

Proposed Indicators for Performance-Based Monitoring

Program Area	Indicator	Measure	Other Notes
<u>Bilingual Education</u>			
	TAKS	LEAs LEP performance on TAKS	
	Spanish TAKS	LEA's performance on Spanish TAKS (Grades 3-6)	
	TAKS Participation: Tested	LEA's LEP student participation in TAKS	
	TAKS Participation: Exempt	LEA's LEP student exemption rate from TAKS	
	Performance of exited LEP/BE/ESL students	<ul style="list-style-type: none"> ▪ Analysis of TAKS performance one year after exit ▪ Longitudinal analysis of performance after exit 	<p>Interim indicator until longitudinal indicator can be developed</p> <p>Potential indicator for 2005-06 and beyond</p>
	Dropout rate	LEA's LEP Gr. 7-12 annual dropout rate	
	RPTE	LEA's RPTE performance	
	RHSP/DAP	LEA's LEP students receiving recommended or distinguished achievement diploma	
	RPTE (Bilingual Education)	LEA's BE RPTE performance	Potential indicator for 2005-06 and beyond
	RPTE (ESL)	LEA's ESL RPTE performance	Potential indicator for 2005-06 and beyond
	Advanced courses	LEA's LEP participation in advanced courses	Potential indicator for 2005-06 and beyond
	College readiness		Potential indicator for 2005-06 and beyond
	Student Success Initiative	LEA's LEP students requiring accelerated instruction	Potential indicator for 2005-06 and beyond
	Years served in BE/ESL	5+ years served in BE/ESL	Potential indicator for 2005-06 and beyond

<u>Career and Technology Education</u>			
	TAKS (CATE)	LEA's CATE performance on TAKS	
	TAKS (CATE special education)	LEA's CATE special education performance on TAKS	
	TAKS (CATE LEP)	LEA's CATE LEP performance on TAKS	
	TAKS (CATE economically disadvantaged)	LEA's CATE economically disadvantaged performance on TAKS	
	TAKS (CATE Tech Prep)	LEA's CATE Tech Prep performance on TAKS	
	TAKS (CATE Other)	LEA's other CATE subgroup performance (single parent/pregnant women, preparing for nontraditional employment, and displaced homemakers)	Potential indicator(s) for 2005-06 and beyond
	Completion/dropout rate	LEA's CATE completion/dropout rate	
	RHSP/DAP	LEA's CATE students receiving recommended or distinguished achievement diploma	Potential indicator for 2005-06
	Non-traditional course completion (females)	LEA's non-traditional course completion by females	
	Non-traditional course completion (males)	LEA's non-traditional course completion by males	
<u>NCLB (Title I, Part A- Economically Disadvantaged)</u>			
	Adequate Yearly Progress (AYP)	District-level longitudinal analysis of "met AYP"	

<u>NCLB (Title I, Part C-Migrant)</u>			
	TAKS	LEA's Migrant performance on TAKS	
	Completion/dropout rate	LEA's Migrant completion/dropout rate	
	RHSP/DAP	% of LEA's Migrant students receiving recommended or distinguished achievement diploma	Potential indicator for 2005-06 and beyond
<u>NCLB (Title II-High Quality Educators)</u>			
	Highly Qualified	District-level and/or campus longitudinal analysis of "met highly qualified standards"	2004-05 will be report only.
<u>NCLB (Title III-Limited English Proficient Students)</u>			
	Composite RPTE	% of LEA's LEP student making progress of at least one proficiency level a year in acquiring English Language Proficiency (based on proposed state AMAOs)	
	TAKS "Met Standard" for two consecutive years after entering a regular, all English instructional program	% of LEP students attaining English language proficiency according to their years in U.S. schools (based on proposed state AMAOs)	
<u>NCLB (Title IV, Part A-Safe and Drug-Free Schools)</u>			
	Incident rate	LEA's incident rate	
<u>Special Education</u>	Identification	LEA's identification of students with disabilities	
	Representation	LEA's identification of African American students	
	Representation	LEA's identification of Hispanic students	
	TAKS Participation	LEA's SPED student participation in TAKS	

<i>Special Education (cont.)</i>	TAKS Performance	LEA's SPED student performance on TAKS	
	SDAA Participation	LEA's student participation in SDAA	
	ARD Exemption	LEA's ARD-exemption rate	
	SDAA Gap Closure	LEA's students taking SDAA at a level within two years of assigned grade level	
	Least Restrictive Environment	LEA's 3-11 year old students with instructional setting codes 40 (mainstream) or 41 (less than 21% resource room/services)	
	Least Restrictive Environment	LEA's 12-21 year old students with instructional setting codes 40 (mainstream) or 41 (less than 21% resource room/services)	
	Discipline	Disproportionate discretionary DAEP placements compared to general education	
	Discipline	Disproportionate discretionary expulsions compared to general education	
	Discipline	Disproportionate removals to ISS (in school suspension) compared to general education	
	Dropout rate	LEA's Gr. 7-12 SPED annual dropout rate	
	Dismissal and successful return to General Education	LEA's special education population dismissed in Grades 2-10 who pass TAKS in year after exit	
	Graduation Methods	LEA's special education students receiving recommended or distinguished achievement diploma	
	Graduation Methods	Ratio of §89.1070(b)(1) and (2) graduations to (c) or (d) exits	§89.1070(b)(1)= minimum graduation program; (b)(2)=minimum graduation program but TAKS-exempt; (c)= IEP diploma program; (d)=age-out diploma with IEP completed Potential indicator for 2005-06 and beyond.