2017 PBMAS District Report
Guide to Examples

Note: The data used in the sample report are not representative of what any given district’s data results might look like. Data are used in the sample report only to illustrate examples of certain types of indicators and performance level assignments. No comparisons can be made between the data used for one indicator and any other indicator(s) within or across program areas.

Highlighted Examples:

BE/ESL #1(i) BE STAAR® 3-8 Passing Rate (Mathematics)
- Example of PL assigned based on current year’s data: MSR met (standard analysis)
  - 105/146=71.9%
  - PL 0 cut-point range is 70%-100%, so PL equals 0.

BE/ESL #1(v) BE STAAR® 3-8 Passing Rate (Writing)
- Example of PL assigned based on current year’s data: MSR not met—but LEA performance falls within the PL 0 cut-point range (standard analysis)
  - 7/10=70.0%
  - PL 0 cut-point range is 70%-100%, so PL equals 0.

BE/ESL #7 LEP Graduation Rate
- Example of PL assigned based on current year’s data: MSR not met and LEA performance does not fall within the PL 0 cut-point range (standard analysis)
- Two years of data available for analysis under this indicator, but the two years’ aggregated denominators are less than 30 (13 + 10 = 23).
- Refer to the Special Analysis (SA) chart in the 2017 PBMAS Manual, which states, “Apply SA, if Available.”
- Refer to the indicator page in the 2017 PBMAS Manual to see if SA is available for this indicator.
- Because SA is not available for this indicator, MSR was not met, and LEA performance does not fall within the PL 0 cut-point range, the PL equals Not Assigned.

CTE #4(iii) CTE SPED STAAR® EOC Passing Rate (Social Studies)
- Example of PL assigned based on aggregation of previous years’ data: MSR not met in current year and LEA’s current year performance does not fall within the PL 0 cut-point range (standard analysis)
- First, MSR of at least 30 over most recent two years is met (19 + 14 = 33).
- Second, three years of numerators and denominators are aggregated:
  - 10+8+10 (numerators) = 28 and
  - 19+14+16 (denominators) = 49 and
- Third, those totals are divided:
  - 28/49=57.1%, which equals a PL2 (PL 2 cut-point range = 50.0%-59.9%)

CTE #7 and #8 CTE Nontraditional Course Completion Rate (Males and Females)
- Example of a Report Only indicator.
- State rate will appear for information/planning purposes.
- District percentage is calculated on current year only.
- When making comparisons between the state rate and the district’s rate, pay careful attention to the direction of improvement the indicator is measuring.
- PL equals Report Only.
ESSA #2 Title II, Part A STAAR® EOC Passing Rate (Social Studies)
- Example of PL assigned based on automated special analysis
- Group size over most recent two years = 29 (14+15), and automated special analysis is available for the indicator, so special analysis will apply (See also special analysis chart for group size 15-29 in the 2017 PBMAS Manual)
  - 7/14 = 50.0%, which equals a PL 2 in 2017. [PL 2 cut point range = 50.0% - 59.9%]
  - 8/15 = 53.3%, which equals a PL 2 in 2016. [PL 2 cut point range = 50.0% - 59.9%]
  - 7/15 = 46.7%, which equals a PL 2 in 2015. [PL 2 cut point range = 40.0% - 49.9%]
- Special analysis chart in the 2017 PBMAS Manual shows that a PL 2 over three years equals a PL 2 SA.
- The district rate column of the PBMAS report will show three years' percentages.

ESSA #3 Title I, Part A Annual Dropout Rate (Grades 7-12)
- Example of numerator MSR for dropout indicators: MSR = at least 5 dropouts
- Numerator = less than 5 in current year and over two most recent years
- MSR (denominator) is met, but the MSR (numerator) is not met over most recent two years.
- The district's current year performance does not fall within the PL 0 cut-point range.
- As noted on the special analysis chart in the 2017 PBMAS Manual, if indicators have MSRs in the denominator and the numerator, a district's student group size is determined by the smallest denominator or numerator.
- In this case, the district's student group size is 4 (3+1). As noted on the special analysis chart in the 2017 PBMAS Manual, if the district's student group size is between 1-14 over the most recent two years, then the PL equals Not Assigned.

ESSA #5 Migrant STAAR® 3-8 Passing Rate (Mathematics)
- Example of Required Improvement
- LEA met MSR in current year but its current year performance of 62.9% did not fall within the indicator's PL 0 cut-point range (70.0%-100%).
- LEA met MSR in both the current and previous year (35 and 31 in denominators), and Required Improvement is available for this indicator, so the LEA will be evaluated for RI.
- First, calculate actual change, which is the LEA's performance in 2017 minus performance in 2016:
  - 62.9% - 54.8% = 8.1 (Actual Change)
- Second, calculate required improvement, which is the minimum 2017 PL 0 cut-point value, minus the performance in 2016, divided by 2:
  - 70.0% - 54.8% = 15.2/2 = 7.6 (Required Improvement)
- Then, compare the two numbers to see if Actual Change is greater than or equal to the Required Improvement:
  - 8.1 is greater than 7.6 so the PL equals 0 RI
- Refer to Required Improvement section of the 2017 PBMAS Manual for a summary of the required improvement process.

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1 For indicators where an increase in the district's percent is desirable (e.g., STAAR® passing rates), the actual change must be greater than required improvement. For indicators where a decrease in the district's percent is desirable (e.g., annual dropout rates), the actual change must be less than required improvement.
<table>
<thead>
<tr>
<th>Week</th>
<th>C1</th>
<th>C2</th>
<th>C3</th>
<th>C4</th>
<th>C5</th>
<th>Total</th>
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<td>50</td>
<td>250</td>
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Week 5 Exception:

- C2: 70 (Instead of 60)
- C3: 80 (Instead of 70)
- C4: 90 (Instead of 80)
- C5: 100 (Instead of 90)
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<thead>
<tr>
<th>0</th>
<th>90</th>
<th>180</th>
<th>270</th>
<th>360</th>
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<td>90</td>
<td>180</td>
<td>270</td>
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**TABLE 1: FACTORS AFFECTING MORTALITY**

- Age
- Gender
- Socioeconomic status
- Presence of comorbidities

**TABLE 2: STATISTICAL ANALYSIS**

- Chi-square test
- Logistic regression
- Kaplan-Meier survival analysis

**TABLE 3: OUTCOMES**

- 30-day mortality
- 1-year mortality
- 5-year mortality
<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>2017 PERFORMANCE</th>
<th>2018 PERFORMANCE</th>
<th>2019 PERFORMANCE</th>
<th>2020 PERFORMANCE</th>
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<tbody>
<tr>
<td>11. SPD REPRESENTATION</td>
<td>All Students</td>
<td>901</td>
<td>901</td>
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<tr>
<td></td>
<td>Special Education</td>
<td>80</td>
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<tr>
<td></td>
<td>Hispanic/Latino</td>
<td>27.3</td>
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<td></td>
<td>Other SPED Intellectual Disabilities</td>
<td>5.1 (9.9)</td>
<td>5.1 (9.9)</td>
<td>5.1 (9.9)</td>
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<tr>
<td></td>
<td>Significant Disproportionality (Expected Risk Ratio)</td>
<td>2.5</td>
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Notes:
- The table above provides information on the representation of special education students by race and ethnicity. The values are presented in percentages.
- The term "significant disproportionality" refers to the extent to which the representation of a particular group deviates from what would be expected based on demographic factors.
The accuracy of the final risk ratio value.

Rounding: The intermediate results for all PBMAS significantly disproportionate risk ratios are not rounded. This multiplicative decimal place precision helps ensure

From page 11 of the 2017 PBMAS Manual and Bullet in Notes section of all SD indicator pages:
### Mathematical Abilities

**Spatial Reasoning and Mental Rotation**

### Spatial Reasoning

#### Task 1

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### Reading

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### Writing

#### Task 1

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### General Knowledge

#### Task 1

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#### Task 2

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### Total Score

#### Task 1

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#### Task 2

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### Performance on Other Measures

**Reading Comprehension**

- **Passage 1:**
  - Comprehension: 100%
  - Vocabulary: 95%

**Mathematical Reasoning**

- **Problem Solving:** 85%
  - Speed: Average
  - Accuracy: 90%

**Writing Skills**

- **Expository Writing:** 90%
  - Organization: Good
  - Grammar: 95%

**General Knowledge**

- **Science:** 80%
  - Biology: 90%
  - Chemistry: 75%

**Social Studies**

- **History:** 85%
  - Geography: 70%

**Creativity**

- **Artistic Expression:** 90%
  - Music: 85%
  - Dance: 70%

**Mathematical Reasoning**

- **Problem Solving:** 80%
  - Speed: Average
  - Accuracy: 95%

**Writing Skills**

- **Expository Writing:** 85%
  - Organization: Good
  - Grammar: 90%

**General Knowledge**

- **Science:** 75%
  - Biology: 80%
  - Chemistry: 65%
2017-2018 District IR/PBMAS Intervention Calendar

Purpose: Identify systemic areas of low performance at the district level, and implement a targeted plan to address areas of low performance and/or program effectiveness.

August
- TEA releases 2017 accountability ratings
- LEA identifies DCSI (IR districts)

September
- TEA releases 2017 PBMAS Staging (date TBD)
- LEA identifies DCSI (all PBMAS stages)
- DCSI participates in district intervention webinar (IR, all stages)
- DCSI reviews intervention requirements, pacing guide, and PBMAS guidance
- LEA identifies District Leadership Team (DLT)

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

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

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

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

✓ =Required for IR
- =Required for PBMAS

Please note: Districts with only one campus will follow the campus intervention submission calendar.