

Executive Summary

Prepared for Board of Trustees Meeting

December 12, 2006

PBMAS Report

Purpose of Report

The purpose of this report is to provide the results of the spring 2006 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 Science and Social Studies.

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. RO means report only and ND is no data. The desired 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 board will note that some of the areas are marked Report Only and Not Evaluated. 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 one 3 in the area of ESL English TAKS Science and English TAKS Social Studies. We have taken the steps required by the state and have formed a committee 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

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and identified issues. The results of the Focused Data Analysis were used to formulate a Continuous Improvement Plan.

The FDA team will meet periodically to review 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 five out of seven TAKS performance indicators evaluated under the Bilingual/ESL PBMAS.

Attachment 1- DISD 2006 PBMAS Bilingual/ESL Compliance Report of all indicators

Attachment 2a- Graphic Illustrations of Indicators of PBMAS Bilingual/ESL Compliance Report, 2006

Attachment 2b- Graphic Illustrations of Indicators of PBMAS NCLB Bilingual/ESL Compliance Report, 2006