

## MEMORANDUM

September 27, 2017

TO: Richard A. Carranza  
Superintendent of Schools

FROM: Carla Stevens  
Assistant Superintendent, Research & Accountability

SUBJECT: **PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM (PBMAS), 2016-2017**

The results of the state's Performance-Based Monitoring Analysis System (PBMAS) have been released. Attached is the 2017 PBMAS report. The Performance-Based Monitoring Analysis System (PBMAS) is an automated data system implemented by the Texas Education Agency (TEA) to report annually on the performance of school districts and charter schools in the following program areas:

- Bilingual Education / English as a Second Language (BE/ESL),
- Career and Technical Education (CTE),
- Certain Title programs under the Every Student Succeeds Act (ESSA) (formerly NCLB)
  - Title I
  - Migrant
- Special Education

Each program area has a number of indicators (and sub-indicators) which are assessed against the PBMAS standards established by the TEA. There are 28 indicators for Bilingual Education/ English as a Second Language, 20 indicators for Career and Technical Education, 22 indicators for ESSA, and 22 indicators for Special Education. Overall a grand total of 92 indicators are assessed against PBMAS standards. The detailed indicator information is available in the 2017 PBMAS manual (<http://tea.texas.gov/pbm/PBMASManuals.aspx>).

### Performance Levels

Performance on each PBMAS indicator is assigned a Performance Level (PL) from 0 to 3, or in a few cases, 4. PL 0 means the district met the standard for that indicator. Performance levels of 3 or 4 represent the poorest possible rating and may result in an intervention from TEA. Each performance level has a range of cut points. The cut points for each PBMAS indicator are evaluated annually and subject to change as a result of state or federal priorities and requirements. Performance level cut point information is available in the 2017 PBMAS manual (<http://tea.texas.gov/pbm/PBMASManuals.aspx>). In special cases, indicators receive a PL rating of "report only" (RO), "special analysis" (SA), "required improvement" (RI), "significant disproportionality" (SD), or "data integrity" (DI). **Table 1 (p. 2)** lists the performance levels available for indicators in the 2017 PBMAS.

**Table 1. Performance Levels available in 2017 PBMAS**

<b>PL</b>	<b>Description</b>
0	Met the standard
1, 2, 3, and 4	Did not meet the standard. Depending on the indicator, either a 3 or a 4 represents the poorest possible rating.
DI	Data Integrity. It is used in combination with the NA performance level to address situations where compromised data render any other performance level impossible to determine.
NA	Not Assigned
RI	Required Improvement
SA	Special Analysis
SD	Significant Disproportionality
0 RI	Did not meet the standard but showed sufficient improvement from the previous year
0 SA, 1 SA, 2 SA, 3 SA, NA SA	PLs established using special analysis process
RO	Report Only

**Changes to the PBMAS in 2017 from 2016***All Programs*

- STAAR indicators reflect the discontinuation of the STAAR A and STAAR L test versions.
- Special Analysis has been reinstated for many STAAR indicators.
- Required Improvement is now available for the English Language Arts STAAR end-of-course indicators.

*Bilingual/ESL Program (BE/ESL)*

- Required Improvement is now available for BE/ESL indicator #7 (LEP Graduation Rate).
- Performance level cut points for BE/ESL indicator #8 (TELPAS Reading Beginning Proficiency Level Rate) have been adjusted to align with the other TELPAS indicator.

*Career and Technical Education (CTE)*

- Coding for the CTE Tech Prep program was discontinued in PEIMS for 2016–2017. The PBMAS CTE Nontraditional Course Completion indicators still reflect CTE Tech Prep because they use data from 2015-2016.
- The list of CTE nontraditional courses has been updated with approximately 30 courses deleted and 40 added for 2017. The full list appears in Appendix A of the 2017 PBMAS Manual. Because of the significance of this change, CTE Indicators #7 and #8 for nontraditional courses are Report Only for 2017.
- CTE Indicators #2(iv) and #4(iv) (CTE STAAR EOC Passing Rate – ELA for LEP and SPED, respectively) now have a PL 4 to align with the comparable indicators for BE/ESL.

*Every Student Succeeds Act (ESSA) (formerly NCLB)*

- There are no changes specific to the ESSA program.

*Special Education Program (SPED)*

The TEA has continued the multi-year process of revising PBMAS SPED indicators to meet federal regulations under 34 Code of Federal Regulations (CFR) Part 300. Changes implemented in 2017 are summarized in the table below from the 2017 PBMAS Manual.

### Summary of Changes to 2017 PBMAS Special Education Indicators

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
Indicator #15: SPED Discretionary ISS Placements	Scheduled to be previewed with 2017 Discipline Data Validation
Indicator #16: SPED Discretionary OSS Placements	

Source: 2017 PBMAS Manual

### District PBMAS Results for 2017

**Table 2** shows the number of PBMAS indicators at each performance level. The district had 3 indicators in PL of 4, 20 indicators in PL of 3, 23 in PL of 2, 15 in PL of 1, and 31 in PL of 0 or other combinations of Report Only (RO), Required Improvement (RI), Not Assigned (NA), Special Analysis (SA), or Significant Disproportionality (SD).

**Table 2. Districtwide Performance Levels on PBMAS Indicators, 2017 and 2016**

2017 PL	2017 Number of Indicators	2017 Indicator Totals by Program	2016 Number of Indicators	2016 Indicator Totals by Program
4	3	1-Bilingual/ESL Program 2-Career and Technical Education	0	
3	20	8-Bilingual/ESL Program 3-Career and Technical Education 9-Special Education Program	22	8-Bilingual/ESL Program 5-Career and Technical Education 9-Special Education Program
2	23	9-Bilingual/ESL Program 3-Career and Technical Education 2-ESSA (Title 1) 3-ESSA (Migrant) 6-Special Education Program	23	10-Bilingual/ESL Program 2-Career and Technical Education 2-ESSA (Title 1) 1-ESSA (Migrant) 8-Special Education Program
1	15	4-Bilingual/ESL Program 3-Career and Technical Education 4-ESSA (Title 1) 3-ESSA (Migrant) 1-Special Education Program	13	4-Bilingual/ESL Program 2-Career and Technical Education 3-ESSA (Title I) 1-ESSA (Migrant) 3-Special Education Program
0, 0 RI, RO, NA, SA, and SD	31	6-Bilingual/ESL Program 9-Career and Technical Education 5-ESSA (Title 1) 5-ESSA (Migrant) 6-Special Education Program	45	6-Bilingual/ESL Program 11-Career and Technical Education 6-ESSA (Title I) 9-ESSA (Migrant) 13-Special Education Program

Source: TEA 2017 and 2016 Confidential PBMAS Summary Reports

Districts with low student performance on Performance-Based Monitoring Analysis System (PBMAS) performance indicators for a monitored program are staged for intervention by the TEA Division of Program Monitoring and Interventions. Districts staged for interventions in the PBM system are required to engage in intervention requirements which lead to the development and implementation of an improvement plan through the Texas Accountability Intervention System (TAIS). **The stages of intervention for each program area based on the PBMAS performance indicators will be released later in the fall.**

The Texas Accountability Intervention System (TAIS) is a continuous improvement process driven by the ongoing collection and analysis of data. As the state transitions to a more aligned accountability system, the focus shifts to a more integrated process for continuous, sustained improvement. The following districts and campuses will engage in TAIS interventions:

- Districts and campuses rated Improvement Required (IR) due to low performance on one or more of the four indexes of the performance index framework;
- Districts and campuses who miss one or more System Safeguard targets, and/or
- Districts staged for interventions in the PBM system, which includes multiple and single program areas staged for interventions.

For the special education program, State Performance Plan compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings are also evaluated and used to assign an integrated stage of intervention. In addition, students placed in residential facilities are monitored. This system, known as RF Tracker, assesses the district's performance on three indicators: least restrictive environment (LRE), commensurate school day, and related services as they relate to students placed in residential facilities.

In addition to the TAIS intervention process, an on-site visit by the TEA may be conducted to address program effectiveness and/or systemic concerns related to documented substantial, imminent, or ongoing risks. The decision to conduct an on-site visit is not contingent on the stage of intervention, but rather on identification of program effectiveness and/or systemic concerns related to documented substantial, imminent, or ongoing risks.

## Results by Program Area

### *Bilingual/ESL Program*

The Bilingual and ESL Program is rated on a total of 28 indicators (including sub-indicators). A summary of performance levels for the indicators is shown in **Table 3**.

Table 3. Bilingual/ESL Program Performance Levels on PBMAS Indicators		
PL	Number of Indicators	2017 PBMAS Indicators
4	1	LEP STAAR EOC Passing Rate in English Language Arts
3	8	ESL STAAR 3-8 Passing Rate in Reading, Science, Social Studies, and Writing LEP Not Served STAAR 3-8 Passing Rate in Social Studies and Writing LEP STAAR EOC Passing Rate in Science LEP Graduation Rate
2	9	BE STAAR 3-8 Passing Rate in Writing ESL STAAR 3-8 Passing Rate in Mathematics LEP Not Served STAAR 3-8 Passing Rate in Reading and Science LEP STAAR EOC Passing Rate in Mathematics and Social Studies LEP Annual Dropout Rate (Grades 7-12) TELPAS Reading Beginning Proficiency Level Rate TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years
1	4	BE STAAR 3-8 Passing Rate in Reading and Social Studies LEP Not Served STAAR 3-8 Passing Rate in Mathematics LEP Year-After-Exit STAAR 3-8 Passing Rate in Social Studies
0 or 0 RI	6	BE STAAR 3-8 Passing Rate in Mathematics and Science LEP Year-After-Exit STAAR 3-8 Passing Rate in Mathematics, Reading, Science, and Writing

Source: TEA 2017 Confidential PBMAS Summary Report

### Key Findings:

- On the STAAR 3-8 Passing Rate, BE, ESL, and non-served LEP students were below the standards for all subjects except BE students in mathematics (PL=0). Nine out of ten indicators for ESL and non-served LEP students were at performance level 2 or 3.
- Year-after-exit LEP students (i.e., first year monitored) exceeded STAAR 3-8 standards for four indicators (PL=0) and were at performance level 1 in social studies.
- LEP students were below the STAAR EOC standards in all four subject areas with PL=2 in mathematics and science, PL=3 in science and PL=4 in English language arts.
- The LEP annual dropout rate for grades 7-12 (PL=2) and the LEP graduation rate (PL=3) were below the standard.
- Texas English Language Proficiency Assessment System (TELPAS) results did not meet the standards for either indicator (PL=2).

### Career and Technical Education

The Career and Technical Education Program is rated on a total of 20 indicators (including sub-indicators). A summary of the performance levels for the indicators is shown in **Table 4**.

Table 4. Career and Technical Education Performance Levels on PBMAS Indicators		
PL	Number of Indicators	2017 PBMAS Indicators
4	2	CTE LEP STAAR EOC Passing Rate in English Language Arts CTE SPED STAAR EOC Passing Rate in English Language Arts
3	3	CTE LEP STAAR EOC Passing Rate in Science CTE SPED STAAR EOC Passing Rate in Mathematics and Science
2	3	CTE LEP STAAR EOC Passing Rate in Mathematics and Social Studies CTE SPED STAAR EOC Passing Rate in Social Studies
1	3	CTE STAAR EOC Passing Rate in English Language Arts CTE Economically Disadvantaged STAAR EOC Passing Rate in Science and English Language Arts
0 or 0 RI	7	CTE STAAR EOC Passing Rate in Mathematics, Science, and Social Studies CTE Economically Disadvantaged STAAR EOC Passing Rate in Mathematics and Social Studies CTE Annual Dropout Rate (Grades 9-12) CTE Graduation Rate
Report Only	2	CTE Nontraditional Course Completion Rate (Males) CTE Nontraditional Course Completion Rate (Females)

Source: TEA 2016 Confidential PBMAS Summary Report

### Key Findings

- STAAR EOC passing rates among CTE students were higher than the PBMAS standards in three of the four subject areas (PL=0) with the rate in English language arts at PL=1.
- LEP CTE students fell short of the STAAR EOC standards in all four subject areas.
- Economically disadvantaged CTE students exceeded the STAAR EOC standards in mathematics and social studies (PL=0) and were at PL=1 in science and English language arts.
- CTE students in Special Education were below the STAAR EOC standards in all four subject areas with social studies at PL=2, mathematics and science at PL=3, and English language arts at PL=4.
- The annual dropout rate and graduation rate for CTE students both received PL ratings of 0 by meeting or exceeding the respective standards.

### Every Student Succeeds Act

The ESSA Program area is rated on a total of 22 indicators (including sub-indicators) that are divided between Title I and Migrant programs. A summary of performance levels for the indicators is shown in **Table 5 (p. 7)**.

### Key Findings

- Title I students surpassed the STAAR 3-8 standards in mathematics and science, but migrant students were below the standards in all five subject areas.
- Title I and migrant students surpassed the STAAR EOC standards in mathematics, science, and social studies (PL=0).

**Table 5. Every Student Succeeds Act (Title I) Performance Levels on PBMAS Indicators**

PL	Number of Indicators	2017 PBMAS Indicators
3	0	None
2	2	Title I, Part A STAAR 3-8 Passing Rate in Social Studies Title I, Part A Annual Dropout Rate (Grades 7-12)
1	4	Title I, Part A STAAR 3-8 Passing Rate in Reading and Writing Title I, Part A STAAR EOC Passing Rate in English Language Arts Title I, Part A Graduation Rate
0	5	Title I, Part A STAAR 3-8 Passing Rate in Mathematics and Science Title I, Part A STAAR EOC Passing Rate in Mathematics, Science, and Social Studies

**Every Student Succeeds Act (Migrant) Performance Levels on PBMAS Indicators**

PE	Number of Indicators	2017 PBMAS Indicators
3	0	None
2	3	Migrant STAAR 3-8 Passing Rate in Reading, Social Studies, and Writing
1	3	Migrant STAAR 3-8 Passing Rate in Mathematics and Science Migrant STAAR EOC Passing Rate in English Language Arts
0 or 0 RI	5	Migrant STAAR EOC Passing Rate in Mathematics, Science, and Social Studies Migrant Annual Dropout Rate (Grades 7-12) Migrant Graduation Rate

Source: TEA 2016 Confidential PBMAS Summary Report

### *Special Education Program*

The Special Education Program is rated on a total of 22 indicators (including sub-indicators). A summary of performance levels (PL) for the indicators is shown in **Table 6 (p. 8)**.

### **Key Findings**

- Current special education students' performance was below the STAAR 3-8 standard in all areas (PL=2 for mathematics and PL=3 for reading, science, social studies, and writing). For STAAR EOC, current special education students received one PL rating of 2 (social studies) and three PL ratings of 3 (mathematics, science and English language arts).
- Students in the first year after exiting special education only met the STAAR standards in mathematics and science, resulting in a PL rating of 1 for reading and two PL ratings of 2 in social studies and writing.
- STAAR Alternate 2 participation rate exceeded the standard (PL=3).
- The percent of students ages 3-5 in special education who were placed in a regular early childhood program met the state standard (PL=0).
- The percentage of students ages 6-21 in special education placed in a regular class 80% or more of the day did not meet the standard but improved enough from 2016 to meet required improvement (0 RI). The percentage of students ages 6-21 in special education placed in a regular class less than 40% of the day was below the standard (PL=3).
- Starting with 2017 PBMAS the representation of students in special education is analyzed for disproportionality based on combinations of student group and disability. The only combination that reached the threshold of significant disproportionality (SD) was Two or More Races Emotional Disturbance.

**Table 6. Special Education Program Performance Levels on PBMAS Indicators**

PL	Number of Indicators	2017 PBMAS Indicators
3	9	SPED STAAR 3-8 Passing Rate in Reading, Science, Social Studies, and Writing SPED STAAR EOC Passing Rate in Mathematics, Science, and English Language Arts SPED STAAR Alternate 2 Participation Rate SPED Regular Class < 40% Rate (Ages 6-21)
2	6	SPED STAAR 3-8 Passing Rate in Mathematics SPED Year-After-Exit STAAR 3-8 Passing Rate in Social Studies and Writing SPED STAAR EOC Passing Rate in Social Studies SPED Annual Dropout Rate (Grades 7-12) SPED Graduation Rate
1	1	SPED Year-After-Exit STAAR 3-8 Passing Rate in Reading
0, 0 RI	4	SPED Year-After-Exit STAAR 3-8 Passing Rate in Mathematics and Science SPED Regular Early Childhood Program Rate (Ages 3-5) SPED Regular Class ≥ 80% Rate (Ages 6-21) (0 RI)
SD	1	SPED Representation – Two or More Races/Emotional Disturbance Disproportionality (Year 1)
Report Only	1	SPED Separate Settings Rate (Ages 6-21)

Source: TEA 2016 Confidential PBMAS Summary Report

Further distribution of this report is at your discretion. Should you have further questions, please contact me at (713) 556-6700.



Carla J. Stevens CJS

Attachment

cc: Superintendent's Direct Reports  
Area Superintendents  
Susan Kaler  
Joan Anderson  
Gracie Guerrero  
Bernadette Cardenas  
Rick Cruz  
Michael Love  
Pam Evans



C O N F I D E N T I A L  
Texas Education Agency  
2017 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
BILINGUAL EDUCATION/ENGLISH AS A SECOND LANGUAGE

County-District Number: 101912  
District Name: HOUSTON ISD

Region 04

INDICATOR	2017		2017		2016		2015		2017 INDICATOR PERFORMANCE LEVEL	
	PL	CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR		DENOMINATOR
*****										
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	76.6	11,614	15,158	10,907	14,820	10,104	14,164	0
(ii) READING	70.0	- 100	63.0	9,578	15,205	9,458	14,851	9,194	14,209	1
(iii) SCIENCE	65.0	- 100	61.3 / 55.6	2,295	3,746	1,869	3,360	1,590	3,271	0 RI
(iv) SOCIAL STUDIES	65.0	- 100	63.4	92	145	71	113	67	102	1
(v) WRITING	70.0	- 100	57.1	3,058	5,354	2,848	4,928	3,017	5,028	2
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	57.5	7,121	12,388	4,260	7,537	3,370	6,691	2
(ii) READING	70.0	- 100	42.0	5,233	12,473	3,380	7,662	2,812	6,756	3
(iii) SCIENCE	65.0	- 100	42.1	1,698	4,031	1,059	2,441	593	2,034	3
(iv) SOCIAL STUDIES	65.0	- 100	21.7	480	2,214	334	1,448	265	1,411	3
(v) WRITING	70.0	- 100	38.2	1,565	4,098	902	2,540	837	2,287	3
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	61.7	1,577	2,557	1,558	2,638	1,716	3,046	1
(ii) READING	70.0	- 100	50.0	1,292	2,583	1,342	2,645	1,572	3,061	2
(iii) SCIENCE	65.0	- 100	52.3	385	736	335	703	319	759	2
(iv) SOCIAL STUDIES	65.0	- 100	32.4	61	188	55	206	60	196	3
(v) WRITING	70.0	- 100	45.3	393	868	381	857	447	1,015	3
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	89.4	2,278	2,549	7,108	8,102	7,221	8,565	0
(ii) READING	70.0	- 100	86.5	2,262	2,616	7,174	8,337	7,667	8,879	0
(iii) SCIENCE	65.0	- 100	86.9	715	823	2,576	3,043	2,607	3,270	0
(iv) SOCIAL STUDIES	65.0	- 100	64.6	168	260	570	999	593	1,007	1
(v) WRITING	70.0	- 100	85.1	713	838	2,142	2,684	2,343	2,912	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	46.8	1,974	4,216	953	1,741	772	1,474	2
(ii) SCIENCE	75.0	- 100	49.9	1,825	3,658	914	1,567	850	1,394	3
(iii) SOCIAL STUDIES	70.0	- 100	55.4	1,068	1,927	609	938	516	889	2
(iv) ENGLISH LANGUAGE ARTS	60.0	- 100	15.9	1,397	8,765	822	3,979			4
6. LEP ANNUAL DROPOUT RATE (GRADES 7-12)				----- 2015-16 -----		----- 2014-15 -----		----- 2013-14 -----		
	0	- 1.8	5.0	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	2
				659	13,285	623	12,343	459	11,156	
7. LEP GRADUATION RATE				----- 2015-16 -----		----- 2014-15 -----				
	80.0	- 100	54.8	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>			3
				870	1,589	815	1,441			
8. TELPAS READING BEGINNING PROFICIENCY LEVEL RATE				<u>BEGINNING</u>	<u>TESTED</u>	<u>BEGINNING</u>	<u>TESTED</u>	<u>BEGINNING</u>	<u>TESTED</u>	
	0	- 7.5	14.0	4,481	31,919	3,998	28,725	3,693	26,821	2
9. TELPAS COMPOSITE RATING LEVELS FOR STUDENTS IN U.S. SCHOOLS MULTIPLE YEARS				<u>BEG./INT.</u>	<u>TESTED</u>	<u>BEG./INT.</u>	<u>TESTED</u>	<u>BEG./INT.</u>	<u>TESTED</u>	
	0	- 7.5	13.7	1,977	14,454	1,811	12,420	1,690	11,842	2

Detailed information on the assignment of performance levels can be found in the '2017 PBMAS Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>. For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented. Required Improvement for the STAAR® performance indicators measures improvements in districts' rates regardless of changes to students' individual passing standards.

C O N F I D E N T I A L  
Texas Education Agency  
2017 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
CAREER AND TECHNICAL EDUCATION

County-District Number: 101912  
District Name: HOUSTON ISD

Region 04

INDICATOR	2017		2017		2016		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		67.9	4,166	6,134	3,709	5,508	3,509	4,816	0
(ii) SCIENCE	75.0 - 100		77.1	5,233	6,785	5,183	6,263	5,046	5,769	0
(iii) SOCIAL STUDIES	70.0 - 100		87.5	5,587	6,388	4,398	4,859	4,165	4,744	0
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100		55.5	9,667	17,407	9,742	15,752			1
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		45.0	846	1,880	373	737	285	514	2
(ii) SCIENCE	75.0 - 100		48.9	817	1,671	393	692	316	489	3
(iii) SOCIAL STUDIES	70.0 - 100		56.2	445	792	200	286	197	317	2
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100		15.1	616	4,078	349	1,673			4
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		66.2	3,279	4,952	3,069	4,595	2,767	3,823	0
(ii) SCIENCE	75.0 - 100		74.9	3,979	5,310	4,184	5,103	3,757	4,361	1
(iii) SOCIAL STUDIES	70.0 - 100		86.9	4,151	4,778	3,283	3,657	3,091	3,571	0
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100		51.9	7,130	13,738	7,448	12,500			1
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		31.1	194	623	182	641	180	487	3
(ii) SCIENCE	75.0 - 100		41.1	239	582	228	585	224	448	3
(iii) SOCIAL STUDIES	70.0 - 100		52.5	238	453	147	325	163	314	2
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100		13.4	185	1,378	210	1,331			4
5. CTE ANNUAL DROPOUT RATE (GRADES 9-12)				----- 2015-16 -----		----- 2014-15 -----		----- 2013-14 -----		
	0 - 2.8		2.5	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	0
				574	23,260	424	21,592	304	19,276	
6. CTE GRADUATION RATE				----- 2015-16 -----		----- 2014-15 -----		----- 2013-14 -----		
	80.0 - 100		89.4	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	0
				3,163	3,540	3,417	3,774	3,949	4,316	
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		37.7	1,373	3,641					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		39.1	2,741	7,004					Report Only

Detailed information on the assignment of performance levels can be found in the '2017 PBMAS Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>. For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented. Required Improvement for the STAAR® performance indicators measures improvements in districts' rates regardless of changes to students' individual passing standards.

C O N F I D E N T I A L  
Texas Education Agency  
2017 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
EVERY STUDENT SUCCEEDS ACT

County-District Number: 101912  
District Name: HOUSTON ISD

Region 04

INDICATOR	2017	2017	2017	2017	2016	2016	2015	2015	2017 INDICATOR PERFORMANCE LEVEL
	PL 0 CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	
*****									
1. TITLE I, PART A 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	71.5	55,348	77,419	52,505	74,760	50,771	75,546	0
(ii) READING	70.0 - 100	65.3	52,304	80,051	52,435	77,212	53,817	78,047	1
(iii) SCIENCE	65.0 - 100	65.8	16,879	25,649	16,383	24,822	15,127	24,991	0
(iv) SOCIAL STUDIES	65.0 - 100	52.5	6,085	11,590	5,947	10,938	5,923	11,232	2
(v) WRITING	70.0 - 100	60.3	16,193	26,866	15,846	25,377	16,270	26,091	1
2. TITLE I, PART A 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	72.5	11,096	15,299	9,857	13,647	9,916	13,363	0
(ii) SCIENCE	75.0 - 100	77.3	11,127	14,387	10,865	13,152	10,857	12,863	0
(iii) SOCIAL STUDIES	70.0 - 100	85.8	10,484	12,222	10,059	11,424	9,173	10,832	0
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	55.2	18,392	33,303	19,102	31,365			1
3. TITLE I, PART A ANNUAL DROPOUT RATE (GRADES 7-12)			----- 2015-16 -----	----- 2014-15 -----	----- 2013-14 -----				
	0 - 1.8	3.4	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	2
			2,816	82,746	2,752	81,561	2,168	78,919	
4. TITLE I, PART A GRADUATION RATE			----- 2015-16 -----	----- 2014-15 -----	----- 2013-14 -----				
	80.0 - 100	78.2	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	1
			9,258	11,844	8,891	11,206	8,828	11,126	
5. MIGRANT 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	68.2	88	129	94	135	100	158	1
(ii) READING	70.0 - 100	56.5	74	131	92	143	93	165	2
(iii) SCIENCE	65.0 - 100	55.6	25	45	30	52	28	60	1
(iv) SOCIAL STUDIES	65.0 - 100	50.7	8	18	17	25	11	28	2
(v) WRITING	70.0 - 100	54.1	20	37	26	48	38	61	2
6. MIGRANT 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	66.7	14	21	26	38	19	31	0
(ii) SCIENCE	75.0 - 100	75.0	18	24	31	37	19	29	0
(iii) SOCIAL STUDIES	70.0 - 100	81.8	18	22	37	44	26	32	0
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100	51.7	30	58	52	96			1
7. MIGRANT ANNUAL DROPOUT RATE (GRADES 7-12)			----- 2015-16 -----	----- 2014-15 -----	----- 2013-14 -----				
	0 - 1.8	1.2	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	0
			4	131	2	177	0	184	
8. MIGRANT GRADUATION RATE			----- 2015-16 -----	----- 2014-15 -----	----- 2013-14 -----				
	80.0 - 100	81.8	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	0
			18	22	17	17	18	23	

Detailed information on the assignment of performance levels can be found in the '2017 PBMAS Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>. For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented. Required Improvement for the STAAR® performance indicators measures improvements in districts' rates regardless of changes to students' individual passing standards.

C O N F I D E N T I A L  
Texas Education Agency  
2017 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
SPECIAL EDUCATION

County-District Number: 101912  
District Name: HOUSTON ISD

Region 04

INDICATOR	2017		2017		2016		2015		2017 INDICATOR PERFORMANCE LEVEL	
	PL	CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR		DENOMINATOR
*****										
1. SPED 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		44.6	3,191	7,159	3,096	7,659	2,896	7,926	2
(ii) READING	70.0 - 100		37.1	2,667	7,184	2,720	7,686	2,845	7,951	3
(iii) SCIENCE	65.0 - 100		39.6	999	2,522	922	2,722	840	2,628	3
(iv) SOCIAL STUDIES	65.0 - 100		31.7	367	1,158	343	1,210	321	1,205	3
(v) WRITING	70.0 - 100		30.3	717	2,365	779	2,454	744	2,731	3
2. SPED 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		71.0	289	407	304	401	228	352	0
(ii) READING	70.0 - 100		63.3	262	414	259	406	225	355	1
(iii) SCIENCE	65.0 - 100		71.3	77	108	73	113	57	93	0
(iv) SOCIAL STUDIES	65.0 - 100		45.9	17	37	18	40	16	40	2
(v) WRITING	70.0 - 100		55.2	74	134	73	123	63	107	2
3. 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		39.9	670	1,678	598	1,662	535	1,400	3
(ii) SCIENCE	75.0 - 100		48.0	754	1,572	738	1,553	686	1,326	3
(iii) SOCIAL STUDIES	70.0 - 100		56.8	660	1,161	574	1,131	529	1,031	2
(iv) ENGLISH LANGUAGE ARTS	60.0 - 100		23.7	807	3,409	851	3,405			3
4. SPED STAAR® ALTERNATE 2 PARTICIPATION RATE				<u>STAAR® ALTERNATE</u>	<u>DOCUMENTS SUBMITTED</u>	<u>STAAR® ALTERNATE</u>	<u>DOCUMENTS SUBMITTED</u>	<u>STAAR® ALTERNATE</u>	<u>DOCUMENTS SUBMITTED</u>	
	0 - 10.0		19.9	1,631	8,206	1,597	8,664	1,589	8,922	3
5. SPED REGULAR EARLY CHILDHOOD PROGRAM RATE (AGES 3-5)				<u>SETTINGS RECP</u>	<u>SPED STUDENTS</u>	<u>SETTINGS RECP</u>	<u>SPED STUDENTS</u>	<u>SETTINGS RECP</u>	<u>SPED STUDENTS</u>	
ALL STUDENTS	30.0 - 100		39.7	519	1,308	532	1,339	545	1,382	0
6. SPED REGULAR CLASS >=80% RATE (AGES 6-21)				<u>SETTINGS &gt;=80%</u>	<u>SPED STUDENTS</u>	<u>SETTINGS &gt;=80%</u>	<u>SPED STUDENTS</u>			
ALL STUDENTS	70.0 - 100	68.6 / 66.2		9,705	14,152	9,559	14,450			0 RI
7. SPED REGULAR CLASS <40% RATE (AGES 6-21)				<u>SETTINGS &lt;40%</u>	<u>SPED STUDENTS</u>	<u>SETTINGS &lt;40%</u>	<u>SPED STUDENTS</u>			
ALL STUDENTS	0 - 10.0		21.4	2,974	13,882	3,129	14,450			3
8. SPED SEPARATE SETTINGS RATE (AGES 6-21)				<u>SEPARATE SETTINGS</u>	<u>SPED STUDENTS</u>					
ALL STUDENTS	<u>STATE RATE</u> 0.5		1.3	182	13,790					Report Only
9. SPED ANNUAL DROPOUT RATE (GRADES 7-12)				----- 2015-16 -----  <u>DROPOUTS</u>	<u>ATTEND</u>	----- 2014-15 -----  <u>DROPOUTS</u>	<u>ATTEND</u>	----- 2013-14 -----  <u>DROPOUTS</u>	<u>ATTEND</u>	
	0 - 1.8		3.8	305	7,946	332	7,969	291	8,042	2
10. SPED GRADUATION RATE				----- 2015-16 -----  <u>GRADUATES</u>	<u>CLASS</u>	----- 2014-15 -----  <u>GRADUATES</u>	<u>CLASS</u>	----- 2013-14 -----  <u>GRADUATES</u>	<u>CLASS</u>	
	80.0 - 100		64.0	692	1,082	715	1,072	750	1,140	2

Detailed information on the assignment of performance levels can be found in the '2017 PBMAS Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>. For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented. Required Improvement for the STAAR® performance indicators measures improvements in districts' rates regardless of changes to students' individual passing standards. For SPED Indicators #7, #8, and #11, data pertaining to significant disproportionality (SD) are provided only for districts that exceed the established SD threshold.

C O N F I D E N T I A L  
 Texas Education Agency  
 2017 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
 SPECIAL EDUCATION (CONT.)

County-District Number: 101912  
 District Name: HOUSTON ISD

Region 04

INDICATOR	2017		2017		2016		2015		2017 INDICATOR PERFORMANCE LEVEL
	PL O CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	
*****									
11. SPED REPRESENTATION			SPED	ALL					
			<u>STUDENTS</u>	<u>STUDENTS</u>					
			15,447	215,892					
(vii) SPED TWO OR MORE RACES									
			TWO/+	TWO/+					
			<u>ED</u>	<u>SPED</u>					
SPED TWO OR MORE RACES EMOTIONAL DISTURBANCE		12.3	15	122					
			OTHER	OTHER					
			<u>ED</u>	<u>SPED</u>					
ALL OTHER SPED EMOTIONAL DISTURBANCE		4.8	733	15,325					
	<u>SD THRESHOLD</u>								
SIGNIFICANT DISPROPORTIONALITY RISK RATIO	>2.5	2.6							SD (YEAR 1)

Detailed information on the assignment of performance levels can be found in the '2017 PBMAS Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>. For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented. For SPED Indicators #7, #8, and #11, data pertaining to significant disproportionality (SD) are provided only for districts that exceed the established SD threshold.

C O N F I D E N T I A L  
 Texas Education Agency  
 2017 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM  
 PERFORMANCE LEVEL SUMMARY  
 (NOT INCLUDING REPORT ONLY INDICATORS)

County-District Number: 101912  
 District Name: HOUSTON ISD

Region 04

	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	2	1	0					0	1	2	0
READING	1	3	2	0					1	2	3	1
SCIENCE	0 RI	3	2	0					0	1	3	0
SOCIAL STUDIES	1	3	3	1					2	2	3	2
WRITING	2	3	3	0					1	2	3	2
STAAR® EOC PASSING RATE			LEP									
MATHEMATICS			2		0	2	0	3	0	0	3	
SCIENCE			3		0	3	1	3	0	0	3	
SOCIAL STUDIES			2		0	2	0	2	0	0	2	
ENGLISH LANGUAGE ARTS			4		1	4	1	4	1	1	3	
SPED STAAR® ALTERNATE 2 PARTICIPATION RATE												3
TELPAS READING BEGINNING PROFICIENCY LEVEL RATE		2										
TELPAS COMPOSITE RATING LEVELS FOR STUDENTS IN U.S. SCHOOLS MULTIPLE YEARS		2										
ANNUAL DROPOUT RATE		2				0			2	0		2
GRADUATION RATE		3				0			1	0		2
SPED REGULAR EARLY CHILDHOOD PROGRAM RATE (AGES 3-5)												0
SPED REGULAR CLASS >=80% RATE (AGES 6-21)												0 RI
SPED REGULAR CLASS <40% RATE (AGES 6-21)												3
SPED REPRESENTATION												
TWO OR MORE RACES EMOTIONAL DISTURBANCE												SD (YEAR 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](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/](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	Will be reported on 9/20/2017
VALID, RELIABLE, AND TIMELY DATA	Will be reported on 9/20/2017
STATUS OF UNCORRECTED NONCOMPLIANCE	Will be reported on 9/20/2017
FINANCIAL AUDITS	Will be reported on 9/20/2017