkbox"/> PLs were assigned with RI but no SA.	<input type="checkbox"/> One integrated indicator based on final federal regulations under 34 CFR Part 300, issued by USDE on December 19, 2016. <input type="checkbox"/> Assign SD Year 1 PLs based on race/ethnicity and disability category.



2017 SPED #11 SPED Representation

Calculation

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

PL Assignment

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

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

Risk Ratios:

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

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



2017 PBMAS Indicator: **SPED**

Program Area and Indicator Number	Indicator Name	2016 PBMAS	2017 PBMAS
SPED #12	SPED African American (Not Hispanic/Latino) Representation	<ul style="list-style-type: none"> <input type="checkbox"/> PLs were assigned with RI but no SA. <input type="checkbox"/> Definition of African American (Not Hispanic/Latino) was revised. <input type="checkbox"/> Report Only disproportionality rates were added. 	<ul style="list-style-type: none"> <input type="checkbox"/> Replaced with Indicator #11.



2017 PBMAS Indicator: **SPED**

Program Area and Indicator Number	Indicator Name	2016 PBMAS	2017 PBMAS
SPED #13	SPED Hispanic Representation	<ul style="list-style-type: none"> <input type="checkbox"/> PLs were assigned with RI but no SA. <input type="checkbox"/> Report Only disproportionality rates were added. 	<ul style="list-style-type: none"> <input type="checkbox"/> Replaced with Indicator #11.
SPED #14	SPED LEP Representation	<ul style="list-style-type: none"> <input type="checkbox"/> PLs were assigned with RI but no SA. <input type="checkbox"/> Report Only disproportionality rates were added. 	<ul style="list-style-type: none"> <input type="checkbox"/> Replaced with Indicator #11.



2017 PBMAS Indicator: **SPED**

Program Area and Indicator Number	Indicator Name	2016 PBMAS	2017 PBMAS
SPED #15	SPED Discretionary DAEP Placements	<ul style="list-style-type: none"> <input type="checkbox"/> PLs were assigned with RI but no SA. <input type="checkbox"/> Second year of Report Only disproportionality rates <input type="checkbox"/> MSR was changed to NUM1 ≥30. 	<ul style="list-style-type: none"> <input type="checkbox"/> Discontinue the indicator. <input type="checkbox"/> New SPED discipline indicators based on final federal regulations under 34 CFR Part 300, issued by USDE on December 19, 2016, will be previewed in the 2017 PBM Discipline Data Validation System.



2017 PBMAS Indicator: **SPED**

Program Area and Indicator Number	Indicator Name	2016 PBMAS	2017 PBMAS
SPED #16	SPED Discretionary ISS Placements	<ul style="list-style-type: none"> <input type="checkbox"/> PLs were assigned with RI but no SA. <input type="checkbox"/> Second year of Report Only disproportionality rates <input type="checkbox"/> MSR was changed to NUM1 ≥ 30. 	<ul style="list-style-type: none"> <input type="checkbox"/> Discontinue the indicator. <input type="checkbox"/> New SPED discipline indicators based on final federal regulations under 34 CFR Part 300, issued by USDE on December 19, 2016, will be previewed in the 2017 PBM Discipline Data Validation System.



2017 PBMAS Indicator: **SPED**

Program Area and Indicator Number	Indicator Name	2016 PBMAS	2017 PBMAS
SPED #17	SPED Discretionary OSS Placements	<ul style="list-style-type: none"> <input type="checkbox"/> PLs were assigned with RI but no SA. <input type="checkbox"/> Second year of Report Only disproportionality rates <input type="checkbox"/> MSR was changed to NUM1 \geq30. 	<ul style="list-style-type: none"> <input type="checkbox"/> Discontinue the indicator. <input type="checkbox"/> New SPED discipline indicators based on final federal regulations under 34 CFR Part 300, issued by USDE on December 19, 2016, will be previewed in the 2017 PBM Discipline Data Validation System.



A Closer Look at PBMAS SPED Changes Based on Final USDE Regulations 34 CFR Part 300

- ▶ Although these regulations were not finalized until December 2016, TEA began laying out a **multi-year** transition plan for certain SPED PBMAS indicators.



2015 PBMAS

- ▶ New reporting structure based on **disproportionality rates** was previewed as *Report Only* for the three discipline indicators:
 - Discretionary Disciplinary Alternative Education Program Placements
 - Discretionary In-School Suspensions
 - Discretionary Out of School Suspensions



Transition to Disproportionality Rates

- ▶ Each district's disproportionality rate in the three discipline indicators was reported based on the percentage ranges

Report Only (RO)	PL 0 (RO)	PL 1 (RO)	PL 2 (RO)	PL 3 (RO)
Disproportionality Rate	MIN - 10.0%	10.1% - 29.9%	30.0% - 49.9%	50.0% - MAX



Transition to Disproportionality Rates

- ▶ Disproportionality rates were not a significantly different methodology for the PBMAS calculations.
- ▶ Rather, the disproportionality rates took the PBMAS calculations one step further and told us how much higher the special education rate was compared to the all students rate, e.g., 50% higher, 10% higher, 200% higher.



2016 PBMAS

- ▶ New reporting structure based on disproportionality rates was previewed as *Report Only* for the following **representation** indicators:
 - African American (Not Hispanic/Latino) Representation
 - Hispanic Representation
 - LEP Representation



2016 PBMAS

- ▶ The 6-11 and 12-21 age groups that were used for the Regular Class $\geq 80\%$ Rate and Regular Class $<40\%$ placement indicators were combined into one 6-21 age group.
- ▶ Designations of **Significant Disproportionality** (*i.e.*, *disproportionality rate 100% or higher*) were added for the placement indicators based on race or ethnicity (Report Only) for the following groups:



SD Report Only for 2016 PBMAS Placement Indicators

1. Hispanic/Latino
2. American Indian or Alaska Native
3. Asian
4. Black or African American
5. Native Hawaiian or Other Pacific Islander
6. White
7. Two or More Races



2016 PBMAS: Disproportionality Rates and SD Report Only

- ▶ Each district's disproportionality rate was reported based on the percentage ranges below for the **discipline** and **representation**

Report Only	PL 0 (RO)	PL 1 (RO)	PL 2 (RO)	PL 3 (RO)
Disproportionality Rate	MIN - 10.0%	10.1% - 29.9%	30.0% - 49.9%	50.0% - MAX

A Subset of PL 3 Range

And **Significant Disproportionality** based on race/ethnicity was reported for the **placement** indicators.

PL Significant Disproportionality (SD) Report Only

Report Only	
Disproportionality Rate	100.0% - MAX



TIMELINE

By July 1, 2018,
states must identify districts that are
subject to federal sanctions (based
on any one of the 98 indicators).



TIMELINE

Two Options:

- ▶ A district that has SD for any of the 98 indicators in 2018 is subject to the federal sanctions.

or

- ▶ A district that has SD for the same indicator in both* 2017 and 2018 and does not meet Reasonable Progress is subject to the federal sanctions.

*After 2018, this option can include three years.



Stated Purpose of USDE's Regulatory Action

- ▶ Promote equity in IDEA.
- ▶ Help states meaningfully identify districts with significant disproportionality.
- ▶ Ensure children with disabilities are properly identified for services.
- ▶ Address the well-documented and detrimental over-identification of certain students for special education services.
 - Source: Federal Register/Vol. 81, No. 243/December 19, 2016, p. 92376.



Summary of Major Changes to Representation Indicators

- ▶ To address the federal regulations, TEA made the following changes to the Representation Indicator:
 - Instead of assigning PLs based on the aggregated number of students enrolled in special education, assign PLs based on the disaggregated number of students enrolled in special education based on race/ethnicity and disability category.
 - Because this disaggregation will include disaggregating data on African American and Hispanic students, we no longer need those two separate indicators.



Graphic Display – 98 Required Categories for Analysis under § 300.647 (b)(2) Determining significant disproportionality.

Federal Regulations require 98 separate indicators to evaluate districts' data regarding:

(a) special education representation [49 indicators];

(a) (b) disciplinary removals [35 indicators]; and

(a) (c) educational placements [14 indicators].

(a) These indicators will be used to assign PLs of significant disproportionality based on seven racial/ethnic groups and six disability categories, as required.

Categories	Hispanic/Latino of any race; and, for individuals who are non-Hispanic/Latino only	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races
Identification of children ages 3 through 21 with a disability	1	2	3	4	5	6	7
Identification of children ages 3 through 21 with:	8	9	10	11	12	13	14
1. Intellectual disabilities	15	16	17	18	19	20	21
2. Specific learning disabilities	22	23	24	25	26	27	28
3. Emotional disturbance	29	30	31	32	33	34	35
4. Speech or language impairments	36	37	38	39	40	41	42
5. Other health impairments	43	44	45	46	47	48	49
Placements of children ages 3 through 21 into particular educational settings:							
1. Inside a regular class less than 40 percent of the day	50	51	52	53	54	55	56
2. Inside separate schools and residential facilities, <u>not including</u> homebound or hospital settings, correctional facilities or private schools	57	58	59	60	61	62	63
Placements of children ages 3 through 21 into particular disciplinary settings:							
1. Out-of-school suspensions and expulsions of 10 days or fewer	64	65	66	67	68	69	70
2. Out-of-school suspensions and expulsions of more than 10 days	71	72	73	74	75	76	77
3. In-school suspensions of 10 days or fewer	78	79	80	81	82	83	84
4. In-school suspensions of more than 10 days	85	86	87	88	89	90	91
5. Total disciplinary removals including in-school and out-of-school suspensions, expulsions, removals by school personnel to an interim alternative education setting, and removals by a hearing officer	92	93	94	95	96	97	98

1-63 will be reported on PBMAS

64-98 will be reported on Discipline Data Validation



Summary of Major Changes to Representation Indicators

- ▶ These different measures will identify districts that exceed the threshold for a “disproportionate” level of students of a particular race/ethnicity or disability category served in special education.
- ▶ States need to set thresholds for what is considered significantly disproportionate and designate any district that exceeds that threshold as having significant disproportionality.
- ▶ The threshold has been set at 2.5.



Summary of Major Changes to Representation Indicators

- ▶ Instead of:
 - a PL 0, 1, 2, or 3, the 2017 PBMAS Representation Indicator will assign a PL of Significant Disproportionality (SD) Year 1;
 - an “all students” comparison, the 2017 PBMAS Representation Indicator will be based on an “all *other* students” comparison;
 - assigning PL based on the disproportionality rate, SD Year 1 PL will be assigned based on a risk ratio.



PBMAS SPED Representation Rate: Excerpt of Our Pre-Final Regulations Proposal

		NUMERATORS	DENOMINATORS	
		<u>SPED Students</u>	<u>All Students</u>	
<i>Sample District's Data</i>		340	3,456	
	<u>District Rate</u>	<u>Asian SPED</u>	<u>SPED Students</u>	
Asian SPED	70.6	240	340	
		<u>Asian Students</u>	<u>All Students</u>	
All Students	27.5	950	3,456	
Disproportionality Rate	156.7			SD Year 1

Step 1: $70.6 - 27.5 = 43.1$

Step 2: $43.1 / 27.5 * 100 = 156.7$

The district's Asian Representation Rate in SPED is 156.7% higher than the rate of Asian students in the district.



PBMAS SPED Representation Rate: Excerpt Based on **Final** Regulations

		NUMERATORS	DENOMINATORS	
		<u>SPED Students</u>	<u>All Students</u>	
<i>Sample District's Data</i>		340	3,456	
	<u>District Rate</u>	<u>Asian SPED</u>	<u>Asian Students</u>	
SPED Asian	25.3	240	950	
		<u>Other SPED</u>	<u>Other Students</u>	
Other Students	4.0	100	2,506	
Risk Ratio	6.3			

Step 1: $25.3/4.0 = 6.3$

The district's Asian students are 6.3 times as likely as other students to be enrolled in SPED.



PBMAS SPED Regular Class <40% Rate: Excerpt of Our Pre-Final Regulations Proposal

		NUMERATORS	DENOMINATORS	
	<u>District Rate</u>	<u>Setting <40%</u>	<u>SPED Students</u>	SD Year 1
All Students	14.9	321	2,154	
Asian	37.8	31	82	
Disproportionality Rate	153.7			

Step 1: $37.8 - 14.9 = 22.9$

Step 2: $22.9 / 14.9 * 100 = 153.7$

The district's Asian Regular Class <40% Rate is 153.7% higher than the rate of All Students in the district.



PBMAS SPED Regular Class <40% Rate: Excerpt Based on **Final** Regulations

		NUMERATORS	DENOMINATORS	
	<u>District Rate</u>	<u>Setting <40%</u>	<u>SPED Students</u>	
Sample District's Data	14.9	321	2,154	
Asian	37.8	31	82	
		<u>Other <40%</u>	<u>Other SPED</u>	
Other Students	14.0	290	2,072	SD Year 1
Risk Ratio	2.7			

Step 1: $37.8/14.0 = 2.7$

The district's Asian students are 2.7 times as likely as other students to be in the Regular Class <40%.



Discipline Indicators

- ▶ PBMAS has historically included three discipline indicators that evaluate the placement of students with disabilities compared to the placement of all students in:
 - Disciplinary Alternative Education Programs (DAEP)
 - In-School Suspension (ISS)
 - Out of School Suspension (OSS)
- ▶ They will be discontinued beginning with the 2017 PBMAS, but will be previewed in the 2017 Discipline Data Validation.



Discipline Indicators

- ▶ As part of that release, we will identify SD Year 1 districts (based on 2015-2016 data), SD Year 2 districts (based on 2016-2017 data), and SD Year 1 districts (based on 2016-2017 data).
- ▶ All of those results will subsequently be incorporated into, and reported a second time, in the 2018 PBMAS.
- ▶ After that, all the SD indicators will continue to be incorporated into, and reported through, each year's PBMAS.



Reasonable Progress

- ▶ §300.647(d)(2): A State is not required to identify a district for significant disproportionality until...the district has exceeded the risk ratio threshold and has failed to demonstrate reasonable progress.
- ▶ Reasonable Progress is lowering the risk ratio in **each of two consecutive prior years.**



Reasonable Progress













Example	SD Year 1	SD Year 2	SD Year 3	RP?
District A	4.9	4.3	3.6	Yes
District B	4.9	3.6	4.3	No

State threshold is 2.5

- In this example, the risk ratio threshold is >3.0.
- ✓ Both districts started at the same place two years ago (SD Year 1).
- Both districts exceed the threshold in the current year (SD Year 3).
- Both districts reduced their risk ratio between SD Year 1 and SD Year 3.



Reasonable Progress

Example	SD Year 1	SD Year 2	SD Year 3	RP?
<u>District A</u>	 4.9	 4.3	 3.6	
				
<u>District B</u>	 4.9	 3.6	 4.3	
				

- However, per federal regulations, District B does not get RP because its ratio increased from 3.6 to 4.3 between SD Years 2 and 3.



2017–2018 Staging Framework

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

4 PBMAS PROGRAMS

Stage	BE/ESL	CTE	ESSA	SPED
1	0.2 - 1.2	0.2 - 0.8	0.2 - 0.9	0.1 - 1.3
2	1.3 - 1.7	0.9 - 1.3	1.0 - 1.5	1.4 - 1.5
3	1.8 - 2.0	1.4 - 1.5	1.6 - 2.2	1.6 - 1.8
4	2.1 - 3.2	1.6 - 2.4	2.3 - 3.0	1.9 - 2.2

**S
T
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S**



SPED Compliance Review

Stage 1 and 2

Compliance Review Not Required



Stage 3

**Compliance Review Required
Due: February 16, 2018**



***Newly identified Stage 3 for 2017-2018,
may have been identified as Not Staged or
a Stage 1 or 2 in 2016-2017**

**Identified Stage 3 for 2017-2018 and
was required to submit a Compliance
Review Summary in 2015-2016**

***Division of School Improvement will offer
flexibility for any district to receive an on-site
review prior to the required submission date.**

Compliance Review Not Required



**Identified Stage 3 in 2017-2018 and
was required to submit a Compliance
Review Summary in 2016-2017**

**Identified in Post Visit Interventions,
Year 1 or Year 2**



Stage 4

Compliance Review Required
Due: February 16, 2018

*Newly identified Stage 4 for 2017-2018, may have been identified as Not Staged or a Stage 1 or 2 in 2016-2017

Identified Stage 4 for 2017-2018 and was required to submit a Compliance Review Summary in 2015-2016

*Division of School Improvement will offer flexibility for any district to receive an on-site review prior to the required submission date.

Compliance Review Not Required

Identified Stage 4 in 2017-2018 and was required to submit a Compliance Review Summary in 2016-2017

Identified in Post Visit Interventions, Year 1 or Year 2



Appendix B

Intervention Requirements for Districts Staged in PBMAS

	Identify DCSI and Establish DLT	Engage in the TAIS Process for PBMAS Indicators with PL 2, 3, and 4*	Submit Targeted Improvement Plan to TEA	Conduct a BE/ESL Program Effectiveness Review and Complete the BE/ESL System Analysis	Conduct Special Education Compliance Review** and Submit Summary of Compliance Review Findings	Intervention Activities for Districts Staged in Special Education that Also Serve Students with Disabilities Who Reside in RFs:
STAGE 1 For districts that have no program areas assigned a stage higher than a 1	Yes	Yes	No <i>(unless also an IR district)</i>	No	**No	Complete student level review and focused data analysis related to the areas of: <ul style="list-style-type: none"> LRE commensurate school day surrogate parent educational benefit Conduct a system analysis related to stage 1. Address any identified issues in the targeted improvement plan.
STAGE 2 For districts that have no program areas assigned a stage higher than a 2	Yes	Yes	No <i>(unless also an IR district, or selected for random submission)</i>	No	**No	Complete student level review and focused data analysis related to the areas of: <ul style="list-style-type: none"> LRE commensurate school day surrogate parent educational benefit IEP implementation certified/qualified staff participation in state assessments Conduct a system analysis related to stage 2. Address any identified issues in the targeted improvement plan.
STAGE 3 For districts that have no program areas assigned a stage higher than a 3	Yes	Yes	Yes	Yes	**Yes <i>(if Appendix A criteria are met)</i>	Complete student level review and focused data analysis related to all 13 investigatory topics. Conduct a system analysis related to stage 3. Address any identified issues in the targeted improvement plan.
STAGE 4 For districts that have one or more program areas assigned a stage 4	Yes	Yes	Yes	Yes	**Yes <i>(if Appendix A criteria are met)</i>	Complete student level review and focused data analysis related to all 13 investigatory topics. Conduct a system analysis related to stage 4. Address any identified issues in the targeted improvement plan.

* In the special education program, this includes the FREs, but it does not include the special education representation indicator. The data analysis for the special education representation indicator is a local decision.

** Irrespective of intervention stages, any district that identifies special education noncompliance during a review of data will submit a corrective action plan to TEA.



PBMAS

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

Region 01 ESC County-District Number: 108950		Bilingual Education/English as a Second Language							
INDICATOR	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	2
	2016 PBMAS PL O CUT POINTS OR STATE RATE	2016 REGION RATE	2016 NUMERATOR	2016 DENOMINATOR	2016 PERFORMANCE LEVEL	2016 REGION RATE	2016 REGION RATE	2014 REGION RATE	
1. BE STAAR® 3-8 PASSING RATE									
(i) MATHEMATICS	70.0 - 100	74.9	32,634	43,446	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	65.1	9,299	14,296	1	65.1	64.7		
2. ESL STAAR® 3-8 PASSING RATE									
(i) MATHEMATICS	70.0 - 100	66.0	13,400	20,946	2	66.0	48.6		
(ii) READING	70.0 - 100	43.5	10,698	24,886	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	3,266	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	



Region 01 ESC

Bilingual Education/English as a Second Language

County-District Number: 108950

INDICATOR	(a)	(b)	(c)	(d)	(e)	(f)	(g)
	2016 PBMAS PL 0 CUT POINTS OR STATE RATE	2016 REGION RATE	2016 NUMERATOR	2016 DENOMINATOR	2016 PERFORMANCE LEVEL	2016 REGION RATE	2016 REGION RATE
1. BE STAAR® 3-8 PASSING RATE							
(i) MATHEMATICS	70.0 - 100	74.9	32,534	43,446	0	74.9	67.2
(ii) READING	70.0 - 100	66.4	28,847	43,466	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	14,296	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	806	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	4,567	1	74.8	
8. TELPAS READING BEGINNING PROFICIENCY LEVEL RATE	0 - 7.5	9.2	7,466	81,554	1	9.2	10.1
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 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 Level II performance or higher.



Bilingual/ESL

BE/ESL Indicator #3 (Denials)

1. ELL students NOT participating in Bilingual or ESL programs.
2. STAAR, STAAR Spanish 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 Level II performance or higher.



Bilingual/ESL

BE/ESL Indicator #4 (Year After Exit)

1. Monitored Year 1 students.
2. STAAR 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 Level II performance or higher.



Bilingual/ESL

BE/ESL Indicator #5: EOC

1. Current ELL students taking EOCs.
2. The LEP STAAR EOC passing rate is based on STAAR and STAAR Alternate 2 results from the following EOC assessments as applicable: Mathematics (Algebra I), Science (Biology), Social Studies (U.S. History), and English Language Arts (English I and II).
3. Students assessed with STAAR Alternate 2 EOC are included in the numerator if they achieve Level II performance or higher.



Bilingual/ESL

BE/ESL Indicator #6: LEP Drop-Out

Dropout data are for the 2015-2016 school year and are the most current data available for use in the 2017 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 2016 and are the most current data available for use in the 2017 PBMAS.

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

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 2017

Number of ELLs in Grades 2-12 who tested on TELPAS Reading in 2017 & 2016

PL 0 = 0% - 7.5%

PL 1 = 7.6% - 10.5%

PL 2 = 10.6% - 14.4%

PL 3 = 14.5% - 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

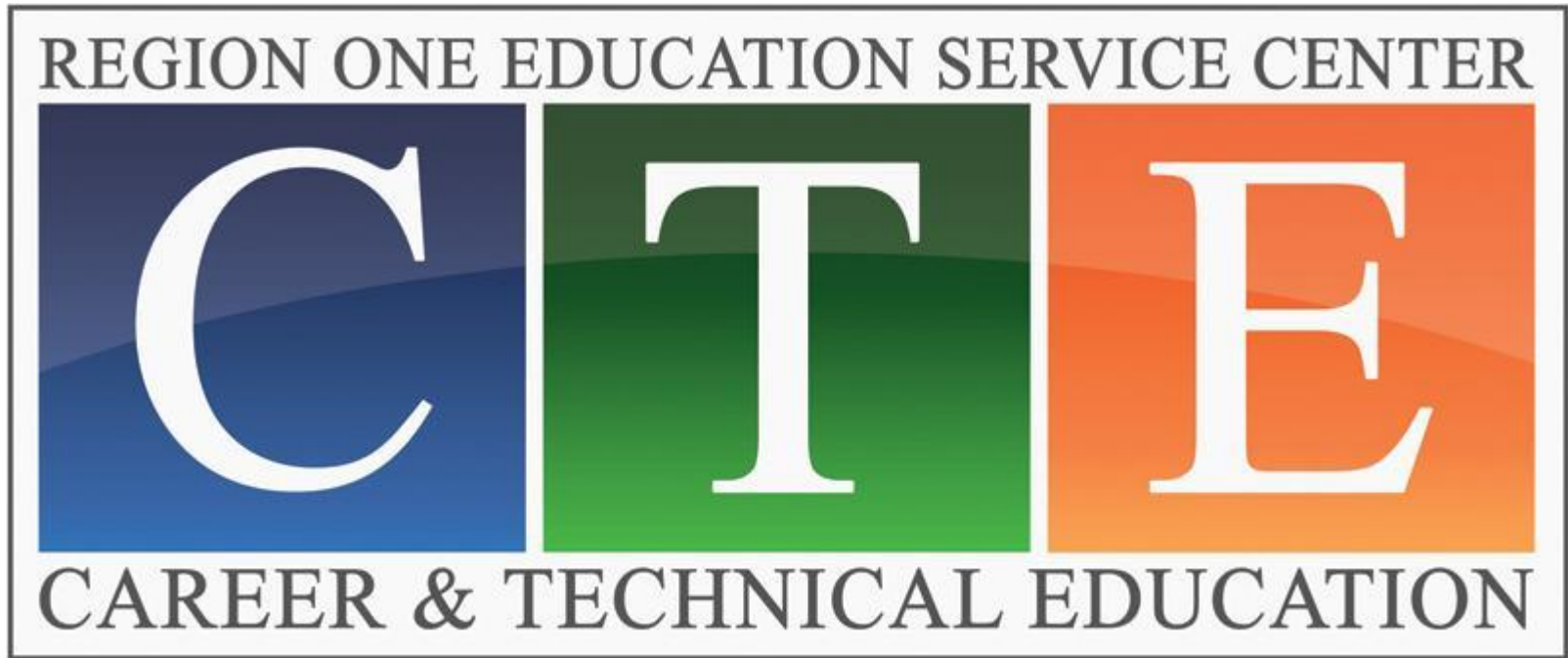
PL 0 = 0% - 7.5%

PL 1 = 7.6% - 10.5%

PL 2 = 10.6% - 14.4%

PL 3 = 14.5% - 100%





CTE - PEIMS Coding Definitions

- **0** - Not enrolled in a CTE Course
- **1** - CTE Participant. Enrolled in a CTE Course and the student's 4-year plan of study does not outline a coherent sequence of courses in CTE.
- **2** - CTE coherent sequence taker. The student must have a 4-year plan of study (or a high school personal graduation plan TEC 28.02121) to take 2 or more CTE courses for 3 or more credits



Career & Technical Education (PBMAS - Indicators 1-8)

Students being served by Career and Technical Education (CTE) are advancing academically and performing satisfactorily on state assessments and other areas:

1. All CTE Students STAAR EOC Passing Rate
2. CTE LEP STAAR EOC Passing Rate
3. CTE Economically Disadvantage EOC Passing Rate
4. CTE SPED EOC Passing Rate
5. CTE Annual Dropout Rate (Grades 9-12)
6. CTE Graduation Rate
7. CTE Nontraditional Course Completion rate - Males
8. CTE Nontraditional Course Completion Rate - Females



Texas Education Agency
2017 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
CAREER AND TECHNICAL EDUCATION

Region 01

INDICATOR	2017		2017	2017	2016	2016	2015	2015	2017 INDICATOR PERFORMANCE LEVEL	
	PL	CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR		DENOMINATOR
1. CTE STAAR® EOC PASSING RATE				<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	65.0	- 100	93.0	225	242	222	264	199	234	0
(ii) SCIENCE	75.0	- 100	92.7	253	273	216	235	206	216	0
(iii) SOCIAL STUDIES	70.0	- 100	95.4	247	259	249	262	201	211	0
(iv) ENGLISH LANGUAGE ARTS	60.0	- 100	77.3	460	595	473	655			0
2. CTE LEP STAAR® EOC PASSING RATE				<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	65.0	- 100	82.9	29	35	35	46	19	28	0
(ii) SCIENCE	75.0	- 100	81.6	40	49	24	31	*	*	0
(iii) SOCIAL STUDIES	70.0	- 100	82.5	33	40	34	44	10	15	0
(iv) ENGLISH LANGUAGE ARTS	60.0	- 100	52.3	56	107	65	138			1
3. CTE ECONOMICALLY DISADVANTAGED STAAR® EOC PASSING RATE				<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	65.0	- 100	92.9	224	241	222	264	198	233	0
(ii) SCIENCE	75.0	- 100	92.6	251	271	216	235	205	215	0
(iii) SOCIAL STUDIES	70.0	- 100	95.4	247	259	246	259	199	209	0
(iv) ENGLISH LANGUAGE ARTS	60.0	- 100	77.5	459	592	472	654			0
4. CTE SPED STAAR® EOC PASSING RATE				<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	<u>PASSED</u>	<u>TESTED</u>	
(i) MATHEMATICS	65.0	- 100	50.0	*	*	8	15	*	*	NA SA
(ii) SCIENCE	75.0	- 100	33.3	*	*	*	*	*	*	NA SA
(iii) SOCIAL STUDIES	70.0	- 100	60.0	6	10	*	*	*	*	NA SA
(iv) ENGLISH LANGUAGE ARTS	60.0	- 100	37.5	10	20	8	28			2
5. CTE ANNUAL DROPOUT RATE (GRADES 9-12)				----- 2015-16 -----		----- 2014-15 -----		----- 2013-14 -----		
	0 - 2.8		1.4	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	0
				15	1,090	*	*	13	877	
6. CTE GRADUATION RATE				----- 2015-16 -----		----- 2014-15 -----		----- 2013-14 -----		
	80.0 - 100		97.7	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	0
				253	259	231	236	253	267	
7. CTE NONTRADITIONAL COURSE COMPLETION RATE - MALES				----- 2015-16 -----						
				MALE	ALL					
				COMPLETE	COMPLETE					
				FEMALE	FEMALE					
	<u>STATE RATE</u>			<u>COURSES</u>	<u>COURSES</u>					
	39.6		26.6	111	417					Report Only
8. CTE NONTRADITIONAL COURSE COMPLETION RATE - FEMALES				----- 2015-16 -----						
				FEMALE	ALL					
				COMPLETE	COMPLETE					
				MALE	MALE					
	<u>STATE RATE</u>			<u>COURSES</u>	<u>COURSES</u>					
	31.9		29.8	187	627					Report Only



Career & Technical Education (PBMAS - Indicators 1-8)



2017 PBMAS Indicator Preview: CTE

Program Area and Indicator Number	Indicator Name	2016 PBMAS	2017 PBMAS
<p>CTE #1(i-iv)</p> <p><i>Additional provisions pertaining to this indicator will be covered in the 2017 PBMAS Other System Components preview.</i></p>	<p>CTE STAAR EOC Passing Rate (M, S, SS, ELA)</p>	<ul style="list-style-type: none"> ❑ PLs were assigned (including ELA) based on satisfactory student performance and above. ❑ Changes to the cut points were implemented. ❑ RI (except ELA) but no SA ❑ Two years of data available for analysis (one year for ELA) 	<ul style="list-style-type: none"> ❑ Add RI for ELA. ❑ Add SA (except ELA). ❑ Three years of data available for analysis (two years for ELA)



2017 PBMAS Indicator Preview: CTE

Program Area and Indicator Number	Indicator Name	2016 PBMAS	2017 PBMAS
<p>CTE #2(i-iv)</p> <p><i>Additional provisions pertaining to this indicator will be covered in the 2017 PBMAS Other System Components preview.</i></p>	<p>CTE LEP STAAR EOC Passing Rate (M, S, SS, ELA)</p>	<ul style="list-style-type: none"> ❑ PLs were assigned (including ELA) based on satisfactory student performance and above. ❑ Changes to the cut points were implemented. ❑ RI (except ELA) but no SA ❑ Two years of data available for analysis (one year for ELA) 	<ul style="list-style-type: none"> ❑ Add RI for ELA. ❑ Add PL 4 for ELA. ❑ Add SA (except ELA). ❑ Three years of data available for analysis (two years for ELA)



2017 PBMAS Indicator Preview: CTE

Program Area and Indicator Number	Indicator Name	2016 PBMAS	2017 PBMAS
<p>CTE #3(i-iv)</p> <p><i>Additional provisions pertaining to this indicator will be covered in the 2017 PBMAS Other System Components preview.</i></p>	<p>CTE Economically Disadvantaged STAAR EOC Passing Rate (M, S, SS, ELA)</p>	<ul style="list-style-type: none"> ❑ PLs were assigned (including ELA) based on satisfactory student performance and above. ❑ Changes to the cut points were implemented. ❑ RI (except ELA) but no SA ❑ Two years of data available for analysis (one year for ELA) 	<ul style="list-style-type: none"> ❑ Add RI for ELA. ❑ Add SA (except ELA). ❑ Three years of data available for analysis (two years for ELA)



2017 PBMAS Indicator Preview: CTE

Program Area and Indicator Number	Indicator Name	2016 PBMAS	2017 PBMAS
<p>CTE #4(i-iv)</p> <p><i>Additional provisions pertaining to this indicator will be covered in the 2017 PBMAS Other System Components preview.</i></p>	<p>CTE SPED STAAR EOC Passing Rate (M, S, SS, ELA)</p>	<ul style="list-style-type: none"> ❑ PLs were assigned (including ELA) based on satisfactory student performance and above. ❑ Changes to the cut points were implemented. ❑ RI (except ELA) but no SA ❑ Two years of data available for analysis (one year for ELA) 	<ul style="list-style-type: none"> ❑ Add RI for ELA. ❑ Add PL 4 for ELA. ❑ Add SA (except ELA). ❑ Three years of data available for analysis (two years for ELA)



2017 PBMAS Indicator Preview: CTE

Program Area and Indicator Number	Indicator Name	2016 PBMAS	2017 PBMAS
CTE #5	CTE Annual Dropout Rate (Grades 9-12)	<ul style="list-style-type: none"> <input type="checkbox"/> PLs were assigned with RI and SA. <input type="checkbox"/> Changes to the cut points were implemented. 	<input type="checkbox"/> No changes
CTE #6	CTE Graduation Rate	<ul style="list-style-type: none"> <input type="checkbox"/> PLs were assigned with RI but no SA. <input type="checkbox"/> Changes to the cut points were implemented. 	<input type="checkbox"/> No changes



2017 PBMAS Indicator Preview: CTE

Program Area and Indicator Number	Indicator Name	2016 PBMAS	2017 PBMAS
CTE #7	CTE Nontraditional Course Completion Rate-Males	<ul style="list-style-type: none"> <input type="checkbox"/> PLs were assigned with RI and SA. <input type="checkbox"/> Three years of data available for analysis 	<ul style="list-style-type: none"> <input type="checkbox"/> Implement new course list. <input type="checkbox"/> Report Only <input type="checkbox"/> One year of data available for analysis <input type="checkbox"/> No RI or SA
CTE #8	CTE Nontraditional Course Completion Rate-Females	<ul style="list-style-type: none"> <input type="checkbox"/> PLs were assigned with RI and SA. <input type="checkbox"/> Three years of data available for analysis 	<ul style="list-style-type: none"> <input type="checkbox"/> Implement new course list. <input type="checkbox"/> Report Only <input type="checkbox"/> One year of data available for analysis <input type="checkbox"/> No RI or SA



Every Student Succeeds Act Title I, Part A Title I, Part C (ESSA)



Every Student Succeeds Act (Indicators 1-4) *Title I, Part A*

#1. Title I, Part A STAAR 3-8 Passing Rate (i-iv)

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

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

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

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

This indicator measures the percent of Title I, Part A students in Grades 7-12 who dropped out in a given school year (note: 2015-2016 school year and are most current data available for use in the 2017)

#4. Title I, Part A Graduation Rate

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



Every Student Succeeds Act (Indicators 5-8) *Title I, Part C*

#5. Migrant STAAR 3-8 Passing Rate (i-iv)

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

#6 . Migrant STAAR EOC Passing Rate (i-iv)

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

#7. Migrant Annual Dropout Rate (Grades 7-12)

This indicator measures the percent of Migrant students in Grades 7-12 who dropped out in a given school year (note: 2015-2016 school year and are most current data available for use in the 2017)

#8. Migrant Graduation Rate

This Indicator measures the percent of Migrant students who graduated with a high school diploma in four years



2017 PBMAS Indicator Preview: ESSA

Program Area and Indicator Number	Indicator Name	2016 PBMAS	2017 PBMAS
<p>ESSA #1(i-v)</p> <p><i>Additional provisions pertaining to this indicator will be covered in the 2017 PBMAS Other System Components preview.</i></p>	<p>Title I, Part A STAAR 3-8 Passing Rate (M, R, S, SS, W)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> PLs were assigned based on satisfactory student performance and above. <input type="checkbox"/> RI but no SA <input type="checkbox"/> Two years of data available for analysis 	<ul style="list-style-type: none"> <input type="checkbox"/> Add SA. <input type="checkbox"/> Three years of data available for analysis



2017 PBMAS Indicator Preview: ESSA

Program Area and Indicator Number	Indicator Name	2016 PBMAS	2017 PBMAS
<p>ESSA #2(i-iv)</p> <p><i>Additional provisions pertaining to this indicator will be covered in the 2017 PBMAS Other System Components preview.</i></p>	<p>Title I, Part A STAAR EOC Passing Rate (M, S, SS, ELA)</p>	<ul style="list-style-type: none"> ❑ PLs were assigned (including ELA) based on satisfactory student performance and above. ❑ Changes to the cut points were implemented. ❑ RI (except ELA) but no SA ❑ Two years of data available for analysis (one year for ELA) 	<ul style="list-style-type: none"> ❑ Add RI for ELA. ❑ Add SA (except ELA). ❑ Three years of data available for analysis (two years for ELA)



2017 PBMAS Indicator Preview: ESSA

Program Area and Indicator Number	Indicator Name	2016 PBMAS	2017 PBMAS
ESSA #3	Title I, Part A Annual Dropout Rate (Grades 7-12)	<ul style="list-style-type: none"> <input type="checkbox"/> PLs were assigned with RI and SA. <input type="checkbox"/> Changes to the cut points were implemented. 	<input type="checkbox"/> No changes
ESSA #4	Title I, Part A Graduation Rate	<ul style="list-style-type: none"> <input type="checkbox"/> PLs were assigned with RI but no SA. <input type="checkbox"/> Changes to the cut points were implemented. 	<input type="checkbox"/> No changes



2017 PBMAS Indicator Preview: ESSA

Program Area and Indicator Number	Indicator Name	2016 PBMAS	2017 PBMAS
<p>ESSA #5(i-v)</p> <p><i>Additional provisions pertaining to this indicator will be covered in the 2017 PBMAS Other System Components preview.</i></p>	<p>Migrant STAAR 3-8 Passing Rate (M, R, S, SS, W)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> PLs were assigned based on satisfactory student performance and above. <input type="checkbox"/> RI but no SA <input type="checkbox"/> Two years of data available for analysis 	<ul style="list-style-type: none"> <input type="checkbox"/> Add SA. <input type="checkbox"/> Three years of data available for analysis



2017 PBMAS Indicator Preview: ESSA

Program Area and Indicator Number	Indicator Name	2016 PBMAS	2017 PBMAS
<p>ESSA #6(i-iv)</p> <p><i>Additional provisions pertaining to this indicator will be covered in the 2017 PBMAS</i></p> <p><i>Other System Components preview.</i></p>	<p>Migrant STAAR EOC Passing Rate (M, S, SS, ELA)</p>	<ul style="list-style-type: none"> ❑ PLs were assigned (including ELA) based on satisfactory student performance and above. ❑ Changes to the cut points were implemented. ❑ RI (except ELA) but no SA ❑ Two years of data available for analysis (one year for ELA) 	<ul style="list-style-type: none"> ❑ Add RI for ELA. ❑ Add SA (except ELA). ❑ Three years of data available for analysis (two years for ELA)

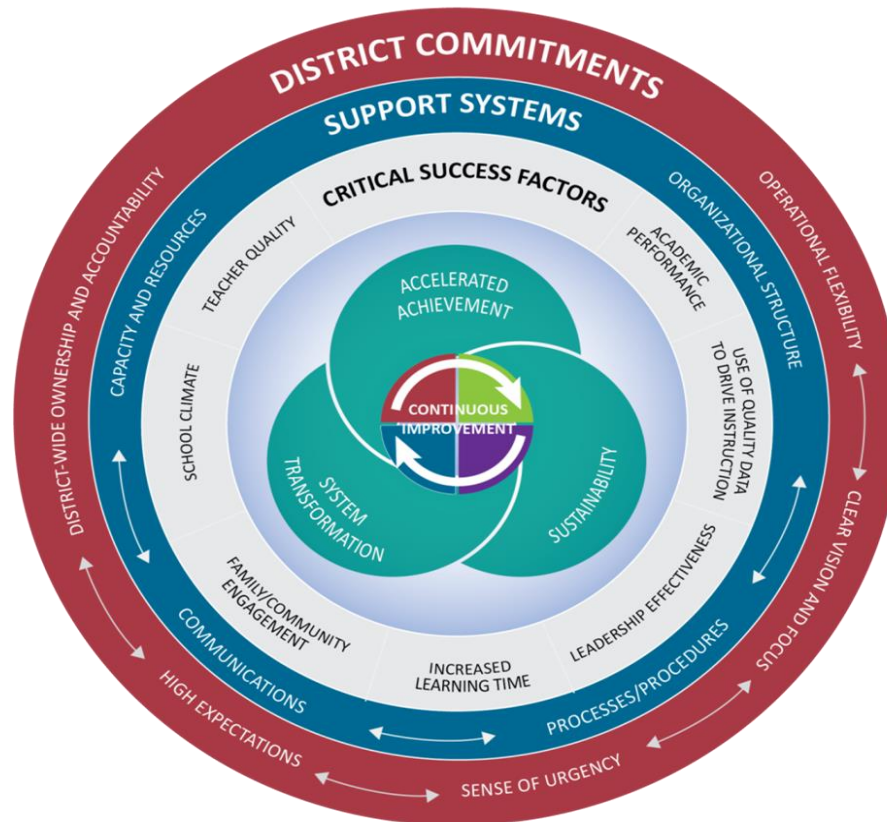


2017 PBMAS Indicator Preview: ESSA

Program Area and Indicator Number	Indicator Name	2016 PBMAS	2017 PBMAS
ESSA #7	Migrant Annual Dropout Rate (Grades 7-12)	<ul style="list-style-type: none"> <input type="checkbox"/> PLs were assigned with RI and SA. <input type="checkbox"/> Changes to the cut points were implemented. 	<input type="checkbox"/> No changes
ESSA #8	Migrant Graduation Rate	<ul style="list-style-type: none"> <input type="checkbox"/> PLs were assigned with RI but no SA. <input type="checkbox"/> Changes to the cut points were implemented. 	<input type="checkbox"/> No changes



Engaging in the *Texas Accountability Intervention System*



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