

Performance-Based Monitoring Systems

- Two district-level systems:
 - **PBMAS** = Performance-Based Monitoring Analysis System
 - **DVM** = Data Validation Monitoring (System)
- **PBMAS** monitors program effectiveness in:
 - BE/ESL (Bilingual Education/English as a Second Language)
 - CTE (Career and Technical Education)
 - NCLB (No Child Left Behind Title I, Part A and Title I, Part C)
 - SPED (Special Education)
- **DVM** monitors data integrity in:
 - Leaver Data (dropouts, graduates, and other leavers)
 - Discipline Data
 - Student Assessment Data

2011 PBMAS Indicators

- ▶ **Texas Assessment of Knowledge and Skills (TAKS) Passing Rates (M, R/ELA, Sci, Soc. Stds, W)**
 - BE English
 - ESL English
 - BE Spanish
 - ESL Spanish
 - LEP Not Served in BE/ESL
 - LEP Year-After Exit
 - Title I, Part A
 - Title I, Part C (Migrant)
 - SPED
 - SPED Year-After-Exit
 - CTE TAKS
 - CTE SPED TAKS
 - CTE LEP TAKS
 - CTE Economically Disadvantaged TAKS
 - CTE Tech Prep TAKS
- ▶ **Student Assessment Participation Rates**
 - LEP
 - SPED TAKS/TAKS (Accommodated)
 - SPED TAKS-Modified
 - SPED TAKS-Alternate
- ▶ **Texas English Language Proficiency Assessment System (TELPAS)**
 - Reading Proficiency Level
 - TELPAS Composite Rating
- ▶ **Annual dropout rate**
 - LEP (Grades 7-12)
 - CTE (Grades 9-12)
 - Title I, Part A (Grades 7-12)
 - Title I, Part C (Migrant) (Grades 7-12)
 - SPED (Grades 7-12)
- ▶ **Four-year graduation rate:**
 - LEP
 - CTE
 - Title I, Part A
 - Title I, Part C (Migrant)
 - SPED
- ▶ **RHSP/DAP graduates**
 - LEP
 - CTE
 - Title I, Part A
 - Title I, Part C (Migrant)
 - SPED

- ▶ **Special Education Representation**
 - Overall
 - African American
 - Hispanic
 - LEP
- ▶ **Special Education Less Restrictive Environments**
 - 3-5 Year Olds
 - 6-11 Year Olds
 - 12-21 Year Olds
- ▶ **Special Education Discipline**
 - Discretionary DAEP Placements
 - Discretionary In-School Suspensions
 - Discretionary Out-of-School Suspensions
- ▶ **CTE Non-traditional course completion**
 - Males
 - Females

PBM Data Validation Indicators

- ▶ Annual analyses of dropout data and leaver records, including:
 - Excessive use of certain leaver codes, declines in dropout rates without corresponding increases in graduation rates, underreported students, etc.
- ▶ Annual analyses of student assessment data, including:
 - Excessive use of “absent” and “other” coding on the student assessment answer documents
- ▶ Annual analyses of discipline data, including:
 - Reporting combinations that are either data errors or violations of state law and program requirements pertaining to student discipline

PBM Reports and Manuals

- ▶ PBMAS reports available on the TEA web site at <http://www.tea.state.tx.us/pbm.aspx>:
 - PBMAS District Reports (2004-2011)
 - PBMAS Region Reports (2007-2011)
 - PBMAS State Reports (2006-2011)
- ▶ PBM manuals available on the TEA web site:
 - PBMAS Manuals (2004-2011) at <http://www.tea.state.tx.us/pbm/PBMASManuals.aspx>
 - PBM Data Validation Manuals (2004-2011) at <http://www.tea.state.tx.us/pbm/DVManuals.aspx>