

**MEMORANDUM**

September 11, 2017

TO: Gracie Guerrero  
Assistant Superintendent, Multilingual Programs

FROM: Carla Stevens  
Assistant Superintendent, Research and Accountability

SUBJECT: **2017 BILINGUAL & ENGLISH AS A SECOND LANGUAGE PROGRAM  
EVALUATION REPORT**

The Texas Education Code (§ 29.051) requires school districts to provide every language minority student with the opportunity to participate in either a bilingual or English as a second language (ESL) program. Attached is the evaluation report summarizing the performance of students who participated in the district's bilingual and ESL programs during the 2016–2017 school year. Included in the report are findings from assessments of academic achievement and English language proficiency for all students classified as English Language Learners (ELL), demographic characteristics of students served by these programs, and a count of how many students exited ELL status. The report also summarizes the professional development activities of staff involved with the bilingual and ESL programs.

Key findings include:

- ELL enrollment in the district in 2016–2017 was 68,579, the largest ever reported.
- A total of 40,568 ELL students participated in bilingual programs in 2016–2017, and an additional 23,499 in ESL programs.
- Results from the STAAR and STAAR EOC assessments showed that students currently enrolled in a bilingual or ESL program performed less well than students districtwide on all subjects tested, with performance gaps being smallest on mathematics assessments and greatest on the English I and English II EOC exams.
- STAAR 3-8 reading performance of both current bilingual students and that of current ESL students improved from 2015 to 2017, while that of the district declined over the same period.
- Students who had exited either program performed above the district average on both STAAR reading and mathematics and the EOC assessments.
- On the TELPAS, a higher percentage of bilingual students than ESL students made gains in English language proficiency compared to the previous year, but fewer bilingual students achieved the highest level of English language proficiency.
- Finally, the number of students exiting from ELL status in 2016–2017 was 5,937, an 87 percent increase from the previous year.

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.

 CJS

Attachment  
cc: Grenita Lathan



# RESEARCH

Educational Program Report

**BILINGUAL & ENGLISH AS A SECOND LANGUAGE  
PROGRAM EVALUATION REPORT  
2016 - 2017**



## 2017 BOARD OF EDUCATION

**Wanda Adams**

President

**Diana Dávila**

First Vice President

**Jolanda Jones**

Second Vice President

**Rhonda Skillern-Jones**

Secretary

**Anne Sung**

Assistant Secretary

**Anna Eastman**

**Manuel Rodriguez, Jr.**

**Michael L. Lunceford**

**Holly Maria Flynn Vilaseca**

**Richard A. Carranza**

Superintendent of Schools

**Carla Stevens**

Assistant Superintendent

Department of Research and Accountability

**Kevin Briand, Ph.D.**

Senior Research Specialist

**Venita Holmes, Dr.P.H.**

Research Manager

**Houston Independent School District**

Hattie Mae White Educational Support Center  
4400 West 18th Street Houston, Texas 77092-8501

[www.HoustonISD.org](http://www.HoustonISD.org)

It is the policy of the Houston Independent School District not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status, political affiliation, sexual orientation, gender identity and/or gender expression in its educational or employment programs and activities.

# BILINGUAL AND ENGLISH AS A SECOND LANGUAGE PROGRAM EVALUATION 2016–2017

## Executive Summary

### Program Description

The Houston Independent School District (HISD) currently offers three bilingual programs and two English as a Second Language (ESL) programs for English language learners (ELLs). These programs facilitate ELLs' integration into the regular school curriculum and ensure access to equal educational opportunities. Bilingual programs are offered in elementary schools and selected middle schools for language-minority students who need to enhance their English-language skills. Beginning in prekindergarten, the bilingual programs provide ELLs with a carefully structured sequence of basic skills in their native language, as well as gradual skill development in English through ESL methodology. The native language functions to provide access to the curriculum while the student is acquiring English. Instruction in the native language assures that students attain grade-level cognitive skills without falling behind academically. ESL programs are also offered to language-minority students at all grade levels who need to develop and enhance their English-language skills. ESL programs provide intensive English instruction in all subjects, with a focus on listening, speaking, reading, and writing, through use of ESL methodology.

The state of Texas requires an annual evaluation of bilingual and ESL programs in all school districts where these services are offered [TAC § 89.1265]. This report must include the following information:

- academic progress of ELLs;
- levels of English proficiency among ELLs;
- the number of students exited from bilingual and ESL programs; and
- frequency and scope of professional development provided to teachers and staff serving ELLs.

### Highlights

- ELL enrollment in the district in 2016–2017 was 68,579, the largest ever reported.
- Current bilingual ELLs did not perform as well as district students overall on English reading and language measures (STAAR, STAAR EOC). This is not surprising given that ELLs are still in the process of acquiring English. However, their mathematics performance on the STAAR 3-8 assessment exceeded district performance.
- Current ESL students also did not perform as well as the district average on all subjects tested (STAAR, STAAR EOC), doing particularly poorly on English I and English II EOC exams.
- STAAR 3-8 reading performance of both current bilingual students and that of current ESL students improved from 2015 to 2017, while that of the district declined over the same period.
- Exited students from both bilingual and ESL programs performed better than the district average on both the STAAR and STAAR EOC assessments.
- STAAR reading performance of exited bilingual students (+2 percentage points) and exited ESL students (+3 points) improved from 2015 to 2017, while district performance declined by 3 percentage points.

- On the TELPAS, ESL students showed higher English language proficiency than bilingual students in grades K to 3, but for grades 4 through 6, bilingual ELLs showed more proficiency.
- 58% of students in bilingual programs, and 49% of students in ESL programs, showed improvement in their English language proficiency on TELPAS in 2016–2017, compared to the previous year.
- A total of 5,937 ELLs met the necessary proficiency criteria, and exited ELL status during the 2016–2017 school year. This was an 87% increase from the previous year.
- There were 225 staff development training sessions held in 2016–2017 for teachers, administrators, and other HISD staff, with a total attendance (duplicated) of 8,631 (4,062 unduplicated). In addition 8,192 staff participated in online training sessions (4,241 unduplicated).

### Recommendations

1. The district should continue to ensure that school administrators follow the approved time and content allocation for either the Transitional Bilingual Program or the Dual Language Program as appropriate, depending on campus designation. This is particularly important for those campuses that have begun to implement the Dual Language program, as this program is expanded into higher grade levels. But it is also important for campuses that fail to correctly apply the recommended criteria for admission of bilingual ELLs to the pre-exit phase of the bilingual program.
2. Collaboration between the Multilingual Programs and Curriculum & Development departments must continue in order to provide additional support to secondary teachers of ELLs, so that these teachers are able to access a differentiated curriculum and receive appropriate training.

## Introduction

Texas state law requires that specialized linguistic programs be provided for students who are English language learners (ELL). These programs are intended to facilitate ELLs' integration into the regular school curriculum and ensure access to equal educational opportunities. According to the Texas Education Code, every student in Texas who is identified as a language minority with a home language other than English must be provided an opportunity to participate in a bilingual or other special language program (Chapter 29, Subchapter B 29.051). The Texas Administrative Code (TAC) in Chapter 89, Subchapter BB provides a framework of indicators for the implementation of such programs.

The Houston Independent School District (HISD) currently offers three bilingual programs<sup>1</sup> and two English as a Second Language (ESL) programs for ELLs. Bilingual programs are offered in elementary schools and selected secondary schools for language-minority students who need to enhance their English-language skills. Beginning in prekindergarten, the bilingual programs provide ELLs with a carefully structured sequence of basic skills in their native language, as well as gradual skill development in English through ESL methodology. In bilingual programs, the native language functions to provide access to the curriculum while the student is acquiring English. Instruction in the native language assures that students attain grade-level cognitive skills without falling behind academically.

ESL programs are also offered to language-minority students at all grade levels who need to develop and enhance their English-language skills. ESL programs provide intensive English instruction in all subjects, with a focus on listening, speaking, reading, and writing through the use of ESL methodology. For the purpose of this report, "bilingual programs" refer to all three program models as a single unit. Similarly, "ESL programs" refer to both ESL program models as a single unit. Separate reports are available for a detailed examination of the various bilingual and ESL program models (Houston Independent School District, 2017a; 2017b, 2017c, 2017d). Further details on state requirements, and specific programs offered in HISD can be found in **Appendix A** (p 15).

## Methods

### Participants

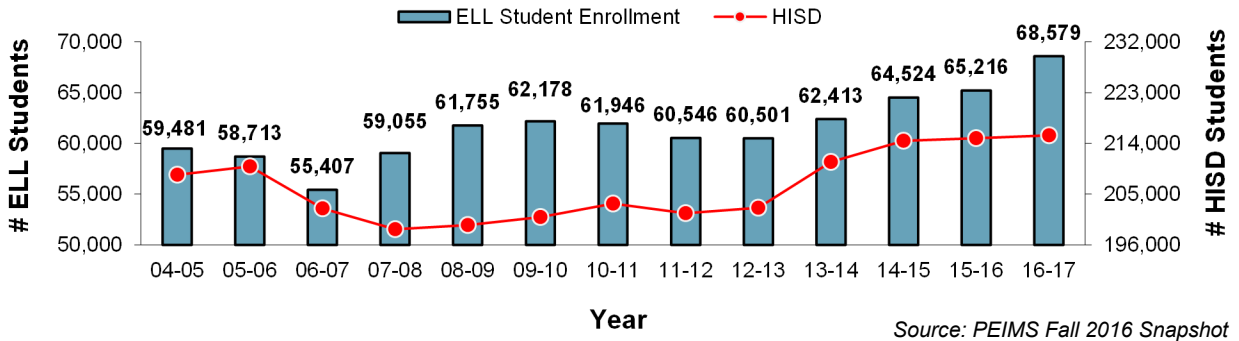
The total student population of HISD in October 2016 was 215,408, as reported in the PEIMS fall snapshot data file for the 2016–2017 school year. Thirty-two percent of students in the district were ELLs. Fifty-nine percent of ELLs were served in bilingual programs, 34% were served in an ESL program, and 7% did not receive any special linguistic services (see **Table 1**, also **Appendix B**, p. 16). Data for 2016–2017 are shaded in blue.

**Table 1. Number and Percent of ELL Students in HISD, 2014–2015 to 2016–2017**

|         | Program           | Number of Students |                |                | % of All Students |      |      | % of ELL Students |      |      |
|---------|-------------------|--------------------|----------------|----------------|-------------------|------|------|-------------------|------|------|
|         |                   | 2015               | 2016           | 2017           | 2015              | 2016 | 2017 | 2015              | 2016 | 2017 |
| Non-ELL |                   | 149,938            | 149,675        | 146,829        | 70                | 70   | 68   |                   |      |      |
| ELL     |                   | 64,524             | 65,216         | 68,579         | 30                | 30   | 32   |                   |      |      |
|         | <i>Bilingual</i>  | 40,901             | 40,949         | 40,568         | 19                | 19   | 19   | 63                | 63   | 59   |
|         | <i>ESL</i>        | 17,474             | 19,131         | 23,499         | 8                 | 9    | 11   | 27                | 29   | 34   |
|         | <i>Not Served</i> | 6,149              | 5,136          | 4,512          | 3                 | 2    | 2    | 10                | 8    | 7    |
| Total   |                   | <b>214,462</b>     | <b>214,891</b> | <b>215,408</b> |                   |      |      |                   |      |      |

Source: PEIMS Fall 2016 Snapshot

**Figure 1. The number of ELL students enrolled in HISD schools over the last thirteen years**

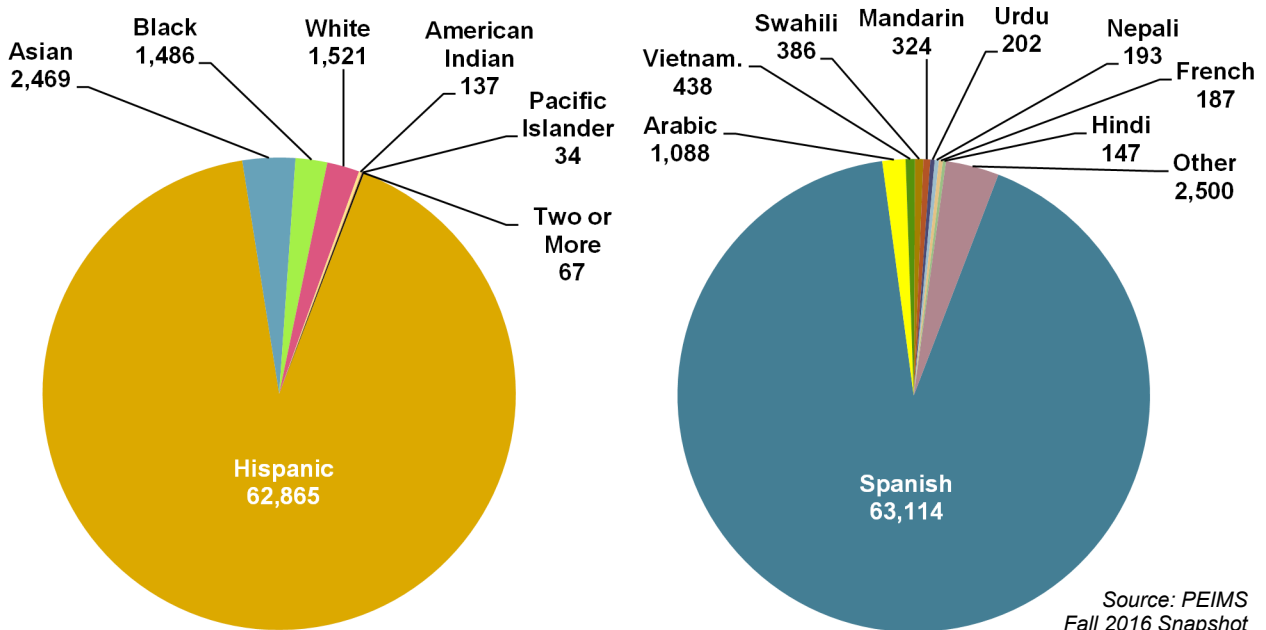


HISD had 68,579 ELLs in 2016–2017, which is the largest ever based on available records. The ELL population was at 59,481 in 2004–2005 (see **Figure 1**), and showed annual declines through 2006–2007. ELL enrollment rebounded over the past ten years, mirroring trends in overall HISD student population (district enrollment is represented by the solid red line). ELL enrollment increased by 3,363 in 2016–2017, and it has accounted for approximately 30% of the district students in each of the past seven years. Altogether, 45 percent of the district’s students were either current or exited ELLs.

**Figure 2** summarizes ELLs’ ethnicity and home language. Ninety-two percent of ELLs in HISD were Hispanic. Students of Asian ethnicity made up the next largest group (4%). ELLs come to HISD from all over the world, and there are 87 different native languages among this group. Most ELLs (92%) were native Spanish speakers. Arabic was the next most commonly spoken native language, followed by Vietnamese and Swahili. Details shown in **Appendix C** (p. 17) reveal that the number of Swahili speakers increased substantially in 2015–2016 (+27%), while the number of Nepali speaker declined (-20%).

All bilingual or ESL students with valid assessment results from 2016–2017 were included in analyses for this report, as were all students who had participated in one of these programs but who had since exited ELL status. These latter students were defined as either monitored (student is in their first or second year after having exited ELL status), or former (student is three years or more post-ELL status).

**Figure 2. ELL student ethnicity and home language, 2016–2017**



### Data Collection & Analysis

Results for students enrolled in bilingual or ESL programs were analyzed, as were data from students who had exited these programs and were no longer ELL. Data from the State of Texas Assessments of Academic Readiness (STAAR, first administration only), STAAR End-of-Course (EOC, all students tested in spring including retesters), and Texas English Language Proficiency Assessment System (TELPAS) were analyzed at the district level. Note that for certain student groups, data from some of these assessments may not be available. Comparisons were made between bilingual students, ESL students, and all students districtwide.

STAAR results are reported for the reading and mathematics tests (first administration only). For each test, the percentage of students who passed (met Approaches Grade Level standard or higher) is shown. For STAAR EOC, the percent of students who met standard (Student Standard) are reported for English I and II, Algebra I, Biology, and U.S. History. In addition, for both the STAAR 3-8 and EOC assessments, results from the STAAR Progress and ELL Progress measures are reported. For both STAAR and EOC, only results from the regular versions are included (i.e., no data from alternate 2 assessments are reported). Note that the "regular" version of both the STAAR and EOC assessments is now administered to students who previously would have taken either an accommodated or linguistically accommodated version of these exams (which are no longer offered). Accordingly, any data from 2016 or earlier have been adjusted to include results from these versions of the STAAR and EOC.

TELPAS results are reported for two indicators. One of these reflects attainment, i.e., the overall level of English language proficiency exhibited by ELLs. For this indicator, the percent of students at each proficiency level is presented. The second indicator reflects progress, i.e., whether students gained one or more levels of English language proficiency between testing in 2016 and 2017. For this second TELPAS indicator, the percent gaining one or more proficiency levels in the previous year is reported. **Appendix D** (p. 18) provides further details on each of the assessments analyzed for this report, and **Appendix E** (p. 19) explains the STAAR Progress and ELL Progress measures. Finally, professional development and training data were collected from the Multilingual Education Department, and ELL exits were obtained from Chancery records.

## Results

### *What was the academic progress of ELLs in bilingual and ESL programs?*

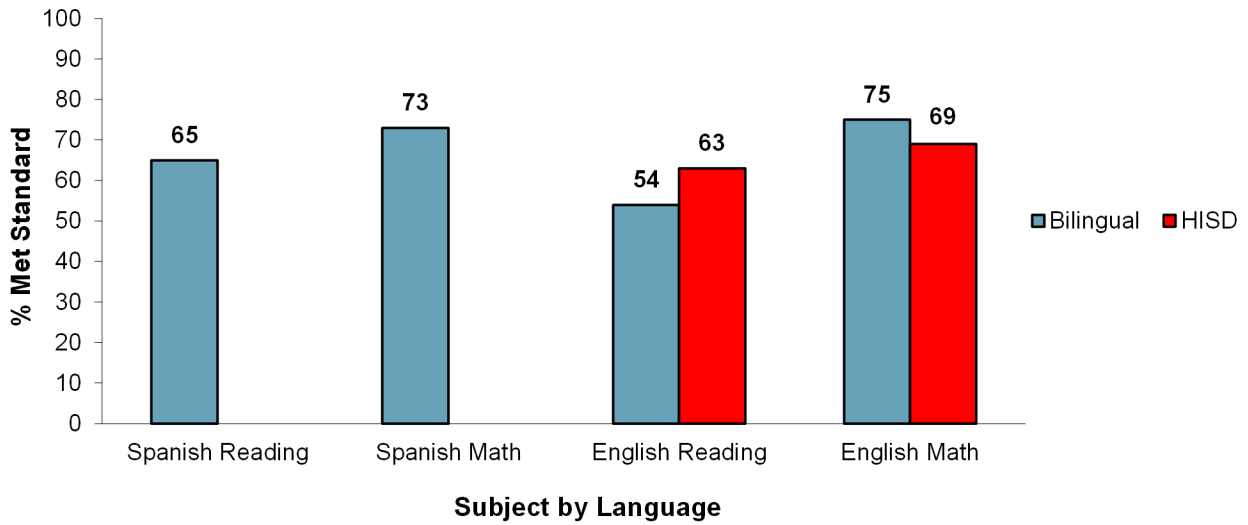
#### STAAR

**Figure 3** (see p. 6) shows the percent of current bilingual ELLs who met standard on the STAAR in 2017. Results for both the Spanish and English language versions of the tests are included. Results are shown for bilingual students, as well as all students districtwide<sup>2</sup>. Spanish-language districtwide results are not included, since these are identical to the bilingual Spanish-language results. Further details, including performance by grade level, can be found in **Appendices F** and **G** (pp. 20-21).

- A total of 14,279 current bilingual students took the reading portion of the STAAR, representing 97 percent of those enrolled. Of these, 39 percent completed the Spanish version, while 61 percent completed the English version.
- Performance of bilingual students on the Spanish STAAR reading test was better than on the English test (65% vs. 54% students met standard).



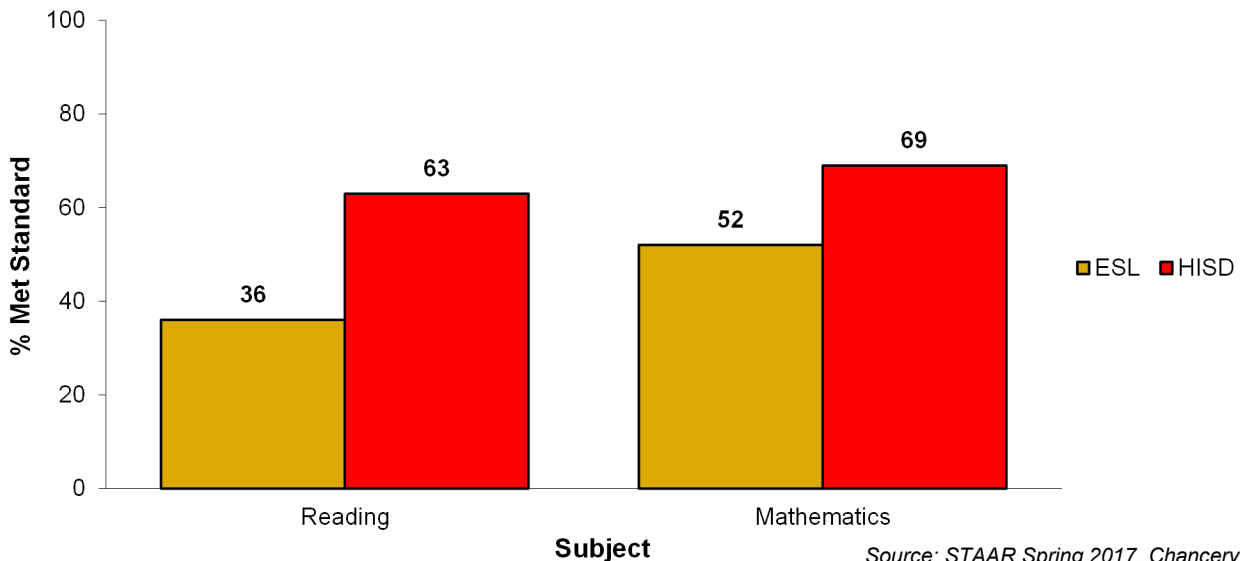
**Figure 3. Percentage of students who met Approaches Grade level standard on STAAR reading and mathematics tests, 2017, Grades 3-8: Bilingual students, and all students districtwide**



Source: STAAR Spring 2017, Chancery

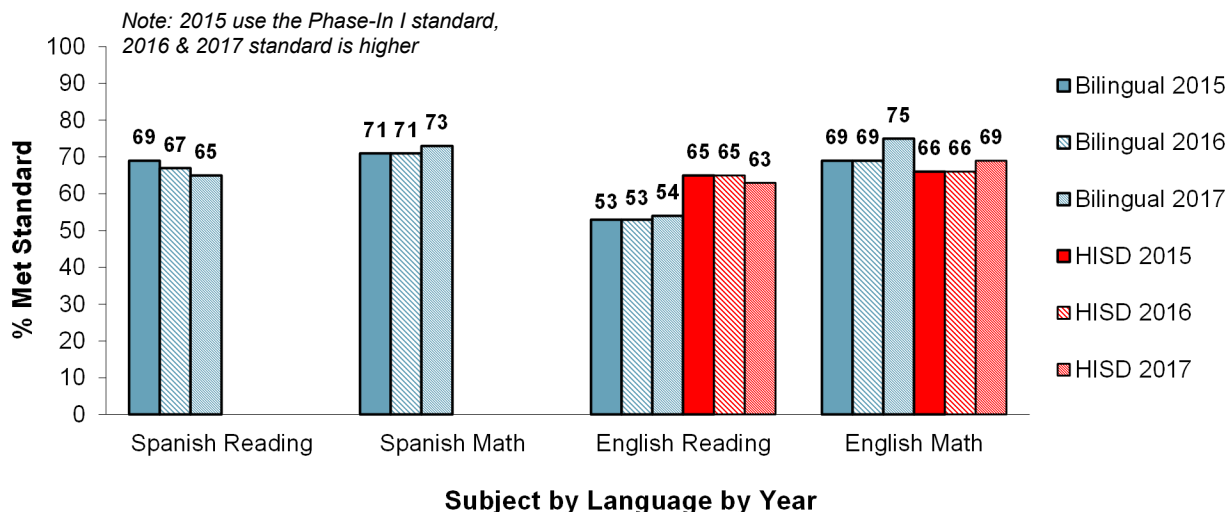
- Performance on the English STAAR reading test for bilingual students was lower than that of the district, by 9 percentage points.
- Bilingual students did better on the English STAAR mathematics test than they did on English reading, and were 6 percentage points better than the district on English STAAR mathematics.
- Data for ESL students (see below) showed that STAAR reading performance was well below district levels (-27 percentage points, see **Figure 4**, details also in **Appendix H**, p. 22).
- STAAR mathematics scores for ESL students were also well below those of the district, with a gap of 17 percentage.

**Figure 4. Percentage of students who met Approaches Grade level standard on English STAAR reading and mathematics tests, 2017, Grades 3-8: ESL students, and all students districtwide**



Source: STAAR Spring 2017, Chancery

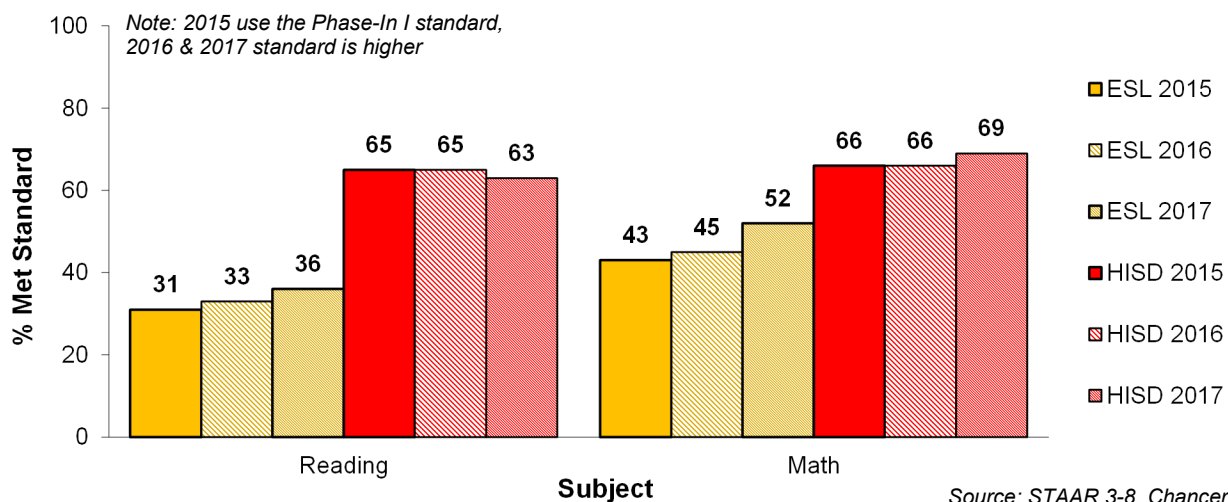
**Figure 5. Percentage of students who met Approaches Grade Level standard on STAAR reading and mathematics tests, 2015 to 2017, Grades 3-8: Bilingual students, and all students districtwide**



Source: STAAR 3-8, Chancery

- **Figure 5** compares bilingual student STAAR results for 2015 through 2017. Spanish STAAR results declined by 4 percentage points in reading over this time period, while mathematics improved (2 percentage points).
- Between 2015 and 2017, bilingual students reading performance on the English STAAR improved by 1 percentage point, with the district's performance declining over this same period.
- Mathematics scores for both bilingual students and the district have improved over this period, with bilingual students growth (+ 6 percentage points) greater than that of the district (+3).

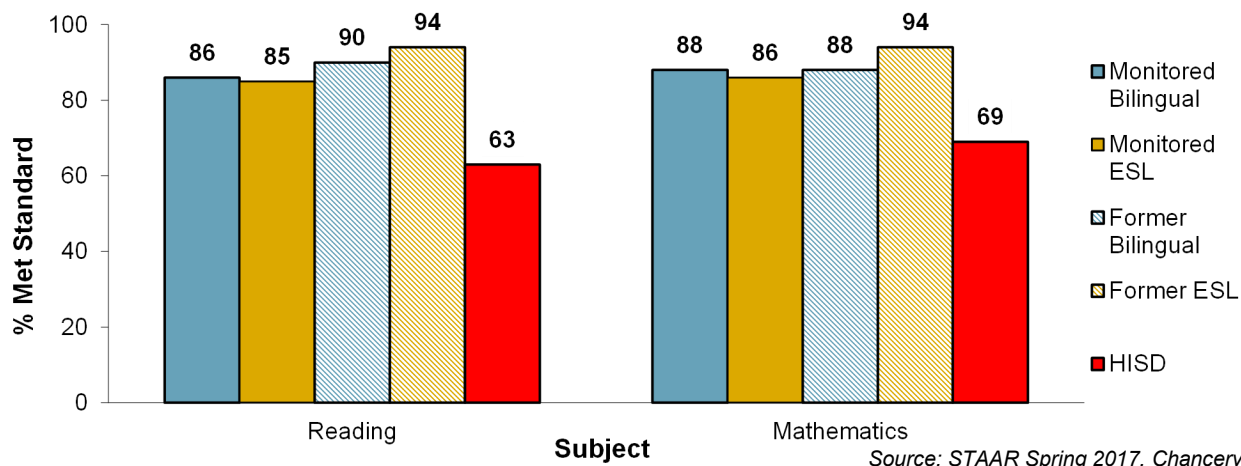
**Figure 6. Percentage of students who met Approaches Grade Level standard on English STAAR reading and mathematics tests, 2015 to 2017, Grades 3-8: ESL students, and all students districtwide**



Source: STAAR 3-8, Chancery

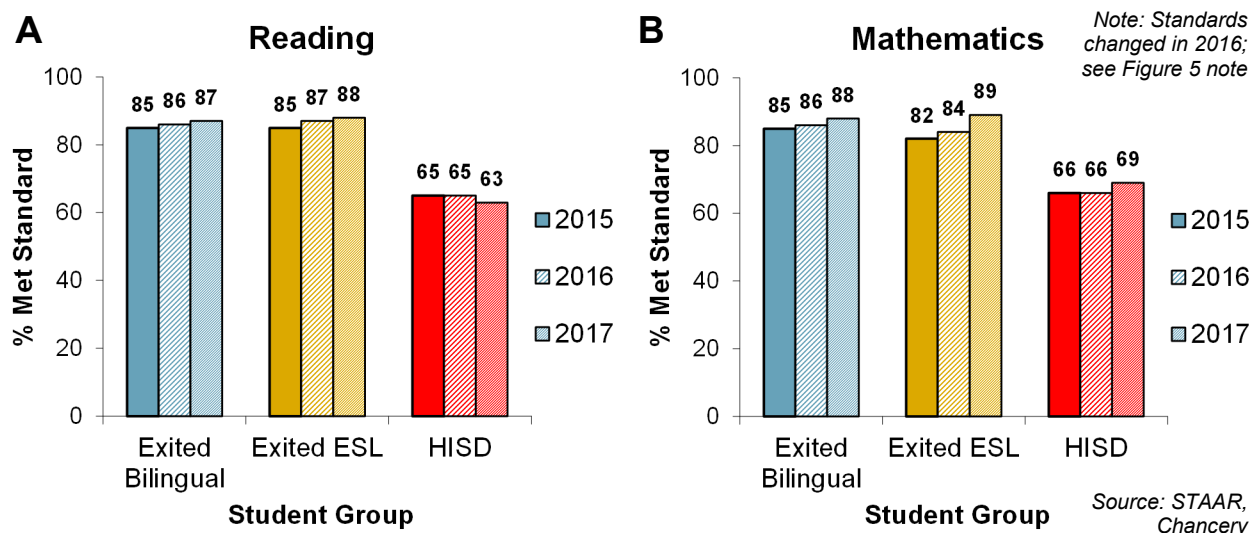
- Between 2015 and 2017, ESL students improved in both reading (+5 percentage points) and mathematics (+9 points), while the district showed a decline in reading (-2 points) and only 3 point improvement in mathematics (see **Figure 6**, see also Appendix H).

**Figure 7. Percentage of students who met Approaches Grade Level standard on English STAAR reading and mathematics tests, 2017: Monitored and former bilingual and ESL students, and all students districtwide**



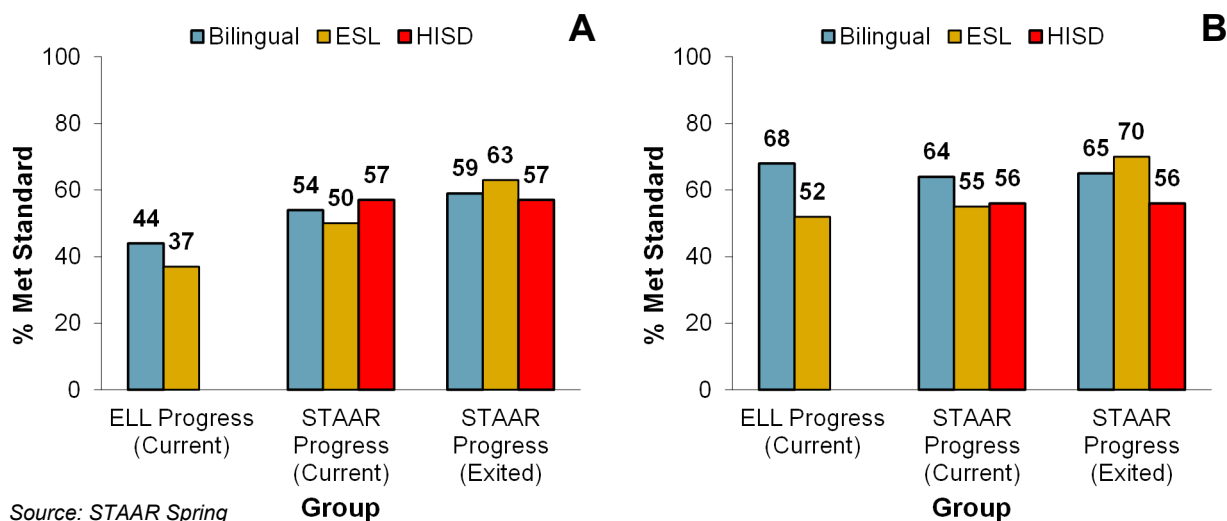
- Results for exited bilingual students<sup>3</sup> (see **Figure 7**) show that both monitored and former bilingual students performed better than the district on STAAR reading and mathematics.
- Former ESL students did better than former bilingual students in reading (+4 points) and mathematics (+6 points), while monitored bilingual students did slightly better than monitored ESL students in both subjects (reading +1 point, mathematics +2 points).

**Figure 8. Percentage of students who met Approaches Grade Level standard on STAAR reading and mathematics tests, 2015 to 2017: Exited bilingual and ESL students, and all students districtwide**



- **Figure 8** shows the 2015 through 2017 STAAR reading and mathematics performance of exited bilingual and ESL students.
- While district performance declined by 2 percentage points in reading over this period, exited (monitored and former) bilingual students and exited ESL students improved (+2 and +3 percentage points, respectively). In mathematics, all three groups showed improvement, with exited ESL students making the greatest gains (+7 percentage points).

**Figure 9. STAAR Progress and ELL Progress performance in English reading (A) and mathematics (B) for bilingual students, ESL students, and all students districtwide, 2017 (Combined Results for Grades 3 through 8)**



Source: STAAR Spring 2017, Chancery

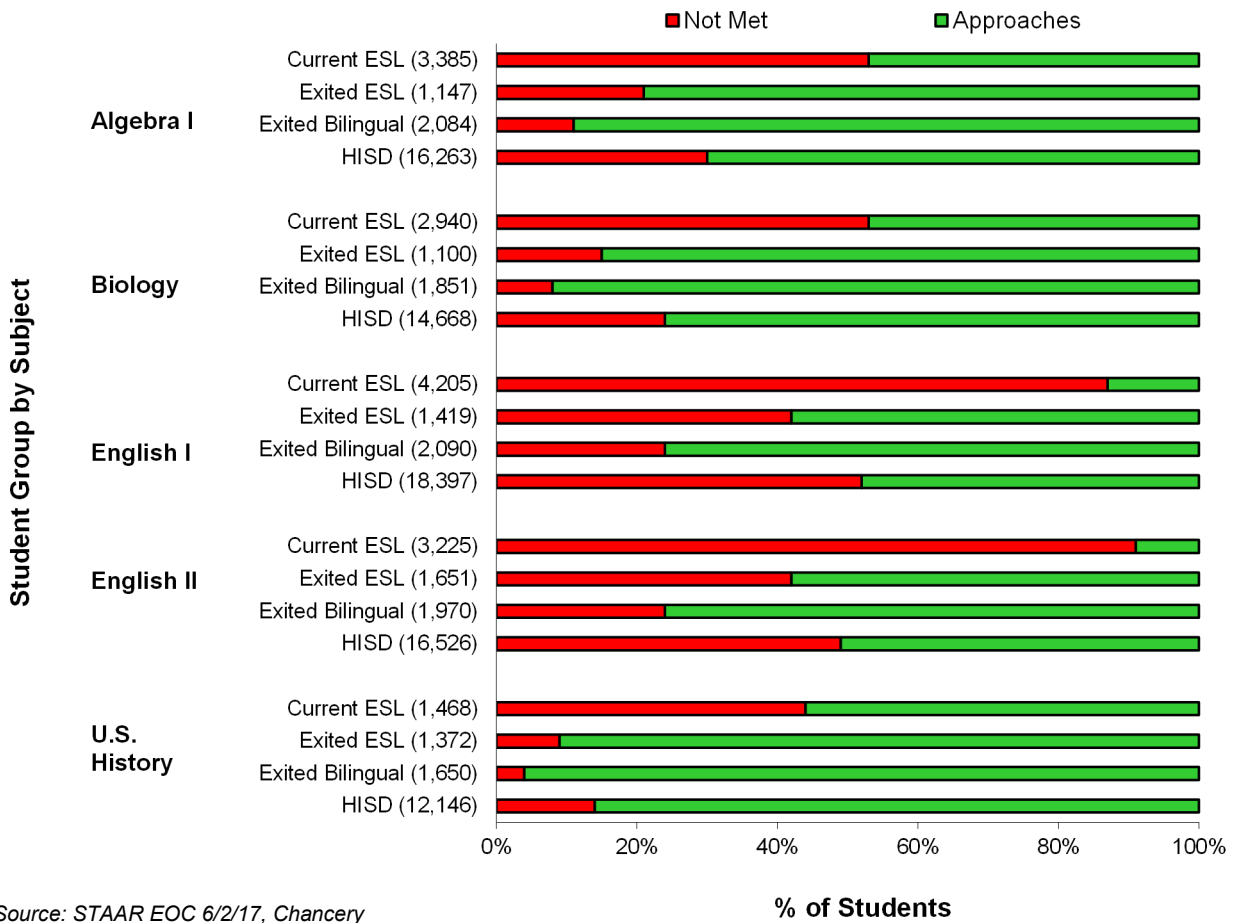
- **Figure 9** (above) shows results for the ELL Progress and STAAR Progress measures (for an explanation of these see **Appendices I** and **J**, pp. 23-24). Only results for English STAAR are shown.
- Results for both reading and mathematics show the same pattern. Specifically, current bilingual students performed better than did ESL students (ELL Progress and STAAR Progress). However, exited ESL students did better than did exited bilingual students (STAAR Progress).
- On STAAR Progress, current bilingual students did less well than the district on reading but not were higher in mathematics, while exited bilingual students performed better than the district in both subjects. Current ESL students were lower than the district on both the reading and mathematics STAAR progress measures, whereas exited ELL students performed better than the district.

**STAAR EOC**

**Figure 10** (see p.10) shows results for the STAAR-EOC assessments (see also **Appendix K**, p. 25). Shown are results for Algebra I, Biology, English I and II, and U.S. History. For each test, the figure shows the percentage of students who met the Approaches Grade Level standard<sup>4</sup> for 2016–2017 or higher (dark green). Red indicates the percentage of students who Did Not Meet Grade Level (number of students tested in parentheses).

- Current ESL students did not perform as well as the district, and this was true for all tests, with particularly low performance on English I and II (13 and 9 percent Approaches Grade level, respectively).
- Exited bilingual students performed better than exited ESL students, as well as all students in the district, and this was true for all subjects (+5 to + 18 percentage points).
- Exited ESL students did better than the district on all subjects (+5 to +10 percentage points).

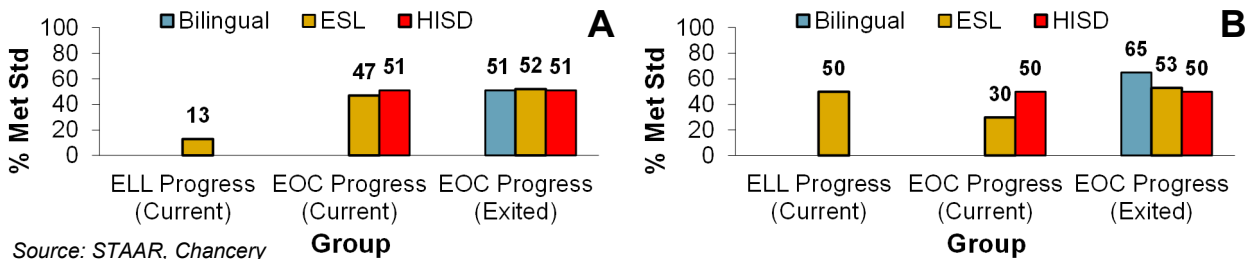
**Figure 10. STAAR EOC percent of current and exited ESL students who met Approaches Grade Level standard, by subject, 2017: Results are shown for all current or exited ESL students, exited bilingual students, as well as for the district overall**



Source: STAAR EOC 6/2/17, Chancery

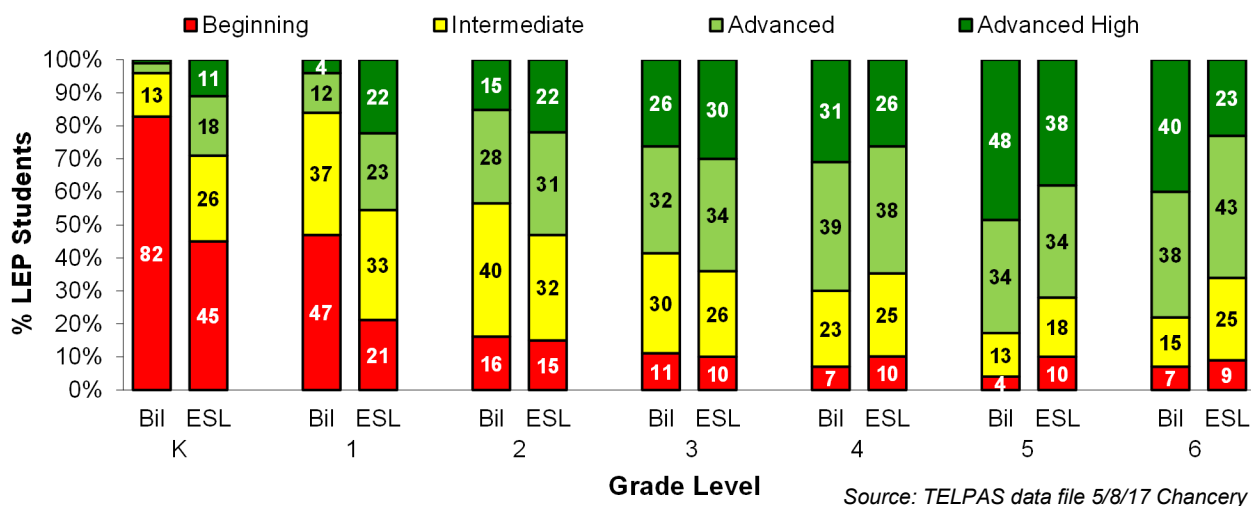
- **Figure 11a** (below) shows results for the STAAR EOC progress and ELL progress measures for English I and II combined. Current ELLs were lower than the district on STAAR EOC progress, while exited ELL students performed about the same as the district (see also **Appendix L**, p. 26).
- Only 13% of ESL students met standard on the ELL progress measure on English I and II combined.
- On Algebra I (**Figure 11b**), ESL students did better on the ELL progress measure but lagged behind the district on STAAR EOC progress. Exited bilingual students showed the best performance, but exited ESL students also did better than the district.

**Figure 11. STAAR EOC progress and ELL progress performance for bilingual students, ESL students, and all students districtwide, 2017 (English I and II combined (A) and Algebra I (B))**



Source: STAAR, Chancery

**Figure 12. TELPAS composite proficiency ratings for bilingual and ESL students, 2017**

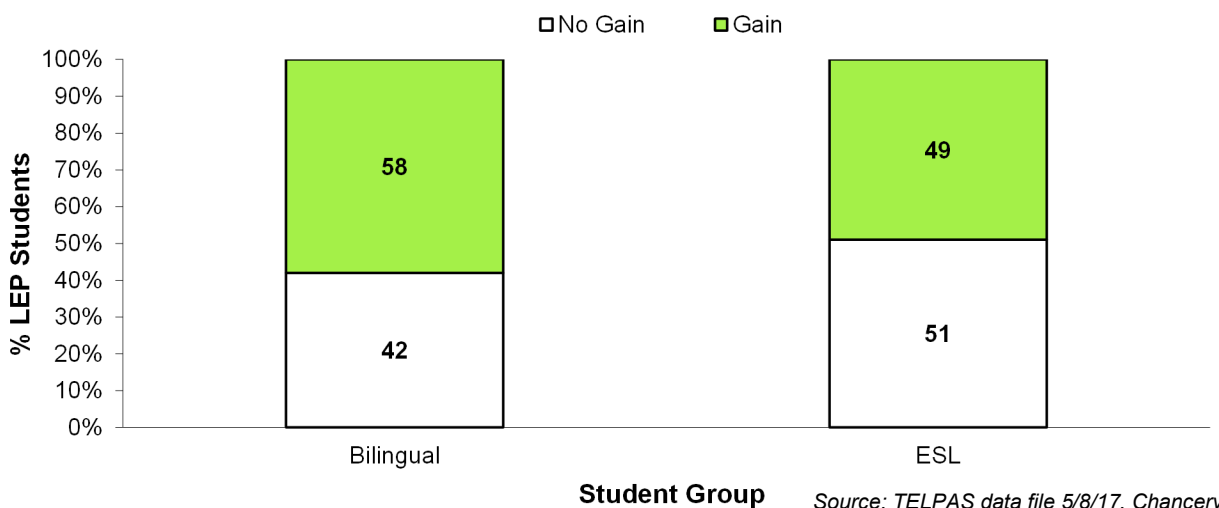


*What were the levels of English language proficiency among ELLs in bilingual and ESL programs?*

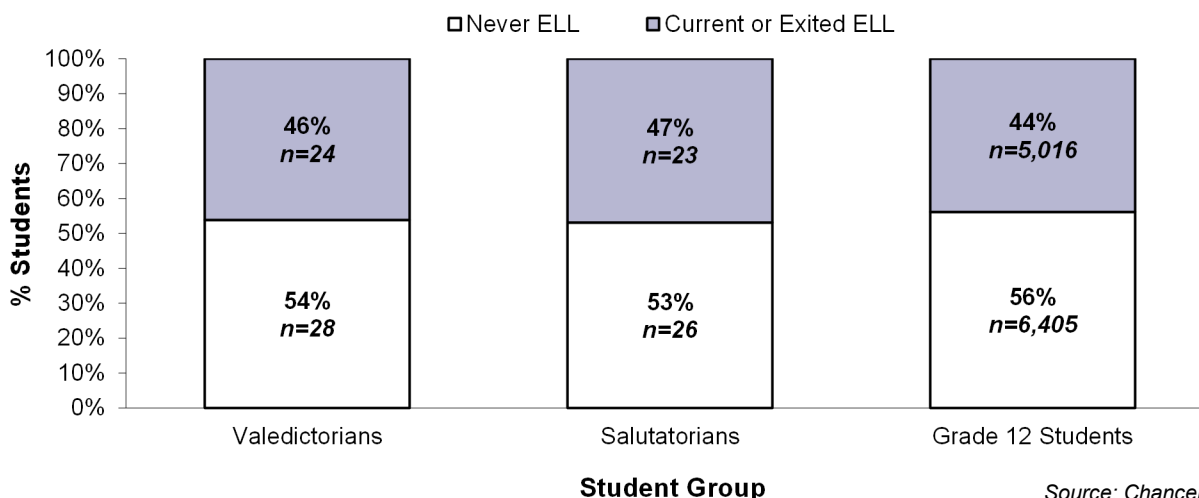
Figures 12 and 13 summarize TELPAS results for bilingual and ESL students. Figure 12 shows attainment, i.e., the percentage of students scoring at each proficiency level on the TELPAS. Figure 13 shows yearly progress, i.e. the percentage of students who made gains in English language proficiency between 2016 and 2017. Further details can be found in **Appendices M** and **N** (see pp. 27-28).

- Through grade 3, bilingual students had a higher percentage of students at the Beginning or Intermediate levels of proficiency (sections shaded red or yellow), and a lower percentage at Advanced or Advanced High levels (light or dark green), than did ESL students (Figure 12).
- At grades 4 through 6, where bilingual students transition to predominantly English instruction, they showed more English proficiency than did ESL students (more of them Advanced or better).
- More students in bilingual programs showed progress/improvement in English proficiency between 2016 and 2017 than did those in an ESL program (58% vs. 49%, see Figure 13 below).

**Figure 13. TELPAS yearly progress for bilingual and ESL students, 2017**



**Figure 14. Percentages of valedictorians and salutatorians (class of 2017) who were ever ELL**



Source: Chancery

**How many ELLs were valedictorians or salutatorians in high school?**

As evidence for the long-term success of ELLs from the bilingual and ESL programs, **Figure 14** shows the percentages of students from the graduating class of 2017 who were either exited ELLs, or who were never ELL at any time. Comparison data comes from the entire class of 2017.

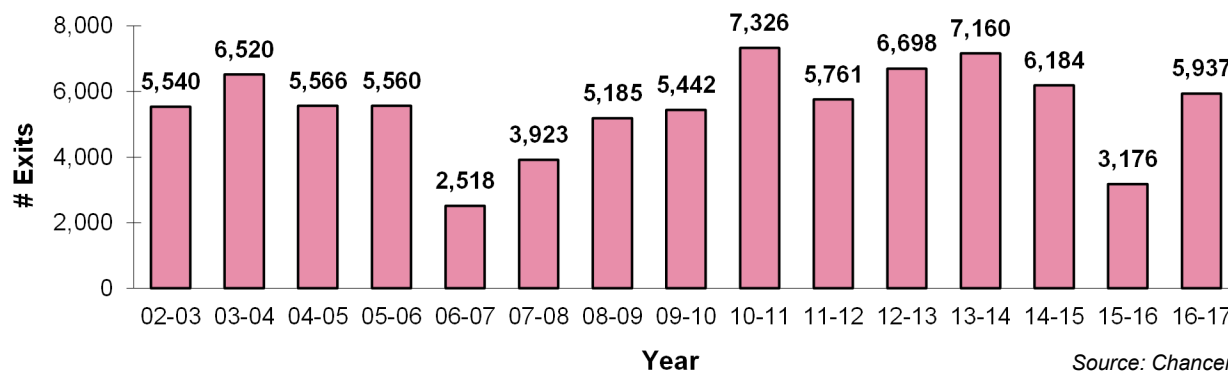
- Of the 11,421 students in grade 12 during the 2016–2017 school year, 44% of them had been ELL at some point between kindergarten and 12th grade.
- Forty-six percent of valedictorians had been ELLs, and 47% of salutatorians had been ELL. Thus, ELLs were slightly over-represented among both groups, but neither difference was large enough to be statistically significant.

**How many students successfully exited bilingual and ESL programs?**

The district’s Chancery system was used to identify all ELLs who met English proficiency criteria and were able to exit ELL status during 2016–2017. These data are shown in **Figure 15**.

- A total of 5,937 students exited ELL status in 2016–2017. This was an increase of 2,761 (87 percent) in comparison with the previous year’s total.

**Figure 15. ELL student exits, 2002–2003 through 2016–2017**



Source: Chancery

### *What was the frequency and scope of professional development activities provided to teachers and staff serving ELLs?*

Data from OneSource indicated that 225 staff development training sessions were coordinated by the Multilingual Programs Department during the 2016–2017 school year. These sessions, summarized in **Appendix O** (p. 29), covered compliance, program planning, and instruction/information. A total of 8,631 teachers and other district staff participated in one or more of these sessions. Note that individuals may have been counted more than once if they attended multiple events (the unduplicated staff count was 4,062). In addition, a further 8,192 participated in one or more online training sessions (4,241 unduplicated). A full record of professional development activities can be obtained from the Multilingual Programs Department.

## Discussion

Nearly half of the district's enrolled students (45%) were current or exited ELLs in 2016–2017, including 30% who are still currently classified as ELL. Statewide assessments (i.e., STAAR, STAAR EOC) show performance gaps for current ELLs relative to the district overall, which is unsurprising given that ELLs are still in the process of acquiring English. However, both the bilingual and ESL programs appear to lead to long-term benefits, as indicated by the elimination of performance gaps relative to the district for exited ELLs, on all of the aforementioned assessments. This suggests that bilingual and ESL programs in HISD provide ELLs with the support they need to achieve long-term academic success. While student performance data do indicate that the district's bilingual and ESL programs are having a positive impact on English language learners, other findings raise concerns.

Current ELL students continued to perform poorly on the STAAR EOC assessments in 2016–2017, particularly in English I and English II. As can be seen in Appendix K, only 9% to 13% of current ESL students met the passing standard for English I and II. While ELL passing rates for STAAR 3-8 reading also lag behind that of the district, their performance has been improving since 2015, even while district passing rates have declined. Poor performance on the STAAR reading assessments will impact ELL students, since passing the STAAR or EOC assessments is a requirement for both exiting ELL status, and for graduation. The passing standards for STAAR and EOC assessments are due to remain stable for the foreseeable future, so there is hope that the right interventions can lead to significant improvement in passing rates on these crucial tests.

There was a sharp decline in the number of students who exited ELL status in 2015–2016, but ELL exits did increase this past year by 87 percent, and were just slightly below the total from two years ago. Much of that improvement can be attributed to efforts by the the Multilingual Programs Department to work with campuses to ensure the STAAR and EOC reading/English assessment was administered appropriately. Specifically, use of linguistic accommodations when taking the exam (e.g., English dictionary, extra time) prevents that test result from being used for ELL exit purposes. Efforts were made to restrict the use of these accommodations to only those ELL students who truly required them, and this did appear to have an impact on the number of ELL exits.

## References

Houston Independent School District. (2017a). Dual Language Program Evaluation Report 2016–2017. HISD, Department of Research & Accountability.



Houston Independent School District. (2017b). Pre-Exit ELL Students Performance STAAR & TELPAS 2016–2017. HISD, Department of Research & Accountability.

Houston Independent School District. (2017c). Cultural Heritage Bilingual Program (CHBP) Student Performance Report, 2016–2017. HISD, Department of Research & Accountability.

Houston Independent School District. (2017d). English as a Second Language (ESL) Student Performance Report 2016–2017. HISD, Department of Research & Accountability.

Houston Independent School District. (2017e). TELPAS Student Performance Report 2016–2017. HISD, Department of Research & Accountability.

## Endnotes

- <sup>1</sup> The district also has a Mandarin Language Immersion magnet program, a similar school for Arabic speakers, and a new French language program at M White Elementary School. However, each of these programs is administered by the Office of Special Programs, not the Multilingual Programs Department, and thus they are not included under Multilingual Programs Department Guidelines. Results for ELLs in those programs are, however, included in the present report.
- <sup>2</sup> Note that all districtwide performance data include results from ELLs as well as all other comparison groups (e.g., monitored and former ELLs).
- <sup>3</sup> Categorizing exited ELLs as having come from a bilingual or an ESL program can be a difficult or arbitrary process. Traditionally, the district's evaluation reports have categorized exited ELLs according to the identity of the program they were in during their last year under ELL status. Thus designating a student as "Former Bilingual" simply means that they were in a bilingual program during the school year before they exited ELL status.
- <sup>4</sup> STAAR EOC passing standards were scheduled to increase each year beginning in 2015–2016. However, the relevant passing standard for a given student is determined by the year in which they first are tested on any EOC assessment. This standard, once set, will be used for all subsequent EOC tests they may take, even as the "official" passing standard increases. The EOC results reported here use this student standard rather than those applying for the 2016–2017 school year. Note also that regardless of what year's standard is applicable to a specific student, the actual standard is equivalent to what is currently labelled as "Approaches Grade level" (see Appendix D).

## Appendix A

### Background on Bilingual and ESL Programs in Texas and HISD

Federal policy regarding bilingual education was first established in 1968 through Title VII of the Elementary and Secondary Education Act. The most recent update in federal policy came in 2015 through Title III of the *Every Student Succeeds Act (ESSA)*. When the law becomes effective in 2017–2018, progress in acquiring English language proficiency for ELL students will be a required indicator in state accountability systems, down to the campus level. Previously, under the *No Child Left Behind Act* (2001), measures of gains in English proficiency for ELLs were only considered at the district level (these were the Annual Measureable Achievement Objectives, or AMAOs, which are no longer part of ESSA).

At the state level, the Texas Education Code (§29.053) specifies that districts must offer a bilingual program at the elementary grade level to English Language Learners (ELLs) whose home language is spoken by 20 or more students in any single grade level across the entire district. If an ELL student's home language is spoken by fewer than 20 students in any single grade level across the district, elementary schools must provide an ESL program, regardless of the students' grade levels, home language, or the number of such students.

While some form of bilingual program is mandated by the state board of education (TAC Chapter 89, Subchapter A of the State Plan for Educating Language Minority Children), HISD exceeds this mandate by implementing three bilingual education program models: a Transitional Bilingual Program (TBP), a Dual-Language Bilingual Immersion Program (DLP) for native Spanish speakers, and the Cultural Heritage Bilingual Program (CHBP) for students whose primary language is Vietnamese or Mandarin.

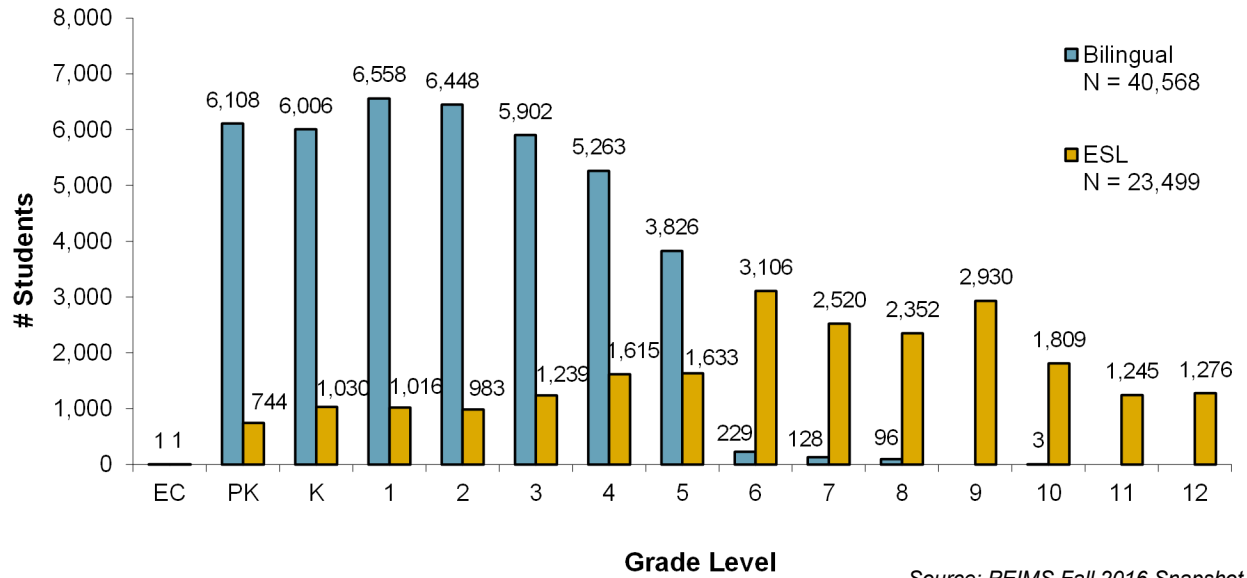
Bilingual programs primarily provide native language instruction in the early grades (PK–3) with gradual increments in daily English instruction in grades four through five. Students who have attained literacy and cognitive skills in their native language are gradually transitioned into English reading and other core subjects once they demonstrate proficiency in English. Throughout this transition, students maintain support in their native language. By grade six, most students who began in bilingual programs have either exited ELL status or have transferred to an ESL program. There is an exception to this protocol for recent immigrants or arrivals who enter the school system in grade 3 or later. These students may continue to receive program instruction in their native language for an additional period of time.

ESL programs are offered for students at all grade levels whose native language is not English and who need to develop and enhance their English language skills. The Content-Based ESL model consists of an intensive program of English instruction in all subject areas with instruction delivered through the use of ESL methodology. Commensurate with the student's level of English proficiency, the ESL program provides English-only instruction at both the elementary and secondary grade levels. The district also offers a Pullout ESL model, where students attend special intensive language classes for part of each day. In Pullout ESL, lessons from the English-language classes are typically not incorporated. Content-based ESL is mainly offered at the elementary level, while Pullout ESL is offered at the secondary level.

## APPENDIX B

### Bilingual and ESL Program Enrollment by Grade Level, 2016–2017

This figure shows the enrollment totals for bilingual and ESL programs by grade level for the 2016–2017 school year. Note that for grades 5 and lower, the majority of ELL students are in a bilingual program. Beginning in grade 6 this pattern reverses, with ESL becoming the dominant program model.



## APPENDIX C

### ELL Student Ethnicity and Home Language, 2016–2017

| Ethnicity          | Number        | Percent        | Home Language | Number        | Percent | % Change From Fall 2015 |
|--------------------|---------------|----------------|---------------|---------------|---------|-------------------------|
| Hispanic           | 62,865        | 92%            | Spanish       | 63,114        | 92%     | +5%                     |
| Asian              | 2,469         | 4%             | Arabic        | 1,088         | 2%      | +5%                     |
| Black              | 1,486         | 2%             | Vietnamese    | 438           | 1%      | +8%                     |
| White              | 1,521         | 2%             | Swahili       | 386           | 1%      | +27%                    |
| American Indian    | 137           | <1%            | Mandarin      | 324           | <1%     | +3%                     |
| Pacific Islander   | 34            | <1%            | Urdu          | 202           | <1%     | +13%                    |
| Two or More        | 67            | <1%            | Nepali        | 193           | <1%     | -20%                    |
| <b>Total</b>       | <b>68,579</b> |                | French        | 187           | <1%     | +14%                    |
|                    |               |                | Hindi         | 147           | <1%     | +8%                     |
|                    | <b>Number</b> | <b>Percent</b> | Other *       | 2,500         | 4%      | <1%                     |
| Econ Disadvantaged | 61,652        | 90%            | <b>Total</b>  | <b>68,579</b> |         |                         |

Source: PEIMS Fall 2016 Snapshot

\* The "Other" category includes 37 ELL students who listed their home language as English on the Home Language Survey, but whom the LPAC classified as ELL. Eighty-nine percent of these individuals were Hispanic according to the PEIMS database.

## Appendix D

### Explanation of Assessments Included in Report

The STAAR is a state-mandated, criterion-referenced assessment used to measure student achievement. STAAR measures academic achievement in reading and mathematics in grades 3–8; writing at grades 4 and 7; social studies in grades 8; and science at grades 5 and 8.

The STAAR Level II Phase-in 1 Satisfactory standard (used for 2012 to 2015) was increased to the Level II Satisfactory progression standard in 2016, and was to increase each year until 2021–2022. However, by commissioner's rule, that planned annual increase was overruled, and for 2017 and the foreseeable future the standards in place for 2016 will be retained (albeit relabelled as "Approaches Grade Level") in order to provide consistency for district's looking to assess growth in student achievement. However, it does remain true that different passing standards applied for the years 2012–2015 as compared to 2016 or later. Students taking the STAAR grades 3–8 assessments now have to answer more items correctly to "pass" the exams than in 2015 or earlier. For this reason, any any charts or tables in the present report that include multiple years of data should be interpreted with caution.

For high school students, STAAR includes end-of-course (EOC) exams in English language arts (English I, II), mathematics (Algebra I), science (Biology), and social studies (U.S. History). There are also linguistically-accommodated versions in Algebra I, Biology, and U.S. History. For EOC exams, the passing standard was also increased in 2016 to the Level II Satisfactory 2016 progression standard and was to increase each year until 2021-22. This means that students taking an EOC for the first time in 2016 had to answer more items correctly to "pass" STAAR EOC exams than in 2015. However, 2015–2016 also saw the introduction of a new "Student Standard" for EOC exams. This measure is what is reported here for the EOC results. Under the Student Standard, all students taking EOC exams will not necessarily be held to the same passing standard. Instead, the passing standard applicable will be determined by the standard that was in place when a student first took any EOC assessment. This standard will be maintained throughout the student's school career. Thus, for students who first tested prior to 2015–2016, the Student Standard is the Level II: Satisfactory Phase-in 1 Standard for 2012-2015. For those who first tested in 2015–2016, it is the 2016 Progression Standard.

A major change to STAAR EOC scoring for the current year is that the planned annual increase in the EOC passing standards was dropped by commissioner's rule (the same as for STAAR 3-8 tests). Thus, passing standards for 2016-2017 are the same as those used in 2015-2016, and will remain the same for the foreseeable future (relabelled as "Approaches Grade Level"). The implementation of the "student standard" still stands, however, since some students taking EOC exams were first tested under the more lenient 2012-2015 standards.

The TELPAS is an English language proficiency assessment which is administered to all ELL students in kindergarten through twelfth grade, and which was developed by the Texas Education Agency (TEA) in response to federal testing requirements. Proficiency scores in the domains of listening, speaking, reading, and writing are used to calculate a composite score. Composite scores are in turn used to indicate where ELL students are on a continuum of English language development. This continuum, based on the stages of language development for second language learners, is divided into four proficiency levels: Beginning, Intermediate, Advanced, and Advanced High.

## Appendix E

### STAAR Progress and ELL Progress Measures

This report includes two additional performance measures from the STAAR (3-8) and EOC assessments, STAAR Progress and ELL Progress. Students who took the STAAR or EOC assessments can receive either one of these measures, but not both.

The STAAR progress measure provides information about the amount of improvement or growth that a student has made from year to year. For STAAR, progress is measured as a student's gain score, the difference between the score a student achieved in the prior year and the score a student achieved in the current year. The *Met Standard* for the Progress measure is defined as the distance between the final recommended performance standards from the prior year grade and the current year grade in the same content area. Put another way, the growth standard is (roughly) the improvement that would be needed for a student who passed the STAAR one year to be able to pass it at the same level the next year.

STAAR Progress is reported for students who (a) had a valid STAAR score in both 2017 and 2016, (b) took the same version of the STAAR in both years, (c) if in STAAR reading, was tested in the same language on both years, (d) were tested in consecutive grade levels in the two years, and (e) were not eligible for the ELL Progress measure. For this report, STAAR Progress is reported only for students who were tested in English in both years.

The ELL Progress measure is similar, but the growth standard is based on the number of years it should take for the students to reach proficiency in the particular STAAR content area. The expectations vary according to both the number of years the ELL students has been attending school, and their initial English proficiency level, as measured by the TELPAS. Thus, students who start at the same absolute performance level on a STAAR assessment may have different growth targets for the purposes of measuring ELL Progress, if they differ on either of these factors.

ELL Progress is reported for ELL students who (a) are classified as ELL, (b) took the English version of the STAAR, (c) did not receive a parental waiver for ELL services, and (d) were in their fourth year or less of enrollment in U.S. schools. ELL students not meeting these criteria may instead receive the regular STAAR Progress measure. Analogous versions of these two measures are reported for the EOC assessments.

## Appendix F

### Spanish STAAR Performance of Bilingual Students: Number Tested and Percent Meeting Approaches Grade Level Standard by Grade Level, Subject, and Year (2016 and 2017)

| Program      | Grade | Enrollment * |              | Spanish Reading |            |              |             | Spanish Mathematics |            |              |             |
|--------------|-------|--------------|--------------|-----------------|------------|--------------|-------------|---------------------|------------|--------------|-------------|
|              |       | 2016         |              | 2016            |            | 2017         |             | 2016                |            | 2017         |             |
|              |       | N            | N            | # Tested        | % Met Sat. | # Tested     | % Met Appr. | # Tested            | % Met Sat. | # Tested     | % Met Appr. |
| Current      | 3     | 4,746        | 4,573        | 4,309           | 67         | 4,008        | 65          | 4,030               | 70         | 3,821        | 73          |
| Bilingual    | 4     | 1,497        | 1,865        | 1,282           | 66         | 1,449        | 63          | 1,319               | 75         | 1,405        | 72          |
|              | 5     | 215          | 336          | 68              | 62         | 62           | 55          | 53                  | 42         | 56           | 34          |
| <b>Total</b> |       | <b>6,458</b> | <b>6,774</b> | <b>5,659</b>    | <b>67</b>  | <b>5,519</b> | <b>65</b>   | <b>5,402</b>        | <b>71</b>  | <b>5,282</b> | <b>73</b>   |

Source: STAAR student data files, Chancery

\* Enrollment figures shown in Table 3 include all ELL students enrolled in bilingual programs, but do not include students enrolled in the pre-exit phase of the Transitional Bilingual program. District guidelines specify that ELL students in this pre-exit phase are tested using the English STAAR only, not the Spanish version. Also excluded are students enrolled in the Cultural Heritage Bilingual Program for Vietnamese ELLs, and students in the Mandarin, Arabic, and French bilingual programs, who are all tested in English.

Note: STAAR results for 2016 were updated to include results from the STAAR A and STAAR L assessments, which were discontinued in 2017. All results reflect the most current data available. STAAR 3-8 results are from an updated file from 8/4/2016 while grade 5 and 8 reading and mathematics results are from a file from 8/18/2016. For grades and subjects with multiple administrations, only the 1st administration results are used.

Note: The passing standard for STAAR in 2017 was "Approaches Grade Level", which replaced the previously used Phase-In and Progression standards for 2016 and previous years. The actual standard for passing the STAAR in 2017 was the same as that used in 2016, despite the difference in naming conventions. Nevertheless, the original labels for passing in 2016 are used here in order to avoid confusion.

## Appendix G

### English STAAR Performance of Bilingual Students: Number Tested and Percent Meeting Approaches Grade Level Standard by Grade Level, Subject, and Year (2016 and 2017)

| Program                | Grade        | Enrollment    |               | English Reading |                  |               |            | English Mathematics |                  |               |            |
|------------------------|--------------|---------------|---------------|-----------------|------------------|---------------|------------|---------------------|------------------|---------------|------------|
|                        |              |               |               | 2016            |                  | 2017          |            | 2016                |                  | 2017          |            |
|                        |              | 2016<br>N     | 2017<br>N     | #<br>Tested     | %<br>Met<br>Sat. | #<br>Tested   | %<br>Appr. | #<br>Tested         | %<br>Met<br>Sat. | #<br>Tested   | %<br>Appr. |
| Current<br>Bilingual   | 3            | 6,109         | 5,744         | 1,739           | 68               | 1,647         | 62         | 2,034               | 77               | 1,827         | 77         |
|                        | 4            | 4,781         | 5,044         | 3,400           | 58               | 3,408         | 54         | 3,362               | 69               | 3,472         | 72         |
|                        | 5            | 3,389         | 3,541         | 3,230           | 41               | 3,316         | 51         | 3,263               | 64               | 3,348         | 77         |
|                        | 6            | 150           | 180           | 145             | 49               | 177           | 36         | 145                 | 70               | 178           | 62         |
|                        | 7            | 92            | 117           | 92              | 33               | 115           | 51         | 92                  | 55               | 114           | 68         |
|                        | 8            | 82            | 97            | 81              | 44               | 97            | 39         | 81                  | 64               | 88            | 61         |
|                        | <b>Total</b> | <b>14,603</b> | <b>14,723</b> | <b>8,687</b>    | <b>53</b>        | <b>8,760</b>  | <b>54</b>  | <b>8,977</b>        | <b>68</b>        | <b>9,027</b>  | <b>75</b>  |
| Monitored<br>Bilingual | 3            | 97            | 167           | 87              | 86               | 153           | 97         | 88                  | 93               | 153           | 98         |
|                        | 4            | 579           | 263           | 566             | 95               | 257           | 93         | 566                 | 92               | 258           | 92         |
|                        | 5            | 1,577         | 805           | 1,576           | 92               | 798           | 92         | 1,575               | 93               | 798           | 96         |
|                        | 6            | 1,677         | 1,209         | 1,666           | 79               | 1,206         | 80         | 1,665               | 87               | 1,208         | 88         |
|                        | 7            | 1,061         | 956           | 1,057           | 75               | 937           | 83         | 1,035               | 77               | 885           | 82         |
|                        | 8            | 257           | 294           | 254             | 83               | 292           | 85         | 193                 | 73               | 202           | 75         |
|                        | <b>Total</b> | <b>5,248</b>  | <b>3,694</b>  | <b>5,206</b>    | <b>84</b>        | <b>3,643</b>  | <b>86</b>  | <b>5,122</b>        | <b>87</b>        | <b>3,504</b>  | <b>88</b>  |
| Former<br>Bilingual    | 3            | 1             | 2             | 0               | --               | 2             | *          | 0                   | --               | 2             | *          |
|                        | 4            | 44            | 33            | 40              | 98               | 33            | 94         | 40                  | 98               | 33            | 100        |
|                        | 5            | 57            | 98            | 54              | 94               | 94            | 97         | 54                  | 100              | 94            | 96         |
|                        | 6            | 243           | 357           | 237             | 90               | 352           | 88         | 237                 | 92               | 353           | 92         |
|                        | 7            | 941           | 924           | 937             | 90               | 911           | 91         | 914                 | 87               | 856           | 89         |
|                        | 8            | 1,652         | 1,660         | 1,633           | 90               | 1,653         | 89         | 1,109               | 80               | 1,084         | 84         |
|                        | <b>Total</b> | <b>2,938</b>  | <b>3,074</b>  | <b>2,901</b>    | <b>91</b>        | <b>3,045</b>  | <b>90</b>  | <b>2,354</b>        | <b>85</b>        | <b>2,422</b>  | <b>88</b>  |
| HISD                   | 3            | 18,387        | 18,108        | 13,567          | 65               | 13,557        | 64         | 13,860              | 67               | 13,757        | 71         |
|                        | 4            | 17,105        | 17,875        | 15,227          | 68               | 15,713        | 61         | 15,172              | 67               | 15,755        | 69         |
|                        | 5            | 16,560        | 16,680        | 16,062          | 63               | 15,986        | 64         | 16,104              | 70               | 16,022        | 76         |
|                        | 6            | 13,374        | 13,921        | 13,023          | 60               | 13,573        | 58         | 12,980              | 69               | 13,486        | 69         |
|                        | 7            | 13,443        | 13,500        | 13,156          | 62               | 13,137        | 65         | 12,684              | 62               | 12,530        | 64         |
|                        | 8            | 13,429        | 13,656        | 13,089          | 71               | 13,254        | 68         | 10,678              | 60               | 10,760        | 65         |
|                        | <b>Total</b> | <b>92,298</b> | <b>93,740</b> | <b>84,124</b>   | <b>65</b>        | <b>85,220</b> | <b>63</b>  | <b>81,478</b>       | <b>66</b>        | <b>82,310</b> | <b>69</b>  |

Source: STAAR student data files, Chancery

\* Indicates fewer than 5 students tested

Note: STAAR results for 2016 were updated to include results from the STAAR A and STAAR L assessments, which were discontinued in 2017. All results reflect the most current data available. STAAR 3-8 results are from an updated file from 8/4/2016 while grade 5 and 8 reading and mathematics results are from a file from 8/18/2016. For grades and subjects with multiple administrations, only the 1st administration results are used.

Note: The passing standard for STAAR in 2017 was "Approaches Grade Level", which replaced the previously used Phase-In and Progression standards for 2016 and previous years. The actual standard for passing the STAAR in 2017 was the same as that used in 2016, despite the difference in naming conventions. Nevertheless, the original labels for passing in 2016 are used here in order to avoid confusion.



## Appendix H

### English STAAR Performance of ESL Students: Number Tested and Percent Meeting Approaches Grade Level Standard by Grade Level, Subject, and Year (2016 and 2017)

| Program        | Grade            | Enrollment    |               | English Reading |            |               |           | English Mathematics |            |               |           |
|----------------|------------------|---------------|---------------|-----------------|------------|---------------|-----------|---------------------|------------|---------------|-----------|
|                |                  |               |               | 2016            |            | 2017          |           | 2016                |            | 2017          |           |
|                |                  | 2016 N        | 2017 N        | # Tested        | % Met Sat. | # Tested      | % Appr.   | # Tested            | % Met Sat. | # Tested      | % Appr.   |
| Current<br>ESL | 3                | 1,166         | 1,489         | 1,112           | 52         | 1,422         | 51        | 1,131               | 58         | 1,427         | 61        |
|                | 4                | 1,185         | 1,888         | 1,135           | 50         | 1,795         | 47        | 1,148               | 52         | 1,802         | 62        |
|                | 5                | 1,186         | 2,009         | 1,124           | 36         | 1,900         | 45        | 1,138               | 56         | 1,902         | 65        |
|                | 6                | 2,525         | 3,234         | 2,463           | 25         | 3,177         | 27        | 2,467               | 46         | 3,173         | 50        |
|                | 7                | 2,332         | 2,604         | 2,268           | 25         | 2,560         | 31        | 2,229               | 36         | 2,539         | 40        |
|                | 8                | 2,191         | 2,500         | 2,155           | 32         | 2,454         | 27        | 2,089               | 37         | 2,372         | 43        |
|                | <b>Total</b>     | <b>10,585</b> | <b>13,724</b> | <b>10,257</b>   | <b>33</b>  | <b>13,308</b> | <b>36</b> | <b>10,202</b>       | <b>45</b>  | <b>13,215</b> | <b>52</b> |
|                | Monitored<br>ESL | 3             | 167           | 187             | 160        | 97            | 185       | 96                  | 160        | 98            | 185       |
| 4              |                  | 160           | 198           | 155             | 97         | 193           | 93        | 155                 | 90         | 193           | 93        |
| 5              |                  | 246           | 175           | 241             | 93         | 168           | 89        | 241                 | 97         | 168           | 93        |
| 6              |                  | 253           | 283           | 247             | 83         | 280           | 81        | 247                 | 88         | 280           | 88        |
| 7              |                  | 435           | 307           | 414             | 75         | 300           | 82        | 397                 | 73         | 280           | 78        |
| 8              |                  | 661           | 422           | 636             | 81         | 405           | 79        | 513                 | 70         | 317           | 79        |
| <b>Total</b>   |                  | <b>1,922</b>  | <b>1,572</b>  | <b>1,853</b>    | <b>84</b>  | <b>1,528</b>  | <b>85</b> | <b>1,713</b>        | <b>81</b>  | <b>1,423</b>  | <b>86</b> |
| Former<br>ESL  |                  | 3             | 0             | 2               | 0          | --            | 2         | *                   | 0          | --            | 2         |
|                | 4                | 83            | 79            | 81              | 100        | 77            | 96        | 81                  | 100        | 77            | 99        |
|                | 5                | 107           | 116           | 102             | 100        | 113           | 99        | 102                 | 97         | 113           | 99        |
|                | 6                | 129           | 153           | 121             | 93         | 145           | 97        | 121                 | 92         | 145           | 98        |
|                | 7                | 170           | 193           | 161             | 93         | 182           | 94        | 146                 | 91         | 160           | 89        |
|                | 8                | 264           | 246           | 252             | 94         | 231           | 90        | 149                 | 83         | 147           | 90        |
|                | <b>Total</b>     | <b>753</b>    | <b>789</b>    | <b>717</b>      | <b>95</b>  | <b>750</b>    | <b>94</b> | <b>599</b>          | <b>91</b>  | <b>644</b>    | <b>94</b> |
|                | HISD             | 3             | 18,387        | 18,108          | 13,567     | 65            | 13,557    | 64                  | 13,860     | 67            | 13,757    |
| 4              |                  | 17,105        | 17,875        | 15,227          | 68         | 15,713        | 61        | 15,172              | 67         | 15,755        | 69        |
| 5              |                  | 16,560        | 16,680        | 16,062          | 63         | 15,986        | 64        | 16,104              | 70         | 16,022        | 76        |
| 6              |                  | 13,374        | 13,921        | 13,023          | 60         | 13,573        | 58        | 12,980              | 69         | 13,486        | 69        |
| 7              |                  | 13,443        | 13,500        | 13,156          | 62         | 13,137        | 65        | 12,684              | 62         | 12,530        | 64        |
| 8              |                  | 13,429        | 13,656        | 13,089          | 71         | 13,254        | 68        | 10,678              | 60         | 10,760        | 65        |
| <b>Total</b>   |                  | <b>92,298</b> | <b>93,740</b> | <b>84,124</b>   | <b>65</b>  | <b>85,220</b> | <b>63</b> | <b>81,478</b>       | <b>66</b>  | <b>82,310</b> | <b>69</b> |

Source: STAAR student data files, Chancery

\* Indicates fewer than 5 students tested

Note: STAAR results for 2016 were updated to include results from the STAAR A and STAAR L assessments, which were discontinued in 2017. All results reflect the most current data available. STAAR 3-8 results are from an updated file from 8/4/2016 while grade 5 and 8 reading and mathematics results are from a file from 8/18/2016. For grades and subjects with multiple administrations, only the 1st administration results are used.

Note: The passing standard for STAAR in 2017 was "Approaches Grade Level", which replaced the previously used Phase-In and Progression standards for 2016 and previous years. The actual standard for passing the STAAR in 2017 was the same as that used in 2016, despite the difference in naming conventions. Nevertheless, the original labels for passing in 2016 are used here in order to avoid confusion.

## Appendix I

### STAAR Progress and ELL Progress Performance in Reading of Bilingual and ESL Students: Number Tested and Percent Met Standard by Grade Level

|                        |              | Reading    |               |               |              |           |              |                |               |           |               |
|------------------------|--------------|------------|---------------|---------------|--------------|-----------|--------------|----------------|---------------|-----------|---------------|
|                        |              | Enrollment |               | ELL Progress  |              |           |              | STAAR Progress |               |           |               |
| Program                | Grade        |            |               | 2016          |              | 2017      |              | 2016           |               | 2017      |               |
|                        |              | 2016       | 2017          | # Tested      | % Met        | # Tested  | % Met        | # Tested       | % Met         | # Tested  | % Met         |
| Bilingual<br>(Current) | 3            | 6,109      | 5,744         | 1,234         | 61           | 1,289     | 56           | n/a            | n/a           | n/a       | n/a           |
|                        | 4            | 4,781      | 5,044         | 1,729         | 44           | 1,655     | 36           | 582            | 63            | 743       | 57            |
|                        | 5            | 3,389      | 3,541         | 331           | 40           | 285       | 41           | 1,726          | 65            | 2,144     | 53            |
|                        | 6            | 150        | 180           | 17            | 59           | 21        | 24           | 120            | 49            | 145       | 49            |
|                        | 7            | 92         | 117           | 17            | 29           | 20        | 30           | 66             | 59            | 93        | 61            |
|                        | 8            | 82         | 97            | 18            | 28           | 26        | 31           | 63             | 62            | 68        | 68            |
|                        | <b>Total</b> |            | <b>14,603</b> | <b>14,723</b> | <b>3,346</b> | <b>50</b> | <b>3,296</b> | <b>44</b>      | <b>2,557</b>  | <b>64</b> | <b>3,193</b>  |
| ESL<br>(Current)       | 3            | 1,166      | 1,489         | 825           | 52           | 1163      | 48           | n/a            | n/a           | n/a       | n/a           |
|                        | 4            | 1,185      | 1,888         | 646           | 43           | 955       | 36           | 346            | 60            | 638       | 56            |
|                        | 5            | 1,186      | 2,009         | 256           | 42           | 374       | 44           | 703            | 64            | 1,296     | 50            |
|                        | 6            | 2,525      | 3,234         | 608           | 36           | 747       | 31           | 1,719          | 37            | 2,269     | 32            |
|                        | 7            | 2,332      | 2,604         | 600           | 22           | 786       | 33           | 1,573          | 65            | 1,634     | 67            |
|                        | 8            | 2,191      | 2,500         | 710           | 32           | 796       | 25           | 1,340          | 67            | 1,484     | 59            |
|                        | <b>Total</b> |            | <b>10,585</b> | <b>13,724</b> | <b>3,645</b> | <b>38</b> | <b>4,821</b> | <b>37</b>      | <b>5,681</b>  | <b>57</b> | <b>7,321</b>  |
| Bilingual<br>(Exited)  | 3            | n/a        | n/a           |               |              |           |              | n/a            | n/a           | n/a       | n/a           |
|                        | 4            | 623        | 296           |               |              |           |              | 596            | 66            | 281       | 67            |
|                        | 5            | 1,634      | 903           |               |              |           |              | 1,627          | 65            | 884       | 61            |
|                        | 6            | 1,920      | 1,566         |               |              |           |              | 1,892          | 47            | 1,550     | 39            |
|                        | 7            | 2,002      | 1,880         |               |              |           |              | 1,969          | 64            | 1,826     | 69            |
|                        | 8            | 1,909      | 1,954         |               |              |           |              | 1,865          | 72            | 1,932     | 64            |
|                        | <b>Total</b> |            | <b>8,088</b>  | <b>6,599</b>  |              |           |              |                | <b>7,949</b>  | <b>62</b> | <b>6,473</b>  |
| ESL<br>(Exited)        | 3            | n/a        | n/a           |               |              |           |              | n/a            | n/a           | n/a       | n/a           |
|                        | 4            | 243        | 277           |               |              |           |              | 233            | 69            | 269       | 68            |
|                        | 5            | 353        | 291           |               |              |           |              | 343            | 71            | 279       | 68            |
|                        | 6            | 382        | 436           |               |              |           |              | 364            | 56            | 424       | 47            |
|                        | 7            | 605        | 500           |               |              |           |              | 564            | 61            | 478       | 72            |
|                        | 8            | 925        | 668           |               |              |           |              | 877            | 71            | 625       | 63            |
|                        | <b>Total</b> |            | <b>2,508</b>  | <b>2,172</b>  |              |           |              |                | <b>2,381</b>  | <b>66</b> | <b>2,075</b>  |
| HISD                   | 3            | 18,387     | 18,108        | 2,099         | 57           | 2,476     | 52           | n/a            | n/a           | n/a       | n/a           |
|                        | 4            | 17,105     | 17,875        | 2,392         | 44           | 2,622     | 36           | 10,895         | 62            | 11,212    | 55            |
|                        | 5            | 16,560     | 16,680        | 595           | 41           | 664       | 43           | 13,632         | 65            | 13,721    | 57            |
|                        | 6            | 13,374     | 13,921        | 648           | 36           | 775       | 31           | 11,667         | 45            | 12,091    | 41            |
|                        | 7            | 13,443     | 13,500        | 632           | 22           | 815       | 33           | 11,909         | 64            | 11,655    | 67            |
|                        | 8            | 13,429     | 13,656        | 747           | 32           | 829       | 25           | 11,748         | 68            | 11,828    | 64            |
|                        | <b>Total</b> |            | <b>92,298</b> | <b>93,740</b> | <b>7,113</b> | <b>44</b> | <b>8,181</b> | <b>39</b>      | <b>59,851</b> | <b>61</b> | <b>60,507</b> |

Source: STAAR student data files, Chancery

Note: STAAR results for 2016 were updated to include results from the STAAR A and STAAR L assessments, which were discontinued in 2017. All results reflect the most current data available. STAAR 3-8 results are from an updated file from 8/4/2016 while grade 5 and 8 reading and mathematics results are from a file from 8/18/2016. For grades and subjects with multiple administrations, only the 1st administration results are used.

## Appendix J

### STAAR Progress and ELL Progress Performance in Mathematics of Bilingual and ESL Students: Number Tested and Percent Met Standard by Grade Level

| Mathematics            |       |               |               |              |           |              |           |                |           |               |           |
|------------------------|-------|---------------|---------------|--------------|-----------|--------------|-----------|----------------|-----------|---------------|-----------|
|                        |       | Enrollment    |               | ELL Progress |           |              |           | STAAR Progress |           |               |           |
| Program                | Grade |               |               | 2016         |           | 2017         |           | 2016           |           | 2017          |           |
|                        |       | 2016          | 2017          | # Tested     | % Met     | # Tested     | % Met     | # Tested       | % Met     | # Tested      | % Met     |
| Bilingual<br>(Current) | 3     | 6,109         | 5,744         | 1,469        | 72        | 1,462        | 75        | n/a            | n/a       | n/a           | n/a       |
|                        | 4     | 4,781         | 5,044         | 1,712        | 60        | 1,651        | 62        | 1,569          | 54        | 1,670         | 60        |
|                        | 5     | 3,389         | 3,541         | 346          | 60        | 288          | 68        | 2,845          | 62        | 2,909         | 67        |
|                        | 6     | 150           | 180           | 17           | 59        | 21           | 67        | 124            | 56        | 150           | 52        |
|                        | 7     | 92            | 117           | 17           | 71        | 20           | 45        | 66             | 64        | 95            | 68        |
|                        | 8     | 82            | 97            | 18           | 61        | 26           | 77        | 63             | 75        | 59            | 80        |
| <b>Total</b>           |       | <b>14,603</b> | <b>14,723</b> | <b>3,579</b> | <b>65</b> | <b>3,468</b> | <b>68</b> | <b>4,667</b>   | <b>60</b> | <b>4,880</b>  | <b>64</b> |
| ESL<br>(Current)       | 3     | 1,166         | 1,489         | 835          | 55        | 1168         | 60        | n/a            | n/a       | n/a           | n/a       |
|                        | 4     | 1,185         | 1,888         | 652          | 46        | 962          | 55        | 441            | 54        | 776           | 61        |
|                        | 5     | 1,186         | 2,009         | 268          | 55        | 376          | 61        | 814            | 69        | 1,469         | 67        |
|                        | 6     | 2,525         | 3,234         | 609          | 40        | 748          | 48        | 1,730          | 52        | 2,289         | 39        |
|                        | 7     | 2,332         | 2,604         | 598          | 33        | 781          | 40        | 1,531          | 45        | 1,619         | 51        |
|                        | 8     | 2,191         | 2,500         | 707          | 47        | 787          | 45        | 1,270          | 70        | 1,380         | 70        |
| <b>Total</b>           |       | <b>10,585</b> | <b>13,724</b> | <b>3,669</b> | <b>46</b> | <b>4,822</b> | <b>52</b> | <b>5,786</b>   | <b>57</b> | <b>7,533</b>  | <b>55</b> |
| Bilingual<br>(Exited)  | 3     | n/a           | n/a           |              |           |              |           | n/a            | n/a       | n/a           | n/a       |
|                        | 4     | 623           | 296           |              |           |              |           | 603            | 63        | 290           | 72        |
|                        | 5     | 1,634         | 903           |              |           |              |           | 1,627          | 70        | 891           | 78        |
|                        | 6     | 1,920         | 1,566         |              |           |              |           | 1,890          | 53        | 1,551         | 52        |
|                        | 7     | 2,002         | 1,880         |              |           |              |           | 1,922          | 62        | 1,724         | 63        |
|                        | 8     | 1,909         | 1,954         |              |           |              |           | 1,209          | 73        | 1,235         | 75        |
| <b>Total</b>           |       | <b>8,088</b>  | <b>6,599</b>  |              |           |              |           | <b>7,251</b>   | <b>63</b> | <b>5,691</b>  | <b>65</b> |
| ESL<br>(Exited)        | 3     | n/a           | n/a           |              |           |              |           | n/a            | n/a       | n/a           | n/a       |
|                        | 4     | 243           | 277           |              |           |              |           | 233            | 67        | 269           | 75        |
|                        | 5     | 353           | 291           |              |           |              |           | 343            | 78        | 279           | 82        |
|                        | 6     | 382           | 436           |              |           |              |           | 364            | 70        | 422           | 61        |
|                        | 7     | 605           | 500           |              |           |              |           | 531            | 57        | 442           | 63        |
|                        | 8     | 925           | 668           |              |           |              |           | 603            | 75        | 427           | 75        |
| <b>Total</b>           |       | <b>2,508</b>  | <b>2,172</b>  |              |           |              |           | <b>2,074</b>   | <b>69</b> | <b>1,839</b>  | <b>70</b> |
| HISD                   | 3     | 18,387        | 18,108        | 2,344        | 66        | 2,654        | 68        | n/a            | n/a       | n/a           | n/a       |
|                        | 4     | 17,105        | 17,875        | 2,381        | 56        | 2,673        | 60        | 12,009         | 56        | 12,346        | 60        |
|                        | 5     | 16,560        | 16,680        | 622          | 58        | 678          | 64        | 14,936         | 67        | 14,827        | 71        |
|                        | 6     | 13,374        | 13,921        | 648          | 40        | 776          | 48        | 11,639         | 57        | 12,040        | 49        |
|                        | 7     | 13,443        | 13,500        | 631          | 34        | 810          | 40        | 11,427         | 54        | 11,034        | 57        |
|                        | 8     | 13,429        | 13,656        | 743          | 48        | 821          | 46        | 8,933          | 68        | 8,927         | 36        |
| <b>Total</b>           |       | <b>92,298</b> | <b>93,740</b> | <b>7,369</b> | <b>55</b> | <b>8,412</b> | <b>59</b> | <b>58,944</b>  | <b>61</b> | <b>59,174</b> | <b>56</b> |

Source: STAAR student data files, Chancery

Note: STAAR results for 2016 were updated to include results from the STAAR A and STAAR L assessments, which were discontinued in 2017. All results reflect the most current data available. STAAR 3-8 results are from an updated file from 8/4/2016 while grade 5 and 8 reading and mathematics results are from a file from 8/18/2016. For grades and subjects with multiple administrations, only the 1st administration results are used.

## Appendix K

### STAAR End-of-Course Performance of Bilingual and ESL Students: Number Tested and Number and Percentage Meeting the Approaches Grade Level Standard (Left) and Meets Grade Level Standard (Right), (Spring 2017 Data Only, All Students Tested Including Retesters)

|              | Student Group    | # Tested | Fail  |       | Approaches Grade Level |       | Meets Grade Level |       |
|--------------|------------------|----------|-------|-------|------------------------|-------|-------------------|-------|
|              |                  |          | N     | % Stu | N                      | % Stu | N                 | % Stu |
| Algebra I    | Current ESL      | 3,385    | 1,807 | 53    | 1,578                  | 47    | 488               | 14    |
|              | Exited ESL       | 1,147    | 243   | 21    | 904                    | 79    | 516               | 45    |
|              | Exited Bilingual | 2,084    | 221   | 11    | 1,863                  | 89    | 1,317             | 63    |
|              | HISD             | 16,263   | 4,826 | 30    | 11,437                 | 70    | 6,358             | 39    |
| Biology      | Current ESL      | 2,940    | 1,559 | 53    | 1,381                  | 47    | 388               | 13    |
|              | Exited ESL       | 1,100    | 169   | 15    | 931                    | 85    | 591               | 54    |
|              | Exited Bilingual | 1,851    | 144   | 8     | 1,707                  | 92    | 1,268             | 69    |
|              | HISD             | 14,668   | 3,574 | 24    | 11,094                 | 76    | 6,924             | 47    |
| English I    | Current ESL      | 4,205    | 3,673 | 87    | 532                    | 13    | 179               | 4     |
|              | Exited ESL       | 1,419    | 601   | 42    | 818                    | 58    | 510               | 36    |
|              | Exited Bilingual | 2,090    | 496   | 24    | 1,594                  | 76    | 1,148             | 55    |
|              | HISD             | 18,397   | 9,537 | 52    | 8,860                  | 48    | 6,079             | 33    |
| English II   | Current ESL      | 3,225    | 2,949 | 91    | 276                    | 9     | 81                | 3     |
|              | Exited ESL       | 1,651    | 696   | 42    | 955                    | 58    | 627               | 38    |
|              | Exited Bilingual | 1,970    | 481   | 24    | 1,489                  | 76    | 1,107             | 56    |
|              | HISD             | 16,526   | 8,137 | 49    | 8,389                  | 51    | 5,991             | 36    |
| U.S. History | Current ESL      | 1,468    | 650   | 44    | 818                    | 56    | 253               | 17    |
|              | Exited ESL       | 1,372    | 125   | 9     | 1,247                  | 91    | 807               | 59    |
|              | Exited Bilingual | 1,650    | 74    | 4     | 1,576                  | 96    | 1,151             | 70    |
|              | HISD             | 12,146   | 1,674 | 14    | 10,472                 | 86    | 7,044             | 58    |

Source: STAAR EOC 6/2/17, Chancery

Note: HISD percentages may differ from district EOC report due to rounding error

Note: The Approaches Grade Level Standard is used, but is actually equivalent to the applicable Student Standard for each subject. The Student Standard is the passing standard in place the year a student first starts taking the STAAR EOC tests. That standard then applies throughout their high school career (see Appendix B). In other words, for some students, the actual passing standard applied might be slightly lower than the standard most students were required to face, but it is nevertheless labelled as "Approaches Grade Level". "Meets Grade Level" is a higher standard and is included within the Approaches Grade Level category.

## Appendix L

### STAAR EOC Progress and ELL Progress Performance of Bilingual and ESL Students: Number Tested, and Percent Met Standard for English I, English II, and Algebra I

| English I and II       |              |              |           |              |           |                |           |               |           |
|------------------------|--------------|--------------|-----------|--------------|-----------|----------------|-----------|---------------|-----------|
|                        |              | ELL Progress |           |              |           | STAAR Progress |           |               |           |
|                        |              | 2016         |           | 2017         |           | 2016           |           | 2017          |           |
| Program                | Exam         | #<br>Tested  | %<br>Met  | #<br>Tested  | %<br>Met  | #<br>Tested    | %<br>Met  | #<br>Tested   | %<br>Met  |
| Bilingual<br>(Current) | E1           | n/a          | n/a       | n/a          | n/a       | n/a            | n/a       | n/a           | n/a       |
|                        | E2           | n/a          | n/a       | n/a          | n/a       | n/a            | n/a       | n/a           | n/a       |
|                        | <b>Total</b> | n/a          | n/a       | n/a          | n/a       | n/a            | n/a       | n/a           | n/a       |
| ESL<br>(Current)       | E1           | 1,371        | 14        | 1,994        | 16        | n/a            | n/a       | n/a           | n/a       |
|                        | E2           | 1,227        | 8         | 1,708        | 9         | 625            | 49        | 755           | 47        |
|                        | <b>Total</b> | <b>2,598</b> | <b>11</b> | <b>3,702</b> | <b>13</b> | <b>625</b>     | <b>49</b> | <b>755</b>    | <b>47</b> |
| Bilingual<br>(Exited)  | E1           |              |           |              |           | n/a            | n/a       | n/a           | n/a       |
|                        | E2           |              |           |              |           | 1,725          | 55        | 1,778         | 51        |
|                        | <b>Total</b> |              |           |              |           | <b>1,725</b>   | <b>55</b> | <b>1,778</b>  | <b>51</b> |
| ESL<br>(Exited)        | E1           |              |           |              |           | n/a            | n/a       | n/a           | n/a       |
|                        | E2           |              |           |              |           | 1,343          | 55        | 1,253         | 52        |
|                        | <b>Total</b> |              |           |              |           | <b>1,343</b>   | <b>55</b> | <b>1,253</b>  | <b>52</b> |
| HISD                   | E1           |              |           |              |           | n/a            | n/a       | n/a           | n/a       |
|                        | E2           |              |           |              |           | 11,277         | 55        | 11,186        | 51        |
|                        | <b>Total</b> |              |           |              |           | <b>11,277</b>  | <b>55</b> | <b>11,186</b> | <b>51</b> |

| Algebra I              |              |              |           |              |           |                |           |               |           |
|------------------------|--------------|--------------|-----------|--------------|-----------|----------------|-----------|---------------|-----------|
|                        |              | ELL Progress |           |              |           | STAAR Progress |           |               |           |
|                        |              | 2016         |           | 2017         |           | 2016           |           | 2017          |           |
| Program                | Exam         | #<br>Tested  | %<br>Met  | #<br>Tested  | %<br>Met  | #<br>Tested    | %<br>Met  | #<br>Tested   | %<br>Met  |
| Bilingual<br>(Current) | A1           | n/a          | n/a       | n/a          | n/a       | n/a            | n/a       | n/a           | n/a       |
|                        | <b>Total</b> | n/a          | n/a       | n/a          | n/a       | n/a            | n/a       | n/a           | n/a       |
| ESL<br>(Current)       | A1           | 1,307        | 48        | 1,722        | 50        | 988            | 26        | 1,117         | 30        |
|                        | <b>Total</b> | <b>1,307</b> | <b>48</b> | <b>1,722</b> | <b>50</b> | <b>988</b>     | <b>26</b> | <b>1,117</b>  | <b>30</b> |
| Bilingual<br>(Exited)  | A1           |              |           |              |           | 1,818          | 58        | 1,893         | 65        |
|                        | <b>Total</b> |              |           |              |           | <b>1,818</b>   | <b>58</b> | <b>1,893</b>  | <b>65</b> |
| ESL<br>(Exited)        | A1           |              |           |              |           | 1,110          | 51        | 940           | 53        |
|                        | <b>Total</b> |              |           |              |           | <b>1,110</b>   | <b>51</b> | <b>940</b>    | <b>53</b> |
| HISD                   | A1           |              |           |              |           | 11,395         | 46        | 11,459        | 50        |
|                        | <b>Total</b> |              |           |              |           | <b>11,395</b>  | <b>46</b> | <b>11,459</b> | <b>50</b> |

Source: STAAR EOC 6/2/17, Chancery

## Appendix M

### Composite TELPAS Results: Number and Percent of Students at Each Proficiency Level in 2017, by Grade. Results Shown Separately for Bilingual and ESL Students

| Bilingual Students |               |              |           |              |           |              |           |               |           |              |                 |
|--------------------|---------------|--------------|-----------|--------------|-----------|--------------|-----------|---------------|-----------|--------------|-----------------|
| Grade              | # Tested      | Beginning    |           | Intermediate |           | Advanced     |           | Advanced High |           | % AH<br>2016 | Composite Score |
|                    |               | N            | %         | N            | %         | N            | %         | N             | %         |              |                 |
| K                  | 5,726         | 4,709        | 82        | 756          | 13        | 182          | 3         | 79            | 1         | 1            | 1.3             |
| 1                  | 6,285         | 2,954        | 47        | 2,322        | 37        | 754          | 12        | 255           | 4         | 3            | 1.7             |
| 2                  | 6,263         | 1,032        | 16        | 2,528        | 40        | 1,784        | 28        | 919           | 15        | 12           | 2.3             |
| 3                  | 5,689         | 648          | 11        | 1,732        | 30        | 1,805        | 32        | 1,504         | 26        | 26           | 2.6             |
| 4                  | 4,978         | 362          | 7         | 1,159        | 23        | 1,924        | 39        | 1,533         | 31        | 30           | 2.8             |
| 5                  | 3,482         | 155          | 4         | 457          | 13        | 1,197        | 34        | 1,673         | 48        | 38           | 3.1             |
| 6                  | 168           | 11           | 7         | 26           | 15        | 64           | 38        | 67            | 40        | 39           | 3.0             |
| 7                  | 114           | 9            | 8         | 9            | 8         | 41           | 36        | 55            | 48        | 40           | 3.1             |
| 8                  | 94            | 9            | 10        | 15           | 16        | 25           | 27        | 45            | 48        | 50           | 2.9             |
| <b>Total</b>       | <b>32,799</b> | <b>9,889</b> | <b>30</b> | <b>9,004</b> | <b>27</b> | <b>7,776</b> | <b>24</b> | <b>6,130</b>  | <b>19</b> | <b>16</b>    | <b>2.2</b>      |

| ESL Students |               |              |           |              |           |              |           |               |           |              |                 |
|--------------|---------------|--------------|-----------|--------------|-----------|--------------|-----------|---------------|-----------|--------------|-----------------|
| Grade        | # Tested      | Beginning    |           | Intermediate |           | Advanced     |           | Advanced High |           | % AH<br>2016 | Composite Score |
|              |               | N            | %         | N            | %         | N            | %         | N             | %         |              |                 |
| K            | 1,274         | 578          | 45        | 325          | 26        | 231          | 18        | 140           | 11        | 11           | 1.9             |
| 1            | 1,273         | 272          | 21        | 426          | 33        | 298          | 23        | 277           | 22        | 23           | 2.4             |
| 2            | 1,157         | 179          | 15        | 367          | 32        | 359          | 31        | 252           | 22        | 22           | 2.5             |
| 3            | 1,442         | 149          | 10        | 377          | 26        | 484          | 34        | 432           | 30        | 30           | 2.7             |
| 4            | 1,847         | 187          | 10        | 468          | 25        | 705          | 38        | 487           | 26        | 22           | 2.7             |
| 5            | 1,965         | 206          | 10        | 347          | 18        | 670          | 34        | 742           | 38        | 33           | 2.9             |
| 6            | 3,170         | 290          | 9         | 779          | 25        | 1,369        | 43        | 732           | 23        | 22           | 2.7             |
| 7            | 2,538         | 285          | 11        | 590          | 23        | 1,038        | 41        | 625           | 25        | 23           | 2.7             |
| 8            | 2,383         | 318          | 13        | 487          | 20        | 934          | 39        | 644           | 27        | 21           | 2.7             |
| 9            | 2,886         | 672          | 23        | 747          | 26        | 914          | 32        | 553           | 19        | 16           | 2.3             |
| 10           | 1,713         | 239          | 14        | 518          | 30        | 589          | 34        | 367           | 21        | 24           | 2.5             |
| 11           | 1,142         | 70           | 6         | 292          | 26        | 451          | 39        | 329           | 29        | 32           | 2.7             |
| 12           | 1,091         | 85           | 8         | 288          | 26        | 423          | 39        | 295           | 27        | 29           | 2.7             |
| <b>Total</b> | <b>22,607</b> | <b>2,952</b> | <b>13</b> | <b>5,686</b> | <b>25</b> | <b>8,234</b> | <b>36</b> | <b>5,735</b>  | <b>25</b> | <b>23</b>    | <b>2.7</b>      |

Source: TELPAS data file 5//8/17, Chancery

## Appendix N

### TELPAS Yearly Progress: Number and Percent of Students Gaining One or More Levels of English Language Proficiency in 2017, by Grade. Results Shown Separately for Bilingual & ESL Students

| Bilingual Students |               |                            |           |                             |          |                             |          |                                     |           |               |
|--------------------|---------------|----------------------------|-----------|-----------------------------|----------|-----------------------------|----------|-------------------------------------|-----------|---------------|
| Grade Level        | Cohort Size   | Gained 1 Proficiency Level |           | Gained 2 Proficiency Levels |          | Gained 3 Proficiency Levels |          | Gained at Least 1 Proficiency Level |           | % Gained 2016 |
|                    |               | N                          | %         | N                           | %        | N                           | %        | N                                   | %         |               |
| 1                  | 5,821         | 2,250                      | 39        | 504                         | 9        | 91                          | 2        | 2,845                               | 49        | 48            |
| 2                  | 5,892         | 2,733                      | 46        | 924                         | 16       | 101                         | 2        | 3,758                               | 64        | 61            |
| 3                  | 5,393         | 2,887                      | 54        | 208                         | 4        | 3                           | <1       | 3,098                               | 57        | 54            |
| 4                  | 4,710         | 2,412                      | 51        | 78                          | 2        | 0                           | 0        | 2,490                               | 53        | 53            |
| 5                  | 3,301         | 2,127                      | 64        | 107                         | 3        | 2                           | <1       | 2,236                               | 68        | 60            |
| 6                  | 158           | 93                         | 59        | 1                           | 1        | 0                           | 0        | 94                                  | 59        | 51            |
| 7                  | 101           | 64                         | 63        | 0                           | 0        | 0                           | 0        | 64                                  | 63        | 52            |
| 8                  | 81            | 53                         | 65        | 0                           | 0        | 0                           | 0        | 53                                  | 65        | 66            |
| <b>Total</b>       | <b>25,457</b> | <b>12,619</b>              | <b>50</b> | <b>1,822</b>                | <b>7</b> | <b>197</b>                  | <b>1</b> | <b>14,638</b>                       | <b>58</b> | <b>55</b>     |

| ESL Students |               |                            |           |                             |          |                             |              |                                     |           |               |
|--------------|---------------|----------------------------|-----------|-----------------------------|----------|-----------------------------|--------------|-------------------------------------|-----------|---------------|
| Grade Level  | Cohort Size   | Gained 1 Proficiency Level |           | Gained 2 Proficiency Levels |          | Gained 3 Proficiency Levels |              | Gained at Least 1 Proficiency Level |           | % Gained 2016 |
|              |               | N                          | %         | N                           | %        | N                           | %            | N                                   | %         |               |
| 1            | 1,029         | 482                        | 47        | 127                         | 12       | 17                          | 2            | 626                                 | 61        | 66            |
| 2            | 938           | 447                        | 48        | 65                          | 7        | 7                           | 1            | 519                                 | 55        | 55            |
| 3            | 1,223         | 651                        | 53        | 30                          | 2        | 0                           | 0            | 681                                 | 56        | 56            |
| 4            | 1,603         | 704                        | 44        | 34                          | 2        | 2                           | <1           | 740                                 | 46        | 47            |
| 5            | 1,708         | 975                        | 57        | 73                          | 4        | 0                           | 0            | 1,048                               | 61        | 59            |
| 6            | 2,761         | 1,051                      | 38        | 46                          | 2        | 0                           | 0            | 1,097                               | 40        | 41            |
| 7            | 2,106         | 938                        | 45        | 46                          | 2        | 0                           | 0            | 984                                 | 47        | 44            |
| 8            | 1,902         | 896                        | 47        | 38                          | 2        | 0                           | 0            | 934                                 | 49        | 43            |
| 9            | 1,917         | 810                        | 42        | 40                          | 2        | 1                           | <1           | 851                                 | 44        | 40            |
| 10           | 1,340         | 574                        | 43        | 23                          | 2        | 0                           | 0            | 597                                 | 45        | 49            |
| 11           | 962           | 453                        | 47        | 12                          | 1        | 0                           | 0            | 465                                 | 48        | 55            |
| 12           | 896           | 421                        | 47        | 10                          | 1        | 0                           | 0            | 431                                 | 48        | 55            |
| <b>Total</b> | <b>18,385</b> | <b>8,402</b>               | <b>46</b> | <b>544</b>                  | <b>3</b> | <b>27</b>                   | <b>&lt;1</b> | <b>8,973</b>                        | <b>49</b> | <b>48</b>     |

Source: TELPAS data file 5/8/17, Chancery

## Appendix O

### Scope and Frequency of Professional Development Training, 2016–2017

| Description                            | Total Attendance | # Sessions | Description                                      | Total Attendance | # Sessions   |
|--|------------------|------------|--|------------------|--------------|
| Achieve3000CondensedVersion            | 11               | 2          | Language Transfer 3-5                            | 26               | 2            |
| Achieve3000NewcomerTraining            | 46               | 3          | Language Transfer K-5                            | 128              | 4            |
| Anchor Charts for Newcomers            | 42               | 1          | Language Transfer PK-2                           | 122              | 3            |
| AnchorChartsVisibleThinking            | 15               | 1          | LPAC Basic Training PK -12 (Make-up)             | 28               | 2            |
| Biliter Devel I 3-5                    | 18               | 2          | LPAC Basic Training PK-12                        | 401              | 10           |
| Biliter Devel I K-2                    | 105              | 3          | Making Content Comprehensible                    | 42               | 2            |
| Biliter Devel I PK                     | 16               | 2          | MOY LPAC Decision Making                         | 467              | 11           |
| Biliter Devel II 3-5                   | 5                | 1          | Multilingual Job Alike 2016                      | 2,031            | 2            |
| Biliter Devel II K-2                   | 66               | 2          | NewcomerInstitute Day 2 ELA                      | 8                | 1            |
| Biliter Devel II PK                    | 18               | 2          | Phonics & Grammar Instr 3-5                      | 5                | 1            |
| Comprehensible Input for ELLs          | 88               | 2          | Phonics & Grammar Instr K-2                      | 155              | 1            |
| Cross-Ling Conn 3-8                    | 1                | 1          | Phonics & Grammar Instr PK                       | 46               | 1            |
| Cross-Ling Conn PK-2                   | 31               | 3          | QTEL BASE INSTITUTE DAY 5                        | 24               | 1            |
| CrossLing1 Phon & Morph 3-5            | 14               | 1          | QTEL BASE INSTITUTE DAYS 1&2                     | 38               | 1            |
| CrossLing1 Phon & Morph K-2            | 245              | 1          | QTEL Base Institute Days 1-3                     | 47               | 2            |
| CrossLing1 Phon & Morph PK             | 63               | 1          | QTEL BASE INSTITUTE DAYS 3&4                     | 40               | 1            |
| CrossLing2 SyntGramPrag 3-5            | 1                | 1          | QTEL Base Institute Days 4 & 5                   | 38               | 2            |
| CrossLing2 SyntGramPrag K-2            | 92               | 1          | QTEL Base Institute TOT                          | 10               | 1            |
| CrossLing2 SyntGramPrag PK             | 66               | 1          | QTEL Base Institute TOT Day 5                    | 10               | 1            |
| Data Driven ESL Instruction            | 212              | 6          | QTEL Base Institute TOT Days 3&4                 | 10               | 1            |
| DL Curriculum Writing G4               | 5                | 1          | QTEL Classroom Observations                      | 23               | 2            |
| DL Essentials PK-5                     | 132              | 4          | Rdg & Wrtg in Content 3-5                        | 27               | 1            |
| DL Institute 3-8                       | 3                | 1          | Rdg & Wrtg in Content K-2                        | 179              | 1            |
| DL Institute PK-2                      | 20               | 2          | Rdg & Wrtg in Content PK                         | 54               | 1            |
| DL National Standards Alignment        | 16               | 2          | Read&Respond Using Evidence                      | 28               | 3            |
| DL Resources Overview                  | 128              | 2          | ReadAloud & Comp MiniLe 3-5                      | 21               | 1            |
| Effective PVR PK-5                     | 36               | 4          | ReadAloud & Comp MiniLe K-2                      | 186              | 1            |
| ELL Data Entry                         | 200              | 11         | ReadAloud & Comp MiniLe PK                       | 51               | 1            |
| ELL Data Entry ELLevation              | 86               | 7          | Reader's and Writer's Works                      | 6                | 1            |
| ELL Kinder Summer School               | 144              | 2          | Secondary Dual Language                          | 8                | 1            |
| ELL Pre-K Summer School                | 123              | 2          | Sheltered Instruction K-5                        | 140              | 3            |
| ELLevate Students' Writing 2-5         | 101              | 4          | System44 for Newcomer Teachers                   | 13               | 1            |
| ELLevation for Teachers                | 44               | 1          | TALK READ TALK WRITE                             | 34               | 1            |
| EOY ELL Data Entry / Documentation ES  | 126              | 3          | TELPAS Disaggregation K-5                        | 108              | 3            |
| EOY ELL Data Entry / Documentation Sec | 60               | 2          | TELPAS Review                                    | 21               | 2            |
| EOY LPAC Annual Review Elementary      | 249              | 4          | TELPAS Scoring for Newcomers                     | 53               | 11           |
| EOY LPAC Annual Review High School     | 52               | 1          | Words Words Words                                | 12               | 1            |
| EOY LPAC Annual Review Middle School   | 61               | 1          | Writing to Learn Across Content                  | 63               | 1            |
| ESL Teacher Focus Newcomer Division    | 7                | 1          | <b>TOTAL (Courses)</b>                           | <b>8,631</b>     | <b>225</b>   |
| ESL TExES Preparation                  | 219              | 8          | Cultural Awareness                               | 173              | 177          |
| ESL Workshop for Math                  | 40               | 3          | DL Essentials Online                             | 85               | 90           |
| GLAD 2-Day Workshop                    | 237              | 4          | ELPS-TELPAS Foundational Training for New Raters | 363              | 364          |
| GLAD 4-Day Class Demo                  | 178              | 3          | Second Language Acquisition                      | 167              | 168          |
| GLAD Follow-Up                         | 53               | 3          | Sheltered Instruction 2.2                        | 1,946            | 1,850        |
| GLADIators Training                    | 91               | 8          | Sheltered Instruction Part 1                     | 1,762            | 1,750        |
| How to Reach ELLs                      | 176              | 3          | Sheltered Instruction Pt2                        | 3,696            | 3,629        |
| Interactive Word Walls                 | 41               | 3          | <b>TOTAL (Online)</b>                            | <b>8,192</b>     | <b>8,028</b> |
| IOWA Assessments (NRT)                 | 70               | 6          |  |                  |              |
| IPT (Oral Language Test)               | 75               | 6          |  |                  |              |

*Source: Multilingual Department, OneSource*