

# Executive Summary

## Prepared for Board of Trustees Meeting

### January 11, 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 2010 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.
- To meet the state TAKS performance level in ESL English Science.
- To meet the state TAKS performance level in LEP (not in BE/ESL) in Math and Science.

#### **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 year-after-exit English passing rate and LEP (not in BE/ESL) 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 and 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 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 indicates performance was not evaluated this year.

The 2011 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 (PL) of 0 RI in the area of ESL English Science showing that we met the required improvement needed from last year to this year. The BE Spanish Science and LEP (Not in BE/ESL) Math/Science indicators received an NA (Not Assigned) because the number of students in this category was below the number required to assign a performance level. The performance levels this year show that the district is not in a stage of intervention compared to previous years.

The C.A.T. (Core Analysis Team) Committee will meet periodically to review and evaluate our progress.

There were percentage gains in the areas of Bilingual Reading/ELA, Science and Writing. ESL increased in Math, Social Studies, Science and Writing. All are above the state standard. Ten of the thirteen indicators evaluated were met. The three that were not met were not assigned a performance level of 1, 2, or 3. The LEP (Not in BE/ESL) TAKS Passing Rate is a new indicator this year. This indicator along with the other two indicators will be an area of focus for improvement to meet the standard.

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Attachment 1- Denton ISD 2010 Performance Based Monitoring Analysis System (PBMAS)  
Bilingual/English as a Second Language Report

**PERFORMANCE BASED MONITORING ANALYSIS SYSTEM  
BILINGUAL/ENGLISH AS A SECOND LANGUAGE  
NEEDS ASSESSMENT**

PBMAS is a district-level data driven analysis system developed by TEA to evaluate school districts' performance and Bilingual/ESL program effectiveness.

2010 PBMAS Standards	60%		70%		55%		70%		70%	
PBMAS Indicator	Math	+ / -	Reading/ ELA	+ / -	Science	+ / -	Social Studies	+ / -	Writing	+ / -
BE English TAKS Passing Rate	82.8%	-4.1	77.8%	+1.2	67.2%	+14.3	N/A		89.4%	+3.7
BE Spanish TAKS Passing Rate	74.3%	-3.0	84.1%	+2.5	38.5% NA	+18.5	N/A		97.4%	+6.1
ESL English TAKS Passing Rate	68.7%	+5.5	73.4%	-2.0	47.4% met required improvement	+6.7	83.0%	+7.2	87.5%	+2.3
ESL Spanish TAKS Passing Rate	N/A		100.0%		N/A		N/A		N/A	
LEP Year-After Exit English TAKS Passing Rate	92.9%	-0.2	94.9%	-4.0	79.7%	-8.1	95.2%	-3.8	96.2%	-1.7
LEP (Not in BE/ESL) TAKS Passing Rate	52.8% NA	-18.5	89.5%	-2.8	37.5% NA	-40.3	75.0%	-6.8	87.5%	-11.5

Performance Level Color Legend: **Green: 0, met standard**  
**Yellow: 1, 0.1-5% below standard**  
**Orange: 2, 5.1-10% below standard**  
**Red: 3, 10.1%+ below standard**  
 NA: PL not equal to 0 and special analysis determination process results in the assignment of a performance level of *Not Assigned*

PBMAS Indicator	District Rate	+/-	PBMAS Standard
LEP Participation Rate	93.7%	+1	90%
LEP Dropout Rate 7-12	0.4%		2%
LEP Dropout Rate 9-12	0.8%		Report Only 5.1%
LEP RHSP/DAP Diploma Rate	77.6%	+34.4	70%
LEP Graduation Rate	78.6%	-7.8	75%
TELPAS Reading Multi-Year Beginning Proficiency	2.2%	-8	3%
TELPAS Composite Rating: Beg./Int. for Multiple Years	7.1%	+0.4	10%

Performance Level Color Legend: **Green: 0, met standard**  
**Yellow: 1, below standard**  
**Orange: 2, below standard**  
**Red: 3, below standard**