

Executive Summary Prepared for Board of Trustees Meeting
January 22, 2013
Early Literacy Inventory-Spanish Early Literacy Inventory, TELPAS,
PBMAS, & AMAOs Report

- Board Goal:** II. Teaching & Learning...In pursuit of excellence the district will
- a. Cultivate a consistent, strong, district-wide balanced curriculum based on on-going 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 following 2011-2012 assessments results:

- Early Literacy Inventory (ELI) and Spanish Early Literacy Inventory (SELI) Assessment Program Status for Kindergarten-Second Grade students.
- The Texas English Language Proficiency Assessment System (TELPAS) assesses the English language proficiency of English language learners (ELLs) in kindergarten through grade twelve in four language domains: listening, speaking, reading, and writing. TELPAS results are used to meet state and federal reporting and accountability requirements.
- Performance Based Monitoring Analysis System (PBMAS) district-level data-driven analysis system developed by TEA to evaluate school districts' performance and Bilingual/ESL program effectiveness. STAAR and TELPAS assessment results are included in the data-driven analysis included in PBMAS.
- Annual Measurable Objectives (AMAOs) is the Title III accountability system to measure ELLs achievement using STAAR and TELPAS results.

Objectives

ELI/SELI

- All Kindergarten, First and Second grade students will progress in their literacy skills and be on level by the end of the year.

TELPAS

- The district's goal is for ELLs to progress at least one proficiency level a year in the TELPAS Composite Ratings which includes all four language domains (listening, speaking, reading, and writing).
- The four English language proficiency levels in the TELPAS Composite Ratings are beginning, intermediate, advanced, and advanced high. ELLs will need to meet or surpass the state standards at the advanced high language proficiency rating by their fourth year of U.S. school enrollment.

PBMAS

- District goal is to meet or exceed the state PBMAS/STAAR performance levels in:
 - BE (Bilingual) & ESL: Reading, Social Studies, Math, & Science.
 - LEP (not in BE/ESL) & LEP Year-After Exit: Reading, Social Studies, Math, & Science.
 - LEP RHSP/DAP Diploma, Graduation, and Dropout Rate, & TELPAS

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AMAOs

- District goal is to meet all of the AMAOs to receive an overall AMAO status of ‘Met’.
 - AMAOs 1 & 2: ELLs will achieve progress and attainment of the English language proficiency in all language domains as measured by TELPAS.
 - AMAO: 3: ELLs will achieve adequate yearly progress (AYP) as measured by STAAR.

Results

ELI/SELI

- **Early Literacy Inventory**
The attached report highlights that 95% of the kindergarten students, 93% of the first graders, and 88% of the second graders were Stage 2-3 (Progressing / On- Level) by the end of the year. The results also show significant growth in all the literacy components from the beginning of the year results.
- **Spanish Early Literacy Inventory**
The attached report highlights that 92% of the bilingual kindergarten students, 88% of the first graders, and 89% of the second graders were Stage 2 -3 (Progressing / On-Level) by the end of the year. The results also show significant growth in all the literacy components from the beginning of the year results.

Performance Goals:

- To decrease the district Overall At-Risk average of Kindergarten Students from 5% to 2% on the ELI by May 2013.
- To decrease the district Overall At-Risk average of Kindergarten Students from 8% to 2% on the SELI by May 2013.

Actions:

- Utilize the Reading Recovery/Descubriendo la Lectura (DLL) and Literacy Facilitator Team to work with kindergarten teachers on Title 1/non-Title campuses on comprehensive literacy instructional strategies.
- Identify struggling kindergarten students for small group literacy intervention to be served by Reading Recovery/DLL teachers.
- Support the implementation of the professional development series for kindergarten teachers on the instructional strategies of CAFÉ-Comprehension, Accuracy, Fluency and Expanding Vocabulary.
- Increase the reading-writing connection by supporting Write...from the Beginning (WFTB) district-wide implementation by conducting follow-up sessions for campus trainers and teachers, aligning Language Arts Scope and Sequence and ELI/SELI to WFTB and develop assessment tool for principals to monitor campus implementation.

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Performance Goals:

- To decrease the district Overall At-Risk average of First Grade Students from 7% to 3% on the ELI by May 2013.
- To decrease the district Overall At-Risk average of First Grade Students from 12% to 6% on the SELI by May 2013.

Actions:

- Continue the identification of struggling first grade students for entry into the Reading Recovery/DLL intervention from school-based to district-wide to insure the most at-risk students are receiving the intervention.
- Utilize the Reading Recovery/DLL and Literacy Facilitator Team to work with first grade teachers on Title 1/non-Title campuses on comprehensive literacy instructional strategies through the development of a first grade literacy cadre.
- Conduct at least 6 Continuing Contact professional development sessions with Reading Recovery/DLL Specialists (K-2 Reading Intervention) focusing on accelerating literacy acquisition for struggling first grade students.
- Increase coaching and problem-solving observations for Reading Recovery/DLL Specialists working with struggling readers to at least 2 observations annually.
- Support the implementation of the professional development series for first grade teachers on the instructional strategies of CAFÉ-Comprehension, Accuracy, Fluency and Expanding Vocabulary.
- Increase the reading-writing connection by supporting Write...from the Beginning (WFTB) district-wide implementation by conducting follow-up sessions for campus trainers and teachers, aligning Language Arts Scope and Sequence and ELI/SELI to WFTB and develop assessment tool for principals to monitor campus implementation.

Performance Goals:

- To decrease the district Overall At-Risk average of Second Grade Students from 12% to 6% on the ELI by May 2013.
- To decrease the district Overall At-Risk average of Second Grade Students from 11% to 6% on the SELI by May 2013.

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Actions:

- Support the implementation of the professional development series for second grade teachers on the instructional strategies of CAFÉ-Comprehension, Accuracy, Fluency and Expanding Vocabulary.
- Revise ELI / SELI Text Reading Task for second grade to increase the rigor on measures for reading comprehension to support STAAR Reading assessment goals.
- Support the implementation of the standards-based Language Arts portion of the 2nd Grade assessments and report card.
- Increase the reading-writing connection by supporting Write...from the Beginning (WFTB) district-wide implementation by conducting follow-up sessions for campus trainers and teachers, aligning Language Arts Scope and Sequence and ELI/SELI to WFTB and develop assessment tool for principals to monitor campus implementation.

TELPAS

- **Composite Rating at Advanced and Advanced High Proficiency Levels**
 - The Composite Rating is weighted at 75% in TELPAS reading, 5% in TELPAS listening, 5% in TELPAS speaking and 15% in TELPAS writing. Grades 3-12 were above the state average (see attachment 2a).
 - In the TELPAS Composite Rating in the Four Language Domains of ELLs with Four Years in the U.S. Schools, shows a range from 72% to 100% of students in grades 3-12 scoring an Advanced or Advanced High rating. We are above the state average in every grade level reported with the exception of grade 10 (see attachment 2b).
- **ELLs Progressing at Least One Language Proficiency Level in TELPAS from 2011-12**
 - The ELLs at every grade level except 1st, 2nd, and 7th grade were above the state average in progressing at least one language proficiency level. Students in grades 3-12 progressing at least one language proficiency level ranged from 62% to 83% (see attachment 2c).

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PBMAS

- 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, and Social Studies. These include BE STAAR passing rate at TAKS equivalency, ESL STAAR passing rate at TAKS equivalency, LEP (not served in BE/ESL) STAAR passing rate at TAKS equivalency, and LEP year-after-exit English STAAR passing rate at TAKS equivalency. They also include LEP Annual Dropout Rate 7-12, LEP RHSP/DAP (Recommend High School Program/Distinguished Achievement Program) Diploma Rate, LEP Graduation Rate, TELPAS Reading Beginning Proficiency, and TELPAS Composite Rating: Beg./Int. for Multiple Years. The desired performance level/score is 0 which indicates that the district group STAAR 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 STAAR passing rate has not been set at this time therefore the state used TAKS equivalency.
- The board will note the district received a performance level (PL) of 2 in the area of ESL Science. All other domains were above state standards (See attachment 3a). The areas of BE Social Studies and LEP not served Social Studies indicators received a designation of No Data, meaning the district cannot be evaluated because there were no students under this category. Science ESL will be the focus for improvement.
- There were percentage gains in the areas of Bilingual Math, Reading/ELA, and Science. ESL English increased in Math, Reading/ELA, and Social Studies. Eighteen of the nineteen individual indicators evaluated were met. The performance levels this year show that the district is not in a stage of intervention.

AMAOs

- Under the federal Elementary and Secondary Education Act (ESEA), the state is required to determine if districts receiving Title III funds are meeting three objectives. These objectives, known as Annual Measurable Achievement Objectives (AMAO), are:
 - AMAO 1: LEP Student Progress for all students grades K-12
 - AMAO 2: LEP Attainment for students identified as LEP for 1 to 4 years
 - AMAO 2: LEP Attainment for students identified as LEP for 5 years or more
 - AMAO 3: Adequate Yearly Progress
- The district exceeded AMAOs 1 and 2 in 2012. ELL progress was 66.7% while attainment was 24% for students with up to 4 years in U.S. schools and 61.9% for students with 5 or more years in U.S. schools (see attachment 4a).
- AMAO 3 was not met in both math and reading. Math was 4% under the standard while reading 7% under the standard. These two areas will be the district's areas of improvement (see attachment 4b).

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Attachments:

SELI/ELI

Attachment 1a

Growth of Kindergarten-2nd Grade students for the 2011-2012 ELI Beginning, Middle and End of Year administration by Student Populations

Attachment 1b

Growth of Kindergarten-2nd Grade students for the 2011-2012 SELI Beginning, Middle and End of Year administration by Student Populations

Attachment 1c, d, e

Growth of Kindergarten-2nd Grade students for the 2011-2012 ELI Beginning and End of Year administration by ELI Literacy Tasks

Attachment 1f, g, h

Growth of Kindergarten-2nd Grade students for the 2011-2012 SELI Beginning and End of Year administration by SELI Literacy Tasks

TELPAS

Attachment 2a

TELPAS Composite Ratings for ELLs at Advanced and Advanced High Proficiency Levels for 2012

Attachment 2b

TELPAS Composite Rating for ELLs with Four Years in U.S. Schools at Advance and Advanced High in 2012

Attachment 2c

ELLs Progressing at Least One Language Proficiency Level in TELPAS Composite Rating from 2011 to 2012

PBMAS

Attachment 3- Denton ISD 2012 Performance Based Monitoring Analysis System (PBMAS)

Bilingual/English as a Second Language Needs Assessment

AMAOs

Attachment 4a: AMAOs 1 and 2: LEP Progress & Attainment, 2012

Attachment 4b: AMAO 3: LEP Adequate Yearly Progress, 2012