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ABSTRACT

Services for immigrant students in the Houston Independent School District (Texas) are provided under provisions of the Emergency Immigrant Education Assistance Act. The implementation of these services was evaluated for the 1996-97 school year. A total of 20,558 eligible immigrant students were identified in the school district's database for 1996-97. Of these students, 84% indicated that Spanish was their home language. A total of 1,799 contacts and activities concerning the coordination of services to parents and students were recorded in 1996-97, fewer than the total for the previous year. More immigrant students took the Texas Assessment of Academic Skills (TAAS) reading test in 1996-97 and the percent passing increased from 41% to 62%. The percentages passing the writing and mathematics tests also increased substantially. The attendance rate for immigrant students was only slightly lower than that for all district students, but the high school graduation rate was only 48.4%, compared to 74.2% for the school district as a whole. Recommendations are made for increased early intervention for immigrant students, improved staff development, and increased opportunities for contact with parents, students, and the social service agencies that provide services for these students. Three appendixes contain information on the numbers of immigrant students by schools and their performance on TAAS tests. (Contains 2 figures and 11 tables.) (SLD)

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RESEARCH

Report on an Educational Program
Department of Research and Accountability

Emergency Immigrant Education Program (EIEP) 1996-97

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Houston Independent School District

EXECUTIVE SUMMARY

EMERGENCY IMMIGRANT EDUCATION PROGRAM (EIEP) 1996–97

Program Description

In 1984, the Emergency Immigrant Education Assistance Act (EIEA) authorized funds to provide immigrant children with the services they needed to achieve satisfactory academic progress. Although the concept of immigrant would generally include all persons born outside the United States who have made a permanent move to reside in the United States, for purposes of Emergency Immigrant Education Program (EIEP) eligibility, “immigrant” was defined as a student born outside the United States and who had attended school in the United States for less than three complete years. Specifically, the EIEP’s main goal was to help immigrant students during their initial educational phase.

During the 1996–97 school year, the EIEP program staff assisted all HISD schools in the identification of immigrant students by continuing to operate four EIEP Multilingual Assessment Education Centers. The Centers provided staff development for teachers and workshops for parents of immigrant students. The EIEP also implemented non-credit tuition-free secondary English as a Second Language (ESL) classes at selected secondary schools. At least four home/school/community liaisons were assigned to work with students, parents, and school personnel. Personnel included a data entry specialist/administrative assistant, a counselor (50%) for individual and/or group counseling throughout the district, and a program director (50%) to train the staff and coordinate all program activities.

The purpose of this evaluation was to monitor the implementation of services for immigrant students, and to assess the impact of those services on their achievement. The following research questions were addressed in this report:

1. What was the number of identified immigrant students in HISD by grade level and by administrative district during the 1996–97 school year as compared to the previous school year?
2. What was the number of foreign-born students in HISD during the past seven consecutive school years?
3. What languages were spoken in the homes of immigrant students?
4. What activities did the Parent/Student Services Coordinator conduct to coordinate services for immigrant families in 1996–97?
5. What activities did the Immigrant Counselor conduct during the 1996–97 school year?
6. What number and percent of immigrant students passed each section of the English and Spanish versions of the Texas Assessment of Academic Skills (TAAS) in 1996–97?
7. What were the attendance, promotion, graduation, and drop-out rates of immigrant students during the 1995–96 school year?

Findings

- A total of 20,558 eligible, immigrant students were identified in the HISD Fall 1996 PEIMS database for assistance through the EIEP in 1996–97.
- There were 29,082 foreign-born students enrolled in HISD during the 1996–97 school year.
- Of the 20,558 immigrant students, 84.0% indicated Spanish as their home language and 7.1% indicated English; the remaining 8.9% of the students emigrated from countries with languages other than English or Spanish.

- A total of 1,799 contacts and activities concerning the coordination of services to parents and students were recorded in 1996–97, which was 771 less than the 2,570 service contacts recorded in 1995–96.
- The Parent/Student Services Coordinator conducted 18 meetings for the parents of immigrant students, as compared to 10 meetings in 1995–96.
- The immigrant counselor performed a total of 879 service contacts and activities involving 213 parents, 85 community resources, 260 Multilingual Department staff, and 321 HISD staff in 1996–97. The immigrant counselor also conducted a total of 487 counseling sessions, including 460 individual counseling sessions and 27 group counseling sessions.
- The percent of immigrant students taking the English TAAS Reading test was 25% in spring 1997, compared to 13% taking the same test in spring 1996.
- Compared to the performance of immigrant students in the previous year, on the English TAAS in spring 1997, the percent passing reading increased from 41% to 62%; the percent passing writing increased from 32% to 52%; and the percent passing the mathematics test increased from 44% to 59%.
- A total of 1,687 eligible immigrant students participated in the Spanish TAAS reading test, and 1,681 students participated in the Spanish TAAS mathematics test in spring 1997, with 50% passing reading and 56% passing mathematics, rep-

resenting an increase over the previous year when 49% passed reading and 36% passed mathematics.

- The attendance rate for immigrant students in 1995–96 was 93.4%, which was slightly below the HISD rate of 94%; the graduation rate was 48.4%, compared to a 74.2% graduation rate for HISD; the promotion rate was 76.1%; and the drop-out rate was 7.9%.

Recommendations

1. Promote improved attendance for immigrant children by providing early intervention to avoid accumulated absences, which may result in higher achievement, and higher promotion and graduation rates.
2. Encourage counseling for immigrant children as it relates to issues of transition or change, and loss or grief in their lives.
3. Increase the number of locations throughout the district, especially in district offices, that offer additional support and contact with social service agencies that address immigrant needs.
4. Continue providing staff development concerning immigrant issues to bilingual and ESL teachers, and expand the inservice to include multicultural sensitivity training for regular content area teachers.
5. Expand the EIEP Advisory Group into schools and administrative districts throughout HISD to provide a forum for teachers and counselors of immigrant children.

EMERGENCY IMMIGRANT EDUCATION PROGRAM (EIEP) 1996-97

Purpose: *The purpose for this report is to monitor the implementation of services for immigrant students, to describe the students being served, and to assess the impact of those services on their achievement in reading, writing, and mathematics, in compliance with federal regulations.*

Design: *Non-experimental, descriptive, retrospective study*

Population, Sample: *Immigrant students in HISD during the 1996-97 school year, compared to similar students during the previous year.*

Methods: *Data was collected from the Fall 1996 PEIMS database, SASI database, and Spring 1997 TAAS test files. Program data was collected from EIEP staff during the 1996-97 school year using a data collection form designed for that purpose.*

Findings: *The 1996-97 PEIMS database included 20,558 eligible immigrant students. Approximately 90 percent spoke Spanish and emigrated from Mexico or other country in Central or South America. An Immigrant Program Counselor and Parent/Student Services Coordinator provided support services. In general, performance on the English and Spanish TAAS improved for immigrant students in 1996-97 when compared to the previous year.*

Conclusions: *Continued monitoring of student data resulted in higher funding levels. Continued staff development and instructional support programs resulted in higher achievement levels.*

Introduction

Program Description

In 1984, the Emergency Immigrant Education Assistance (EIEA) Act authorized funds to provide immigrant children with the services they needed to achieve satisfactory academic progress. Although the concept of immigrant would generally include all persons born outside the United States who have made a permanent move to reside in the United States, for purposes of Emergency Immigrant Education Program (EIEP) eligibility, "immigrant" was defined as a student born outside the United States and who had attended school in the United States for less than three complete years. Specifically, the EIEA program's main goal was to help immigrant students during their initial educational phase. Therefore, after three years of service, students became ineligible for

EIEA services. In addition, participation in the EIEA program was "voluntary." This means that students were eligible for program services only if their parents enrolled them as immigrant students.

Since 1986, HISD has received funding for the implementation of the EIEP. The HISD 1996-97 Special Revenue Fund Adopted Budget was \$349,939 for EIEP, but better record keeping resulted in almost double that amount. Based on 12,135 eligible immigrant students reported by the Public Education Information Management System (PEIMS) for the 1995-96 school year, the 1996-97 entitlement for the EIEP was \$683,337. Funds totaling \$346,612 (\$30 per student) were decentralized and allocated to the district offices according to substantiated numbers of immigrant students identified.

During the 1996-97 school year, the EIEP had several goals. One was to assist all HISD schools in

the identification of immigrant students who are also Limited English Proficient (LEP) by continuing to operate four EIEP Multilingual Assessment Education Centers at Cooley, McReynolds, Sanchez and Sutton. A second goal of the EIEP was to provide staff development for teachers and workshops for parents of immigrant students. The EIEP also implemented non-credit tuition-free secondary English as a Second Language (ESL) classes at selected secondary schools. Another goal was to assign at least four home/school/community liaisons to work with students, parents and school personnel. Personnel included a data entry specialist/administrative assistant, a counselor (50%) for individual and/or group counseling throughout the district, and a program director (50%) to train the staff and coordinate all program activities.

Purpose of the Evaluation Report

The purpose of this report was to monitor the implementation of services for immigrant students and to assess the impact of those services on their achievement in reading, writing, and mathematics. The following research questions were addressed in this report:

1. What was the number of identified immigrant students in HISD by grade level and by administrative district during the 1996–97 school year as compared to the previous school year?
2. What was the number of foreign-born students in HISD during the past seven consecutive school years?
3. What languages were spoken in the homes of immigrant students?
4. What activities did the Parent/Student Services Coordinator conduct to coordinate services for immigrant families in 1996–97?
5. What activities did the Immigrant Counselor conduct during the 1996–97 school year?
6. What number and percent of immigrant students passed each section of the English and Spanish versions of the Texas Assessment of Academic Skills (TAAS) in 1996–97?
7. What were the attendance, promotion, graduation, and drop-out rates of immigrant students during the 1995–96 school year?

Method

Data Collection

A number of information resources contributed to the production of this report. First, the Public Education Information Management System (PEIMS) was used to determine the number of eligible immigrant students in HISD during the 1996–97 school year. The number of eligible immigrant students determined the funding level for the EIEP in the district. Second, the School Administrative Student Information (SASI) student masterfile provided data concerning the home language and country of origin of the immigrant students. Third, program staff provided information concerning specific activities for the parents of immigrant students. In addition, the immigrant counselor maintained folders which documented coordination and counseling activities conducted throughout the implementation of the program. Fourth, immigrant students who received instruction in ESL or in all English classrooms took the Texas Assessment of Academic Skills (TAAS) English version. Those who participated in bilingual education programs were tested using the TAAS English or Spanish versions in reading, writing and mathematics. Attendance, promotion, graduation and drop-out rates for immigrant students were taken from the 1995–96 PEIMS file.

Participants

The analysis of academic achievement data included eligible immigrant students on the 1996–97 PEIMS data base. These students were enrolled in Houston ISD schools through October 1996 and were included in the spring 1997 administration of the TAAS achievement tests. For the purposes of the EIEP, immigrant students were those students born outside the United States and who were enrolled in a U.S. school for three (or less) academic school years.

Data Analysis

Frequency distributions were used to answer research questions related to the participation and characteristics of immigrant students in the program. Statistical programs were used to analyze achievement data. An account of the activities conducted by the program staff was obtained by analyzing written reports, records, and documentation. Attendance, promotion, graduation, and drop-out data were compared to district data.

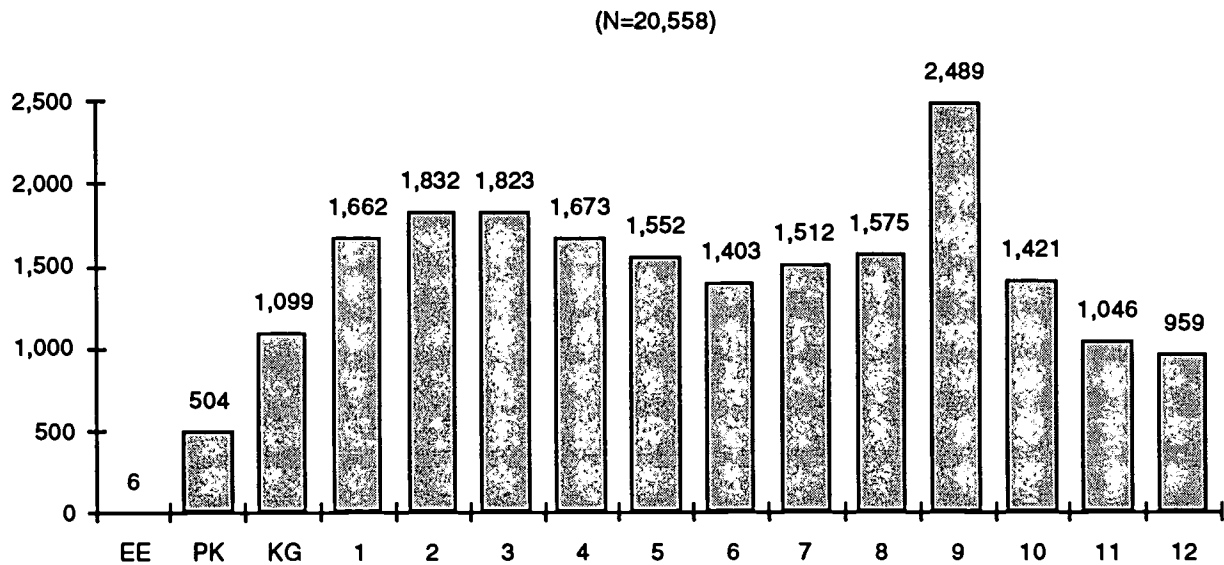


Figure 1: 1996-97 Enrollment of immigrant students by grade level (Source: PEIMS, Fall 1996).

Results

What was the number of identified immigrant students in HISD by grade level and by Administrative District during the 1996-97 school year as compared to the previous school year?

The HISD Fall 1996 PEIMS database identified 20,558 students as eligible for assistance through the Emergency Immigrant Education Program (EIEP) in 1996-97. This number included only those students born outside the U.S. and enrolled in a U.S. school for three (or less) complete academic years. This total represented a 69.4% increase over the 12,135 eligible immigrant students recorded in 1995-96.

Figure 1 describes the enrollment of immigrant students by grade level. In general, the number of immigrant students enrolled in secondary schools ranged from a high of 2,489 in Grade 9 to a low of 959 in Grade 12. Enrollment of immigrant students in the elementary schools, kindergarten through fifth grade, ranged from 1,099 in kindergarten and 1,832 in second grade to 1,552 in fifth grade. Only six of the immigrant students were enrolled in early education, and 504 were enrolled in the pre-kindergarten program. A total of 10,151, or 49.4%, of the immigrant students enrolled in HISD attended elementary schools or alternative schools serving elementary school stu-

dents. A total of 10,407, or 50.6%, attended secondary schools, including alternative and charter schools serving middle and high school students.

Table 1 presents the enrollment of immigrant students by administrative district. The highest numbers of immigrants attended schools in the west and southwest areas, with 3,557 immigrant students attending Southwest District schools, and 3,424 immi-

Table 1: Immigrant Enrollment by Administrative District (Source: PEIMS, Fall 1996)

Administrative District	Total Immigrants
Northwest	906
Southeast	2,084
North	1,648
East	2,672
West	3,424
Central	967
Alternative	448
South Central	1,257
South	675
North Central	2,226
Southwest	3,557
Northeast	659
Charter	35
Total	20,558

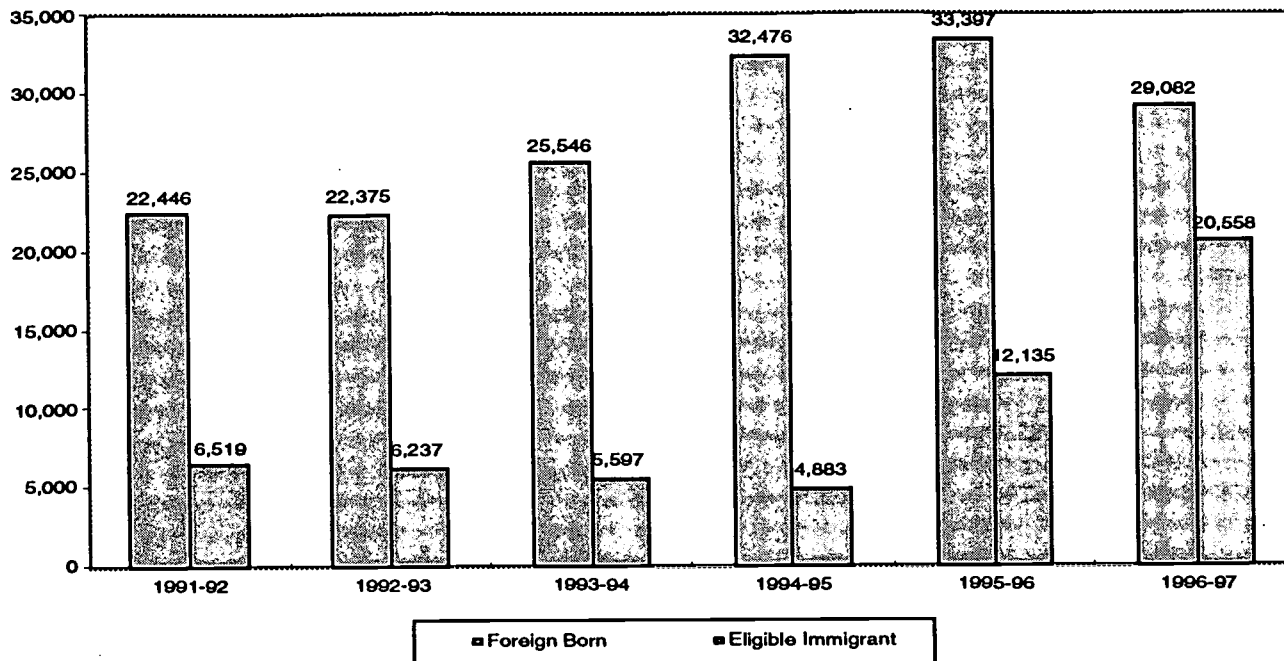


Figure 2: Eligible immigrant student enrollment and foreign-born student enrollment in HISD for school years 1990-91 through 1996-97.

grant students attending schools in the West District. Excluding charter schools and alternative schools, the fewest numbers of immigrants attended schools in the northeast and south areas, where 659 immigrant students attended schools in the Northeast District, and 675 attended South District schools. Immigrant students also received services in alternative schools and charter schools.

Appendix A shows the number of eligible immigrant students identified by campus and administrative district during the 1996-97 school year.

What was the number of foreign-born students in HISD during the past six consecutive school years?

Figure 2 presents the number of foreign-born students enrolled in HISD during the past six consecutive years, compared to the number of eligible immigrant students enrolled during the same time period. There was a steady increase in the number of foreign-born students from 21,997 students in the 1990-91 school year to 33,397 students during the 1995-96 school year. There were 29,082 foreign-born students enrolled in HISD during the 1996-97 school year. The eligible immigrant enrollment decreased

from 7,640 immigrant students in the 1990-91 school year to its lowest point at 4,883 in 1994-95, then rebounded to 20,558 students during the 1996-97 school year. Substantial increases resulted directly from concerted efforts of the EIEP staff to recruit eligible immigrant students from the group of foreign-born students enrolled in the district.

There are at least two basic reasons that the number of foreign-born students and the number of immigrant students are different. Parents must voluntarily enroll their students as immigrants, and for a variety of reasons, many parents preferred not to have their students classified as immigrants. Also, a foreign-born student may be classified as an immigrant only through three complete years of schooling in American schools. After that, the student may not be classified as an immigrant for the purpose of funding through the Texas Education Agency.

Table 2 lists the countries of origin that were most highly represented in the HISD student population during the 1996-97 school year. The largest number indicated that 72.1% emigrated from Mexico. Another well represented foreign country in HISD was El Salvador with 9.8%, then Vietnam with 3.6% of the foreign student population. Two more countries with

Table 2: Country of Origin of HISD Foreign-born Students in 1996-97

Name of Country	Number	Percent For.-Born	Percent Enrolled
Mexico	20,988	72.17	10.01
El Salvador	2,866	9.85	1.37
Vietnam	1,048	3.60	0.50
Hondura	687	2.36	0.33
Guatemala	452	1.55	0.22
China	219	0.75	0.10
Pakistan	177	0.61	0.08
Nicaragua	176	0.61	0.08
Philippines	171	0.59	0.08
India	161	0.55	0.08
Columbia	120	0.41	0.06
Other Countries	2,017	6.94	0.96
Total For. Born	29,082	100.00	13.87
Other	180,528		86.13
HISD Enroll.	209,610		100.00

a relatively large representation were Honduras with 2.3% and Guatemala at 1.55%. Less than 1% of the population of foreign students came from Pakistan, Nicaragua, China, Philippines, Columbia, India, Guadeloupe, Russia, Bosnia, and other foreign countries.

A total of 25,113 students, or 86.3%, originated from Latin American countries or other countries where Spanish was the national language. The remaining 3,969 students, or 13.6% were from countries with a variety of other home languages. It should be noted that approximately 9% of the students in HISD reported a country of origin where the native language was neither Spanish nor English.

What languages were spoken in the homes of immigrant students?

Table 3 presents the number of immigrant students by the language spoken at home. Of the 20,558 immigrant students, 84.0% indicated Spanish as their home language and 7.1% indicated English. The remaining 8.9% of the students emigrated from countries with languages other than English or Spanish.

The second most prevalent foreign language was Vietnamese, with 3.6% of the immigrant students speaking that language. Less than one percent each spoke Laotian, Cambodian, Chinese, Korean, Japanese, French, German, or other languages.

Table 3: Home Language of Immigrant Students during the 1996-97 School Year

Home Language	Number	Percent
Spanish	17,271	84.0
Vietnamese	734	3.6
Chinese	128	0.6
Korean	63	0.3
Cambodian	42	0.2
French	35	0.2
Japanese	18	0.1
German	13	0.1
Laotian	12	0.1
English	1,466	7.1
Other Languages	776	3.8
Total	20,558	100.0%

What activities were conducted to coordinate services for immigrant families in 1996-97?

Table 4 lists services provided to parents of immigrant students, the community, and other educators. A total of 1,799 contacts and activities concerning the coordination of services to parents and students were distributed as follows: parents, 390; community resources, 167; Multilingual Department staff, 550; HISD staff, 500; Region IV ESC, 20; Texas Education Agency, 25; Tutors, 25; Consultants, 15; and others 107. The number of service contacts recorded in 1996-97 was 771 less than the 2,570 service contacts recorded in 1995-96.

It should be noted that the number of services provided by the coordinator of parent and student

Table 4: Services Provided by Parent/Student Services Coordinator in 1996-97

Coordination of Services	Number
Parents	390
Community Resources	167
Department Staff	550
HISD Staff	500
Region IV	20
Texas Education Agency	25
Tutors	25
Consultants	15
Other districts, community colleges, universities, etc.	107
Total	1,799

Table 5: Parent Advisory Council Activities in 1996-97

Date	Type of Meeting	Topic	Target Group	Number of Parents	Number of Staff
08/09/96	MHMR Conference	Parent Roles	Hispanic	141	2
10/02/96	TPCC Board Meeting	Agenda Items	Board Members	3	6
10/03/96	TPCC Board Meeting	Agenda Items	Board Members	3	3
10/08/96	PAC Meeting/Training	School Opening Info	Parents	31	12
11/12/96	PAC Meeting/Training	Magnet Schools/ Expulsion/Suspension	Parents	32	13
11/20/96	TPCC Board Meeting	Conference Planning	Board Members	6	7
12/10/96	PAC Meeting/Training	Make & Take Workshop	Parents	35	9
01/24/97	State PAC Meeting	Agenda Items	Council Members	7	6
01/25/97	State PAC Meeting	Agenda Items	Council Members	7	3
01/28/97	PAC Meeting/Training	Community Health Serv.	Parents	5	19
02/13/97	TPCC Board Meeting	Conference Planning	Board Members	4	5
02/25/97	PAC Meeting/Training	Trip to health clinic	Parents	23	7
03/12/97	State PAC Meeting	Agenda Items	Council Members/ Parents	37	7
03/12/97	TPCC Conference	Conference Agenda	Parents, Educators	7	1
03/13/97	TPCC Conference	Conference Agenda	Parents, Educators	7	1
03/14/97	TPCC Conference	Conference Agenda	Parents, Educators	7	1
04/22/97	PAC Meeting/Training	Immigration Law Changes	Parents	36	10
05/20/97	PAC Meeting/Training	97-98 Topics, Awards	Parents	47	12
Total				438	124

services increased in every category from 1995-96 to 1996-97 except in the category to HISD staff. During the previous year there was a high number of telephone contacts to the schools assisting with computer file maintenance. That level of assistance was not necessary in 1996-97.

Table 5 details the Parent Advisory Council (PAC) and parent training meetings for immigrant families that the Parent/Student Services Coordinator conducted during the 1996-97 school year. Starting in October 1996, the coordinator conducted 18 meetings for the parents of immigrant students, as compared to 10 meetings in 1995-96.

Parent Advisory Council (PAC) meetings addressed a number of relevant issues. Three meetings concerned State PAC agenda items, and seven addressed local PAC issues. Seven meetings were related to Texas Parent Conference Committee (TPCC) board meetings or other conference issues. Parents also attended a Mental Health Mental Retardation (MHMR) conference.

Parent attendance at these meetings varied from 3 to 141 parents per meeting, with an average of 24 parents per meeting. This is lower than the average of 29 parents per meeting at 10 meetings in 1995-96. From 1 to 19 staff members also attended each meeting in 1996-97, with an average of 7 staff members per meeting. That was lower than the average of 9 staff members per meeting during the previous year.

What activities did the Immigrant Counselor conduct during the 1996-97 school year?

Table 6 presents the numbers and types of activities conducted by the Immigrant Counselor in 1996-97, who offered services to all immigrant students. The immigrant counselor performed a total of 879 service contacts and activities involving 213 parents, 85 community resources, 260 Multilingual Department staff, and 321 HISD staff. This constituted an increase of 45 service contacts compared to 834 service contacts reported the previous year.

Table 6: Activities of the Immigrant Counselor During the 1996-97 School Year

Coordination of Services	Number
Parents	213
Community Resources	85
Department Staff	260
HISD Staff	321
Total	879

Counseling Component	Number
Individual Sessions	460
Group Sessions	27
Total	487

The immigrant counselor also conducted a total of 487 counseling sessions during the 1996-97 school year, including 460 individual counseling sessions and 27 group counseling sessions. This represented a decrease of 48 sessions compared to the total of 535 sessions reported during the 1995-96 school year.

What number and percent of immigrant students passed each section of the English and Spanish versions of the Texas Assessment of Academic Skills (TAAS) in 1996-97?

Table 7 presents the percent of immigrant students who were tested and who passed each subtest of the English TAAS by grade level in 1996-97. Of the

20,558 eligible immigrant students in HISD during the 1996-97 year, 25% took the English reading subtest, 13% took the writing subtest, and 25% took the mathematics subtest. This constituted a percentage increase from the previous year, when out of 12,135 eligible students, 13% took the English reading subtest, 6% took the writing subtest, and 12% took the mathematics subtest.

Compared to performance on the English TAAS in the previous year, the percent passing reading increased from 41% to 62%; the percent passing writing increased from 32% to 52%; and the percent passing the mathematics test increased from 44% to 59%.

When examining the performance of immigrant students by grade level, immigrant students in elementary schools outperformed the immigrant students in secondary schools. In general, as the grade levels increased, the passing rates decreased. This trend was parallel to the general population of students in HISD.

Although the TAAS passing rates increased from Spring 96 to Spring 97, they remained below the 90% standard set by the Texas Education Agency. Passing rates were low for immigrant students in secondary schools, especially considering the low number of immigrant students actually taking the TAAS. Reading passing rates for secondary students ranged from

Table 7: Number and Percent of Eligible Immigrant Students Who Were Tested and Passed the English TAAS

Grade Level	English TAAS Spring 1996						English TAAS Spring 1997					
	Reading		Writing		Mathematics		Reading		Writing		Mathematics	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
3	79	82	0	*	79	72	253	81	0	*	255	80
4	65	70	65	86	67	81	324	85	330	87	334	85
5	122	72	0	*	122	75	480	84	0	*	483	90
6	266	42	0	*	267	53	787	62	0	*	791	64
7	294	41	14	7	294	37	869	65	0	*	877	61
8	310	34	254	37	309	36	887	63	861	56	888	55
9	66	15	0	*	1	*	3	*	3	*	3	*
10	35	17	34	15	41	15	932	51	943	48	949	41
11	211	20	222	18	197	19	409	35	394	31	433	29
12	98	30	108	23	85	40	238	46	235	46	265	53
Total	1,546	41	697	32	1,461	44	5,182	62	2,766	52	5,278	59
Percent Tested	13		6		12		25		13		25	

* Less than 5 students tested

Table 8: Number and Percent of Eligible Immigrant Students Passing the English TAAS by Administrative District

Administrative District	Spring 1997								
	Reading			Writing			Mathematics		
	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Northwest	179	119	66	92	55	59	186	123	66
Southeast	664	345	51	337	143	42	657	358	54
North	282	188	66	197	100	50	289	162	56
East	667	360	53	398	169	42	698	324	46
West	788	505	64	523	282	53	801	489	61
Central	240	168	70	117	80	68	243	169	69
Alternative	90	73	81	80	65	81	99	76	76
South Central	362	250	69	137	85	62	365	262	71
South	274	162	59	125	58	46	276	145	52
North Central	543	310	57	300	155	51	564	303	53
Southwest	980	689	70	416	235	56	987	656	66
Northeast	92	71	77	38	19	50	91	70	76
Charter	22	8	36	6	2	33	23	6	26
Total	5,183	3,248	62	2,766	1,448	52	5,279	3,143	59

35% in Grade 11 to 65% in Grade 7. Passing rates for writing ranged from 31% in Grade 11 to 56% in Grade 8. Mathematics passing rates ranged from 29% in Grade 11 to 64% in Grade 6.

It should be noted that the data for students listed in the ninth grade reflected their performance on the eighth grade TAAS. Normally, the Exit Level TAAS is first administered to high school students in the tenth grade. Those who fail one or more subtests during that administration of the TAAS may take the test over until they pass all subtests to graduate from high school.

Performance of immigrant students on the English TAAS in spring 1997 by Administrative District is described in Table 8. At least 50% of the immigrant students who were tested passed reading in each administrative district except the charter schools district. At least 70% passed in the Central, Southwest, Northeast, and Alternative Administrative Districts. A majority of the immigrant students who were tested passed the English TAAS writing subtest in all but the Southeast, East, South, and Charter Schools Administrative Districts.

On the English TAAS mathematics subtest, at least 70% of the immigrant students who were tested

passed in the Alternative, South Central, and Northeast Administrative Districts, while fewer than 50% passed in the East and Charter Administrative Districts. More detailed information concerning English TAAS results for immigrant students is included in Appendix B.

Table 9 reflects the performance of immigrant students on the Spanish TAAS by grade level. This test assessed their academic achievement in reading Spanish, as well as their understanding of mathematics concepts in Spanish. These students were identified as limited English proficient, and either they participated in bilingual education programs, or were considered proficient enough in Spanish to take the spring 1997 TAAS in Spanish.

Most of the students were in elementary school grades three through five. A total of 1,687 eligible immigrant students participated in the Spanish TAAS reading subtest, and 1,681 of those students participated in the Spanish TAAS mathematics subtest. Of the immigrant students taking the test, 50% passed the reading subtest and 56% passed the mathematics subtest. This represented an increase over performance on the Spanish TAAS in spring 1996 when 49% passed reading and 36% passed mathematics.

Table 9: Number and Percent of Eligible Immigrant Students Passing the Spanish TAAS

Grade Level	Spring 1996				Spring 1997			
	Reading		Mathematics		Reading		Mathematics	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
3	543	48	551	41	1,040	53	1,034	57
4	317	57	317	41	646	46	646	54
5	242	39	241	19	1	100	1	100
Total	1,102	49	1,109	36	1,687	50	1,681	56
Percent Tested	9		9		8		8	

Performance of immigrant students on the Spanish TAAS in spring 1997 by Administrative District is presented in Table 10. The Alternative district and Charter Schools did not test immigrant students with the Spanish TAAS. Passing rates for the Spanish reading subtest ranged from 37% in the North Central District to 76% in the Central District. Passing rates for the mathematics subtest ranged from 48% in the East District to 81% in the Central District.

During spring 1997, 8% of the 20,558 eligible immigrant students participated in the Spanish TAAS testing program in grades three through five, while 2% of the 12,135 eligible immigrant students participated in the Spanish TAAS testing program at those grade levels in spring 1996. There was a substantial increase in both the number and percent of immigrant

students tested and passing the Spanish TAAS in 1997 compared to the previous year. More detailed information concerning performance of immigrant students on the Spanish TAAS is in Appendix C.

What were the attendance, promotion, graduation, and drop-out rates of immigrant students during the 1995-96 school year?

Attendance, promotion, graduation, and drop-out rates for 12,135 immigrant students were available for the 1995-96 school year. The attendance rate was 93.4%, which was slightly below the HISD rate of 94%. However, the graduation rate was 48.4%, less than half of the immigrant students, compared to a 74.2% graduation rate for HISD. The promotion rate

Table 10: Number and Percent of Eligible Immigrant Students Passing the Spanish TAAS by Administrative District

Administrative District	Spring 1997					
	Reading			Mathematics		
	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Central	90	69	76	90	73	81
East	258	112	43	259	125	48
North	157	85	54	155	77	49
North Central	190	72	37	190	95	50
Northeast	50	24	48	50	27	54
Northwest	62	32	51	62	39	62
South	17	9	52	17	13	76
South Central	136	64	47	137	78	56
Southeast	233	132	56	233	143	61
Southwest	337	159	47	335	186	55
West	157	96	61	153	94	61

for immigrant students was 76.1%, and the drop-out rate was 7.9%; both were below expectations. Table 11 presents the attendance, promotion, graduation, and drop-out rates for immigrant students in 1995-96.

Table 11: Attendance, Promotion, Graduation, and Drop-out Rates for Immigrant Students for the 1995-96 School Year

Total Number of Immigrant Students,	12,135
Attendance Rate	93.4%
Promotion Rate, Grades 1-11	76.1%
Graduation Rate, Grade 12	48.4%
Drop-out Rate	7.9%

Discussion

During the past few years, national attention has focused on services provided to immigrant students. National press and political leaders have stressed providing services to all legal immigrant students, but they have questioned providing certain services to students whose immigration status was not properly documented. California and other states have questioned policies providing medical, educational and social services to illegal immigrants and their children. This has promoted a fear in both legal and illegal immigrants, making it more difficult to identify immigrant students.

Funds for immigrant programs are limited. Although program goals address both social services and educational achievement, funds are insufficient for both. Often, the educational funds are used to provide social services that support the educational program.

A districtwide effort to identify immigrant students revealed a high number of potential immigrants. Follow-up visits were conducted to add these students to the immigrant roster. This effort resulted in a substan-

tial increase in the number of identified immigrant students, which has resulted in twice the amount of funds allocated for immigrant students to HISD by the Texas Education Agency.

The district received a high percent of non-Spanish speaking immigrants. For example, there was a relatively large Vietnamese population in the district. The number of Vietnamese students remained at 3.6% of the immigrant population in HISD. The immigrant program staff needs to assess services to students with home languages other than Spanish, such as Vietnamese, Cambodian, and Laotian.

Recommendations

1. Promote improved attendance for immigrant children by providing early intervention to avoid accumulated absences, which may result in higher achievement, and higher promotion and graduation rates.
2. Encourage counseling for immigrant children as it relates to issues of transition or change, and loss or grief in their lives.
3. Increase the number of locations throughout the district, especially in district offices, that offer additional support and contact with social service agencies that address immigrant needs.
4. Continue providing staff development concerning immigrant issues to bilingual and ESL teachers, and expand the inservice to include multicultural sensitivity training for regular content area teachers.
5. Expand the EIEP Advisory Group into schools and administrative districts throughout HISD to provide a forum for teachers and counselors of immigrant children.

Appendix A

Number of Immigrant Students by School in 1996-97

Northwest District	East District	Alternative District	South District	Southwest District
Waltrip HS 125	Austin HS 763	Comm. Sv. 9	Madison HS 117	Bellaire HS 185
Washington HS 35	Furr HS 221	Flor. Crittenton 3	Sterling HS 55	Westbury HS 360
Scarborough HS 47	Edison MS 114	HSPVA 27	Worthing HS 12	Johnston MS 74
Black MS 97	Holland MS 144	HSHP 93	Attucks MS 44	Weich MS 127
Clifton MS 60	Jackson MS 177	CLC HS 11	Woodson MS 11	Long MS 529
Allen ES 28	Chrysalis 8	Kay Ongo.(Sr) 3	Dowling MS 143	Pershing MS 151
Durham ES 29	Rusk (7) 25	Har. Ct. Y. Vil. 5	Thomas MS 11	Fondren MS 144
Garden Oaks ES 38	Briscoe ES 91	Houston Nt. HS 11	Alameda ES 36	Anderson ES 194
Hohl ES 43	Burnet ES 73	Jordan HS 98	Bastian ES 35	Braeburn ES 317
Holden ES 85	DeZavala ES 81	HS Law En. 43	Carnegie ES 2	Condit ES 36
Kennedy ES 53	Franklin ES 92	Burnett Bay. 2	Fairchild ES 1	Bertha Alyce ES 4
Oak Forest ES 8	Harris, R.P. ES 146	Har. Ct. Det. C. 6	Frost ES 3	Cunningham ES 259
Sinclair ES 6	Hend., J.P. ES 65	HP Carter 4	Grimes ES 1	Elrod ES 62
Smith, Kate ES 75	Lantrip ES 65	Rogers, TH 21	Hobby ES 17	Bell ES 114
Stevens ES 89	Oates ES 46	Crittenton Cen 1	Mading ES 3	Fondren ES 42
Wainwright ES 45	Pleasantville ES 3	Educ Enr. HS 11	Montgomery ES 36	Gordon ES 109
Benbrook ES 43	Pt. Houston ES 44	Kav On. (Mid) 1	Rhoads ES 6	Sugar Grove ES 5
Northwest Total 906	Rusk ES 27	Terrell Alter. 4	Sunny Side ES 14	Herod ES 47
	Whittier ES 25	Tech Pr. Coll. 7	Windsor Vill. ES 22	Horn ES 11
Southeast Dist.	Tijerina ES 160	Ripley Alt. 2	Grissom ES 55	Kolter ES 8
Milby HS 259	Cage ES 42	Belfort Alt. MS 2	Law ES 2	Longfellow ES 39
Deady MS 450	Gallegos ES 139	HCC Altern.Ed. 1	Mitchell ES 39	Lovett ES 15
Stevenson 152	Carrillo ES 121	LEAP (9-12) 9	Petersen ES 10	Parker ES 31
Bonner ES 173	East Total 2,672	Employ. Cntr 27	South Total 675	Red ES 13
Harris, J.R. ES 112		CLC MS 5		Shearn ES 79
Lewis ES 152	West District	Harper 2	North Central	Sutton ES 251
Park Place ES 105	Lee HS 1,497	9th Gr Sk. En. 12	Davis HS 383	Foerster ES 30
Patterson ES 54	Sharpstown HS 202	HCC LSP (12) 1	Reagan HS 259	Las Americas 11
Rucker ES 48	Revere MS 76	Comm. Sv. ES 5	Hamilton MS 133	Valley West ES 10
Southmayd ES 83	Grady MS 85	Rogers, TH ES 6	Hogg MS 78	Benavidez ES 263
Sanchez ES 178	Sharpstown MS 229	Ho. Rd. Com. 5	Marshall MS 232	Milne ES 37
Craspo ES 231	Shadowbriar (6) 34	Centripet 1	Brock ES 19	Southwest Total 3,557
Davila ES 87	Bonham ES 72	L.A.T.P. 10	Browning ES 82	
Southeast Total 2,084	Briargrove ES 24	Altern. Total 448	Burrus ES 27	Northeast Dist.
	Emerson ES 91		Crockett ES 65	Kashmere HS 3
North District	Neff ES 167	S. Central Dist.	Eighth Ave ES 41	Wheatley HS 72
Houston HS 521	Pilgrim ES 202	Jones HS 164	Field ES 54	McReynolds MS 35
Burbank MS 116	Piney Point ES 157	Yates HS 33	Harvard ES 51	Smith MS 2
Fonville MS 73	McNamara ES 222	Cullen MS 13	Helms ES 46	Fleming MS 18
Henry MS 102	Walnut Bd. ES 71	Hartman MS 275	Jefferson ES 92	Key MS 36
Barrick ES 44	White ES 121	Ryan MS 62	Lamar ES 55	Bowie ES 15
Berry ES 65	Ashford ES 41	Alcott ES 11	Lee ES 39	Bruce ES 37
Burbank ES 51	Askew ES 52	Brookline ES 278	Looscan ES 40	Crawford ES 29
Lyons ES 40	Bush ES 38	Cornelius ES 71	Love ES 49	Dogan ES 15
Coop ES 69	Shadowbriar ES 7	Dodson ES 27	Memorial ES 56	Easter ES 33
DeChaumes ES 42	KIPP Academy 36	Douglass ES 3	Milam ES 74	Ellot ES 82
Durkee ES 72	West Total 3,424	Foster ES 11	Ryan ES 34	Hend., N.Q. ES 5
Janowski ES 148		Garden Vill. ES 12	Sherman ES 132	Houston Gd. ES 3
Northline ES 77	Central District	Golfcrest ES 133	Stevenson ES 79	Isaacs ES 24
Roosevelt ES 44	Lamar HS 212	Gregg ES 43	Travis ES 21	Jones, A. ES 37
Scarborough ES 55	Lanier MS 119	Hartsfield ES 8	Martinez, C. ES 85	Mcdade ES 10
Garcia ES 61	Lincoln MS 40	Kelso ES 35	N. Central Total 2,226	Pugh ES 29
Herrera ES 68	Rice (6-8) 18	Lockhart ES 6		Ross ES 12
North Total 1,648	Jones, J.Will ES 73	Peck ES 21	Charter District	Sanderson ES 7
	MacGregor ES 30	Thompson ES 13	Williams MS 28	Scott ES 35
	Poe ES 42	Turner ES 6	High. Hts. ES 2	Chatham ES 3
	River Oaks ES 10	Whidby ES 7	Osborne ES 2	Scroggins ES 36
	Roberts ES 93	MacArthur ES 25	Wesley ES 3	Martinez, R. ES 81
	Rogers, Will ES 40	S. Central Total 1,257	Charter Total 35	Northeast Total 659
	Twain ES 22			
	West Univ. ES 10			
	Wharton ES 97			
	Wilson ES 104			
	Rice School 13			
	Greg/Linc. ES 44			
	Central Total 967			
				District Total 20,558

Appendix B

Spring 1997 English TAAS
Performance Of Immigrant Students

Alternative School Name	Reading			Writing			Mathematics		
	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Community Serv	1	1	*	1	1	*	1	0	*
Florence Crittenton	0	0	*	0	0	*	1	0	*
HSPVA	5	4	80.0	6	6	100.0	7	6	85.7
HS H. Professions	17	17	100.0	17	17	100.0	17	17	100.0
CLC HS	2	2	*	2	2	*	4	3	*
Kay Ongoing (Sr)	1	1	*	1	1	*	1	1	*
Houston Night HS	2	1	*	1	1	*	2	1	*
Jordan HS	27	19	70.4	29	18	62.1	30	18	60.0
HS Law En. Cr. Js.	12	12	100.0	12	12	100.0	13	12	92.3
Har. Cnty. Det. Ctr.	1	0	*	1	0	*	1	0	*
Rogers, TH	12	12	100.0	4	4	*	12	12	100.0
Terrell Alter	1	0	*	1	1	*	1	0	*
Tech Prep College	1	1	*	1	1	*	1	1	*
Ripley Alt.	2	0	*	1	0	*	2	1	*
CLC MS	2	0	*	1	0	*	2	1	*
Rogers, TH, ES	3	3	*	1	1	*	3	3	*
Centripet	1	0	*	1	0	*	1	0	*
Total	90	73	81.1	80	65	81.3	99	76	76.8

* Less than 5 students tested

Central School Name	Reading			Writing			Mathematics		
	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Lamar HS	38	12	31.6	46	18	39.1	42	10	23.8
Lanier MS	81	57	70.4	32	27	84.4	79	59	74.7
Lincoln MS	15	4	26.7	2	0	*	15	7	46.7
Rice (6-8)	18	14	77.8	10	9	90.0	18	11	61.1
Jones J. Will ES	8	6	75.0	3	2	*	8	6	75.0
MacGregor ES	6	6	100.0	2	2	*	6	6	100.0
Poe ES	2	1	*	1	1	*	2	2	*
River Oaks ES	9	9	100.0	0	0	*	9	9	100.0
Roberts ES	21	21	100.0	10	10	100.0	21	21	100.0
Rogers, Will ES	5	5	100.0	0	0	*	5	5	100.0
Twain ES	5	5	100.0	1	1	*	5	5	100.0
West Univ. ES	2	2	*	1	1	*	2	2	*
Wharton ES	16	15	93.8	4	4	*	16	16	100.0
Wilson ES	4	4	*	3	3	*	4	3	*
Rice School	8	7	87.5	2	2	*	8	6	75.0
Greg/Linc. ES	2	0	*	0	*	*	3	1	*
Total	240	168	70.0	117	80	68.4	243	169	69.5

* Less than 5 students tested

Appendix B (continued)
Spring 1997 English TAAS
Performance Of Immigrant Students

Charter School Name	Reading			Writing			Mathematics		
	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Williams MS	19	6	31.6	5	1	20.0	20	4	20.0
Highland Hts. ES	2	2	*	1	1	*	2	2	*
Osborne ES	1	0	*	0	0	*	1	0	*
Total	22	8	36.4	6	2	33.3	23	6	26.1

* Less than 5 students tested

East School Name	Reading			Writing			Mathematics		
	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Austin HS	223	85	38.1	219	75	34.2	244	64	26.2
Furr HS	72	30	41.7	71	29	40.8	79	21	26.6
Edison MS	66	43	65.2	28	20	71.4	67	40	59.7
Holland MS	106	80	75.5	25	16	64.0	108	63	58.3
Jackson MS	45	16	35.6	16	3	18.8	45	21	46.7
Chrysalis	7	3	42.9	2	1	*	7	2	28.6
Rusk (7)	25	18	72.0	6	2	33.3	25	17	68.0
Briscoe ES	7	4	57.1	0	0	*	7	5	71.4
Burnet ES	8	6	75.0	4	4	*	8	7	87.5
DeZavala ES	5	3	60.0	1	0	*	5	3	60.0
Franklin ES	3	2	*	0	0	*	3	3	*
Harris, RP ES	21	15	71.4	6	4	66.7	21	14	66.7
Henderson, JP ES	5	5	100.0	1	1	*	5	5	100.0
Lantrip ES	4	3	*	0	0	*	4	3	*
Oates ES	11	9	81.8	4	3	*	11	9	81.8
Pleasantville ES	1	1	*	0	0	*	1	1	*
Port Houston ES	2	0	*	1	0	*	2	1	*
Rusk ES	4	2	*	1	1	*	4	4	*
Whittier ES	1	0	*	0	0	*	1	1	*
Tijerina ES	15	13	86.7	4	4	*	15	15	*
Cage ES	3	2	*	1	0	*	3	3	*
Gallegos ES	13	10	76.9	3	3	*	13	11	84.6
Carrillo ES	20	10	50.0	5	3	60.0	20	11	55.0
Total	667	360	54.0	398	169	42.5	698	324	46.4

* Less than 5 students tested

Appendix B (continued)
Spring 1997 English TAAS
Performance Of Immigrant Students

North School Name	Reading			Writing			Mathematics		
	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Sam Houston HS	132	66	50.0	145	64	44.1	135	55	40.7
Burbank MS	21	18	85.7	9	4	44.4	21	17	81.0
Fonville MS	28	21	75.0	13	10	76.9	27	15	55.6
Henry MS	61	49	80.3	20	12	60.0	64	39	60.9
Barrick ES	2	1	*	0	0	*	3	2	*
Berry ES	3	2	*	0	0	*	3	3	*
Burbank ES	1	1	*	1	1	*	1	1	*
Coop ES	3	3	*	0	0	*	3	3	*
DeChaumes ES	3	3	*	0	0	*	3	3	*
Durkee ES	15	14	93.3	7	7	100.0	15	13	86.7
Janowski ES	4	3	*	1	1	*	4	3	*
Northline ES	3	1	*	0	0	*	3	2	*
Roosevelt ES	3	3	*	1	1	*	3	3	*
Scarborough ES	2	2	*	0	0	*	3	2	*
Garcia ES	1	1	*	0	0	*	1	1	*
Total	282	188	66.7	197	100	50.8	289	162	56.1

* Less than 5 students tested

North Central School Name	Reading			Writing			Mathematics		
	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Davis HS	112	52	46.4	101	55	54.5	114	39	34.2
Reagan HS	93	49	52.7	87	41	47.1	105	45	42.9
Hamilton MS	76	53	69.7	30	15	50.0	77	46	59.7
Hogg MS	10	3	30.0	2	1	*	10	4	40.0
Marshall MS	148	79	53.4	54	22	40.7	148	81	54.7
Brock ES	4	4	*	1	1	*	4	3	*
Browning ES	4	4	*	3	3	*	4	4	*
Burrus ES	9	8	88.9	0	0	*	10	7	70.0
Crockett ES	15	8	53.3	3	3	*	15	10	66.7
Eighth Ave ES	3	2	*	0	0	*	3	2	*
Field ES	2	2	*	0	0	*	3	3	*
Harvard ES	1	1	*	0	0	*	2	1	*
Helms ES	6	5	83.3	2	1	*	6	5	83.3
Jefferson ES	5	1	20.0	3	2	*	6	5	83.3
Lamar ES	5	2	40.0	2	1	*	5	2	40.0
Lee ES	3	2	*	0	0	*	3	2	*
Looscan ES	4	4	*	2	2	*	4	4	*
Love ES	0	0	*	1	1	*	0	0	*
Memorial ES	3	3	*	1	1	*	3	3	*
Milam ES	4	4	*	0	0	*	5	5	100.0
Sherman ES	17	8	47.1	1	0	*	17	14	82.4
Stevenson ES	7	6	85.7	2	1	*	7	7	100.0
Travis ES	0	0	*	1	1	*	0	0	*
Martinez, C. ES	12	10	83.3	4	4	*	13	11	84.6
Total	543	310	57.1	300	155	51.7	564	303	53.7

* Less than 5 students tested

Appendix B (continued)
Spring 1997 English TAAS
Performance Of Immigrant Students

Northeast	Reading			Writing			Mathematics		
	School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing
Wheatley HS	14	9	64.3	15	2	13.3	11	6	54.5
McReynolds MS	7	2	28.6	1	0	*	8	3	37.5
Smith MS	1	0	*	1	0	*	1	0	*
Fleming MS	7	5	71.4	4	2	*	6	5	83.3
Key MS	15	12	80.0	5	3	60.0	16	13	81.3
Bowie ES	0	0	*	0	0	*	1	0	*
Bruce ES	9	9	100.0	2	2	*	9	8	88.9
Crawford ES	3	1	*	0	0	*	3	1	*
Eliot ES	1	1	*	0	0	*	1	1	*
Henderson NQ, ES	2	2	*	1	1	*	2	1	*
Houston Gdns. ES	2	2	*	0	0	*	2	1	*
Jones, Anson ES	10	8	80.0	3	3	*	10	10	100.0
McDade ES	1	1	*	0	0	*	1	1	*
Ross ES	3	3	*	1	1	*	3	3	*
Sanderson ES	1	0	*	0	0	*	1	1	*
Scott ES	3	3	*	2	2	*	3	3	*
Scroggins ES	3	3	*	0	0	*	3	3	*
Martinez, R. ES	10	10	*	3	3	*	10	10	100.0
Total	92	71	77.2	38	19	50.0	91	70	76.9

* Less than 5 students tested

Northwest	Reading			Writing			Mathematics		
	School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing
Waltrip HS	31	16	51.6	34	13	38.2	35	21	60.0
Washington HS	9	7	77.8	8	6	75.0	7	6	85.7
Scarborough HS	8	2	25.0	7	4	57.1	8	3	37.5
Black MS	48	33	68.8	15	10	66.7	50	27	54.0
Clifton MS	39	29	74.4	13	10	76.9	39	30	76.9
Durham ES	2	1	*	1	1	*	2	1	*
Garden Oaks ES	8	8	100.0	3	3	*	8	7	87.5
Hohl ES	1	1	*	0	0	*	1	0	*
Holden ES	8	4	50.0	1	0	*	9	4	44.4
Kennedy ES	6	4	66.7	3	3	*	6	4	66.7
Oak Forest ES	2	2	*	0	0	*	2	2	*
Sinclair ES	1	0	*	1	1	*	1	1	*
Smith, Kate ES	7	6	85.7	1	1	*	7	7	100.0
Stevens ES	1	0	*	0	0	*	2	1	*
Wainwright ES	8	6	75.0	4	3	*	8	8	100.0
Benbrook ES	0	0	*	1	0	*	1	1	*
Total	179	119	66.5	92	55	59.8	186	123	66.1

* Less than 5 students tested

Appendix B (continued)
Spring 1997 English TAAS
Performance Of Immigrant Students

South School Name	Reading			Writing			Mathematics		
	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Madison HS	36	17	47.2	36	11	30.6	38	13	34.2
Sterling HS	10	6	60.0	12	5	41.7	8	4	50.0
Worthing HS	3	3	*	2	2	*	2	2	*
Attucks MS	34	22	64.7	7	4	57.1	34	17	50.0
Woodson MS	5	3	60.0	1	0	*	6	2	33.3
Dowling MS	105	49	46.7	45	16	35.6	107	37	34.6
Thomas MS	7	5	71.4	1	1	*	7	6	85.7
Almeda ES	9	5	55.6	0	0	*	8	8	100.0
Bastian ES	9	9	100.0	8	8	100.0	9	9	100.0
Carnegie ES	1	1	*	0	0	*	1	1	*
Hobby ES	3	2	*	1	1	*	3	1	*
Mading ES	1	1	*	1	1	*	1	1	*
Montgomery ES	3	3	*	2	2	*	3	3	*
Rhoads ES	1	1	*	1	1	*	1	1	*
Sunny Side ES	9	6	66.7	3	3	*	10	9	90.0
Windsor Vill. ES	10	10	100.0	1	1	*	10	10	100.0
Grissom ES	20	12	60.0	3	1	*	20	15	75.0
Mitchell ES	4	3	*	0	0	*	4	2	*
Petersen ES	4	4	*	1	1	*	4	4	*
Total	274	162	59.1	125	58	46.4	276	145	52.5

* Less than 5 students tested

South Central School Name	Reading			Writing			Mathematics		
	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Jones HS	30	12	40.0	28	6	21.4	30	14	46.7
Yates HS	8	0	0.0	8	1	12.5	9	1	11.1
Cullen MS	9	4	44.4	3	2	*	9	6	66.7
Hartman MS	173	115	66.5	47	28	59.6	174	115	66.1
Ryan MS	55	43	78.2	17	17	100.0	55	43	78.2
Alcott ES	1	1	*	0	0	*	1	1	*
Brookline ES	14	11	78.6	5	5	100.0	14	14	100.0
Cornelius ES	14	13	92.9	4	4	*	13	13	100.0
Dodson ES	4	3	*	2	2	*	4	3	*
Foster ES	2	2	*	0	0	*	2	2	*
Garden Villas ES	4	2	*	2	1	*	5	3	60.0
Golfcrest ES	23	20	87.0	10	9	90.0	23	23	100.0
Gregg ES	3	3	*	1	1	*	3	3	*
Hartsfield ES	4	4	*	1	1	*	4	4	*
Kelso ES	5	5	100.0	4	4	*	5	5	100.0
Lockhart ES	2	2	*	1	1	*	2	2	*
Thompson ES	5	4	80.0	4	3	*	5	3	60.0
Turner ES	1	1	*	0	0	*	2	2	*
Whidby ES	3	3	*	0	0	*	3	3	*
MacArthur ES	2	2	*	0	0	*	2	2	*
Total	362	250	69.1	137	85	62.0	365	262	71.8

* Less than 5 students tested

Appendix B (continued)
Spring 1997 English TAAS
Performance Of Immigrant Students

Southeast	Reading			Writing			Mathematics		
	School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing
Milby HS	102	35	34.3	106	24	22.6	94	42	44.7
Deady MS	335	151	45.1	162	71	43.8	337	141	41.8
Stevenson	100	50	50.0	26	11	42.3	99	64	64.6
Bonner ES	6	5	83.3	3	3	*	6	6	100.0
Harris, J.R. ES	13	11	84.6	3	3	*	13	12	92.3
Lewis ES	17	13	76.5	10	5	50.0	16	13	81.3
Park Place ES	5	5	100.0	0	0	*	5	5	100.0
Patterson ES	19	18	94.7	8	8	100.0	18	18	100.0
Rucker ES	5	4	80.0	1	0	*	5	4	80.0
Southmayd ES	17	13	76.5	6	6	100.0	18	12	66.7
Sanchez ES	26	22	84.6	7	7	100.0	27	23	85.2
Crespo ES	7	7	100.0	5	5	100.0	7	7	100.0
Davila ES	12	11	91.7	0	0	*	12	11	91.7
Total	664	345	52.0	337	143	42.4	657	358	54.5

* Less than 5 students tested

Southwest	Reading			Writing			Mathematics		
	School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing
Bellaire HS	62	23	37.1	65	19	29.2	57	24	42.1
Westbury HS	84	47	56.0	86	35	40.7	93	29	31.2
Johnston MS	37	28	75.7	16	8	50.0	37	29	78.4
Welch MS	97	71	73.2	41	31	75.6	96	62	64.6
Long MS	214	149	69.6	71	41	57.7	215	137	63.7
Pershing MS	131	105	80.2	51	36	70.6	131	102	77.9
Fondren MS	120	80	66.7	26	13	50.0	120	81	67.5
Anderson ES	10	8	80.0	2	2	*	10	7	70.0
Braeburn ES	17	15	88.2	2	1	*	17	14	82.4
Condit ES	4	4	*	0	0	*	4	3	*
Cunningham ES	73	44	60.3	16	12	75.0	74	51	68.9
Elrod ES	8	7	87.5	3	2	*	8	7	87.5
Bell ES	23	21	91.3	5	5	100.0	23	21	91.3
Gordon ES	9	5	55.6	1	1	*	9	9	100.0
Sugar Grove ES	1	1	*	0	0	*	1	1	*
Herod ES	10	9	90.0	3	3	*	10	9	90.0
Horn ES	5	5	100.0	2	1	*	6	5	83.3
Kolter ES	2	2	*	2	2	*	2	2	*
Longfellow ES	3	3	*	1	1	*	3	3	*
Lovett ES	8	8	100.0	4	4	*	8	8	100.0
Parker ES	9	9	100.0	4	4	*	9	8	88.9
Red ES	3	2	*	0	0	*	3	3	*
Shearn ES	7	7	100.0	1	1	*	7	7	100.0
Sutton ES	19	17	89.5	7	6	85.7	19	16	84.2
Foerster ES	4	4	*	1	1	*	4	3	*
Valley West ES	4	3	*	1	1	*	4	3	*
Benavidez ES	7	5	71.4	4	4	*	7	6	85.7
Milne ES	9	7	77.8	1	1	*	10	6	60.0
Total	980	689	70.3	416	235	56.5	987	656	66.5

* Less than 5 students tested

Appendix B (continued)
Spring 1997 English TAAS
Performance Of Immigrant Students

West School Name	Reading			Writing			Mathematics		
	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Lee HS	372	191	51.3	359	193	53.8	397	187	47.1
Sharpstown HS	76	22	28.9	72	21	29.2	66	20	30.3
Revere MS	30	25	83.3	9	4	44.4	30	24	80.0
Grady MS	44	35	79.5	17	11	64.7	43	34	79.1
Sharpstown MS	45	34	75.6	17	10	58.8	45	29	64.4
Shadowbriar (6)	26	22	84.6	0	0	*	26	19	73.1
Bonham ES	13	7	53.8	5	3	60.0	12	6	50.0
Briargrove ES	2	2	*	0	0	*	2	2	*
Emerson ES	10	7	70.0	2	2	*	10	8	80.0
Neff ES	28	28	100.0	9	8	88.9	28	27	96.4
Pilgrim ES	8	7	87.5	2	1	*	8	8	100.0
Piney Point ES	20	17	85.0	2	2	*	20	18	90.0
Mcnamara ES	22	20	90.9	9	9	100.0	22	18	81.8
Walnut Bend ES	12	11	91.7	5	5	100.0	12	10	83.3
White ES	12	11	91.7	4	4	*	12	12	100.0
Ashford ES	5	5	100.0	3	1	*	5	4	80.0
Askew ES	12	12	100.0	5	5	100.0	12	12	100.0
Bush ES	13	13	100.0	3	3	*	13	13	100.0
Shadowbriar ES	4	4	*	0	0	*	4	4	*
KIPP Academy	34	32	94.1	0	0	*	34	34	100.0
Total	788	505	64.1	523	282	53.9	801	489	61.0

* Less than 5 students tested

District Summary

District Name	Reading			Writing			Mathematics		
	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Alternative	90	73	81.11	80	65	81.25	99	76	76.77
Central	240	168	70.00	117	80	68.38	243	169	69.55
Charter	22	8	36.36	6	2	33.33	23	6	26.09
East	667	360	53.97	398	169	42.46	698	324	46.42
North	282	188	66.67	197	100	50.76	289	162	56.06
North Central	543	310	57.09	300	155	51.67	564	303	53.72
Northeast	92	71	77.17	38	19	50.00	91	70	76.92
Northwest	179	119	66.48	92	55	59.78	186	123	66.13
South	274	162	59.12	125	58	46.40	276	145	52.54
South Central	362	250	69.06	137	85	62.04	365	262	71.78
Southeast	664	345	51.96	337	143	42.43	657	358	54.49
Southwest	980	689	70.31	416	235	56.49	987	656	66.46
West	788	505	64.09	523	282	53.92	801	489	61.05

Appendix C

Spanish TAAS Spring 1997
Immigrant Student Performance

Central School Name	Reading			Mathematics		
	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Jones J.Will ES	21	15	71.43	21	13	61.90
MacGregor ES	5	4	80.00	5	5	100.00
Poe ES	11	7	63.64	11	8	72.73
Rogers, Will ES	4	1	*	4	2	*
Twain ES	3	3	*	3	3	*
West Univ. ES	1	1	*	1	1	*
Wharton ES	18	18	100.00	18	17	94.44
Wilson ES	20	14	70.00	20	19	95.00
Greg/Linc. ES	7	6	85.71	7	5	71.43
Total	90	69	76.67	90	73	81.11

* Less than 5 students tested

East School Name	Reading			Mathematics		
	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Briscoe ES	20	8	40.00	20	8	40.00
Burnet ES	16	12	75.00	16	11	68.75
DeZavala ES	10	5	50.00	11	6	54.55
Franklin ES	9	3	33.33	9	4	44.44
Harris, R.P.Elem	27	11	40.74	27	14	51.85
Henderson, J.P.Elem	13	10	76.92	13	11	84.62
Lantrip ES	19	8	42.11	19	11	57.89
Oates ES	10	2	20.00	10	2	20.00
Port Houston ES	4	1	*	4	1	*
Rusk ES	4	0	*	4	2	*
Whittier ES	1	1	*	1	1	*
Tijerina ES	44	22	50.00	44	17	38.64
Cage ES	8	4	50.00	8	5	62.50
Gallegos ES	37	18	48.65	37	22	59.46
Carrillo ES	36	7	19.44	36	10	27.78
Total	258	112	43.41	259	125	48.26

* Less than 5 students tested

Appendix C (continued)
Spanish TAAS Spring 1997
Immigrant Student Performance

North School Name	Reading			Mathematics		
	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Barrick ES	8	7	87.50	8	8	100.00
Berry ES	10	5	50.00	10	5	50.00
Burbank ES	3	1	*	3	0	*
Lyons ES	7	5	71.43	7	6	85.71
Coop ES	20	12	60.00	20	8	40.00
DeChaumes ES	9	7	77.78	9	5	55.56
Durkee ES	8	5	62.50	8	4	50.00
Janowski ES	31	9	29.03	30	4	13.33
Northline ES	23	10	43.48	23	17	73.91
Roosevelt ES	5	3	60.00	5	3	60.00
Scarborough ES	14	8	57.14	13	6	46.15
Garcia ES	7	4	57.14	7	5	71.43
Herrera ES	12	9	75.00	12	6	50.00
Total	157	85	54.14	155	77	49.68

* Less than 5 students tested

North Central School Name	Reading			Mathematics		
	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Brock ES	2	2	*	2	2	*
Browning ES	14	8	57.14	14	8	57.14
Crockett ES	14	9	64.29	14	10	71.43
Eighth Ave ES	6	5	83.33	6	5	83.33
Field ES	2	1	*	2	2	*
Harvard ES	3	1	*	3	1	*
Helms ES	10	4	40.00	10	6	60.00
Jefferson ES	18	6	33.33	18	8	44.44
Lamar ES	19	3	15.79	19	4	21.05
Lee ES	9	6	66.67	9	7	77.78
Looscan ES	8	3	37.50	8	6	75.00
Love ES	8	3	37.50	8	4	50.00
Memorial ES	7	1	14.29	7	1	14.29
Milam ES	31	15	48.39	31	17	54.84
Ryan ES	2	0	*	2	0	*
Sherman ES	28	3	10.71	28	12	42.86
Stevenson ES	3	1	*	3	1	*
Travis ES	4	1	*	4	1	*
Martinez, C. ES	2	0	*	2	0	*
Total	190	72	37.89	190	95	50.00

* Less than 5 students tested

Appendix C (continued)
Spanish TAAS Spring 1997
Immigrant Student Performance

Northeast	Reading			Mathematics		
	School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing
Crawford ES	6	5	83.33	6	3	50.00
Easter ES	3	3	*	3	3	*
Eliot ES	23	11	47.83	23	10	43.48
Jones, Anson ES	4	3	*	4	3	*
Pugh ES	7	1	14.29	7	3	42.86
Scroggins ES	7	1	14.29	7	5	71.43
Total	50	24	48.00	50	27	54.00

* Less than 5 students tested

Northwest	Reading			Mathematics		
	School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing
Allen ES	1	1	*	1	1	*
Garden Oaks ES	2	1	*	2	1	*
Hohl ES	9	7	77.78	9	6	66.67
Holden ES	12	4	33.33	12	5	41.67
Stevens ES	25	10	40.00	25	15	60.00
Wainwright ES	8	6	75.00	8	6	75.00
Benbrook ES	5	3	60.00	5	5	100.00
Total	62	32	51.61	62	39	62.90

* Less than 5 students tested

South	Reading			Mathematics		
	School Name	No. Tested	No. Passing	% Passing	No. Tested	No. Passing
Alameda ES	9	6	66.67	9	7	77.78
Grissom ES	3	1	*	3	2	*
Mitchell ES	5	2	40.00	5	4	80.00
Total	17	9	52.94	17	13	76.47

* Less than 5 students tested

Appendix C (continued)
Spanish TAAS Spring 1997
Immigrant Student Performance

S.south Central School Name	Reading			Mathematics		
	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Brookline ES	80	38	47.50	79	45	56.96
Cornelius ES	13	9	69.23	14	10	71.43
Dodson ES	1	1	*	1	1	*
Garden Villas ES	1	0	*	1	0	*
Golfcrest ES	25	6	24.00	25	12	48.00
Gregg ES	10	9	90.00	10	8	80.00
Kelso ES	1	0	*	1	1	*
Peck ES	4	1	*	5	1	20.00
Macarthur ES	1	0	*	1	0	*
Total	136	64	47.06	137	78	56.93

* Less than 5 students tested

Southeast School Name	Reading			Mathematics		
	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Bonner ES	41	12	29.27	41	13	31.71
Harris, J.R. Elem	30	18	60.00	30	19	63.33
Lewis ES	35	24	68.57	35	25	71.43
Park Place ES	16	7	43.75	16	3	18.75
Rucker ES	8	4	50.00	8	3	37.50
Southmayd ES	6	3	50.00	7	2	28.57
Sanchez ES	23	17	73.91	23	21	91.30
Crespo ES	53	33	62.26	52	39	75.00
Davila ES	21	14	66.67	21	18	85.71
Total	233	132	56.65	233	143	61.37

* Less than 5 students tested

Southwest School Name	Reading			Mathematics		
	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Anderson ES	39	21	53.85	38	25	65.79
Braeburn ES	80	36	45.00	80	39	48.75
Cunningham ES	43	14	32.56	42	19	45.24
Elrod ES	3	1	*	3	3	*
Bell ES	18	9	50.00	18	9	50.00
Fondren ES	12	6	50.00	13	7	53.85
Gordon ES	17	4	23.53	17	6	35.29
Herod ES	2	0	*	2	1	*
Parker ES	2	1	*	2	2	*
Shearn ES	18	9	50.00	18	12	66.67
Sutton ES	46	27	58.70	46	27	58.70
Foerster ES	3	2	*	3	3	*
Benavidez ES	54	29	53.70	53	33	62.26
Total	337	159	47.18	335	186	55.52

* Less than 5 students tested

Appendix C (continued)
Spanish TAAS Spring 1997
Immigrant Student Performance

West School Name	Reading			Mathematics		
	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Bonham ES	13	4	30.77	12	3	25.00
Emerson ES	18	10	55.56	18	13	72.22
Neff ES	18	12	66.67	19	11	57.89
Pilgrim ES	30	22	73.33	30	22	73.33
Piney Point ES	8	5	62.50	6	4	66.67
Mcnamara ES	39	29	74.36	38	26	68.42
Walnut Bend ES	7	4	57.14	6	4	66.67
White ES	8	1	12.50	8	3	37.50
Ashford ES	8	3	37.50	8	2	25.00
Askew ES	8	6	75.00	8	6	75.00
Total	157	96	61.15	153	94	61.44

* Less than 5 students tested

Administrative District	Reading			Mathematics		
	No. Tested	No. Passing	% Passing	No. Tested	No. Passing	% Passing
Northwest	62	32	51.61	62	39	62.90
Southeast	233	132	56.65	233	143	61.37
North	157	85	54.14	155	77	49.68
East	258	112	43.41	259	125	48.26
West	157	96	61.15	153	94	61.44
Central	90	69	76.67	90	73	81.11
South Central	136	64	47.06	137	78	56.93
South	17	9	52.94	17	13	76.47
North Central	190	72	37.89	190	95	50.00
Southwest	337	159	47.18	335	186	55.52
Northeast	50	24	48.00	50	27	54.00



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