

# Executive Summary

## Prepared for Board of Trustees Meeting

### December 13, 2011

### PBMAS Report

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- 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 2011 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 PBMAS/TAKS performance levels in:
  - BE (Bilingual) Spanish Science.
  - ESL English Science.
  - LEP (not in BE/ESL) Writing.
  - LEP RHSP/DAP Diploma Rate

#### **Results**

The attached report will show the board areas of strength and needs of improvement. 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, LEP (not served in BE/ESL) passing rate and LEP year-after-exit English passing rate. They also include LEP Participation Rate, LEP Annual Dropout Rate 7-12 LEP Annual Dropout Rate 9-12 (Report Only), LEP RHSP/DAP (Recommend High School Program/Distinguished Achievement Program) Diploma Rate, LEP Graduation Rate, TELPAS Reading Multi-Year Beginning Proficiency and TELPAS Composite Rating: Beg./Int. for Multiple Years. 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 up to 10.0 percentage point below the PBMAS state accountability standard for the subject. A score of 2 indicates that the passing rate is 10.1 to 20.0 percentage points below the PBMAS state accountability standard for the subject and a score of 3 indicates that the passing rate is at least 20.1 percentage points below the PBMAS state accountability standard for the subject.

The 2012 PBMAS standard BE and ESL STAAR passing rate has not been set at this time.

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The board will note the district received a performance level (PL) of 2 in the area of ESL English Science and a 1 in the area of LEP RHS/DAP Diploma Rate. The areas of BE Spanish Science indicator received an NA (Not Assigned) because the number of students in this category was below the number required to assign a performance level. These three indicators will be the focus for improvement.

There were percentage gains in the areas of Bilingual English Math, Reading/ELA, and Science. Bilingual Spanish showed gains in all four content areas. ESL English increased in Math and Social Studies. Thirty three of the thirty five individual indicators evaluated were met. The performance levels this year show that the district is not in a stage of intervention.

Attachment 1 - Denton ISD 2011 Performance Based Monitoring Analysis System (PBMAS)  
Bilingual/English as a Second Language Report