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<b>Indicator</b>	<b>Indicator #5</b>
<b>Indicator Name</b>	EB Dyslexia STAAR 3-8 Reading Language Arts Passing Rate
<b>Domain</b>	Domain I
<b>Domain Name</b>	Academic Achievement
<b>PL Assignment</b>	Report Only (No PL Assigned)
<b>Definition</b>	Measures the percent of emergent bilingual (EB) students identified with dyslexia who met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading Language Arts assessments.
<b>Data Source</b>	Students reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA as EB and as Dyslexia Indicator Code = 1 ( <a href="#">DYSLEXIA-INDICATOR-CODE E1530</a> ) and also reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
<b>Data Note(s)</b>	1, 2, 7
<b>MSR</b>	NA
<b>RI</b>	No
<b>SA</b>	No
<b>Year(s) Available</b>	1
<b>Accountability Subset</b>	Yes
<b>Applicable Collections</b>	PEIMS Fall 2023
<b>Test Administrations</b>	Spring 2024

$$\text{Calculation} = \frac{\text{Number of EB students with dyslexia STAAR 3F8 reading language arts passers}}{\text{Number of EB students with dyslexia STAAR 3F8 reading}} \times 100$$



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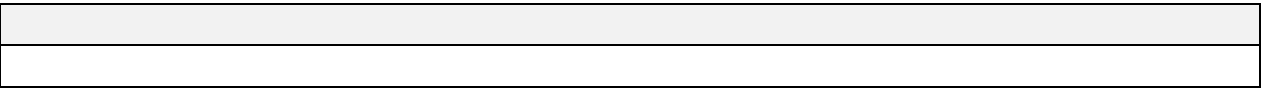
<b>Indicator</b>	<b>Indicator #7 (i-iv)</b>
<b>Indicator Name</b>	EB STAAR EOC Passing Rate
<b>Domain</b>	Domain I
<b>Domain Name</b>	Academic Achievement
<b>PL Assignment</b>	Yes
<b>Definition</b>	Measures the percent of emergent bilingual (EB) students who met the minimum level of satisfactory performance or higher on the STAAR EOC Demaninitis wli-g[(D assessments.

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Indicator	Indicator #11
Indicator Name	EB Annual Dropout Rate (Grades 7-12)
Domain	Domain II
Domain Name	Post-Secondary Readiness
PL Assignment	Yes
Definition	Measures the percent of emergent bilingual (EB) students in grades 7-12 who dropped out in a given school year.
Data Source	Data sources and methods for calculating the dropout rate is included in the Secondary School Completion and Dropouts in Texas Public Schools report available at <a href="https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout">https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout</a> .
Data Note(s)	NA
MSR	v}u]v š}œ H ïìV E μ u œ š}œ H ñ
RI	Yes
SA	Yes
Year(s) Available	3
Accountability Subset	





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Indicator	Indicator #3 (i-iv)
Indicator Name	OSP STAAR EOC Passing Rate
Domain	Domain I
Domain Name	

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<b>Indicator</b>	<b>Indicator #2</b>
<b>Indicator Name</b>	SPED Dyslexia STAAR 3-8 Reading Language Arts Passing Rate
<b>Domain</b>	Domain I
<b>Domain Name</b>	Academic Achievement
<b>PL Assignment</b>	Report Only (No PL Assigned)
<b>Definition</b>	Measures the percent of SPED students identified with dyslexia who met the minimum level of satisfactory performance or higher on the STAAR 3-8 Reading Language Arts assessments.
<b>Data Source</b>	Students reported by LEAs in the PEIMS 40110 Sub-Category as enrolled in the LEA with Special Education Indicator Code = 1 ( <a href="#">SPECIAL-ED-INDICATOR-CODE E0794</a> ), Dyslexia Indicator Code = 1 ( <a href="#">DYSLEXIA-INDICATOR-CODE E1530</a> ), and reported on the STAAR, STAAR Spanish, and STAAR Alternate 2 assessments.
<b>Data Note(s)</b>	23
<b>MSR</b>	NA
<b>RI</b>	No
<b>SA</b>	No
<b>Year(s) Available</b>	1
<b>Accountability Subset</b>	Yes
<b>Applicable Collections</b>	PEIMS Fall 2023
<b>Test Administrations</b>	Spring 2024

$$\text{Calculation} = \frac{\text{Number of SPEDdyslexia STAAR 3F8 reading language artspassers}}{\text{Number of SPEDdyslexia STAAR 3F8 reading language artstakers}} \times 100$$

<b>PL Assignment</b>
Report Only (No PL Assigned)



Indicator	Indicator #4 (i-iv)
Indicator Name	SPED STAAR EOC Passing Rate

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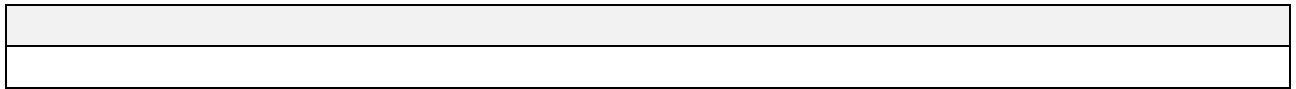
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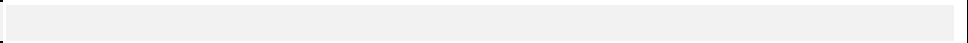




<b>Indicator</b>	<b>Indicator #7</b>
<b>Indicator Name</b>	SPED Annual Dropout Rate (Grades 7-12)
<b>Domain</b>	Domain II
<b>Domain Name</b>	Post-Secondary Readiness
<b>PL Assignment</b>	Yes
<b>Definition</b>	Measures the percent of students in grades 7-12 served in special education (SPED) who dropped out in a given school year.
<b>Data Source</b>	Data sources and methods for calculating dropout rate of special education students are included in the Secondary School Completion and Dropouts in Texas Public Schools report available at <a href="https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout">https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout</a> .
<b>Data Note(s)</b>	NA
<b>MSR</b>	v}u]v š}œ H ïìV E μ u œ š}œ H ñ
<b>RI</b>	Yes
<b>SA</b>	Yes
<b>Year(s) Available</b>	3
<b>Accountability Subset</b>	No
<b>Applicable Collections</b>	2022- 2023 school year (most current data available)

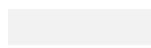
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<b>Indicator</b>	<b>Indicator #12</b>
<b>Indicator Name</b>	SPED Separate Settings Rate (school-aged)
<b>Domain</b>	Domain III
<b>Domain Name</b>	Disproportionate Analysis
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No.	Program	Note
40	SPED	PEIMS 40110 Sub-Category ( <a href="#">STUDENT-ATTRIBUTION-CODE E1000</a> ) student attribute 12 (private school) are not included in the calculation of this indicator in either the numerator or denominator.
41	SPED	Student's age derived from PEIMS 40100 Sub-Category ( <a href="#">DATE-OF-BIRTH E0006</a> ). Must be at least three as of October 27, 2023, and less than 22 as of September 1, 2023.
42	SPED	Students included in Accountability Subset are counted only once Tc -0.SAete0018.4 (e