

Executive Summary

Prepared for Board of Trustees Meeting

December 9, 2008

PBMAS Report

- Board Goal:** **II. Teaching & Learning...**In pursuit of excellence the district will
- a. cultivate a consistent, strong, district-wide balanced curriculum based on ongoing needs assessment that supports all students
 - f. advocate and practice true accountability based on measurement of individual student progress over time regardless of external mandates

Purpose of Report

The purpose of this report is to provide the results of the spring 2008 Performance Based Monitoring Analysis System (PBMAS) for the bilingual/ESL programs. PBMAS is a district-level data driven analysis system developed by TEA to evaluate school districts' performance and program effectiveness.

Objectives

- District goal is to meet or exceed the state TAKS performance levels and to meet the AMAO (Annual Measurable Achievement Objectives)
- To meet the state TAKS performance level in BE (Bilingual) Spanish Science.

Results

The attached report will show the board our areas of strength and where we need to improve. The state considers several indicators to be evaluated. The indicators that may be considered are Mathematics, Reading/ELA, Science, Social Studies and Writing. These include BE English TAKS passing rate, ESL English TAKS passing rate, BE Spanish TAKS passing rate, ESL Spanish TAKS passing rate, and LEP year-after-exit English passing rate. They also include LEP Participation Rate, LEP Annual Dropout Rate, LEP RHSP/DAP Diploma Rate and LEP Graduation Rate. The desired performance level/score is 0 which indicates that the district group TAKS passing rate is at or above the PBMAS state accountability standard for the subject. A score of 1 indicates that the passing rate is 0.1 to 5.0 percentage points below the PBMAS state accountability standard for the subject. A score of 2 indicates that the passing rate is 5.1 to 10.0 percentage points below the PBMAS state accountability standard for the subject and a score of 3 indicates that the passing rate is at least 10.1 percentage points below the PBMAS state accountability standard for the subject. The score of NA SA indicates not applicable special analysis because there were less than 30 students tested. ORI score demonstrates the indicator has been met because of required improvement. The Report Only score indicates performance was not evaluated this year. The 2009 PBMAS standard BE and ESL TAKS passing rate will remain at 70% in Reading/ELA. It will increase from 50% to 55% in math, 45% to 50% in science and from 65% to 70% in social studies and writing.

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The board will note the district received a 3 in the area of Bilingual Spanish Science TAKS. We have taken the steps required by the state and have formed a Core Analysis Team (C.A.T.) consisting of teachers, counselors, administrators, community members and parents which met in November to perform a Focused Data Analysis (FDA) to gather, disaggregate and review certain PBMAS indicators to determine possible causes for the performance of concern and identified issues. The results of the Focused Data Analysis will be used to formulate a Continuous Improvement Plan.

The FDA Committee will meet periodically to review and evaluate our progress.

The board will note that we no longer have a 3 in ESL English Social Studies TAKS, having made an improvement of 22.5 percentage points with a 68.4% English passing rate and surpassing the state standard by 3.4 percentage points. We must continue to work hard in this area as the 2009 standard is increasing to 70%.

We had percentage gains in the areas of math and reading in both English and Spanish. In Spanish Math TAKS, we increased 22.2%, from 47.2% to 69.4%. This surpasses the state standard of 50% by 19.4%.

We have scored between 82% and 100% TAKS passing rate in all areas for the LEP Year-After-Exit indicator.

The board will also note that we have achieved all of the student performance levels of the attainment and progress of the English language for the Annual Measurable Achievement Objective (AMAO) accountability measures required by the No Child Left Behind Act of 2001 (NCLB) for English Language Learners and met four out of five TAKS performance indicators evaluated under the Bilingual/ESL PBMAS.

Attachment 1a- Denton ISD 2008 Performance Based Monitoring Analysis System (PBMAS) Bilingual/English as a Second Language Report

Attachment 1b- Denton ISD 2008 Performance Based Monitoring Analysis System (PBMAS) No Child Left Behind Report

Attachment 2a- Graphic Illustrations of Performance Indicators from the PBMAS Bilingual/ESL Compliance Report, 2008

Attachment 2b- Graphic Illustrations of Performance Indicators from the PBMAS NCLB Bilingual/ESL Compliance Report, 2008