

Executive Summary

Prepared for Board of Trustees Meeting

December 11, 2007

PBMAS Report

Purpose of Report

The purpose of this report is to provide the results of the spring 2007 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 ESL English TAKS Social Studies and 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 and ESL Spanish TAKS passing rate. They also include the passing rates for LEP year-after-exit TAKS, LEP TAKS/ TAKS-I/SDAA Participation Rate, LEP Annual Dropout Rate, LEP Graduation Rate, RPTE Multi-Year Beginning Proficiency Rate. NE signifies that the performance level was not evaluated. ORI demonstrates the indicator has been met because of required improvement. RO means report only and ND is no data. 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 2008 PBMAS standard BE and ESL TAKS passing rate will increase from 65% to 70% in ELA, 45% to 50% in math, 40% to 45% in science. The social studies and writing standards will remain at 65%

The board will note that some of the areas are marked Report Only. This is an indicator to our department that if these performance levels were to be evaluated, they would be areas of concern to us and are areas in need of attention and improvement. You will see that we as a district have received a 3 in the area of ESL English TAKS Social Studies and Bilingual Spanish TAKS Science. We have taken the steps required by the state and have formed a committee consisting

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of teachers, counselors, administrators, community members and parents which will 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 also note that we have achieved all five of the student performance levels of the AMAO accountability measures required by the No Child Left Behind Act of 2001 (NCLB) for English Language Learners and met four out of six TAKS performance indicators evaluated under the Bilingual/ESL PBMAS.

Attachment 1a- Denton ISD 2007 Performance Based Monitoring Analysis System (PBMAS) Bilingual/English as a Second Language Report

Attachment 1b- Denton ISD 2007 Performance Based Monitoring Analysis System (PBMAS) No Child Left Behind Report

Attachment 2a- Graphic Illustrations of Indicators from the PBMAS Bilingual/ESL Compliance Report, 2007

Attachment 2b- Graphic Illustrations of Indicators from the PBMAS NCLB Bilingual/ESL Compliance Report, 2007