Executive Summary
Prepared for Board of Trustees Meeting
December 8, 2009
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 2009 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.
- 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 (Recommend High School Program/Distinguished Achievement Program) 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 Report Only scores for the LEP Dropout Rate 9-12 and the TELPAS Multi-Year and Composite indicates performance was not evaluated this year.

The 2010 PBMAS standard BE and ESL TAKS passing rate has not been set at this time.

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The board will note the district received performance levels of 3 in the area of Bilingual Spanish Science TAKS, a 2 in the area of LEP RHSP/DAP Diploma rate and a 1 in the area of ESL English science. These performance levels put us in a stage 1A of intervention. 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 October to perform a Focused Data Analysis (FDA) to gather, disaggregate and review these PBMAS indicators to determine possible causes for the performance of concern and identify issues. The results of the Focused Data Analysis will be used to formulate a Continuous Improvement Plan. The data evaluated for the RHSP/DAP diploma rate was taken from the 07-08 school year. According to the 08-09 graduation data, we should meet the indicator for the RHSP/DAP diploma rate next year.

The C.A.T. Committee will meet periodically to review and evaluate our progress.

There were percentage gains in the areas of math and writing in both Bilingual English and Spanish. Bilingual English increased in science, Bilingual Spanish increased in reading and ESL English increased in reading/ELA, social studies and writing. All are above the state standard. We met seven of the ten indicators evaluated.

We have scored between 87.8% and 100% TAKS passing rate in all areas for the LEP Year-After-Exit indicator and are surpassing the PBMAS standards in all areas.

Attachment 1- Denton ISD 2009 Performance Based Monitoring Analysis System (PBMAS) Bilingual/English as a Second Language Report