

MEMORANDUM

October 23, 2018

TO: Anna White
Assistant Superintendent, Multilingual Programs

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability


SUBJECT: **2018 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 2017–2018 school year. Included in the report are findings from assessments of academic achievement and English language proficiency for all students classified as English Learners (EL), demographic characteristics of students served by these programs, and a count of how many students exited EL status. The report also summarizes the professional development activities of staff involved with the bilingual and ESL programs.

Key findings include:

- EL enrollment in the district in 2017–2018 was 67,347, a decline of 1,232 from 2016–2017.
- A total of 37,076 EL students participated in bilingual programs in 2017–2018, and an additional 26,408 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 2016 to 2018 (+5 and +9 percentage points, respectively), while that of the district improved only marginally (+1 percentage point) 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, fewer bilingual students achieved the highest level of English language proficiency overall, but by fifth grade their performance was superior to that of ESL students.
- Finally, the number of students exiting from EL status in 2017–2018 was 4,492, a 24 percent decline 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: Noelia Longoria
Courtney Busby



RESEARCH

Educational Program Report

**BILINGUAL & ENGLISH AS A SECOND LANGUAGE
PROGRAM EVALUATION REPORT**

2017 - 2018



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BILINGUAL AND ENGLISH AS A SECOND LANGUAGE PROGRAM EVALUATION 2017–2018

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 (ELs). These programs facilitate ELs' 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 ELs 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 ELs;
- levels of English proficiency among ELs;
- the number of students exited from bilingual and ESL programs; and
- frequency and scope of professional development provided to teachers and staff serving ELs.

Highlights

- EL enrollment in the district in 2017–2018 was 67,347, a decline of 1,232 from the previous year.
- Current bilingual ELs did not perform as well as district students overall on English reading and language measures (STAAR, STAAR EOC). However, their mathematics performance on the STAAR 3–8 assessment exceeded district performance (Approaches Grade Level standard).
- 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 (15 and 13 percent met Approaches Grade Level standard, respectively).
- STAAR grades 3–8 reading performance of both current bilingual students (+5 percentage points) and that of current ESL students (+9 points) improved from 2016 to 2018, while that of the district showed minimal improvement (+1 percentage point).
- Exited students from both bilingual and ESL programs performed better than the district average on both the STAAR and STAAR EOC assessments.
- STAAR grades 3–8 reading performance of exited bilingual students (+4 percentage points) and exited ESL students (+4 points) improved from 2016 to 2018, while district performance improved by only one percentage point.

- Performance of current bilingual and ESL students on the STAAR 3–8 writing assessment declined by 7 percentage points in 2018, which was greater than the decline shown by the district overall on this subject (-5 percentage points).
- On the TELPAS, ESL students showed higher English language proficiency in grades K to 3, but by grade 5, bilingual students showed more proficiency.
- A total of 4,476 ELs met the necessary proficiency criteria, and exited EL status during the 2017–2018 school year. This was an 24% decrease from the previous year.
- There were 229 staff development training sessions held in 2017–2018 for teachers, administrators, and other HISD staff (including on-the-job training), with a total attendance (duplicated) of 6,319 (3,936 unduplicated). In addition, 12,909 staff participated in online training sessions (5,892 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 continues to expand into higher grade levels. But it is also important for campuses that fail to correctly apply the recommended criteria for admission of bilingual ELs 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 ELs, so that these teachers are able to access a differentiated curriculum and receive appropriate training.
3. Performance of district EL students on the STAAR 3–8 writing assessment is a cause for concern. While decreased passing rates for STAAR writing were observed for most student groups districtwide, the Multilingual Programs and Curriculum & Development departments should provide all necessary supports in order to address this issue with respect to EL students.

Introduction

Texas state law requires that specialized linguistic programs be provided for students who are English language learners (EL). These programs are intended to facilitate ELs' 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 two bilingual programs¹ and two English as a Second Language (ESL) programs for ELs. 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 ELs 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 both 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, 2018a; 2018b, 2018c). Further details on state requirements, and specific programs offered in HISD can be found in **Appendix A** (p 15).

Methods

Participants

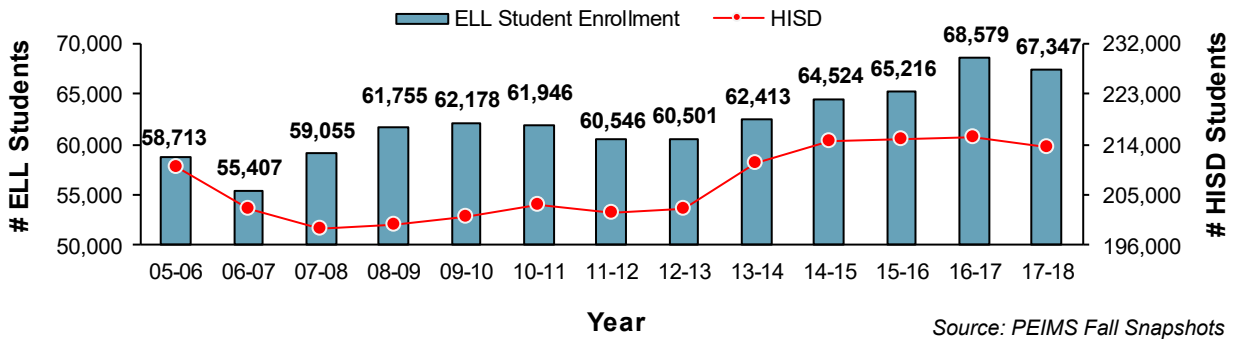
The total student population of HISD in October 2017 was 213,528, as reported in the PEIMS fall snapshot data file for the 2017–2018 school year. Thirty-two percent of students in the district were ELs. Fifty-five percent of ELs were served in bilingual programs, 39% were served in an ESL program, and 6% did not receive any special linguistic services (see **Table 1**, also **Appendix B**, p. 16). Data for 2017–2018 are shaded in blue.

Table 1. Number and Percent of EL Students in HISD, 2015–2016 to 2017–2018

	Program	Number of Students			% of All Students			% of ELL Students		
		2016	2017	2018	2016	2017	2018	2016	2017	2018
Non-ELL		149,675	146,829	146,181	70	68	68			
ELL		65,216	68,579	67,347	30	32	32			
	<i>Bilingual</i>	40,949	40,568	37,076	19	19	17	63	59	55
	<i>ESL</i>	19,131	23,499	26,408	9	11	12	29	34	39
	<i>Not Served</i>	5,136	4,512	3,863	2	2	2	8	7	6
Total		214,891	215,408	213,528						

Source: PEIMS Fall 2018 Snapshot

Figure 1. The Number of EL Students Enrolled in HISD Schools Over the Last Thirteen Years



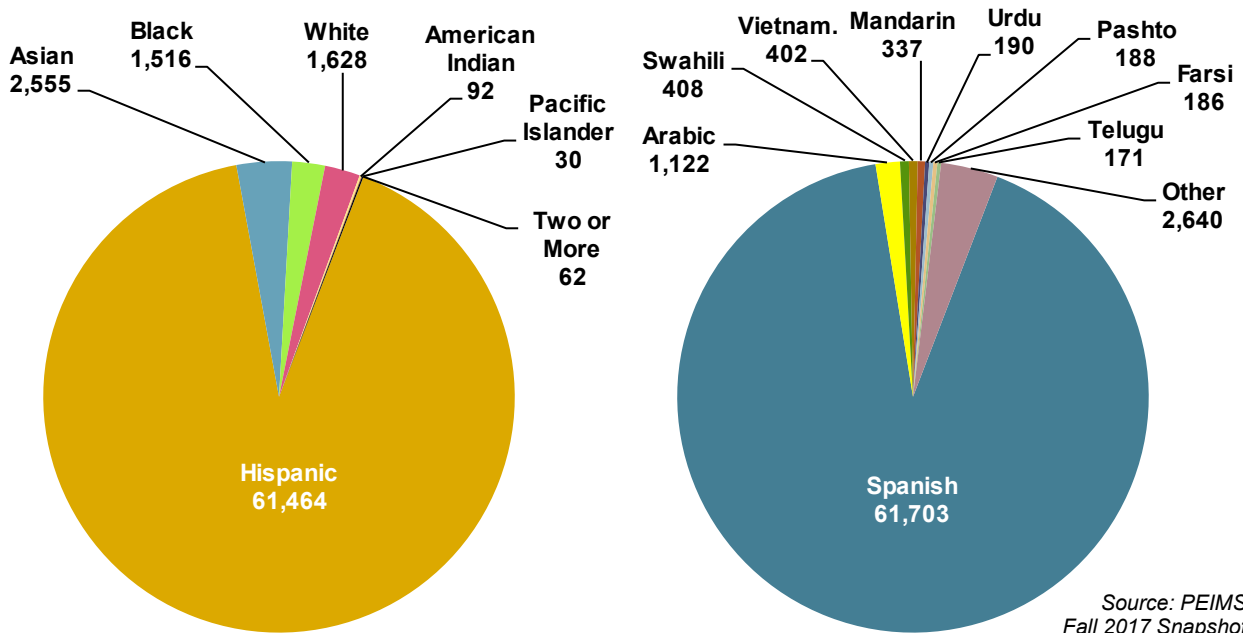
HISD had 67,347 ELs in 2017–2018, a slight decline following four consecutive years of increases. The EL population was at 58,713 in 2005–2006 (see **Figure 1**), and declined to 55,407 in 2006–2007. EL enrollment rebounded over the next ten years, mirroring trends in the overall HISD student population (district enrollment is represented by the solid red line; see right axis). EL enrollment decreased by 1,232 in 2017–2018, but has accounted for approximately 30% of the district students in each of the past eight years. Altogether, 44 percent of the district’s students were either current or exited ELs.

Figure 2 summarizes ELs’ ethnicity and home language. Ninety-one percent of ELs in HISD were Hispanic. Students of Asian ethnicity made up the next largest group (4%). ELs come to HISD from all over the world, with 84 different native languages represented. Most ELs (92%) were native Spanish speakers. Arabic was the next most commonly spoken native language, followed by Swahili and Vietnamese.

Details shown in **Appendix C** (p. 17) reveal that the number of Pashto and Farsi speakers increased substantially in 2017–2018 (>40%), while the number of Vietnamese speakers declined (-8%).

All bilingual or ESL students with valid assessment results from 2017–2018 were included in analyses for this report, as were all students who had participated in one of these programs but who had since exited EL status. These latter students were defined as either monitored (student is in their first or second year after having exited EL status), or former (student is three years or more post-EL status).

Figure 2. EL Student Ethnicity and Home Language, 2017–2018



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 EL. 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 met Approaches Grade Level standard or higher is shown. For STAAR EOC, the percent of students who met standard (Approaches Grade Level at the 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 measure is 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 one indicator. This reflects attainment, i.e., the overall level of English language proficiency exhibited by ELs. For this indicator, the percent of students at each proficiency level is presented. A second TELPAS indicator reflects progress, i.e., whether students gained one or more levels of English language proficiency from one year to the next. However, for 2018 this measure was not calculated or reported, due to changes in the design of TELPAS that occurred this year. **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 measure. Finally, professional development and training data were collected from the Multilingual Education Department, and EL exits were obtained from Chancery records.

Results

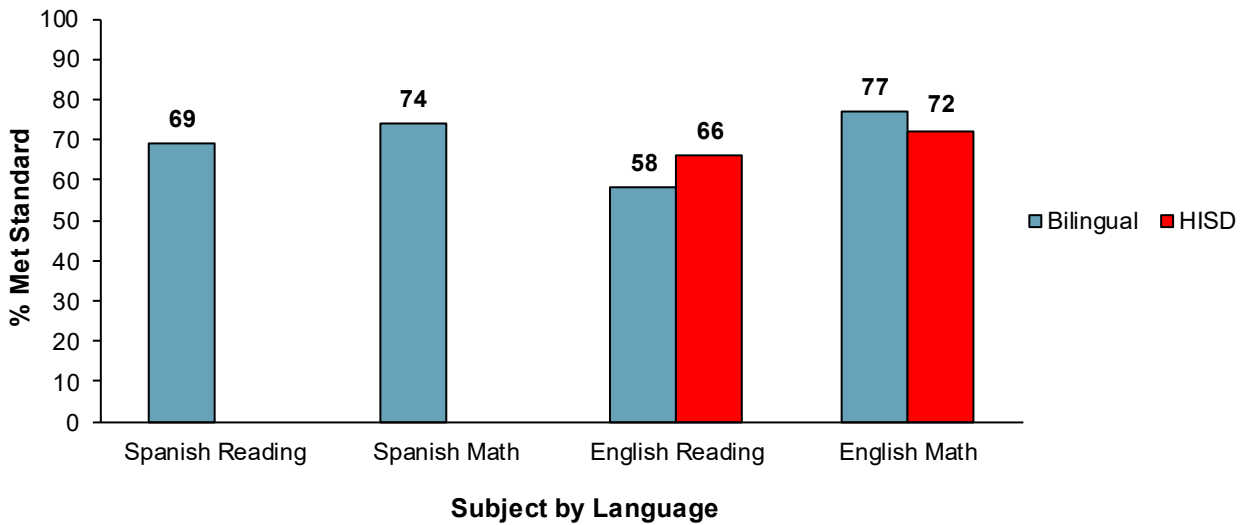
What was the academic progress of ELs in bilingual and ESL programs?

STAAR

Figure 3 (see p. 6) shows the percent of current bilingual ELs who met standard on the STAAR in 2018. 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 districtwide². Districtwide Spanish-language results are not included, since these are equivalent 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 13,254 current bilingual students took the reading portion of the STAAR, representing 96 percent of those enrolled. Of these, 40 percent completed the Spanish version, while 60 percent completed the English version.
- Performance of bilingual students on the Spanish STAAR reading test was better than on the English test (69% vs. 58% students met standard).

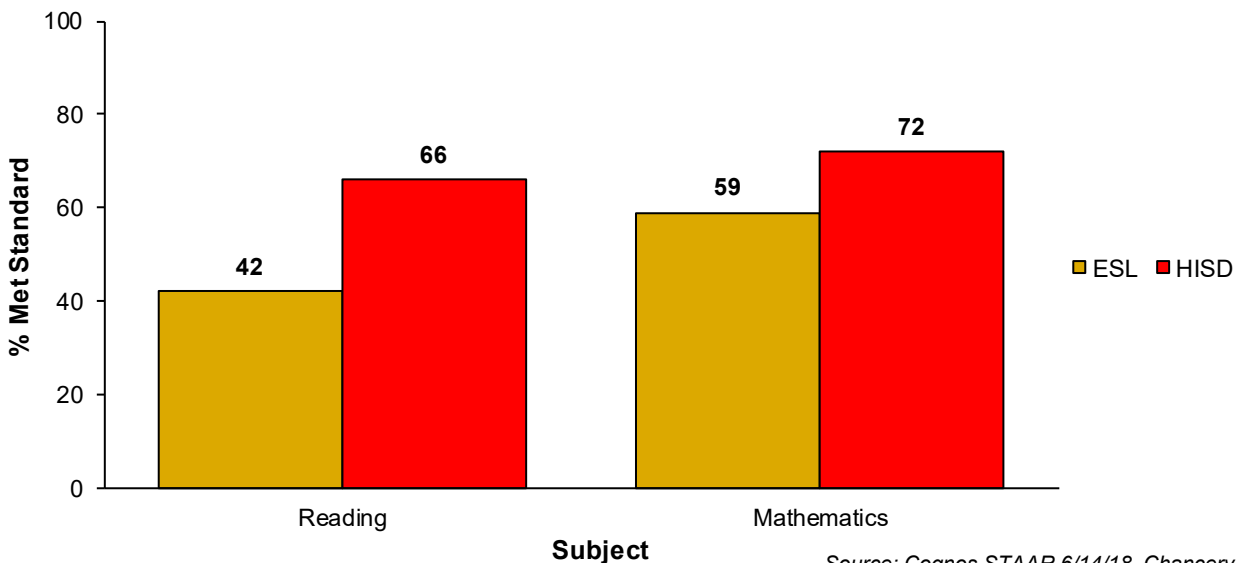
Figure 3. Percentage of Students Who Met Approaches Grade Level Standard on STAAR Reading and Mathematics Tests, 2018, Grades 3–8: Bilingual Students, and All Students Districtwide



Source: Cognos STAAR 6/14/18, Chancery

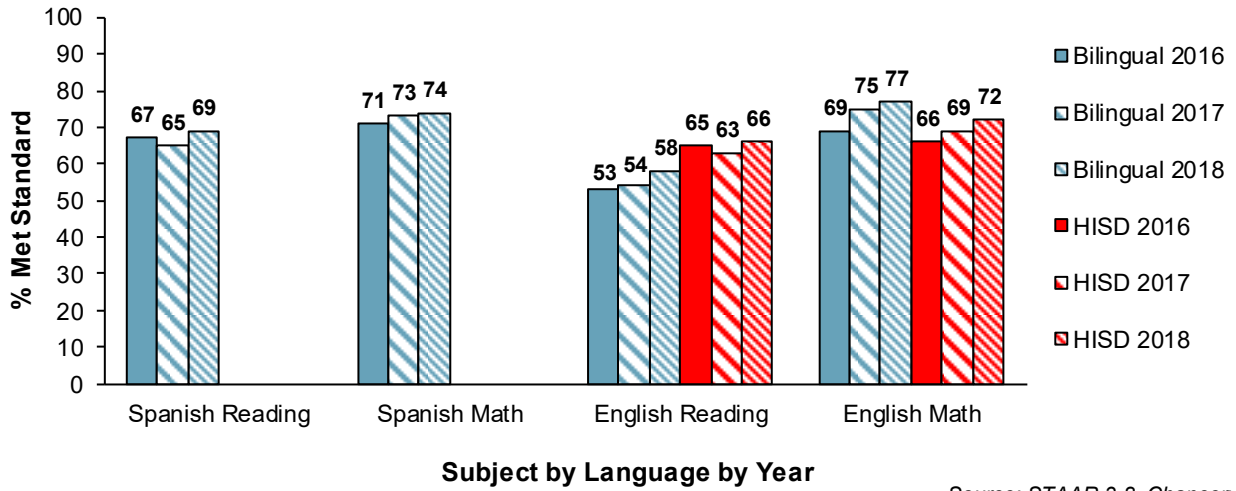
- Performance on the English STAAR reading test for bilingual students was lower than that of the district, by 8 percentage points.
- Bilingual students did better on the English STAAR mathematics test than they did on English reading, and were 5 percentage points better than the district on English STAAR mathematics.
- Data for ESL students (see below) showed that STAAR reading performance was well below district levels (-24 percentage points, see **Figure 4**, details also in **Appendix H**, p. 22).
- STAAR mathematics scores for ESL students were also below those of the district, with a gap of 13 percentage points.

Figure 4. Percentage of Students who Met Approaches Grade Level Standard on English STAAR Reading and Mathematics Tests, 2018, Grades 3–8: ESL Students, and All Students Districtwide



Source: Cognos STAAR 6/14/18, Chancery

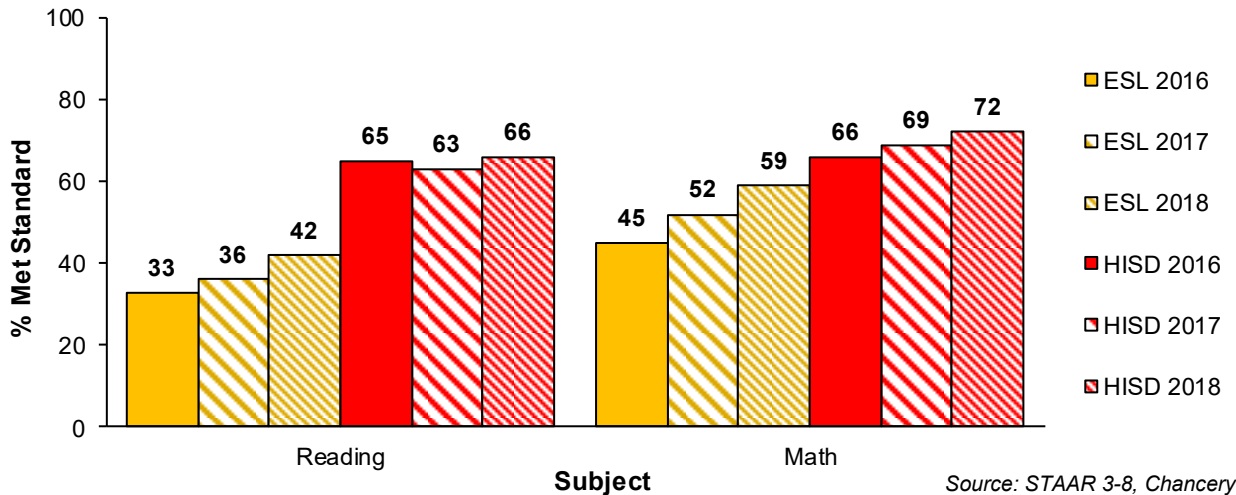
Figure 5. Percentage of Students Who Met Approaches Grade Level Standard on STAAR Reading and Mathematics Tests, 2016 to 2018, Grades 3–8: Bilingual Students, and All Students Districtwide



Source: STAAR 3-8, Chancery

- **Figure 5** compares bilingual student STAAR results for 2016 through 2018. Spanish STAAR results improved by 2 percentage points in reading over this time period, while mathematics improved by 3 percentage points.
- Between 2016 and 2018, bilingual students' reading performance on the English STAAR improved by 5 percentage points, while the district's performance increased by only one percentage point.
- Mathematics scores for both bilingual students and the district have improved over this period, with bilingual students' growth (+ 8 percentage points) greater than that of the district (+6).

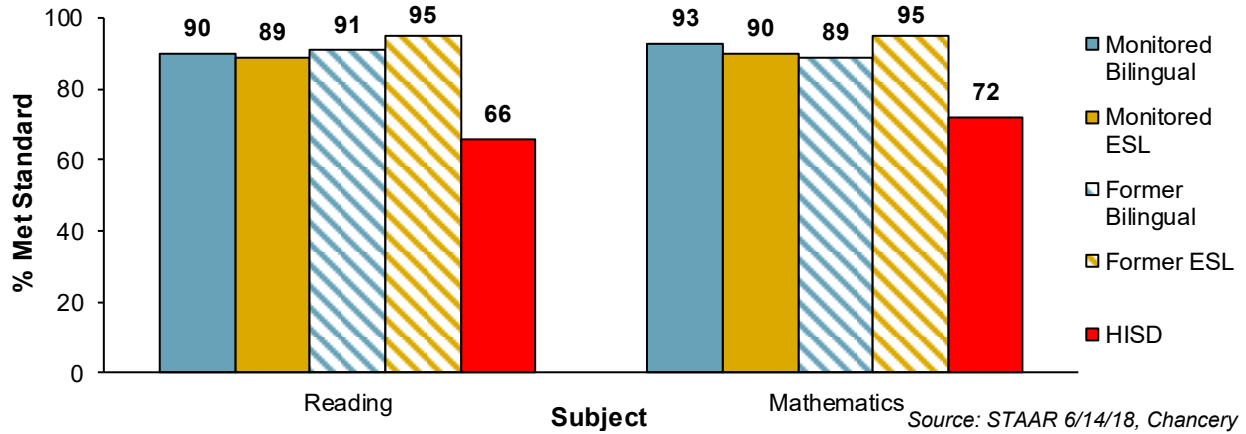
Figure 6. Percentage of Students Who Met Approaches Grade Level Standard on English STAAR Reading and Mathematics Tests, 2016 to 2018, Grades 3–8: ESL Students, and All Students Districtwide



Source: STAAR 3-8, Chancery

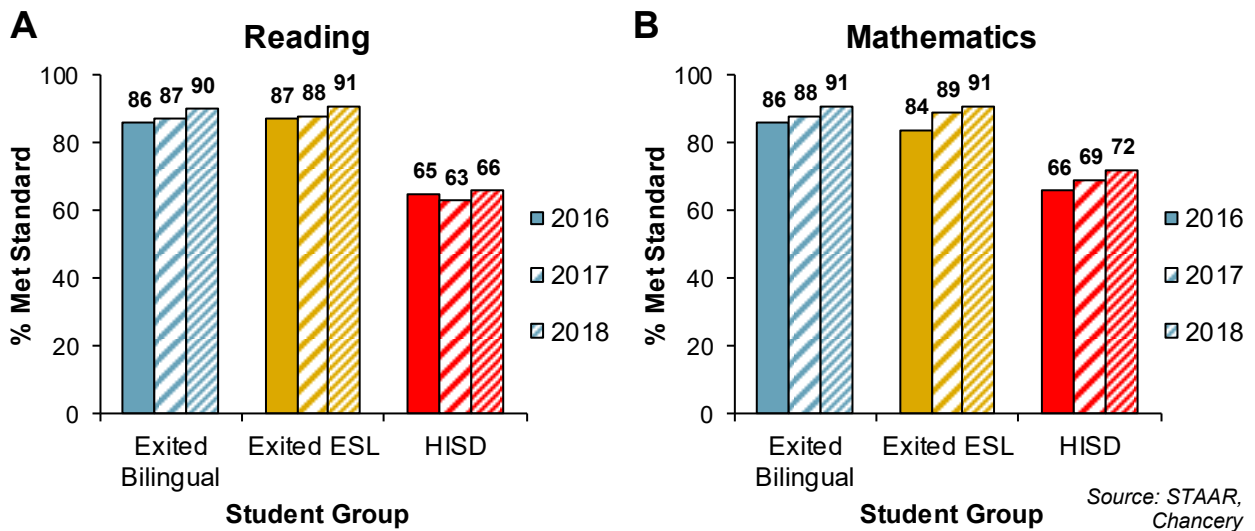
- Between 2016 and 2018, ESL students improved in both reading (+9 percentage points) and mathematics (+14 points), while the district showed a small improvement in reading (+1 point) and a 6 point improvement in mathematics (see **Figure 6**, see also Appendix H).

Figure 7. Percentage of Students Who Met Approaches Grade Level Standard on English STAAR Grades 3–8 Reading and Mathematics Tests, 2018: Monitored and Former Bilingual and ESL Students, and All Students Districtwide



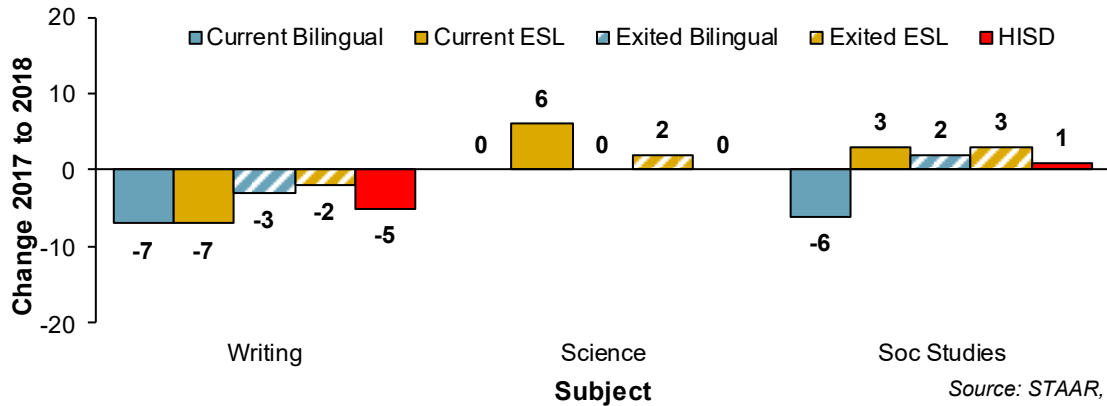
- Results for exited bilingual students³ (see **Figure 7**) show that both monitored and former bilingual students performed better than the district on STAAR reading and mathematics (gaps of 17 to 25).
- Former ESL students did better than former bilingual students in reading (+4 points) and mathematics (+6 points), while monitored bilingual students did slightly better than monitored ESL students in both subjects (reading +1 point, mathematics +3 points).

Figure 8. Percentage of Students Who Met Approaches Grade Level Standard on STAAR Grades 3–8 Reading and Mathematics Tests, 2016 to 2018: Exited Bilingual and ESL Students, and All Students Districtwide



- **Figure 8** shows the 2016 through 2018 STAAR reading and mathematics performance of exited bilingual and ESL students.
- District performance improved by 1 percentage point in reading over this period, which was smaller than gains shown by exited (monitored and former) bilingual students and exited ESL students (+4 percentage points each). In mathematics, all three groups also showed improvement, with exited bilingual students (+5) showing slightly smaller gains than the district (+6), and exited ESL students (+7) showing slightly larger gains.

Figure 9. STAAR Writing, Science, and Social Studies: Change in Percent Students Meeting Approaches Grade Level Standard From 2017 to 2018



- **Figure 9** (above) shows the change in overall percentage of students meeting standard between 2017 and 2018 for the remaining three STAAR subjects. Note that all groups, including current ELs, exited ELs, and the district overall, declined in STAAR writing in 2018. See **Appendix I** (p.23) for further details.
- **Figure 10** shows results for the STAAR Progress measure (for an explanation see **Appendix E**, p. 19, and for results see **Appendix J**, p. 24). Only results for English STAAR are shown.
- Results for both reading and mathematics show the same pattern. Specifically, a larger percentage of current bilingual students showed progress than did current ESL students. However, larger percentages of exited ESL students showed progress than did exited bilingual students.
- On the STAAR Progress measure, larger percentages of exited bilingual students showed progress than did the district on both reading and mathematics, as did exited ESL students. Current ESL students were lower than the district on both the reading and mathematics STAAR progress measures, whereas a larger percentage of current bilingual students showed progress than did the district in reading.

Figure 10. STAAR Progress Performance in English Reading and Mathematics for Bilingual Students, ESL Students, and All Students Districtwide, 2018 (Combined Results for Grades 3 through 8)

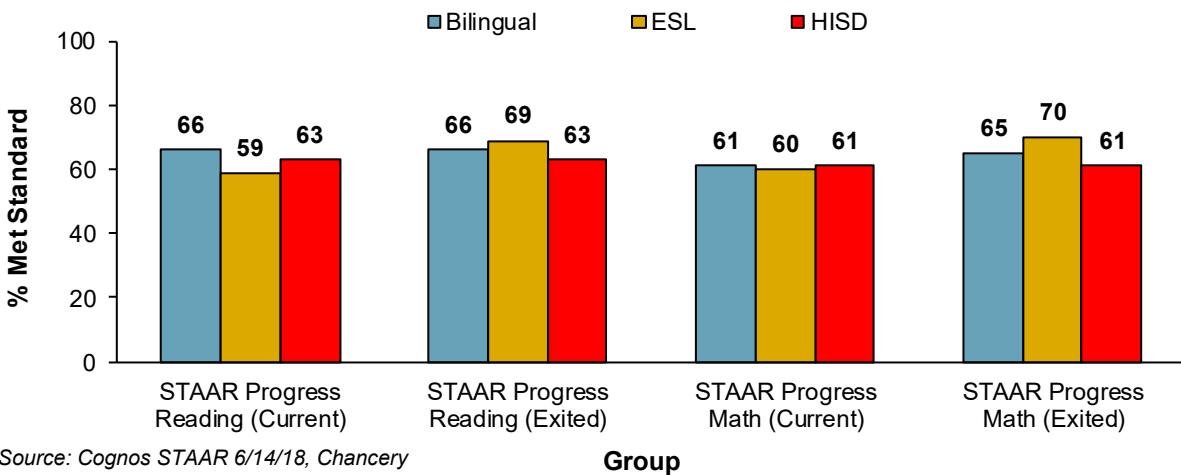
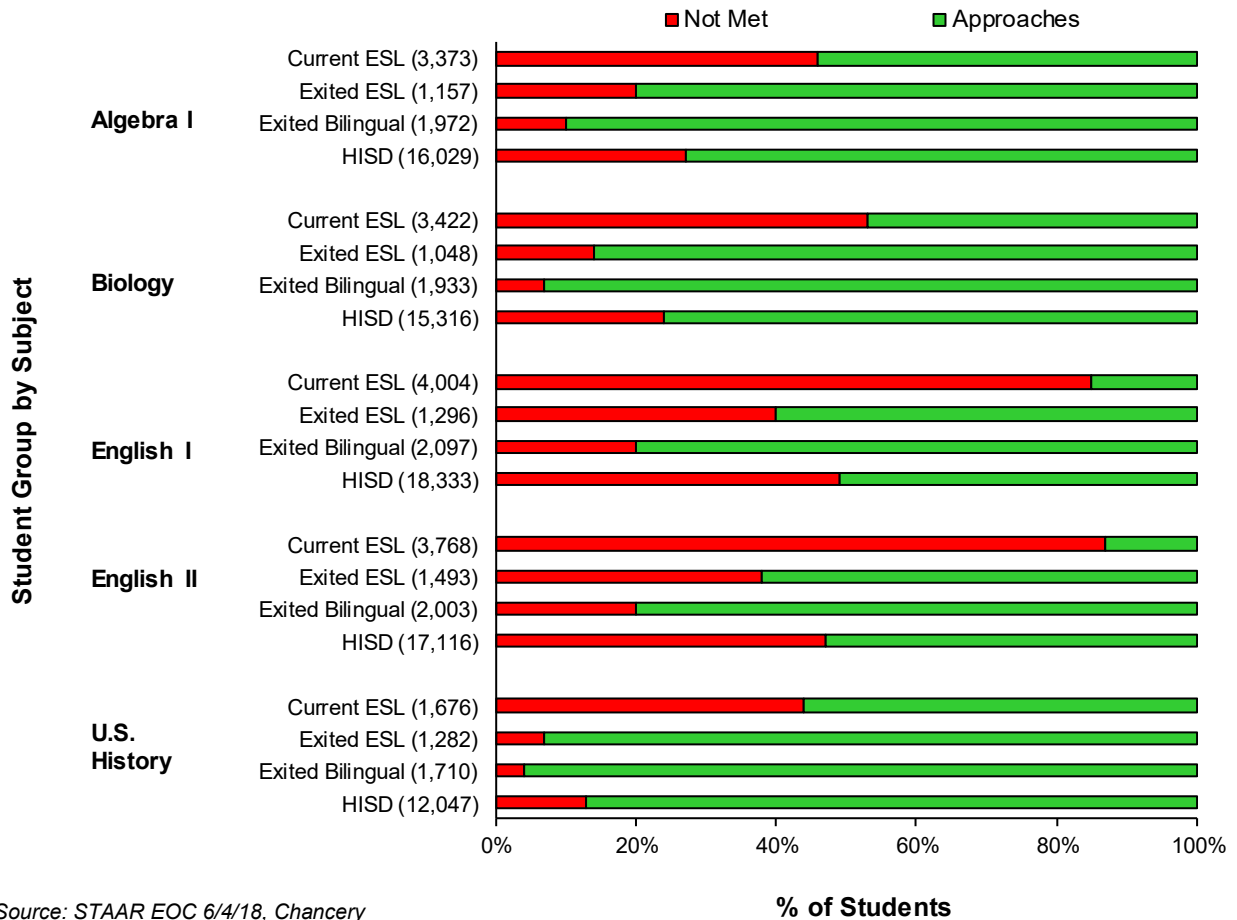


Figure 11. STAAR EOC Percent of Current and Exited ESL Students Who Met Approaches Grade Level Standard, by Subject, 2018: Results are Shown for All Current or Exited ESL Students, Exited Bilingual Students, As Well As For the District Overall



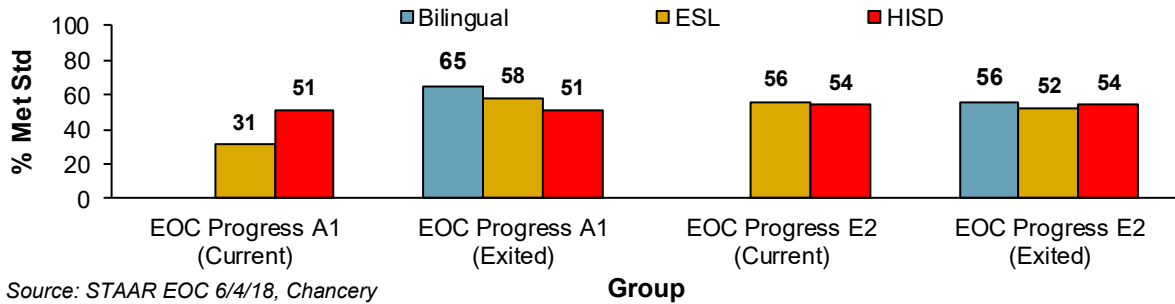
Source: STAAR EOC 6/4/18, Chancery

STAAR EOC

Figure 11 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 at Student Standard⁴ for 2017–2018 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 (15 and 13 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 (+3 to + 20 percentage points).
- Exited ESL students also did better than the district on all subjects (+6 to +10 percentage points).
- **Figure 12** (see page 11) shows results for the STAAR EOC progress measure for Algebra I and English II. Current ESL students were lower than the district on Algebra I (-20 percentage points), but were slightly higher on English II (+2 percentage points, see also **Appendix L**, p. 26).

Figure 12. STAAR EOC Progress Performance for Bilingual Students, ESL Students, and All Students Districtwide, 2018 (Algebra I and English II)



Source: STAAR EOC 6/4/18, Chancery

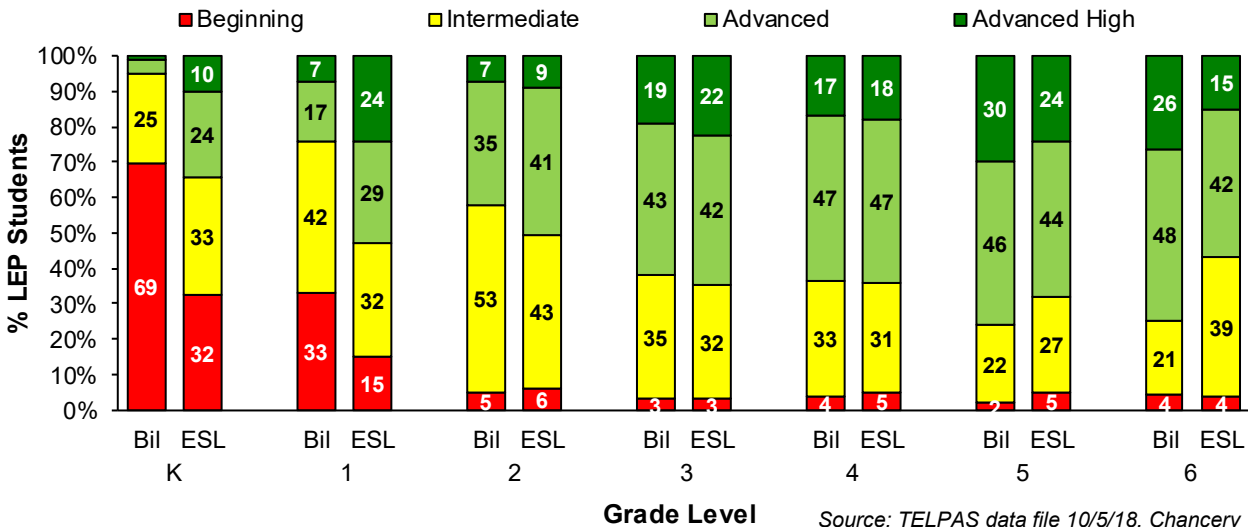
- A higher percentage of exited bilingual students showed progress than did either exited ESL students or the district overall, on both assessments. Exited ESL students were higher than the district on Algebra I (+7 percentage points), and were slightly lower on English II (-2 percentage points).

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

Figure 13 summarizes TELPAS results for bilingual and ESL students. This chart shows attainment, i.e., the percentage of students scoring at each proficiency level on the TELPAS. Yearly progress, i.e. the percentage of students who made gains in English language proficiency between testing years, was not reported in 2018 due to changes in the TELPAS assessment. Further details can be found in **Appendix M** (see p. 27).

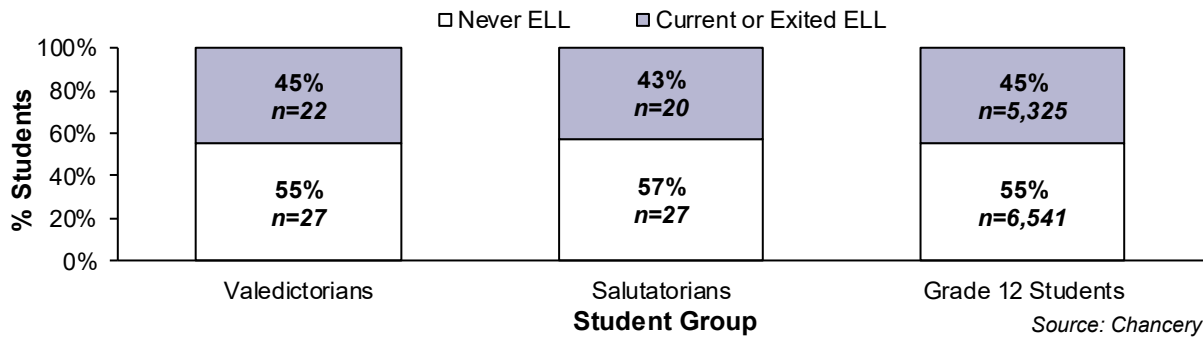
- Through grade 3, bilingual students had a higher percentage of students at the Beginning or Intermediate levels of proficiency (sections shaded red or yellow), and a lower percentage at Advanced or Advanced High levels (light or dark green), than did ESL students (Figure 13).
- By grade 4 performance for the two groups was more or less the same, but at grades 5 and 6, where bilingual students transition to predominantly English instruction, they showed more English proficiency than did ESL students (more of them Advanced or better).

Figure 13. TELPAS Composite Proficiency Ratings for Bilingual and ESL Students, 2018



Source: TELPAS data file 10/5/18, Chancery

Figure 14. Percentages of Valedictorians and Salutatorians (Class of 2018) Who Were Ever EL



How many ELs were valedictorians or salutatorians in high school?

As evidence for the long-term success of ELs from the bilingual and ESL programs, **Figure 14** shows the percentages of students from the graduating class of 2018 who were either exited ELs, or who were never EL at any time. Comparison data comes from the entire class of 2018.

- Of the 11,866 students in grade 12 during the 2017–2018 school year, 45% of them had been EL at some point between kindergarten and 12th grade.
- Forty-five percent of valedictorians had also been ELs at some point, and while 43% of salutatorians had been EL, this difference was not large enough to be statistically significant.

How many students successfully exited bilingual and ESL programs?

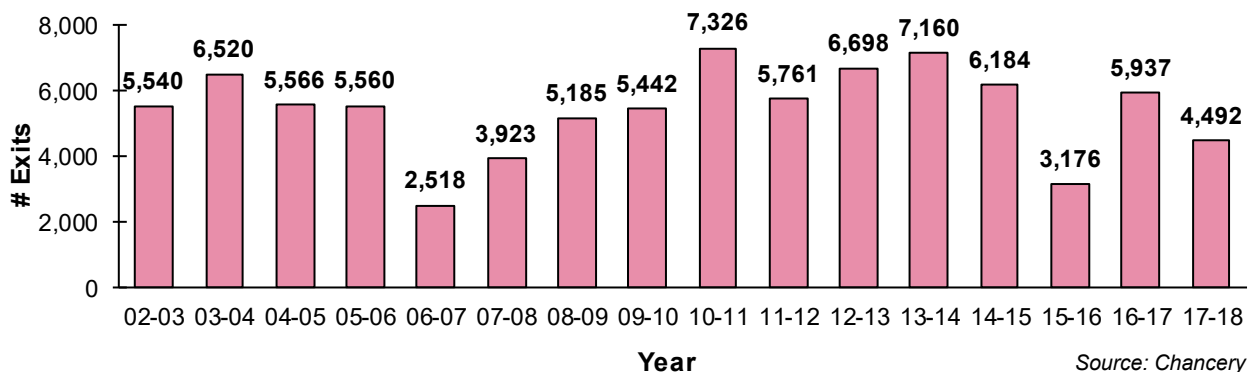
The district’s Chancery system was used to identify all ELs who met English proficiency criteria and were able to exit EL status during 2017–2018. These data are shown in **Figure 15**.

- A total of 4,492 students exited EL status in 2017–2018. This was a decrease of 1,445 (24 percent) in comparison with the previous year’s total.

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

Data from OneSource indicated that 222 staff development training sessions were coordinated by the Multilingual Programs Department during the 2017–2018 school year. These sessions, summarized in

Figure 15. EL Student Exits, 2002–2003 Through 2017–2018



Appendix N (p. 28), covered compliance, program planning, and instruction/information. Including an additional seven sessions of on-the-job training, a total of 6,319 teachers and other district staff participated in at least one session. Note that individuals may have been counted more than once if they attended multiple events (the unduplicated staff count was 3,936). A further 12,909 participated in one or more online training sessions (5,892 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 (44%) were current or exited ELs in 2017–2018, including 32% who are still currently classified as EL. Statewide assessments (i.e., STAAR, STAAR EOC) show performance gaps for current ELs relative to the district overall, which is unsurprising given that ELs 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 ELs, on all of the aforementioned assessments. This suggests that bilingual and ESL programs in HISD provide ELs 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, there are areas of concern.

Current EL students continued to perform poorly on the STAAR EOC assessments in 2017–2018, particularly in English I and English II. As can be seen in Appendix K, only 13% to 15% of current ESL students met the passing standard for English I and II. While these figures represent an improvement over 2017, the performance gap relative to the district remains large. Another area of concern is STAAR writing results. Data summarized in Appendix I show that the percentage of students passing STAAR writing declined in 2018 for the district overall, for current ELs, and even for exited ELs. Poor performance in reading and writing will impact EL students, since showing proficiency in these domains is needed in order to exit EL status. In addition, passing the English I and II assessments is a requirement for graduation. Continued low performance on English I and II, as well as the decline in writing performance, will need to be addressed.

There was a twenty-five percent decline in the number of students exiting EL status in 2017–2018. It is unclear whether this decline is cause to be concerned, as there were issues with the exit protocol this past year which may have been at fault. Specifically, one of the criteria the district has used for exiting EL students is student performance on the TELPAS listening and speaking domains. Due to changes by the state in the way TELPAS was administered, these data were not available until August. TELPAS is usually available to campuses in May, prior to the end of the school year. An alternative assessment (IPT) was to be used instead. It is possible that the IPT may have lead to fewer students meeting the designated exit criteria than would have been the case if TELPAS listening and speaking scores had been used instead. Analyses will be conducted to assess this possibility as soon as the relevant data become available.

References

- Houston Independent School District. (2018a). Dual Language Program Evaluation Report 2017–2018. HISD, Department of Research & Accountability.
- Houston Independent School District. (2018b). Pre-Exit ELL Students Performance STAAR & TELPAS 2017–2018. HISD, Department of Research & Accountability.

Houston Independent School District. (2018c). English as a Second Language (ESL) Student Performance Report 2017–2018. HISD, Department of Research & Accountability.

Houston Independent School District. (2018d). TELPAS Student Performance Report 2017–2018. HISD, Department of Research & Accountability.

Endnotes

- ¹ The district 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 Advanced Academics, not the Multilingual Programs Department, and thus they are not included under Multilingual Programs Department Guidelines. In addition, there is a Cultural Heritage Bilingual Program for Vietnamese-speaking ELs at Park Place Elementary School, however that program is currently being phased out (enrollment was 32 as of 2/28/2018). Results for ELs in all of these programs are, however, included in the present report.
- ² Note that all districtwide performance data include results from ELs as well as all other comparison groups (e.g., monitored and former ELs).
- ³ Categorizing exited ELs 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 ELs according to the identity of the program they were in during their last year under EL status. Thus designating a student as "Former Bilingual" simply means that they were in a bilingual program during the school year before they exited EL status.
- ⁴ STAAR EOC passing standards were scheduled to increase each year beginning in 2015–2016 (phase-in standards), but as of April 2017 this system was replaced with one where standards remained constant from year to year. However, the relevant passing standard for a given student is determined by the year in which they first were tested on any EOC assessment. This standard, once set, will be used for all subsequent EOC tests they may take, even if the "official" passing standard is now higher than it was when they first took a particular EOC test. The EOC results reported here use this student standard rather than those applying for the 2017–2018 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 EL 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 ELs were only considered at the district level (these were the Annual Measurable 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 (ELs) whose home language is spoken by 20 or more students in any single grade level across the entire district. If an EL 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 two bilingual education program models: a Transitional Bilingual Program (TBP) and a Dual-Language Bilingual Immersion Program (DLP) for native Spanish speakers. Since 2008-2009 the district has also offered the Cultural Heritage Bilingual Program (CHBP) for students whose primary language is Vietnamese, but this program is being phased out after the current school year.

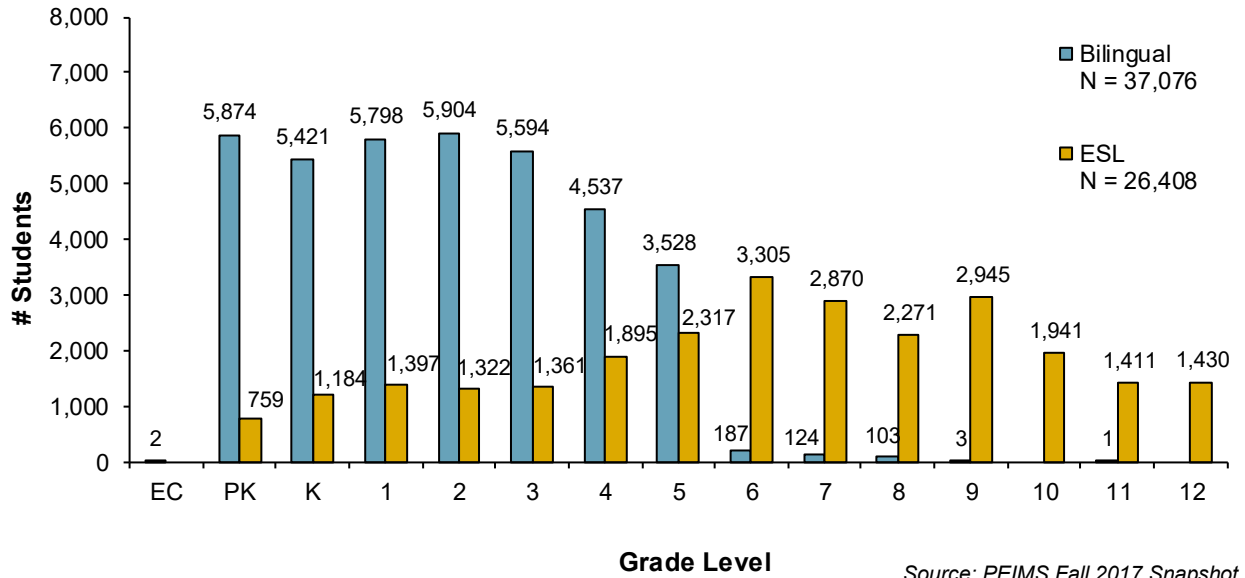
Bilingual programs primarily provide native language instruction in the early grades (PK–3) with gradual increments in daily English instruction in grades four through five. Students who have attained literacy and cognitive skills in their native language are gradually transitioned into English reading 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 EL 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, 2017–2018

This figure shows the enrollment totals for bilingual and ESL programs by grade level for the 2017–2018 school year. Note that for grades 5 and lower, the majority of EL students are in a bilingual program. Beginning in grade 6 this pattern reverses, with ESL becoming the dominant program model.



APPENDIX C

EL Student Ethnicity and Home Language, 2017–2018

Ethnicity	Number	Percent	Home Language	Number	Percent	% Change From Fall 2015
Hispanic	61,464	91%	Spanish	61,703	92%	-2%
Asian	2,555	4%	Arabic	1,122	2%	+3%
Black	1,516	2%	Swahili	408	1%	+6%
White	1,628	2%	Vietnamese	402	1%	-8%
American Indian	92	<1%	Mandarin	337	1%	+4%
Pacific Islander	30	<1%	Urdu	190	<1%	-6%
Two or More	62	<1%	Pashto	188	<1%	+50%
Total	67,347		Farsi	186	<1%	+45%
			Telugu	171	<1%	+17%
	Number	Percent	Other	2,640	4%	<1%
Econ Disadvantaged	57,686	86%	Total	67,347		

Source: PEIMS Fall 2017 Snapshot

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 subsequent years the standards in place for 2016 were retained (albeit relabeled 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 charts or tables in the present report that include data from 2015 or previous years 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). 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 2021–2022. 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. As was the case with the STAAR 3–8, the planned annual increase in the EOC passing standards was dropped by commissioner's rule effective with the 2016–2017 school year. Thus, passing standards for 2017–2018 are the same as those used in 2015–2016, and will remain the same for the foreseeable future (relabeled as "Approaches Grade Level").

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 ("Approaches Grade Level at Student Standard"). Under the Student Standard, all students taking EOC exams are not necessarily held to the same passing standard. Instead, the passing standard applicable is determined by the standard that was in place when a student first took any EOC assessment. This standard is to 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 or later, it is equivalent to the 2016 Progression Standard.

The TELPAS is an English language proficiency assessment which is administered to all EL 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 EL 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. TELPAS underwent a number of revisions in 2017–2018 (for details see the district's 2018 TELPAS report, Houston Independent School District, 2018d). Listening and speaking are now assessed via online technology, and the reading assessment for grades 2–12 was shortened. Accordingly, the TELPAS was renormed in the summer of 2018 in order to account for these changes.

Appendix E

STAAR Progress Measure

This report includes an additional performance measure from the STAAR (3–8) and EOC assessments, STAAR Progress. 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 Meets Grade Level 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 was at the Meets Grade Level standard on the STAAR one year to be able to perform at same level the next year.

STAAR Progress is reported for students who (a) had a valid STAAR score in both 2018 and 2017, (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 EL Progress measure (this latter requirement only applies to students tested in 2017 or earlier). For this report, STAAR Progress is reported only for students who were tested in English in both years.

Appendix F

Spanish STAAR Performance of Bilingual Students: Number Tested and Percent Meeting Approaches Grade Level Standard by Grade Level, Subject, and Year (2017 and 2018)

Program	Grade	Enrollment *		Spanish Reading				Spanish Mathematics			
		Enrollment *		2017		2018		2017		2018	
		2017 N	2018 N	# Tested	% Met Appr.	# Tested	% Met Appr.	# Tested	% Met Appr.	# Tested	% Met Appr.
Current	3	4,573	4,613	4,008	65	3,788	72	3,821	73	3,573	74
Bilingual	4	1,865	1,994	1,449	63	1,356	64	1,405	72	1,266	74
	5	336	442	62	55	127	61	56	34	122	53
Total		6,774	7,049	5,519	65	5,271	69	5,282	73	4,961	74

Source: STAAR student data files, Chancery

* Enrollment figures shown in Table 3 include all EL 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 EL 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 ELs, and students in the Mandarin, Arabic, and French bilingual programs, who are all tested in English.

Appendix G

English STAAR Performance of Bilingual Students: Number Tested and Percent Meeting Approaches Grade Level Standard by Grade Level, Subject, and Year (2017 and 2018)

Program	Grade	Enrollment		English Reading				English Mathematics			
				2017		2018		2017		2018	
		2017 N	2018 N	# Tested	% Met Appr.	# Tested	% Met Appr.	# Tested	% Met Appr.	# Tested	% Met Appr.
Current Bilingual	3	5,744	5,539	1,647	62	1,648	70	1,827	77	1,871	81
	4	5,044	4,459	3,408	54	2,865	50	3,472	72	3,028	75
	5	3,541	3,374	3,316	51	3,090	59	3,348	77	3,129	79
	6	180	158	177	36	158	52	178	62	158	70
	7	117	121	115	51	119	48	114	68	120	60
	8	97	104	97	39	103	51	88	61	88	89
	Total	14,723	13,755	8,760	54	7,983	58	9,027	75	8,394	77
	Monitored Bilingual	3	167	241	153	97	212	98	153	98	226
4		263	426	257	93	416	97	258	92	416	98
5		805	765	798	92	760	97	798	96	760	97
6		1,209	878	1,206	80	866	81	1,208	88	865	91
7		956	476	937	83	473	85	885	82	453	82
8		294	223	292	85	219	92	202	75	143	90
Total		3,694	3,009	3,643	86	2,946	90	3,504	88	2,863	93
Former Bilingual		3	2	0	2	*	0	--	2	*	0
	4	33	37	33	94	36	89	33	100	36	92
	5	98	79	94	97	77	94	94	96	77	95
	6	357	396	352	88	390	92	353	92	390	92
	7	924	1,064	911	91	1,058	89	856	89	991	88
	8	1,660	1,592	1,653	89	1,574	91	1,084	84	1,045	88
	Total	3,074	3,168	3,045	90	3,135	91	2,422	88	2,539	89
	HISD	3	18,108	17,868	13,557	64	13,471	69	13,757	71	13,720
4		17,875	17,428	15,713	61	15,314	62	15,755	69	15,478	74
5		16,680	17,264	15,986	64	16,442	70	16,022	76	16,553	79
6		13,921	13,686	13,573	58	13,262	61	13,486	69	13,191	71
7		13,500	13,844	13,137	65	13,482	65	12,530	64	12,863	64
8		13,656	13,514	13,254	68	13,087	70	10,760	65	10,432	70
Total		93,740	93,604	85,220	63	85,058	66	82,310	69	82,237	72

Source: STAAR student data files, Chancery

* Indicates fewer than 5 students tested

Appendix H

English STAAR Performance of ESL Students: Number Tested and Percent Meeting Approaches Grade Level Standard by Grade Level, Subject, and Year (2017 and 2018)

Program	Grade	Enrollment		English Reading				English Mathematics			
				2017		2018		2017		2018	
		2017 N	2018 N	# Tested	% Met Sat.	# Tested	% Appr.	# Tested	% Met Sat.	# Tested	% Appr.
Current ESL	3	1,489	1,505	1,422	51	1,423	57	1,427	61	1,407	68
	4	1,888	2,027	1,795	47	1,901	51	1,802	62	1,927	70
	5	2,009	2,517	1,900	45	2,335	56	1,902	65	2,392	72
	6	3,234	3,294	3,177	27	3,239	37	3,173	50	3,242	57
	7	2,604	2,915	2,560	31	2,850	34	2,539	40	2,824	45
	8	2,500	2,390	2,454	27	2,361	31	2,372	43	2,204	50
	Total	13,724	14,648	13,308	36	14,109	42	13,215	52	13,996	59
	Monitored ESL	3	187	190	185	96	187	99	185	97	187
4		198	233	193	93	227	96	193	93	226	96
5		175	347	168	89	344	97	168	93	344	97
6		283	326	280	81	318	85	280	88	318	88
7		307	511	300	82	498	86	280	78	472	84
8		422	436	405	79	428	81	317	79	315	83
Total		1,572	2,043	1,528	85	2,002	89	1,423	86	1,862	90
Former ESL		3	2	0	2	*	0	--	2	*	0
	4	79	96	77	96	96	98	77	99	96	99
	5	116	130	113	99	127	97	113	99	128	98
	6	153	162	145	97	157	94	145	98	157	96
	7	193	247	182	94	236	95	160	89	213	96
	8	246	309	231	90	293	93	147	90	170	88
	Total	789	944	750	94	909	95	644	94	764	95
	HISD	3	18,108	17,868	13,557	64	13,471	69	13,757	71	13,720
4		17,875	17,428	15,713	61	15,314	62	15,755	69	15,478	74
5		16,680	17,264	15,986	64	16,442	70	16,022	76	16,553	79
6		13,921	13,686	13,573	58	13,262	61	13,486	69	13,191	71
7		13,500	13,844	13,137	65	13,482	65	12,530	64	12,863	64
8		13,656	13,514	13,254	68	13,087	70	10,760	65	10,432	70
Total		93,740	93,604	85,220	63	85,058	66	82,310	69	82,237	72

Source: STAAR student data files, Chancery

* Indicates fewer than 5 students tested

Appendix I

English STAAR Performance of Bilingual and ESL Students in other STAAR subjects: Number Tested and Percent Meeting Approaches Grade Level Standard by Subject and Year (2017 and 2018)

Subject & Year	Current Bilingual		Current ESL		Exited Bilingual		Exited ESL		HISD	
	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.
English Writing 2017	3,534	50	4,389	36	2,159	89	753	87	28,927	61
English Writing 2018	3,031	43	4,799	29	1,981	86	1,061	85	28,871	56
Change		-7		-7		-3		-2		-5
English Science 2017	3,452	61	4,328	40	2,796	87	902	84	29,020	67
English Science 2018	3,301	61	4,720	46	2,565	87	1,180	86	29,463	67
Change		0		+6		0		+2		0
English Soc Studies 2017	95	52	2,438	20	1,939	70	635	65	13,214	53
English Soc Studies 2018	103	46	2,317	23	1,793	72	716	68	13,021	54
Change		-6		+3		+2		+3		+1

Appendix J

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

Program	Grade	Enrollment		Reading				Mathematics			
				2017		2018		2017		2018	
		2017	2018	# Tested	% Met	# Tested	% Met	# Tested	% Met	# Tested	% Met
Bilingual (Current)	3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	4	5,044	4,459	743	57	937	54	1,670	60	2,931	56
	5	3,541	3,374	2,144	53	1,968	73	2,909	67	3,076	65
	6	180	158	145	49	131	42	150	52	146	49
	7	117	121	93	61	111	67	95	68	112	64
	8	97	104	68	68	95	60	59	80	80	93
	Total	8,979	8,216	3,193	54	3,242	66	4,880	64	6,345	61
ESL (Current)	3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	4	1,888	2,027	638	56	1,328	59	776	61	1,778	63
	5	2,009	2,517	1,296	50	1,967	72	1,469	67	2,243	68
	6	3,234	3,294	2,269	32	2,772	39	2,289	39	2,978	46
	7	2,604	2,915	1,634	67	2,566	73	1,619	51	2,548	58
	8	2,500	2,390	1,484	59	2,088	59	1,380	70	1,925	74
	Total	12,235	13,143	7,321	50	10,721	59	7,533	55	11,472	60
Bilingual (Exited)	3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	4	296	463	281	67	442	62	290	72	452	73
	5	903	844	884	61	832	74	891	78	834	78
	6	1,566	1,266	1,550	39	1,251	43	1,551	52	1,250	49
	7	1,880	1,527	1,826	69	1,514	78	1,724	63	1,426	61
	8	1,954	1,790	1,932	64	1,768	70	1,235	75	1,068	74
	Total	6,599	5,890	6,473	59	5,807	66	5,691	65	5,030	65
ESL (Exited)	3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	4	277	329	269	68	322	68	269	75	321	74
	5	291	477	279	68	466	82	279	82	467	82
	6	436	488	424	47	467	47	422	61	468	59
	7	500	758	478	72	730	78	442	63	681	65
	8	668	745	625	63	716	67	427	75	433	74
	Total	2,172	2,797	2,075	63	2,701	69	1,839	70	2,370	70
HISD	3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	4	17,875	17,428	11,212	55	12,142	59	12,346	60	14,627	61
	5	16,680	17,264	13,721	57	14,374	74	14,827	71	15,842	69
	6	13,921	13,686	12,091	41	12,246	41	12,040	49	12,413	48
	7	13,500	13,844	11,655	67	12,647	72	11,034	57	12,040	58
	8	13,656	13,514	11,828	64	12,366	68	8,927	36	9,105	71
	Total	75,632	75,736	60,507	57	63,775	63	59,174	56	64,027	61

Source: STAAR student data files, Chancery

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 2018 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	3,373	1,566	46	1,807	54	667	20
	Exited ESL	1,157	228	20	929	80	627	54
	Exited Bilingual	1,972	196	10	1,776	90	1,304	66
	HISD	16,029	4,370	27	11,659	73	7,024	44
Biology	Current ESL	3,422	1,826	53	1,596	47	438	13
	Exited ESL	1,048	147	14	901	86	536	51
	Exited Bilingual	1,933	135	7	1,798	93	1,334	69
	HISD	15,316	3,696	24	11,620	76	7,138	47
English I	Current ESL	4,004	3,396	85	608	15	222	6
	Exited ESL	1,296	520	40	776	60	494	38
	Exited Bilingual	2,097	426	20	1,671	80	1,277	61
	HISD	18,333	9,038	49	9,295	51	6,541	36
English II	Current ESL	3,768	3,284	87	484	13	192	5
	Exited ESL	1,493	561	38	932	62	621	42
	Exited Bilingual	2,003	403	20	1,600	80	1,235	62
	HISD	17,116	8,041	47	9,075	53	6,561	38
U.S. History	Current ESL	1,676	744	44	932	56	326	19
	Exited ESL	1,282	84	7	1,198	93	889	69
	Exited Bilingual	1,710	61	4	1,649	96	1,338	78
	HISD	12,047	1,587	13	10,460	87	7,602	63

Source: STAAR EOC 6/4/18, 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 Performance of Bilingual and ESL Students: Number Tested, and Percent Met Standard for Algebra I and English II

		STAAR Progress			
		2017		2018	
Program	Exam	# Tested	% Met	# Tested	% Met
Bilingual (Current)	A1	n/a	n/a	n/a	n/a
	E2	n/a	n/a	n/a	n/a
ESL (Current)	A1	1,117	30	1,804	31
	E2	755	47	1,730	56
Bilingual (Exited)	A1	1,893	65	1,821	65
	E2	1,778	51	1,738	56
ESL (Exited)	A1	940	53	986	58
	E2	1,253	52	1,151	52
HISD	A1	11,459	50	12,162	51
	E2	11,186	51	11,941	54

Source: STAAR EOC 6/4/18, Chancery

Appendix M

Composite TELPAS Results: Number and Percent of Students at Each Proficiency Level in 2018, by Grade. Results Shown Separately for Bilingual and ESL Students

Bilingual Students											
Grade	# Tested	Beginning		Intermediate		Advanced		Advanced High		AH 2017	Composite Score
		N	%	N	%	N	%	N	%	%*	
K	5,337	3,702	69	1,350	25	220	4	65	1	1	1.3
1	5,685	1,903	33	2,413	42	988	17	381	7	4	1.9
2	5,819	316	5	3,056	53	2,045	35	402	7	15	2.4
3	5,498	148	3	1,910	35	2,391	43	1,049	19	26	2.7
4	4,421	159	4	1,453	33	2,064	47	745	17	31	2.7
5	3,350	83	2	742	22	1,533	46	992	30	48	3.0
6	156	7	4	33	21	75	48	41	26	40	2.9
7	117	6	5	26	22	59	50	26	22	48	2.9
8	100	4	4	20	20	41	41	35	35	48	3.0
Total	30,483	6,328	21	11,003	36	9,416	31	3,736	12	19	2.3

ESL Students											
Grade	# Tested	Beginning		Intermediate		Advanced		Advanced High		AH 2017	Composite Score
		N	%	N	%	N	%	N	%	%*	
K	1,167	376	32	387	33	283	24	121	10	11	2.1
1	1,413	212	15	452	32	414	29	335	24	22	2.5
2	1,382	84	6	601	43	568	41	129	9	22	2.5
3	1,478	47	3	471	32	628	42	332	22	30	2.8
4	1,986	91	5	608	31	925	47	362	18	26	2.7
5	2,476	120	5	657	27	1,094	44	605	24	38	2.8
6	3,220	137	4	1,240	39	1,350	42	493	15	23	2.7
7	2,826	162	6	1,135	40	1,180	42	349	12	25	2.6
8	2,297	156	7	889	39	976	42	276	12	27	2.6
9	2,700	397	15	1,344	50	763	28	196	7	19	2.3
10	1,796	180	10	878	49	601	33	137	8	21	2.4
11	1,252	76	6	573	46	480	38	123	10	29	2.5
12	1,263	73	6	521	41	523	41	146	12	27	2.6
Total	25,256	2,111	8	9,756	39	9,785	39	3,604	14	25	2.6

Source: TELPAS data file 10/5/18, Chancery

* 2017 results reflect the prior standards. The test was renamed in 2018.

Appendix N

Scope and Frequency of Professional Development Training, 2017–2018

Description	Total Attendance	# Sessions	Description	Total Attendance	# Sessions
Advancing Writing with TELPAS PLDS	159	10	MOY LPAC Decision Making - ES/MS	117	3
Bilingual/ESL Job Alike 2017	2,203	4	MOY LPAC Decision Making - HS	21	2
Biliter Devel I 3-5	27	2	MOY LPAC Decision Making Updates ES/MS	165	4
Biliter Devel I K-2	29	3	MOY LPAC Decision Making Updates HS	38	3
Biliter Devel I PK	21	2	Multilingual Programs Institutes	131	7
BOY LPAC Updates	260	10	NC Summer School Training	28	1
Content Language Objectives	3	1	QTEL BASE INSTITUTE DAYS 1&2	35	1
Cross Linguistic Connections PK-5	71	4	QTEL BASE INSTITUTE DAYS 3&4	35	1
DL Essentials for Secondary Teachers	5	1	QTEL Building The Base	99	4
DL Essentials PK-5	111	4	Sheltered Instruction Science 1-5	21	2
DL New Teacher Academy	15	1	Sheltered Instruction Social Studies 1-5	9	1
DL Resources Overview	134	2	Trans Languaging for Bilite	6	2
Effective PVR PK-5	80	4	Unpack The Complex of Acad La	4	1
ELL Administrator's Meeting	21	2	TOTAL (Courses & Meetings)	6,074	222
ELL Data Entry/Documentation - New ELLs	97	4			
ELL Data Entry/Documentation -Elementary	205	21	Data Driven ESL Instruction	31	1
ELL Data Entry/Documentation - Secondary	100	10	Instructional Technology	127	3
ELL Kinder Summer School	135	2	TALK READ TALK WRITE	62	2
ELL Pre-K Summer School	142	2	Words Words Words	25	1
ELLevate Students' Writing 2-5	43	3	TOTAL (On-Job Training)	245	7
ELLevate Writing Revision 2-5	29	2			
ELLevation-Trainer Training	35	2	Cultural Awareness	459	462
EOY LPAC Annual Review Elementary	122	7	Data Entry LPAC EOY 2018	144	170
EOY LPAC Annual Review High School	40	4	DL Essentials Online	118	125
EOY LPAC Annual Review Middle School	31	4	ELPS-TELPAS Training for New Raters 2018	342	399
ESL Strategies & TELPAS	12	3	EOY LPAC Annual Review 2018	162	181
ESL TExES Preparation	302	10	Part I - STAAR Academic Vocabulary for ELLs	109	116
Facil Language Transferring Sec. DL	1	1	Part I - TELPAS Writing	76	78
GLAD 2-Day Workshop	85	2	Part II - Academic Vocabulary for ELLs	110	115
GLAD 4-Day Class Demo	74	2	Part II - ELL Strategies for SIFE	95	96
Interactive Word Walls PK-5	84	4	Part II - TELPAS Writing	44	45
IOWA Assessments (NRT)	99	15	Part III - Academic Vocabulary for ELLs	83	84
IPT (Oral Language Test)	212	19	Part III - ELL Strategies for SIFE	82	83
IPT Writing Early Literacy	22	1	Part III - TELPAS Writing	41	41
Language Transfer 3-5	38	3	PartI - ELL Strategies for SIFE	97	96
Language Transfer K-5	20	2	Second Language Acquisition	308	316
Language Transfer PK-2	92	4	Sheltered Instruction 2.2	1,079	1,082
LPAC Basic Training PK -12 (Make-up)	46	6	Sheltered Instruction 2.2	1,950	1,859
LPAC Basic Training PK-12	118	5	Sheltered Instruction 2.3	1,305	1,283
LPAC Leadership Summit - Elementary	30	1	Sheltered Instruction Part 1	1,487	1,482
LPAC Leadership Summit - Secondary	12	1	Sheltered Instruction Pt2	4,818	5,180
			TOTAL (Online)	12,909	13,293
			OVERALL TOTAL	19,228	13,522

Source: Multilingual Department, OneSource