
Texas Education Agency Performance-Based Monitoring

Select Committee on Public School
Accountability
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Background Information

- The Performance-Based Monitoring (PBM) System was developed in response to legislation passed during the 78th legislative session (2003).
- There are two primary components of the PBM system:
 - The Performance-Based Monitoring Analysis System (PBMAS); and
 - The PBM Data Validation System

Background Information (continued)

- The PBMAS monitors educational programs. It was piloted in 2004 and fully implemented in 2005. The programs monitored by PBMAS are:

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

No Child Left Behind (NCLB)

Career and Technical Education (CTE)

Special Education (SPED)

- The PBM Data Validation system monitors data reported by districts and charters. It was piloted in 2005 and fully implemented in 2006. The data monitored by this system are:

Leaver/dropout data

Discipline data

Student assessment data

Guiding Principles of PBM

- School District Effectiveness: PBM efforts are designed to assist school districts and charters in their efforts to improve student performance and program effectiveness.
- Statutory Requirements: PBM efforts are designed to meet statutory requirements.

Guiding Principles (continued)

- Valid Indicators of Performance: PBM indicators are designed to reflect critical areas of student performance, program effectiveness, and data integrity.
- Maximum Inclusion: PBM is designed to evaluate a maximum number of school districts and charters by using appropriate alternatives to analyze districts and charters with small numbers of students.

Guiding Principles (continued)

- Individual Program Accountability: PBM evaluations are structured to ensure that low performance in one area cannot be offset by high performance in other program areas or lead to interventions in program areas where performance is high.
- High Standards: PBM is designed to encourage high standards for all students in all districts and charters. Standards are adjusted over time to ensure high expectations continue to be set.

Guiding Principles (continued)

- Annual Statewide Focus: PBM allows for the annual evaluation of a maximum number of school districts and charters in the state, and all evaluated school districts and charters can access their PBM data on a yearly basis.
- Public Input and Accessibility: The design, development, and implementation of PBM are informed by public input. Performance information that PBM generates is available to the public.

Guiding Principles (continued)

- System Evolution: PBM is a dynamic system in which indicators are added, revised, or deleted in response to changes and developments that occur outside of the system, including new legislation and the development of new assessments.
- Coordination: PBM is part of an overall agency coordination strategy for the performance-based evaluation of school districts and charters.

Summary of 2007 PBMAS Indicators of Student Performance

■ TAKS

- Special Education
- Bilingual Education
- English as a Second Language
- Migrant
- Career and Technical Education
 - Special Education
 - Limited English Proficient
 - Economically Disadvantaged
 - Tech Prep

2007 PBMAS Indicators of Student Performance (continued)

- **TELPAS**
 - English Language Attainment
 - English Language Progress
- **SDAA II Gap Closure**
- **Performance of exited students**
 - SPED Year-After-Exit TAKS
 - LEP Year-After Exit TAKS
- **Annual dropout rate**
 - SPED dropout
 - LEP dropout
 - Migrant dropout
 - CTE dropout

2007 PBMAS Indicators of Student Performance

(continued)

■ **Graduation Rate**

- SPED graduation rate
- LEP graduation rate
- Migrant graduation rate
- CTE graduation rate

2007 PBMAS Indicators of Program Effectiveness

■ Participation

- SPED TAKS Only Participation
- SPED TAKS/TAKS-I Only Participation
- SPED SDAA II Only Participation
- LEP TAKS/TAKS-I/SDAA II Participation

2007 PBMAS Indicators of Program Effectiveness (continued)

- Over-identification (SPED)
- Disproportionate representation (SPED)
 - African American
 - Hispanic
 - LEP
- Less Restrictive Environments (SPED)
 - Ages 3-5
 - Ages 6-11
 - Ages 12-21

2007 PBMAS Indicators of Program Effectiveness (continued)

- Disproportionate Disciplinary Placements (SPED)
 - DAEPs
 - Expulsions
 - In-school-suspensions
- Non-traditional course completion (CTE)
 - Male nontraditional course completion
 - Female nontraditional course completion
- RHSP/DAP Graduates
 - CTE RHSP/DAP
 - SPED RHSP/DAP
 - LEP RHSP/DAP
 - Migrant RHSP/DAP

2006 and 2007 PBMAS State Reports

- Longitudinal data from these two reports indicate significant improvement has occurred since the PBM system was first piloted in 2004.
- The results across PBMAS program areas consistently show positive improvement gains and districts' commitment to improving student performance and program effectiveness.
- The results also identify areas where continued focus is needed.
- The 2006 and 2007 state and region reports can be viewed on the PBM Division web site. (<http://www.tea.state.tx.us/pbm/staterpts.html>)

Overview of the PBM Data Validation System

- PBM Data Validation System– an automated data system that identifies potential data anomalies reported by districts and charters in their leaver and dropout reporting, student assessment data reporting, and discipline data reporting.

2007 PBM Data Validation Indicators

■ **Leaver Data**

- Underreported Students
- Zero Dropout and High Use of Other Exit Leaver Codes
- High Use of One or More Leaver Codes
- Missing PET Submission

2007 PBM Data Validation Indicators

■ **Student Assessment Data**

- Excessive Coding of Absent (by subject area and by student group)
- Excessive Coding of “Other” (by subject area and by student group)
- Excessive Discrepancy between PEIMS CTE Status and TAKS Answer Documents Submitted

2007 PBM Data Validation Indicators

■ Discipline Data

- Length of Student's Out-of-School Suspension
- Unauthorized Student Expulsion
- Unauthorized Expulsion of a Student under Age 10
- Unauthorized DAEP Placement of a Student under Age 6
- High Number of Discretionary DAEP Placements
- Zero Reported Incidents