

Performance-Based Monitoring Analysis SystemBT/TT0 1 Tf0

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Performance-Based
Monitoring Division

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Performance-Based Monitoring Analysis System (PBMAS) 2006 Manual

Section I: Introduction

Background Information

Over the past decade state and federal statute have guided the Texas Education Agency (TEA) in its monitoring efforts, beginning initially with statutory requirements pertaining to programs that provided services to students with disabilities and expanding over time to include other programs supported by state and federal funds. These programs include bilingual education, career and technology education, and many of the federal Title programs under the Elementary a

inspection. The initial analysis led to the development of the Special Education Data Analysis System (DAS), which was a data-driven system comprised of various elements designed to predict a district or charter's overall special education program area noncompliance "risk."

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

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

Development of the Performance-Based Monitoring Analysis System (PBMAS)

Statutory changes, combined with 2003 and 2004 reorganizations of the agency, resulted in a realignment of agency functions and an emphasis on a coordinated approach to agency monitoring. Through this new approach, the agency began a coordinated implementation of several different agency evaluation and monitoring components, including the following:

- the new Performance-Based Monitoring Analysis System;
- federal program and fiscal compliance;
- the new state accountability system, including alternative education accountability (AEA) procedures;
- federal accountability provisions, including Adequate Yearly Progress (AYP);
- the Financial Integrity Rating System of Texas (FIRST);
- financial audits;
- complaints;
- due process hearings;
- governance; and
- other monitoring responsibilities such as those required by Civil Action 5281 and the Office of Civil Rights.

These changes also led to a new definition of agency monitoring:

Agency monitoring is 1) using a data-driven, performance-based model to observe, evaluate, and report on the public education system at the individual student group, campus, local education agency, regional, and statewide levels across diverse areas including program effectiveness, compliance with federal and state law and regulations, financial management, and data integrity for the purpose of assessing that student needs are being met; 2) promoting diagnostic and evaluative systems in local education agencies (LEAs) that are integrated with the agency's desk audit and intervention process; and 3) relying on a research-based framework of interventions that ensures compliance and enhance student success.

Transition to PBMAS

Guiding Principles of the PBMAS

The PBMAS is based on the following principles:

School District Effectiveness

PBMAS is designed to assist school districts and charters in their efforts to improve local performance.

Statutory Requirements

PBMAS is designed to meet statutory requirements.

Valid Indicators of Performance

PBMAS Manual

The *Performance-Based Monitoring Analysis System 2006 Manual* is a comprehensive technical resource designed to explain the PBMAS, which is used by the agency as one part of its overall evaluation the performance and program effectiveness of school districts and charters. The PBMAS is a district-level, data-driven analysis system developed and implemented by the PBM Division in coordination with agency divisions representing the Department of Standards and Programs and the Department of Accountability and Data Quality. Key PBMAS program areas in the Department of Standards and Programs include the Bilingual Education/English as a Second Language Unit, the Career and Technology Education Unit, the NCLB Program Coordination Division, and the Individuals with Disabilities Act (IDEA) Coordination Division.

Changes to the PBMAS in 2006

The 2006 PBMAS does not include significant changes. Two new indicators are previewed: one in the bilingual/ESL program area (RPTE Multi-Year Beginning Proficiency Level Rate) and one in the special ed

Rounding

PBMAS performance results for all indicators are rounded to one decimal place; for example, 79.877% is rounded to 79.9%.

Masking

District data are released to each school district and charter as allowed under the Family Educational Rights and Privacy Act (FERPA). PBMAS data released to the public are masked to protect student confidentiality.

Standards and Performance Levels

A performance level is the result that occurs when a standard is applied to a district's performance on an indicator. The performance levels

| District Performance Level Criterion: District Group TAKS Passing Rate Compared to PBMAS Standards | | | | |
|--|--|---|--|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Not Assigned | Performance Level = 0 / 0SA (met standard) | Performance Level = 1 / 1SA | Performance Level = 2 / 2SA | Performance Level = 3 / 3SA |
| PL not equal to 0 and special analysis process results in the assignment of a performance level of <i>Not Assigned</i> . | The district group TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0. | The district group TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject. | The district group TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject. | The district group TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject. |

Absolute standards set in the federal AYP system are also used in some of the PBMAS TAKS indicators.

Relative standards are not tied to an absolute requirement or goal. Rather, they are usually based on the distribution of scores of the population being evaluated. While absolute standards are preferred, they are not always possible to determine in a new system and may not always be appropriate depending on the purpose of a particular indicator. Relative standards may be used in the PBMAS to determine a baseline absolute standard for certain indicators.

Proposed Phase-In Plan for PBMAS Standards

As part of the development of future versions of the PBMAS, the agency will implement a phase-in plan for standards on all of the PBMAS indicators except for the TAKS passing rate indicators, which already have standards established in the state and federal accountability systems. Development of the phase-in plan will include the following:

- consideration of whether to identify a state goal for each indicator;
- analysis of actual improvement on the indicator over one or more previous years;
- determination of the amount of improvement that is reasonable for each indicator;
- modeling the overall impact on the PBMAS of increased development of the phase-in plan for a particular indicator.

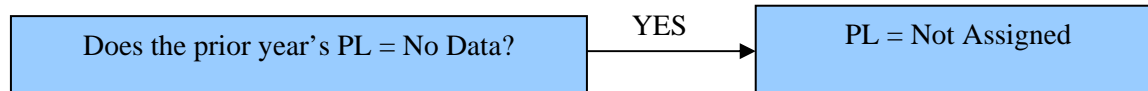
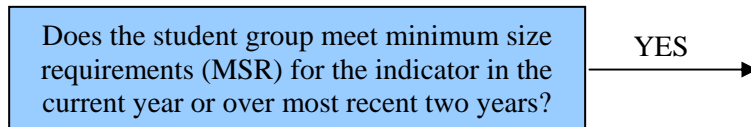
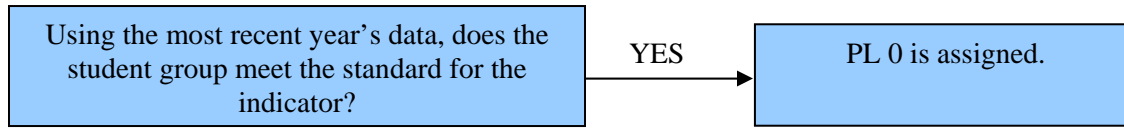
It is anticipated that the phase-in plan for PBMAS standards will be implemented with the 2007 PBMAS. Until that time, the PBMAS standards will, to the extent possible, remain constant (other than changes in standards that are already scheduled for the state and federal accountability systems) as shown in the table below. However, all standards are subject to change as a result of any state or federal requirements that the agency is required to implement, including the newly reauthorized Individuals with Disabilities Education Act (IDEA) of 2004.

| <i>TBD = To Be Determined; LEP = Limited English Proficient</i> | PBMAS Standards by Year | | | |
|--|--------------------------------|-------------|-------------|-------------|
| | | 2005 | 2006 | 2007 |
| TAKS Indicators | Subject | | | |
| | Mathematics | 35.0% | 40.0% | 45.0% |
| | Reading/ELA | 50.0% | 60.0% | 65.0% |
| | Science | 25.0% | 35.0% | 40.0% |
| | Social Studies | 50.0% | 60.0% | 65.0% |
| | Writing | 50.0% | 60.0% | 65.0% |
| Annual Dropout Rate Indicators | | 2.0% | 2.0% | TBD |
| Bilingual Education (BE)/English as a Second Language (ESL) Indicators | | | | |
| LEP TAKS/TAKS-I/SDAA II Participation Rate | | Report Only | 82.0% | TBD |
| LEP Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP) Graduation Rate | | Report Only | Report Only | TBD |
| Reading Proficiency Tests in English (RPTE) Multi-Year Beginning Proficiency Level Rate | | | Report Only | TBD |
| Career and Technology (CTE) Indicators | | | | |
| Non-Traditional Courses-Male | | Report Only | Report Only | TBD |
| Non-Traditional Courses-Female | | Report Only | Report Only | TBD |

Report Car

| <i>TBD = To Be Determined; LEP = Limited English Proficient</i> | PBMAS Standards by Year | | |
|---|--------------------------------|-------------|-------------|
| | 2005 | 2006 | 2007 |
| Highly Qualified Teachers as Defined by NCLB | Report Only | See page 68 | TBD |

Special Analysis Process Determination



Apply Special Analysis:

If the student group's size equals between 15-29 over most recent two years, refer to the special analysis process for group size of 15-29 (page 14).

If the student group's size equals between

**Special Analysis Process for Group Size of
5-14**

Required Improvement

The PBMAS, by design, has a built-in improvement component. Because the system includes a range of performance levels, districts that demonstrate improvement from one year to the next can progress from one performance level to another. For example, a district with 49% of its Special Education (SPED) students passing the TAKS reading/ELA test in 2005 received a performance level of 1. If that same district is able to improve the SPED TAKS reading passing rate to 60% in 2006, it would receive a performance level of 0 because its performance meets the 2006 standard.

In addition to the system's built-in improvement component, the 2006 PBMAS will again include implementation of a "required improvement" component for certain indicators, similar to the required improvement feature in the state accountability system. The 2006 PBMAS indicators for

1. First, calculate the **Actual Change** for the district's SPED TAKS reading passing rate:

Actual Change:

$$\frac{[40.0\%] - [30.0\%]}{(2006) \quad (2005)} = 10.0$$

2. Next, calculate the **Required Improvement** for the district's SPED TAKS reading passing rate:

Required Improvement:

$$\frac{[70.0\%*] - [30.0\%]}{7 (2012-2005)} = 5.7$$

3. Then compare the two numbers to see if the **Actual Change** is greater than or equal to the **Required Improvement**: $10.0 > 5.7$.

4. Result: the district meets **Required Improvement** and receives a performance level of 0 – *Met Standard*.

** In 2010, the anticipated standard in the state accountability system for Academically Acceptable for TAKS reading is 70% passing. The PBMAS TAKS passing rate target standards used for 2006 Required Improvement will be equivalent to the Academically Acceptable standards in the state accountability system for each subject area in 2010. For information on anticipated standards in the state accountability system, see the 2006 Accountability Manual available at the following web address: <http://www.tea.state.tx.us/perfreport/account/2006/manual/>.*

For all other indicators for which Required Improvement is available, the only differences in the Required Improvement calculation are that the target year standard is the current [2006] PBMAS standard and the number of years to reach the standard is two.

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Sections III - VI

Performance
Indicators

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SECTION III:

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



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

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

CALCULATION

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

$$\text{District BE passing rate for an English TAKS [subject (i-v)] test} = \frac{\text{District number of BE students who passed the English TAKS [subject (i-v)] test in spring 2006}}{\text{District number of BE students who took the English TAKS [subject (i-v)] test in spring 2006}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 BE English TAKS test takers in the subject area.
- The PBMAS special analysis process is not applicable to this indicator.
- Two years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2005 snapshot date (110 Record) **and** also reported by the district as participating in a state-approved **bilingual** program on the spring 2006 TAKS answer documents (Bilingual indicator code).

NOTES

- The BE English TAKS passing rate for each TAKS subject test is based on results from students in the following grades:
- **New!** Performance levels will be assigned for this indicator in 2006.
- Second administrations of Grades 3 and 5 Reading and Grade 5

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

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

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

CALCULATION

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

$$\text{District BE passing rate for a Spanish TAKS [subject (i-iv)] test} = \frac{\text{District number of BE students who passed the Spanish TAKS [subject (i-iv)] test in spring 2006}}{\text{District number of BE students who took the Spanish TAKS [subject (i-iv)] test in spring 2006}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 BE Spanish TAKS test takers in the subject area.
- Professional judgment special analysis is available in the Mathematics and Reading subject areas evaluated under this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2005 snapshot date (110 Record) and also reported by the district as participating in a state-approved **bilingual** program on the spring 2006 TAKS answer documents (Bilingual indicator code).

NOTES

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

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

- Second administrations of Grades 3 and 5 Reading and Grade 5 Mathematics are included.
- The accountability subset is used, and results are summed across grades.

PERFORMANCE LEVEL ASSIGNMENT

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

| District Performance Level Criterion: District BE Spanish TAKS Passing Rate | | | | |
|---|---|--|---|---|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Not Assigned | Performance Level = 0 / 0SA (met standard) | Performance Level = 1 / 1SA | Performance Level = 2 / 2SA | Performance Level = 3 / 3SA |
| PL not equal to 0 and special analysis process* results in the assignment of a performance level of <i>Not Assigned</i> . | The district BE Spanish TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0. | The district BE Spanish TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject. | The district BE Spanish TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject. | The district BE Spanish TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject. |

* For the BE Spanish TAKS Passing Rate Indicator, professional judgment special analysis is not available for Science and Writing.

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BE/ESL Indicator #4(i-iv): ESL Spanish TAKS Passing Rate

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

CALCULATION

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

$$\begin{array}{l} \textit{District ESL} \\ \textit{passing rate for a} \\ \textit{Spanish TAKS} \\ \textit{[subject (i-iv)] test} \end{array} = \textit{District number of ESL students who passed the Spanish TAKS [subject (i-iv)] test in spring 2006}$$

PERFORMANCE LEVEL ASSIGNMENT

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

District Performance Level Criterion: District ESL Spanish TAKS Passing Rate

BE/ESL Indicator #5(i-v): LEP Year-After-Exit (YAE) English TAKS Passing Rate

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

CALCULATION

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

$$\begin{array}{l} \text{District LEP YAE passing} \\ \text{rate for an English TAKS} \\ \text{[subject (i-v)] test} \end{array} = \frac{\begin{array}{l} \text{District number of students in their first year of monitoring who passed the English TAKS} \\ \text{[subject (i-v)] test in spring 2006} \end{array}}{\begin{array}{l} \text{District number of students in their first year of monitoring who took the English TAKS [l(ct M)g BDC 0 gBT/TTI} \end{array}}$$

PERFORMANCE LEVEL ASSIGNMENT

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

| District Performance Level Criterion: District LEP YAE English TAKS Passing Rate | | | | |
|--|--|---|--|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Not Assigned | Performance Level = 0 / 0SA (met standard) | Performance Level = 1 / 1SA | Performance Level = 2 / 2SA | Performance Level = 3 / 3SA |
| PL not equal to 0 and special analysis process results in the assignment of a performance level of <i>Not Assigned</i> . | The district LEP YAE English TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0. | The district LEP YAE English TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject. | The district LEP YAE English TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject. | The district LEP YAE English TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject. |

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

| Indicator | Subject | Standard | 0 / 0SA | 1 / 1SA | 2 / 2SA | 3 / 3SA |
|-----------|----------------|----------|---------|---------------|---------------|---------|
| 5(i) | Mathematics | 40.0% | 40.0% | 35.0% - 39.9% | 30.0% - 34.9% | 29.9% |
| 5(ii) | Reading/ELA | 60.0% | 60.0% | 55.0% - 59.9% | 50.0% - 54.9% | 49.9% |
| 5(iii) | Science | 35.0% | 35.0% | 30.0% - 34.9% | 25.0% - 29.9% | 24.9% |
| 5(iv) | Social Studies | 60.0% | 60.0% | 55.0% - 59.9% | 50.0% - 54.9% | 49.9% |
| 5(v) | Writing | 60.0% | 60.0% | 55.0% - 59.9% | 50.0% - 54.9% | 49.9% |

BE/ESL Indicator #6: LEP TAKS/TAKS-I/SDAA II Participation Rate

This indicator is the percent of limited English proficient (LEP) students taking the TAKS, TAKS-I, or SDAA II in every subject (Mathematics, Reading/ELA, Science, Social Studies, Writing).

CALCULATION

For each district, calculate the district LEP TAKS/TAKS-I/SDAA II participation rate:

$$\text{District LEP TAKS/TAKS-I/SDAA II participation rate} = \frac{\text{District number of LEP students (Grades 3-11) tested on TAKS, TAKS-I, or SDAA II for all subjects in spring 2006}}{\text{District number of LEP students (Grades 3-11) for whom a TAKS, TAKS-I, or SDAA II answer document was submitted in spring 2006}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 LEP students (Grades 3-11) for whom a TAKS, TAKS-I, or SDAA II answer document was submitted in spring 2006.
- The PBMAS special analysis process is not applicable to this indicator.
- Two years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the participation of students reported as **enrolled** in the district (PEIMS fall 2005 snapshot data; 110 Record) and also reported by the district as **LEP** on the spring 2006 TAKS, TAKS-I, or SDAA II answer documents (LEP indicator code).

NOTES

- **New!** Performance levels will be assigned for this indicator in 2006.
- The LEP TAKS/TAKS-I/SDAA II participation rate is based on results from students in the following grades:

| Subject Test | TAKS Grade Levels | TAKS-I Grade Levels |
|--------------|-------------------|---------------------|
|--------------|-------------------|---------------------|

PERFORMANCE LEVEL ASSIGNMENT

The district LEP TAKS/TAKS-I/SDAA II participation rate is compared to the PBMAS standards for the TAKS/TAKS-I/SDAA II participation rate and performance levels are assigned as follows:

| District Performance Level Criterion: District LEP TAKS/TAKS-I/SDAA II Participation Rate | | | | |
|---|---|---|---|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Not Assigned | Performance Level = 0 / 0SA (met standard) | Performance Level = 1 / 1SA | Performance Level = 2 / 2SA | Performance Level = 3 / 3SA |
| PL not equal to 0 and district does not meet minimum size requirements. | The district LEP TAKS/TAKS-I/SDAA II participation rate is 82.0% or higher. Minimum size requirements not applicable if PL = 0. | The district LEP TAKS/TAKS-I/SDAA II participation rate is between 75.0% and 81.9%. | The district LEP TAKS/TAKS-I/SDAA II participation rate is between 64.0% and 74.9%. | The district LEP TAKS/TAKS-I/SDAA II participation rate is 63.9% or lower. |

The PBMAS special analysis process is not applicable to this indicator. Performance levels are only assigned through standard analysis.

BE/ESL Indicator #7: LEP Annual Dropout Rate

This indicator is the percent of limited English proficient (LEP) students (Grades 7-12) who dropped out in 2004-2005.

CALCULATION

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

$$\text{District LEP annual dropout rate} = \frac{\text{District number of LEP students (Grades 7-12) who dropped out in 2004-2005}}{\text{District number of LEP students (Grades 7-12) in attendance in 2004-2005}}$$

PERFORMANCE LEVEL ASSIGNMENT

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

| District Performance Level Criterion: District LEP Annual Dropout Rate | | | | |
|--|--|--|--|---|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Not Assigned | Performance Level = 0 / 0SA (met standard) | Performance Level = 1 / 1SA | Performance Level = 2 / 2SA | Performance Level = 3 / 3SA |
| PL not equal to 0 and special analysis process results in the assignment of a performance level of <i>Not Assigned</i> . | The district LEP annual dropout rate is 2.0% or lower. Minimum size requirements not applicable if PL = 0. | The district LEP annual dropout rate is between 2.1% and 5.0%. | The district LEP annual dropout rate is between 5.1% and 8.0%. | The district LEP annual dropout rate is 8.1% or higher. |

BE/ESL Indicator #8: LEP RHSP/DAP Graduation Rate

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

CALCULATION

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

$$\begin{array}{l} \text{District LEP} \\ \text{RHSP/DAP} \\ \text{graduation rate} \end{array} = \frac{\text{District number of LEP students who graduated with a RHSP or DAP diploma in 2004-2005}}{\text{District number of LEP students who graduated in 2004-2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

DATA SOURCE

- For additional information about data sources and methods for calculating the RHSP/DAP graduation rate, see the *2006 Accountability Manual* available at the following web address: <http://www.tea.state.tx.us/perfreport/account/2006/manual/>.

NOTES

- This is a Report Only indicator for 2006. The district LEP RHSP/DAP graduation rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2006.
- Graduation data are for the 2004-2005 school year.

SECTION IV:

Career and Technology Education (CTE) Indicators

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

$$\begin{array}{l} \textit{District CTE passing} \\ \textit{rate for a TAKS} \\ \textit{[subject (i-iv)] test} \end{array} = \frac{\textit{District number of CTE students (Grades 9-11) who passed the TAKS [subject (i-iv)] test in spring 2006}}{\textit{District number of CTE students (Grades 9-11) who took the TAKS [subject (i-iv)] test in spring 2006}}$$

PERFORMANCE LEVEL ASSIGNMENT

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

District Performance Level Criterion: District CTE TAKS Passing Rate

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

This indicator is the percent of Career and Technology Education (CTE) students (Grades 9-11) with limited English proficiency (LEP) who passed the TAKS subject test (Mathematics, Reading/ELA, Science, Social Studies).

CALCULATION

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

$$\text{District CTE LEP passing rate for a TAKS [subject (i-iv)] test} = \frac{\text{District number of CTE LEP students (Grades 9-11) who passed the TAKS [subject (i-iv)] test in spring 2006}}{\text{District number of CTE LEP students (Grades 9-11) who took the TAKS [subject (i-iv)] test in spring 2006}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 CTE LEP TAKS test takers in the subject area.
- Professional judgment special analysis is not available for this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2005 snapshot date (110 Record) and also reported by the district as **LEP** and a **2** (Coherent Sequence) or **3** (Tech Prep) participant on the spring 2006 TAKS answer documents (LEP and Career and Technology Education indicator codes).

NOTES

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

| Indicator | Subject Test | Grade Levels |
|-----------|----------------|--------------|
| 2(i) | Mathematics | 9-11 |
| 2(ii) | Reading/ELA | 9-11 |
| 2(iii) | Science | 10, 11 |
| 2(iv) | Social Studies | 10, 11 |

- Only Career and Technology Education students with status codes 2 (Coherent Sequence) or 3 (Tech Prep) are included in the calculation of this indicator. (See also Data Source above.)
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.

PERFORMANCE LEVEL ASSIGNMENT

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

| District Performance Level Criterion: District CTE LEP TAKS Passing Rate | | | | |
|--|--|-----------------------------|-----------------------------|-----------------------------|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Not Assigned | Performance Level = 0 / 0SA (met standard) | Performance Level = 1 / 1SA | Performance Level = 2 / 2SA | Performance Level = 3 / 3SA |

PL not equal to 0 and special analysis process results in the assignment of a performance level of *Not Assigned*.

The district CTE LEP

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

This indicator is the percent of Career and Technology Education (CTE) students (Grades 9-11) who are economically disadvantaged and who passed the TAKS subject test (Mathematics, Reading/ELA, Science, Social Studies).

CALCULATION

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

$$\text{District CTE economically disadvantaged passing rate for a TAKS [subject (i-iv)] test} = \frac{\text{District number of CTE economically disadvantaged students (Grades 9-11) who passed the TAKS [subject (i-iv)] test in spring 2006}}{\text{District number of CTE economically disadvantaged students (Grades 9-11) who took the TAKS [subject (i-iv)] test in spring 2006}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 CTE economically disadvantaged TAKS test takers in the subject area.
- Professional judgment special analysis is available in the Mathematics and Reading/ELA subject areas evaluated under this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2005 snapshot date (110 Record) and also reported by the district as **economically disadvantaged** and a **2** (Coherent Sequence) or **3** (Tech Prep) participant on the spring 2006 TAKS answer documents (Economic Disadvantage and Career and Technology Education indicator codes).

NOTES

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

| Indicator | Subject Test | Grade Levels |
|-----------|--------------|--------------|
| 3(i) | Mathematics | 9-11 |
| 3(ii) | Reading/ELA | 9-11 |



PERFORMANCE LEVEL ASSIGNMENT

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

| District Performance Level Criterion: District CTE Special Education TAKS Passing Rate | |
|--|--|
| Performance Level (PL) Assignments | |
| | |

CTE Indicator #5(i-iv): CTE Tech Prep TAKS Passing Rate

This indicator is the percent of Career and Technology Education (CTE) students coded as Technology Preparation students (Grades 9-11) who passed the TAKS subject test (Mathematics, Reading/ELA, Science, Social Studies).

CALCULATION

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

$$\begin{array}{l} \text{District CTE Tech} \\ \text{Prep passing rate} \\ \text{for a TAKS} \\ \text{[subject (i-iv)] test} \end{array} = \frac{\text{District number of CTE Tech Prep students (Grades 9-11) who passed the TAKS [subject (i-iv)] test in spring 2006}}{\text{District number of CTE Tech Prep students (Grades 9-11) who took the TAKS [subject (i-iv)] test in spring 2006}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 CTE Tech Prep TAKS test takers in the subject area.
- Professional judgment special analysis is available in the Mathematics and Reading/ELA subject areas evaluated under this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2005 snapshot date (110 Record) and also reported by the district as a **3** (Tech Prep) participant on the spring 2006 TAKS answer documents (Career and Technology Education indicator code).

NOTES

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

| Indicator | Subject Test | Grade Levels |
|-----------|----------------|--------------|
| 5(i) | Mathematics | 9-11 |
| 5(ii) | Reading/ELA | 9-11 |
| 5(iii) | Science | 10, 11 |
| 5(iv) | Social Studies | 10, 11 |

PERFORMANCE LEVEL ASSIGNMENT

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

| District Performance Level Criterion: District CTE Tech Prep TAKS Passing Rate | |
|--|-----------------------------|
| Performance Level (PL) Assignments | |
| Performance Level = Not Assigned | Performance Level = 0 / OSA |

CTE Indicator #6: CTE Annual Dropout Rate

This indicator is the percent of Career and Technology Education (CTE) students (Grades 9-12) who dropped out in 2004-2005.

CALCULATION

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

$$\text{District CTE annual dropout rate} = \frac{\text{District number of CTE students (Grades 9-12) who dropped out in 2004-2005}}{\text{District number of CTE students (Grades 9-12) in attendance in 2004-2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 CTE students (Grades 9-12) in attendance and at least 5 CTE dropouts.
- Professional judgment special analysis is available for this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- For additional information about data sources and methods for calculating the annual dropout rate, see the *Secondary School Completion and Dropouts in Texas Public Schools* report available at <http://www.tea.state.tx.us/research/>.

NOTES

- Only students in Grades 9-12 are included in the calculation of this indicator to align appropriate grade levels with the VOCED status codes that are included in the calculation of this indicator.
- Only students with PEIMS VOCED status codes 2 (Coherent Sequence), or 3 (Tech Prep) are included in the calculation of this indicator.
- Dropout data are for the 2004-2005 school year.
- Required improvement is available for this indicator.



CTE Indicator #7: CTE RHSP/DAP Graduation Rate

This indicator is the percent of Career and Technology Education (CTE) students graduating with a Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP) diploma.

CALCULATION

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

$$\begin{array}{l} \text{District CTE} \\ \text{RHSP/DAP} \\ \text{graduation rate} \end{array} = \frac{\text{District number of CTE students who graduated with a RHSP or DAP diploma in 2004-2005}}{\text{District number of CTE students who graduated in 2004-2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: Does not apply.

DATA SOURCE

- For additional information about data sources and methods for calculating the RHSP/DAP graduation rate, see the *2006 Accountability Manual* available at the following web address: <http://www.tea.state.tx.us/perfreport/account/2006/manual/>.

NOTES

- This is a Report Only indicator for 2006. The district CTE RHSP/DAP graduation rate is reported for district information and planning purposes. No performance levels are assigned for this indicator in 2006.
- Only students with PEIMS VOCED status codes 2 (Coherent Sequence) or 3 (Tech Prep) are included in the calculation of this indicator.
- Graduation data are for the 2004-2005 school year.

CTE Indicator #8: CTE Nontraditional Courses—Male

This indicator is the percent of male students (Grades 9-12) completing Career and Technology Education (CTE) courses traditionally not attended by males.

CALCULATION

For each district, calculate the district CTE male nontraditional course completion rate:



SECTION V

No Child Left Behind (NCLB) Indicators

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NCLB Indicator #1(i-ii): Adequate Yearly Progress (AYP)

This indicator evaluates the Adequate Yearly Progress (AYP) performance of districts' economically disadvantaged students in Reading and Mathematics.

CALCULATION

For more information on Adequate Yearly Progress, refer to the *2006 Adequate Yearly Progress Guide* available at: <http://www.tea.state.tx.us/ayp>.

NOTES

- The performance level assignments for this indicator are based on districts' preliminary AYP status prior to appeals and will not be changed due to any resulting appeals being granted.
- Districts that meet the AYP performance improvement ("safe harbor") criteria for reading or mathematics are considered to have met the standard for that subject area in this indicator and will receive a performance level of 0.
- The PBMAS special analysis process is not applicable to this indicator.

PERFORMANCE LEVEL ASSIGNMENT

Performance levels for the Adequate Yearly Progress indicator are assigned as follows:

| District Performance Level Criterion: Adequate Yearly Progress (AYP) | | | | |
|--|--|---|--|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Not Assigned | Performance Level = 0 (met standard) | Performance Level = 1 | Performance Level = 2 | Performance Level = 3 |
| The district was Not Assigned for its economically disadvantaged population in 2006. (Refer to <i>AYP Guide</i> for more information.) | The district's economically disadvantaged reading or mathematics performance is at or above the federal accountability standard for the subject. | The district's economically disadvantaged reading or mathematics performance is 0.1 to 5.0 percentage points below the federal accountability standard for the subject. | The district's economically disadvantaged reading or mathematics performance is 5.1 to 10.0 percentage points below the federal accountability standard for the subject. | The district's economically disadvantaged reading or mathematics performance is at least 10.1 percentage points below the federal accountability standard for the subject. |

| Indicator | Subject | Standard | 0 | 1 | 2 | 3 |
|-----------|-------------|----------|-------|---------------|---------------|-------|
| 1(i) | Mathematics | 42.0% | 42.0% | 37.0% - 41.9% | 32.0% - 36.9% | 31.9% |
| 1(ii) | Reading/ELA | 53.0% | 53.0% | 48.0% - 52.9% | 43.0% - 47.9% | 42.9% |

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NCLB Indicator #2(i-v): Migrant TAKS Passing Rate

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

CALCULATION

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

$$\text{District migrant passing rate for a TAKS [subject (i-v)] test} = \frac{\text{District number of migrant students who passed the TAKS [subject (i-v)] test in spring 2006}}{\text{District number of migrant students who took the TAKS [subject (i-v)] test in spring 2006}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 migrant TAKS test takers in the subject for the district in spring 2006.
- Professional judgment special analysis is available in the Mathematics and Reading/ELA subject areas evaluated under this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2005 snapshot date (110 Record) and also reported by the district as a **migrant** student on the spring 2006 TAKS answer documents (Migrant Student indicator code).

NOTES

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

| Indicator | Subject Test | Grade Levels |
|-----------|----------------|--------------|
| 2(i) | Mathematics | 3-11 |
| 2(ii) | Reading/ELA | 3-11 |
| 2(iii) | Science | 5, 10, 11 |
| 2(iv) | Social Studies | 8, 10, 11 |
| 2(v) | Writing | 4, 7 |

PERFORMANCE LEVEL ASSIGNMENT

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

| District Performance Level Criterion: District Migrant TAKS Passing Rate | | | | |
|---|--|---|--|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Not Assigned | Performance Level = 0 / 0SA (met standard) | Performance Level = 1 / 1SA | Performance Level = 2 / 2SA | Performance Level = 3 / 3SA |
| PL not equal to 0 and special analysis process* results in the assignment of a performance level of <i>Not Assigned</i> . | The district migrant TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0. | The district migrant TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject. | The district migrant TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject. | The district migrant TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject. |



PERFORMANCE LEVEL ASSIGNMENT

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

| District Performance Level Criterion: District Migrant Annual Dropout Rate | | | | |
|--|--|-----------------------------|-----------------------------|-----------------------------|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Not Assigned | Performance Level = 0 / 0SA (met standard) | Performance Level = 1 / 1SA | Performance Level = 2 / 2SA | Performance Level = 3 / 3SA |

PL not equal to 0 and special analysis process results in the assignment of a performance level of *Not Assigned*.

The district migrant

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NCLB Indicator #5: Highly Qualified Teachers as Defined by NCLB

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

CALCULATION

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

$$\text{District highly qualified teacher rate} = \frac{\text{District-reported number of teachers meeting the Title II highly qualified standards in core academic subject areas as defined by NCLB in 2005}}{\text{District-reported number of teachers in 2005}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 teachers in the district.
- The PBMAS special analysis process is not applicable to this indicator.
- Two years of data are available for analysis under this indicator.

DATA SOURCE

- Teachers' highly qualified status is reported by districts on the Highly Qualified Teacher Survey through the agency's eGrants system. The highly qualified teacher requirements are discussed in detail in the guidance documents available at the following web address: <http://www.tea.state.tx.us/nclb/hqteachers.html>.

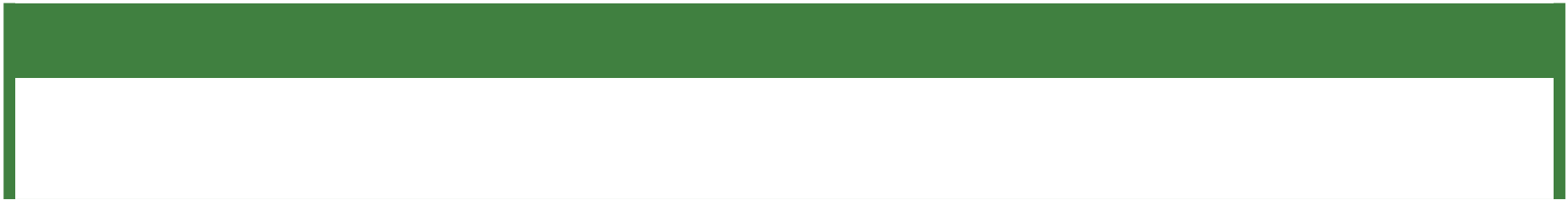
NOTES

- **New!** Performance levels are assigned for this indicator in 2006.

PERFORMANCE LEVEL ASSIGNMENT

The district highly qualified teacher rate is compared to the PBMAS standards for the highly qualified teacher rate, and performance levels are assigned as follows:

| District Performance Level Criterion: District Highly Qualified Teacher Rate | | |
|---|---|--|
| Performance Level (PL) Assignments | | |
| Performance Level = Not Assigned | Performance Level = <i>Met</i> | Performance Level = <i>Not Met</i> |
| PL not equal to <i>Met</i> <u>and</u> district does not meet minimum size requirements. | The percent of highly qualified teachers in 2005 is between 95% and 100% <u>or</u> the percent of highly qualified teachers increased at least 5 percentage points between 2004 and 2005 to result in a highly qualified percent of at least 80%. | The district did not meet one of the Highly Qualified Progress Met criteria <u>or</u> the district submitted no highly qualified data in 2005. |



PERFORMANCE LEVEL ASSIGNMENT

PERFORMANCE LEVEL ASSIGNMENT

The district LEP progress rate for Grades 3-12 is compared to the AMAO standards, and performance levels are assigned as follows:

District Performance Level Criterion: Annual Measurable Achievement Objective (LEP Progress Grades 3-12)

| Performance Level (PL) Assignments | |
|------------------------------------|-------------|
| Performance Level = Not Assigned | Performance |

ative (LEP Attainment Grades K-2)

ient (LEP) students in Grades K-2 who reached the
ncy Assessment System (TELPAS) Composite Rating in

s (Grades K-2) who received a TELPAS Composite Rating of
anced High in 2005-2006

ents (Grades K-2) assessed on the TELPAS in 2005-2006

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 current LEP students
(Grades K-2) assessed on the TELPAS in 2005-2006

DATA SOURCE

data are available for analysis under TEP indicator 14 (Grades K-2) as TEL

PERFORMANCE LEVEL ASSIGNMENT

The district LEP attainment rate for Grades K-2 is compared to the AMAO standards, and performance levels are assigned as follo

NCLB Indicator #9: Annual Measurable Achievement Objective (LEP Attainment Grades 3-12)

This indicator is the percent of limited English proficient (LEP) students in Grades 3-12 who met the attainment goal for English language proficiency in 2005-2006.

CALCULATION

For each district, there are two methods for meeting the standard for this indicator:

Method 1:

$$\text{District LEP TELPAS attainment rate} = \frac{\text{District number of current LEP students (Grades 3-12) who received a TELPAS Composite Rating of Advanced High in 2005-2006}}{\text{District number of current LEP students (Grades 3-12) assessed on the TELPAS in 2005-2006}}$$

Method 2:

$$\text{District LEP attainment rate} = \frac{\text{District number of current LEP students (Grades 3-12 based on years in U.S. schools) who received a TELPAS Composite Rating of Advanced High in 2005-2006 and monitored LEP students (Grades 3-11) who passed English TAKS Reading/ELA in 2005-2006}}{\text{District number of current LEP students (Grades 3-12 based on years in U.S. schools) assessed on TELPAS in 2005-2006 and monitored LEP students (Grades 3-11) assessed on English TAKS Reading/ELA in 2005-2006}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 LEP students in the denominator for Method 1 or Method 2.
- The PBMA special analysis process is not applicable to this indicator.
- Two years of data are available for analysis under Method 1 of this indicator, and one year of data is available for analysis under Method 2 of this indicator.

DATA SOURCE

- The data for Method 1 and Method 2 of this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2005 snapshot date (110 Record) and also assessed in the four language domains (listed in the table on page 73) on the 2006 TELPAS administration. The data for Method 2 also include the performance of enrolled students reported by the district as either first or second year monitored LEP (M1 and M2 indicator codes) and assessed on English TAKS Reading/ELA in the spring of 2006.

District Performance Level Criterion: Annual Measurable Achievement Objective (LEP Attainment Grades 3-12)

**Overall
Performance Level (PL) Assignments**

| Performance Level = Not Assigned | Performance Level = <i>Met</i> | Performance Level = <i>Not Met</i> |
|--|--|---|
| District assigned PL = Not Assigned under both Method 1 and Method 2 or a combination on the two methods of PL = <i>Not Assigned</i> and PL = <i>Not Met</i> . | District assigned a PL = <i>Met</i> under either Method 1 or Method 2. | District assigned PL = <i>Not Met</i> under both Method 1 and Method 2. |

NCLB Indicator #10: Annual Measurable Achievement Objective (LEP AYP)

This indicator measures the Adequate Yearly Progress (AYP) of students with limited English proficiency (LEP).

CALCULATION

For each district, determine whether the district's LEP student group met 2006 AYP requirements.

NOTES

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SECTION VI

Special Education (SPED) Indicators

Special Education Indicator #1(i-v)

PERFORMANCE LEVEL ASSIGNMENT

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

| District Performance Level Criterion: District Special Education TAKS Passing Rate | | | | |
|---|--|---|--|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Not Assigned | Performance Level = 0 / 0SA (met standard) | Performance Level = 1 / 1SA | Performance Level = 2 / 2SA | Performance Level = 3 / 3SA |
| PL not equal to 0 and special analysis process* results in the assignment of a performance level of <i>Not Assigned</i> . | The district special education TAKS passing rate is at or above the state accountability standard for the subject. Minimum size requirements not applicable if PL = 0. | The district special education TAKS passing rate is 0.1 to 5.0 percentage points below the state accountability standard for the subject. | The district special education TAKS passing rate is 5.1 to 10.0 percentage points below the state accountability standard for the subject. | The district special education TAKS passing rate is at least 10.1 percentage points below the state accountability standard for the subject. |

* For the Special Education TAKS Passing Rate Indicator, professional judgment special analysis is not available for Science, Social Studies, and Writing.

Note: The state *Academically Acceptable* accountability standard for each subject is used as the basis for comparison for this indicator. Thon for ts28 Tm[(Note:)-r

Special Education Indicator #2(i-v): SPED Year-After-Exit (YAE) TAKS Passing Rate

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

CALCULATION

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

$$\text{District SPED YAE passing rate for a TAKS [subject (i-v)] test} = \frac{\text{District number of students in their first year of exit from special education services who passed the TAKS [subject (i-v)] test in spring 2006}}{\text{District number of students in their first year of exit from special education services who took the TAKS [subject (i-v)] test in spring 2006}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 SPED YAE TAKS test takers in the subject area.
- Professional judgment special analysis is not available for this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the performance of students reported by the district as **enrolled** in the district on the PEIMS fall 2004 and 2005 snapshot date (110 Record) and also reported by the district on PEIMS fall 2005 snapshot date as no longer receiving special education services.

NOTES

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

| Indicator | Subject Test | Grade Levels |
|-----------|----------------|--------------|
| 2(i) | Mathematics | 3-11 |
| 2(ii) | Reading/ELA | 3-11 |
| 2(iii) | Science | 5, 10, 11 |
| 2(iv) | Social Studies | 8, 10, 11 |
| 2(v) | Writing | 4, 7 |

- Second administrations of Grades 3 and 5 Reading and Grade 5 Mathematics are included.
- Reading and ELA are combined.
- The accountability subset is used, and results are summed across grades.
- Spanish TAKS is included.
- Students must be in the same district in both school years to be included in the calculation of this indicator.

PERFORMANCE LEVEL ASSIGNMENT

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

District Performance Level Criterion: District SPED YAE TAKS Passing Rate

PERFORMANCE LEVEL ASSIGNMENT

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

| District Performance Level Criterion: District SDAA II Gap Closure (Grades 3-8) Rate for Mathematics | | | | |
|--|---|--|---|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Not Assigned | Performance Level = 0 / 0SA (met standard) | Performance Level = 1 / 1SA | Performance Level = 2 / 2SA | Performance Level = 3 / 3SA |
| PL not equal to 0 and special analysis process results in the assignment of a performance level of <i>Not Assigned</i> . | 48.1% or more of students taking SDAA II at least on grade level or one grade below enrolled grade level. Minimum size requirements not applicable if PL = 0. | 31.1% to 48.0% of students taking SDAA II at least on grade level or one grade below enrolled grade level. | 8.1% to 31.0% of students taking SDAA II at least on grade level or one grade below enrolled grade level. | 8.0% or fewer students taking SDAA II at least on grade level or one grade below enrolled grade level. |

| District Performance Level Criterion: District SDAA II Gap Closure (Grades 3-8) Rate for Reading | | | | |
|--|---|--|---|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Not Assigned | Performance Level = 0 / 0SA (met standard) | Performance Level = 1 / 1SA | Performance Level = 2 / 2SA | Performance Level = 3 / 3SA |
| PL not equal to 0 and special analysis process results in the assignment of a performance level of <i>Not Assigned</i> . | 43.1% or more of students taking SDAA II at least on grade level or one grade below enrolled grade level. Minimum size requirements not applicable if PL = 0. | 29.1% to 43.0% of students taking SDAA II at least on grade level or one grade below enrolled grade level. | 5.1% to 29.0% of students taking SDAA II at least on grade level or one grade below enrolled grade level. | 5.0% or fewer students taking SDAA II at least on grade level or one grade below enrolled grade level. |

Special Education Indicator #4(i-ii): SPED SDAA II Gap Closure (Grades 3-10)

This indicator is the percent of special education students (Grades 3-10) taking the State-Developed Alternative Assessment II (SDAA II) in Mathematics, Reading/ELA at least on grade level or one grade level below enrolled grade level.

CALCULATION

For each district, determine the district percent of special education students (Grades 3-10) taking the SDAA II at least on grade level or one grade level below enrolled grade level:

$$\begin{array}{l} \text{District SDAA II} \\ \text{gap closure rate for} \\ \text{an SDAA II} \\ \text{[subject (i-ii)] test} \end{array} = \frac{\text{District number of special education students (Grades 3-10) taking the SDAA II [subject (i-ii)] test at least on} \\ \text{grade level or one grade level below enrolled grade level in spring 2006}}{\text{District number of special education students (Grades 3-10) taking the SDAA II [subject (i-ii)] test in spring 2006}}$$

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Special Education Indicator #7: SPED SDAA II Only Participation Rate

This indicator is the percent of special education students (Grades 3-10) tested on the State-Developed Alternative Assessment II (SDAA II) in all subjects for which the SDAA II is available (Mathematics, Reading/ELA, Writing).

CALCULATION

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

$$\text{District special education SDAA II Only participation rate} = \frac{\text{District number of students (Grades 3-10) served in special education tested on the SDAA II for all subjects for which SDAA II was available in spring 2006}}{\text{District number of students (Grades 3-10) served in special education for whom a TAKS, TAKS-I, or SDAA II answer document was submitted in spring 2006}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 SPED students for whom a TAKS, TAKS-I, or SDAA II answer document was submitted in spring 2006.
- The PBMAS special analysis process is not applicable to this indicator.
- Two years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the participation of students reported as **enrolled** in the district on the PEIMS fall 2005 snapshot date (110 Record) and also reported by the district as participating in a **special education** program on the spring 2006 TAKS, TAKS-I, or SDAA II answer documents (special education indicator code).

NOTES

PERFORMANCE LEVEL ASSIGNMENT

The district SPED SDAA II Only participation rate is compared to the PBMAS standards for the SDAA II Only participation rate, and performance levels are assigned as follows:

| District Performance Level Criterion: District SPED SDAA II Only Participation Rate | | | | |
|---|--|--|---|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Not Assigned | Performance Level = 0 / 0SA (met standard) | Performance Level = 1 / 1SA | Performance Level = 2 / 2SA | Performance Level = 3 / 3SA |
| PL not equal to 0 and district does not meet minimum size requirements. | The district SPED SDAA II Only participation rate is 56.0% or lower. Minimum size requirements not applicable if PL = 0. | The district SPED SDAA II Only participation rate is between 56.1% and 71.0% | The district SPED SDAA II Only participation rate is between 71.1% and 81.0%. | The district SPED SDAA II Only participation rate is greater than 81.0%. |

The PBMAS special analysis process is not applicable to this indicator. Performance levels are only assigned through standard analysis.

PERFORMANCE LEVEL ASSIGNMENT

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

| District Performance Level Criterion: SPED Statewide Assessment Exemption Rate (ADA = 1600 or higher) | | | | |
|---|---|------------------------------------|------------------------------------|------------------------------------|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Not Assigned | Performance Level = 0 / 0SA (met standard) | Performance Level = 1 / 1SA | Performance Level = 2 / 2SA | Performance Level = 3 / 3SA |

PL not equal to 0

Special Education Indicator #10: SPED 3-11 Year-Olds Less Restrictive Environment Placement Rate

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

CALCULATION

For each district, calculate the district placement rate for students ages 3-11 years old in less restrictive environments:

$$\text{District 3-11 year-olds less restrictive environment placement rate} = \frac{\text{District number of students ages 3-11 served in special education who were placed in less restrictive environments in 2005-2006}}{\text{District number of students ages 3-11 served in special education in 2005-2006}}$$

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 students ages 3-11 served in special education.
- Professional judgment special analysis is available for this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the placement of special education students reported by districts as **enrolled** in the district and placed in either **40** or **41** instructional settings (PEIMS fall 2005 snapshot data; 110 Record and 163 Record, Element ID E0173).

NOTES

- PEIMS setting codes **40 (mainstream)** and **41 (receive resource room services less than 21% of the day)** are the environments that are considered less restrictive for the purposes of this indicator.
- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are not included in the calculation of this indicator.
- Students whose PEIMS code on the 163 Record (Element ID E0833) is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program 50% of the day) are not included in the calculation of this indicator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator.
- The student's age is determined as of September 1, 2005, for this indicator.

PERFORMANCE LEVEL ASSIGNMENT

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

District Performance Level Criterion: District Special Education Annual Dropout Rate

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Special Education Indicator #14: SPED Identification

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

PERFORMANCE LEVEL ASSIGNMENT

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

| District Performance Level Criterion: District Special Education Identification Rate | | | | |
|--|---|--|---|---|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Not Assigned | Performance Level = 0 / 0SA (met standard) | Performance Level = 1 / 1SA | Performance Level = 2 / 2SA | Performance Level = 3 / 3SA |
| PL not equal to 0 and special analysis process results in the assignment of a performance level of <i>Not Assigned</i> . | The district identification of students to receive special education services is 8.5% or lower. Minimum size requirements not applicable if PL = 0. | The district identification of students to receive special education services is between 8.6% and 12.0%. | The district identification of students to receive special education services is between 12.1% and 16.0%. | The district identification of students to receive special education services is 16.1% or higher. |

Special Education Indicator #15: SPED African American Representation

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

CALCULATION

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

$$\text{District special education African American percentage} = \frac{\text{District number of African American students served in special education in 2005-2006}}{\text{District number of special education students enrolled in 2005-2006}}$$

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

$$\text{District overall African American percentage} = \frac{\text{District number of African American students enrolled in 2005-2006}}{\text{District number of students enrolled in 2005-2006}}$$

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

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

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 African American students enrolled and at least 30 enrolled students served in special education.
- Professional judgment special analysis is available for this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the number of **African American** students reported by the district as **enrolled** in the district and receiving **special education** services (PEIMS fall 2005 snapshot data; 101 Record, 110 Record, and 163 Record).

NOTES

- Students coded in PEIMS under the instructional setting/arrangement codes 02 (Hospital Class), 81-89 (Residential Care and Treatment Facility), and 30 (School for Persons with Mental Retardation) are not included in the calculation of this indicator.
- Students whose PEIMS code on the 163 Record (Element ID E0833) is 1 (Enrolled in the regional day school program < 50% of the day) or 2 (Enrolled in the regional day school program 50% of the day) are not included in the calculation of this indicator.
- Students whose PEIMS Average Daily Attendance (ADA) Code = 0 are included in the calculation of this indicator.

PERFORMANCE LEVEL ASSIGNMENT

For each district, the **difference score** is compared to the PBMAS standards for SPED African American representation, and performance levels are assigned as follows:

District Performance Level Criterion: District SPED African American Representation

Special Education Indicator #16: SPED Hispanic Representation

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

Special Education Indicator #17: SPED LEP Representation

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

Special Education Indicator #18: SPED Discretionary DAEP Placements

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

CALCULATION

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

$$\text{District special education DAEP placement rate} = \frac{\text{District number of discretionary DAEP placements of students served in special education in 2004-2005}}{\text{District number of students served in special education in attendance in 2004-2005}}$$

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

$$\text{District overall DAEP placement rate} = \frac{\text{District number of discretionary DAEP placements for all students in 2004-2005}}{\text{District number of all students in attendance in 2004-2005}}$$

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

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

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 students in attendance served in special education.
- Professional judgment special analysis is available for this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the number of students (all students and special education students) reported by the district as **in attendance** and the number of incidents of **discretionary placements in a DAEP** (all students and special education students) (PEIMS summer 2005 data; 400 Record, 405 Record, and 425 Record).

NOTES

- ***New!*** The agency will begin reporting the state average DAEP placement rate for all students on the 2006 PBMAS district report. Districts should compare their DAEP placement rate to the state average DAEP placement rate to determine whether a review of disciplinary decision-making is appropriate.
- ***New!*** In future versions of the PBMAS, the agency anticipates evaluating districts' decisions to **continue** DAEP placements made by another district (e.g., Action Codes 08, 10, and 14). As such, districts should begin reviewing and evaluating their continuations of DAEP placements to ensure those are not being excessively or disproportionately used.
- Discretionary DAEP placements are for the 2004-2005 school year.
- Note that discretionary DAEP placements are defined using the PEIMS 425 Record – Disciplinary Action Codes and Disciplinary Action Reason Codes as follows:

Action Codes (Element ID E1005) = 07 and Reason Codes (Eleme

Special Education Indicator #19: SPED Discretionary Expulsions

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

CALCULATION

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

$$\text{District special education discretionary expulsion rate} = \frac{\text{District number of discretionary expulsions of students served in special education in 2004-2005}}{\text{District number of students served in special education in attendance in 2004-2005}}$$

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

$$\text{District overall discretionary expulsion rate} = \frac{\text{District number of discretionary expulsions of all students in 2004-2005}}{\text{District number of all students in attendance in 2004-2005}}$$

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

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

MINIMUM SIZE REQUIREMENTS

- Minimum Size Criterion: At least 30 students in attendance served in special education.
- Professional judgment special analysis is available for this indicator.
- Three years of data are available for analysis under this indicator.

DATA SOURCE

- The data for this indicator are based on the number of students (all students and special education students) reported by the district as

NOTES

- Discretionary expulsions are for the 2004-2005 school year.
- Note that discretionary expulsions are defined using the PEIMS 425 Record – Disciplinary Action Codes and Disciplinary Action Reason Codes as follows:
 Action Code (Element ID E1005) = 01, 02, 03, 04 and Reason Code (Element ID E1006) = 04, 05, 06, 08, 20, 22, 23, 26, 27, 35, and/or 49.

PERFORMANCE LEVEL ASSIGNMENT

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

| District Performance Level Criterion: District Discretionary Expulsions | | | | |
|--|---|---|---|--|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Not Assigned | Performance Level = 0 / 0SA (met standard) | Performance Level = 1 / 1SA | Performance Level = 2 / 2SA | Performance Level = 3 / 3SA |
| PL not equal to 0 and special analysis process results in the assignment of a performance level of <i>Not Assigned</i> . | The district percent of SPED discretionary expulsions is no more than 1.0 percentage point higher than the percent of overall discretionary expulsions. Minimum size requirements not applicable if PL = 0. | The district percent of SPED discretionary expulsions is between 1.1 and 3.0 percentage points higher than the percent of overall discretionary expulsions. | The district percent of SPED discretionary expulsions is between 3.1 and 5.0 percentage points higher than the percent of overall discretionary expulsions. | The district percent of SPED discretionary expulsions is at least 5.1 percentage points higher than the percent of overall discretionary expulsions. |

Special Education Indicator #20: SPED Discretionary Placements to ISS

This indicator is the potential disproportionate discretionary placement of students served in special education to in-school suspension (ISS).

CALCULATION

NOTES

- Discretionary placements to ISS are for the 2004-2005 school year.
- Note that discretionary placements to ISS are defined using the PEIMS 425 Record – Disciplinary Action Codes and Disciplinary Action Reason Codes as follows:
 Action Code (Element ID E1005) = 06 and 26 and Reason Code (Element ID E1006) = All Codes

PERFORMANCE LEVEL ASSIGNMENT

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

| District Performance Level Criterion: District Discretionary Placements to ISS | | | | |
|--|---|-----------------------------|-----------------------------|-----------------------------|
| Performance Level (PL) Assignments | | | | |
| Performance Level = Not Assigned | Performance Level = 0 / 0SA (met standard) | Performance Level = 1 / 1SA | Performance Level = 2 / 2SA | Performance Level = 3 / 3SA |
| PL not equal to 0 and special analysis process results in the assignment of a performance level of <i>Not Assigned</i> . | The district percent of SPED discretionary ISS placements is no more than 16.0 percentage points higher than the percent of overall discretionary ISS placements. | | | |

SECTION VII: COMMENTS and QUESTIONS:

**Questions about the determination of PBMAS district performance levels should be addressed to
Division of Performance-Based Monitoring**



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