Performance Based Monitoring Analysis System (PBMAS)

Behavior Specialist Update
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Anna Griffiths, M.Ed.
Anna.Griffiths@Region10.org
Consultant Special Populations

What is PBMAS?
The Performance-Based Monitoring Analysis System

• The PBMAS is a **district-level**, data-driven monitoring system developed and implemented annually by Performance-Based Monitoring (PBM) staff in coordination with other Texas Education Agency (TEA) divisions and departments.

• It is used by TEA as one part of its annual evaluation of school districts’ program and performance effectiveness.

(See the 2015 PBMAS Manual for additional information.)

2015 PBMAS Manual

• Changes
• No Data
• Inclusion of STAAR A and Alternate 2
• Math 3-8 equivalent standards
• Hold Harmless
• Report Only (RO)
• Minimum Size Requirement (MSR)
• Not Assigned (NA)
• Page format

(See the 2015 PBMAS Manual for additional information.)
What Program Areas does it Analyze?

It analyzes four program areas:
1. Bilingual Education (BE)/English as a Second Language (ESL)
2. Career and Technical Education (CTE)
3. No Child Left Behind (NCLB) Act
4. Special Education (SPED)

Note:
• Program areas are “Not Staged” or assigned a “Stage” of 1-4
• Individual indicators within each program area are assigned a “Performance Level” (PL) of 0-4.

(See the 2015 PBMAS Manual for additional information.)

Program Staging

• A LEA will be assigned a stage for each program area.
• Program staging is determined by the number of PL 2s, 3s, and 4s assigned to performance level indicators in each program area.
• The performance levels of other required elements are combined with PBMAS special education performance levels to determine the district’s special education staging for interventions and special education determination status.
• Not Staged or Stage 1 = Meets Requirements
  Stage 2 = Needs Assistance
  Stage 3 = Needs Interventions
  Stage 4 = Needs Substantial Interventions

Special Education Integrated Analysis:

The SPED Determination Status is reported on the Texas Academic Performance Report (TAPR).

TAPR Reports
Six Categories of Special Education Indicators
1. Performance Indicators (Passing)
2. Participation Indicator(s)
3. Placement or LRE Indicators
4. Exit or Graduation Indicators
5. Representation Indicators
6. Discipline Indicators

Individual indicators are assigned a “Performance Level” of 0-4.
Coming Soon…

Changes…

…to PBMAS discipline indicators

...2017.
2015 PBMAS Changes
Added as report only, but will be transitioning to:

• SPED Discretionary DAEP Placements
• SPED Discretionary ISS Placements
• SPED Discretionary OSS Placements

Disproportionality of placements instead of difference

The new PL structure is scheduled to be implemented with the 2017 PBMAS.

Why are we transitioning to a new PL structure for the discipline indicators?

• The rate of progress for the three discipline indicators has been slower than expected considering the indicators have been in place for more than a decade.

• Percentage point differences can mask very high rates of disproportionality and may have given some districts the impression they do not have disproportionate discipline placements, when they actually do.

• Disproportionality rates will enable us to implement more consistent PL cut points across all three discipline indicators.

• Disproportionality rates are not a significantly different methodology from what’s currently used; they basically take the current calculations one step further and tell us how much higher the special education rate is compared to the all students rate, e.g., 50% higher, 10% higher, 200% higher.

EXAMPLE: PBMAS Discipline Indicator Preview

<table>
<thead>
<tr>
<th>SPED Discretionary OSS Placements</th>
<th>All OSS</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED OSS Placements</td>
<td>170</td>
<td>3,348</td>
</tr>
<tr>
<td>OSS Students</td>
<td>1055</td>
<td>23,224</td>
</tr>
<tr>
<td>OSS Placements</td>
<td>672</td>
<td>15,224</td>
</tr>
<tr>
<td>Difference=6.2</td>
<td>12.2</td>
<td>0.07</td>
</tr>
</tbody>
</table>

Question: How much higher is 12.2 than 6.07?
Answer: Calculate the Disproportionality Rate

\[ \text{percentage point difference} = \frac{12.2 - 6.07}{6.07} \times 100\% \]

= 103% higher

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**PBMAS Discipline Indicator Preview**

- This district's special education OSS placement rate is 103% higher than its all students OSS placement rate or more than twice as likely to occur.

**PBMAS Discipline Indicator**

- Each district's disproportionality rate will be reported based on the percentage ranges below:

<table>
<thead>
<tr>
<th>Disproportionality Rate</th>
<th>PL 0 (%)</th>
<th>PL 1 (%)</th>
<th>PL 2 (%)</th>
<th>PL 3 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIN - 10.0%</td>
<td>10.1% - 29.9%</td>
<td>30.0% - 49.9%</td>
<td>50.0% - MAX</td>
<td></td>
</tr>
</tbody>
</table>

**PBMAS Data Source Criteria**

- Please see the 2015 PBMAS Manual for complete data source information.
Don’t Forget:

- A district PBMAS report is made up of data from campuses.
- Districts must understand this relationship.

Which campuses are contributing to each indicator?  
Some or All?

What needs to happen?

1. Analyze the data from each campus.
2.
3.
4.
Remember…

Central office can influence what happens, but the campus has to make the change happen because they work with the students.

2016 PBM Calendar

<table>
<thead>
<tr>
<th>Category</th>
<th>Activity Details</th>
<th>Data Submissions</th>
<th>Data Available for TEA Use</th>
<th>Released Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBMAS (Unmasked reports)</td>
<td></td>
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</tr>
<tr>
<td>PBMAS (Masked reports)</td>
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<tr>
<td>State and Region Reports</td>
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<tr>
<td>Leaver Data Validation Indicators</td>
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<tr>
<td>Discipline Data Validation Indicators</td>
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<td></td>
</tr>
<tr>
<td>Student Assessment Data Validation Indicators</td>
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</tr>
</tbody>
</table>

Note: PBM products always use the most current data available.

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Questions?