

**MEMORANDUM**

September 11, 2013

TO: Board Members

FROM: Terry B. Grier, Ed.D.  
Superintendent of Schools

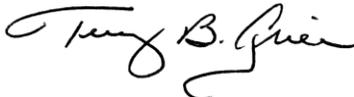
SUBJECT: **2013 ESL STUDENT PERFORMANCE REPORT**

CONTACT: Carla Stevens, 713-556-6700

The Houston Independent School District offers two different English as a Second Language (ESL) programs for language minority students. One of these is a Content-Based ESL program where ESL methodology is used to deliver English instruction across a variety of subject areas. The second is a Pullout ESL program where students attend special intensive language classes for part of the day, separate from their regular all-English classes. Attached is a report summarizing the performance of students who were in these two ESL programs during the 2012–2013 school year.

Included in the report are findings from assessments of academic achievement and English language proficiency, including results from the English STAAR, STAAR EOC, TAKS, Stanford 10, and the TELPAS.

A total of 5,310 students were in the Content-Based ESL program in 2012–2013, with 8,539 students in the Pullout ESL program. Results from a variety of assessments showed that performance of students in the Content-Based ESL program was slightly superior to that of students in Pullout ESL, but that this advantage was small in comparison with the performance gap both groups showed compared to the district. Students who had exited from an ESL program (i.e., monitored ELLs) seemed to have largely eliminated the performance gap relative to the district, with exited CB-ESL students performing better than the district average on all measures. On the TELPAS, students in Pullout ESL showed higher overall English proficiency in 2013 than those in Content-Based ESL, but a higher percentage of Content-Based ESL students showed gains in proficiency compared to 2012.

  
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TBG

cc: Superintendent's Direct Reports  
Gracie Guerrero  
Chief Schools Officers  
School Support Officers  
Principals



# RESEARCH

Educational Program Report

## ESL STUDENT PERFORMANCE: ENGLISH STAAR, TAKS, STANFORD, & TELPAS 2012–2013

DEPARTMENT OF RESEARCH AND ACCOUNTABILITY  
HOUSTON INDEPENDENT SCHOOL DISTRICT



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# ENGLISH AS A SECOND LANGUAGE STUDENT PERFORMANCE REPORT: ENGLISH STAAR, TAKS, STANFORD, AND TELPAS 2012–2013

## Executive Summary

### Program Description

The Houston Independent School District offers two different ESL programs for students whose native language is not English and who need to develop and enhance their English language skills (English Language Learners, or ELLs). The Content-Based ESL model (CB-ESL) 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 district also offers a Pullout ESL model (PO-ESL), where students are served with an ESL language program for part of each day. This report contains summaries of ESL student enrollment and academic performance.

### Highlights

- During the 2012–2013 school year, there were 5,310 students receiving ESL instruction using the CB-ESL model, and 8,539 receiving instruction using the PO-ESL model.
- Students in both ESL programs did not perform as well as those in the district overall, across a variety of different assessments (STAAR, STAAR-L, STAAR EOC, TAKS, and Stanford10).
- On the majority of assessments and subtests, students in CB-ESL performed slightly better than those in PO-ESL.
- The performance gaps for ESL students relative to the district were largely eliminated for those ESL students who had exited ELL status.
- Exited CB-ESL students performed better than the district average across all measures.
- Results for exited PO-ESL students were mixed, with performance often being slightly lower than that of the district but being higher on some measures.
- On the TELPAS, PO-ESL students showed more proficiency overall than did CB-ESL students, but showed slightly lower proficiency gains over the previous year.

### Recommendations

1. Overall, the performance gaps for ESL students relative to the district were largely eliminated for those ESL students who had exited ELL status. Thus, efforts should be focused on putting systems in place to closely monitor the English proficiency progress of ESL students to give them an opportunity to meet exit criteria.
  2. The Everyday ExcELLEnce Institute is a professional development opportunity that the district now offers for teachers of secondary ELLs. Staff development efforts should be a result of collaboration between the Professional Support and Development and Multilingual Programs departments so that all educators who teach identified ELLs at the secondary level participate in the Everyday ExcELLEnce Institute.
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3. Collaboration between the Curriculum and Instruction and the Multilingual Programs departments should result in the development of curricula that can be differentiated for ELLs at various stages of English proficiency. Additionally, district assessments need to be equally aligned to the various English proficiency levels so that the academic progress of these students can be accurately measured and monitored.
4. The district and Multilingual Programs department should consult the findings of the previously solicited review of bilingual and ESL programs in the district, and implement that report's recommendations concerning ELL students served by ESL program.

### **Administrative Response**

Now that a Secondary division of Multilingual Programs is specifically dedicated to supporting secondary campuses, a strategic approach to meeting the needs of secondary ELLs will be implemented. Specific ELL needs were identified and campuses demonstrating the highest needs were personally visited for instructional consultations during the fall semester. Staff shared student history, assessment, and English proficiency data with school administrators and teachers. Additionally, student schedules were reviewed to verify that ELLs received appropriate services.

Comprehensive data reports have been compiled and provided to campuses both as a summary of overall performance, and at the level of individual students. Special "at-risk" reports have been generated to focus attention on students who are overage, failed any section on the state assessment, and failed one or more courses in a given semester.

Specialized training in TELPAS (Texas English Language Proficiency Assessment System) and ELPS (English Language Proficiency Standards) will be conducted to further align the training received by teachers who will ultimately be responsible for rating students in the areas of Listening, Speaking, and Writing. This will ensure that teachers follow the designated rubric so that the holistic ratings are based on student linguistic abilities, giving more students more opportunities for program exit.

## Introduction

The Houston Independent School District (HISD) offers two English as a second language (ESL) programs for students whose native language is not English and who need to develop and enhance their English language skills (English Language Learners, or ELLs). The Content-Based ESL model (CB-ESL) 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. At the secondary level CB-ESL is available for Newcomers (students with three or fewer years in U.S. schools), and students receive ESL/ELA and content ESL courses (e.g., ESL History, ESL Biology). The district also offers a Pullout ESL model (PO-ESL), where students are served with an ESL language program for part of each day. In middle and high school, PO-ESL means that students are receiving the minimal support of one or more ESL/ELA courses. **Appendix A** (see p. 12) provides further details.

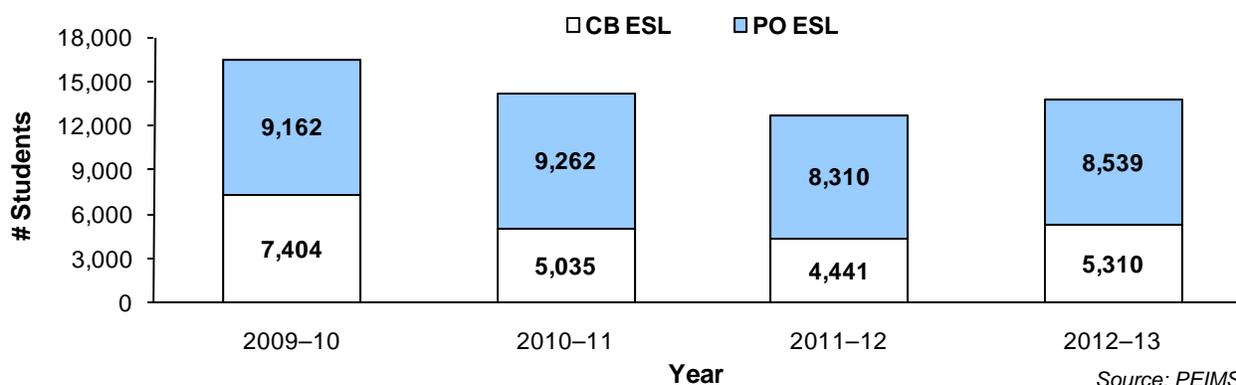
The purpose of this report is to provide program staff with a detailed examination of ELL students enrolled in the district's two ESL programs. The report includes data concerning the number of students enrolled in ESL, as well as information on their academic progress in English (STAAR, STAAR-EOC, TAKS, and Stanford performance), and level of English-language proficiency (TELPAS).

## Methods

### Participants

ELL students in either the Content-Based or Pullout ESL program were identified using 2012–2013 Chancery Student Management System (SMS) and Public Education Information Management System (PEIMS) databases. A summary of enrollment figures for ELL students in the two programs is shown in **Figure 1**. Note that the majority of ESL students are served under the PO-ESL program (8,539), with fewer students served under the CB-ESL program (5,310).

**Figure 1. ELL Enrollment by ESL Program Type, 2009–2010 to 2012–2013**

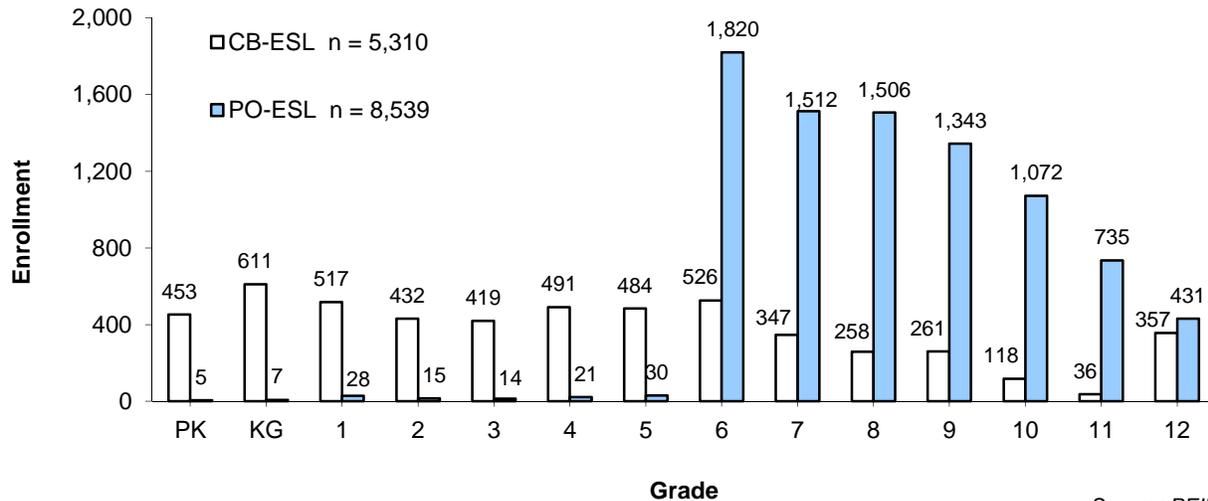


**Figure 2** (see p. 4) shows ESL enrollment by program and grade level. As can be seen, CB-ESL is more common in the elementary grades, whereas PO-ESL is dominant at the secondary level. All ESL students in grades K through 12 with valid STAAR, STAAR-EOC, TAKS, Stanford 10, or TELPAS test results from 2012–2013 were included in the analyses for this report.

### Data Collection & Analysis

ELL student performance on seven assessments is included in this report; the State of Texas Assessments of Academic Readiness (STAAR) for grade 3–8, the STAAR End-of-Course (EOC) for grades 9

**Figure 2. ESL student enrollment by ESL program and grade level, 2013.**



Source: PEIMS

and 10, the STAAR-L and the STAAR EOC-L (linguistically accommodated versions of the regular STAAR and EOC tests), the Texas Assessment of Knowledge and Skills (TAKS) for grade 11, the Stanford Achievement Test Series, Tenth Edition (Stanford 10) for grades 3–8, and the Texas English Language Proficiency Assessment System (TELPAS) (see **Appendix B**, p. 13). All ELL students in HISD are assessed in their primary language of instruction; therefore, ESL students are assessed in English, and all data are from 2013.

STAAR results are reported and analyzed for the reading and mathematics tests. For each subtest, the percentage of students who met standard is reported. For STAAR-L, results are reported for students who took the STAAR-L version of the mathematics test. For STAAR EOC, results are reported for English I and II Reading and Writing, Algebra I, Biology, World Geography, World History, Chemistry, and Geometry. Results are also included for students taking the linguistically-accommodated versions of EOC tests in algebra, biology, world geography, world history, chemistry, and geometry. For TAKS, the percent of students meeting standard are reported for the reading and mathematics tests. Stanford 10 results are reported and analyzed for reading, mathematics, language, science, and social science, in the form of Normal Curve Equivalents (NCEs).

TELPAS results are reported and analyzed for two indicators. One of these reflects attainment, i.e., the overall level of English language proficiency exhibited by ELL students. 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 2012 and 2013. For this second TELPAS indicator, the percent gaining one or more proficiency levels in the previous year is reported.

### Data Limitations

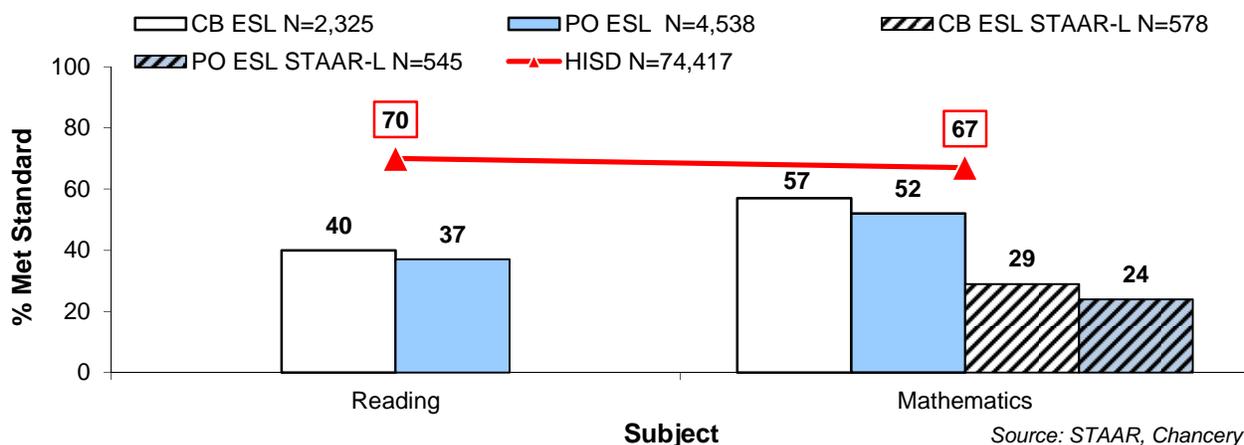
There are some limitations to this student performance report. Enrollment data came from the fall of 2012 PEIMS snapshot. Therefore, the counts of students in the CB-ESL and PO-ESL programs do not reflect students who enrolled after that date. In addition, results for the STAAR, STAAR-L, and the STAAR End-of-course assessments cannot be used to show any long-term trends, since these assessments were first introduced in 2012.

## Results

### STAAR

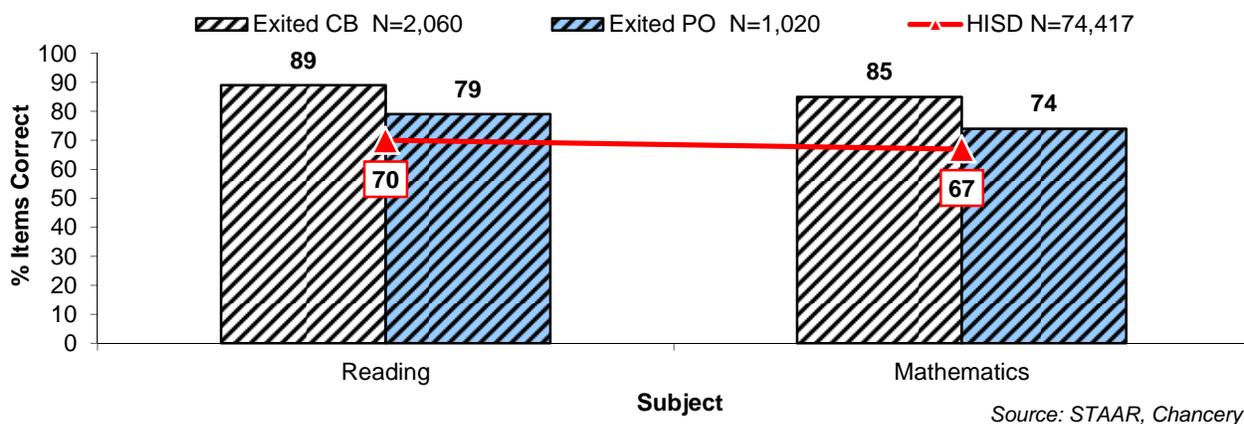
- **Figure 3** shows the percent of students who met standard (Satisfactory Level II performance) for the reading and mathematics sections of the STAAR in 2012. Further details, including the number of students tested and performance by grade level, as well as results for 2012, can be seen in **Appendix C** (see p. 14).

**Figure 3. ESL student STAAR and STAAR-L performance by ESL program and subject, 2013.**



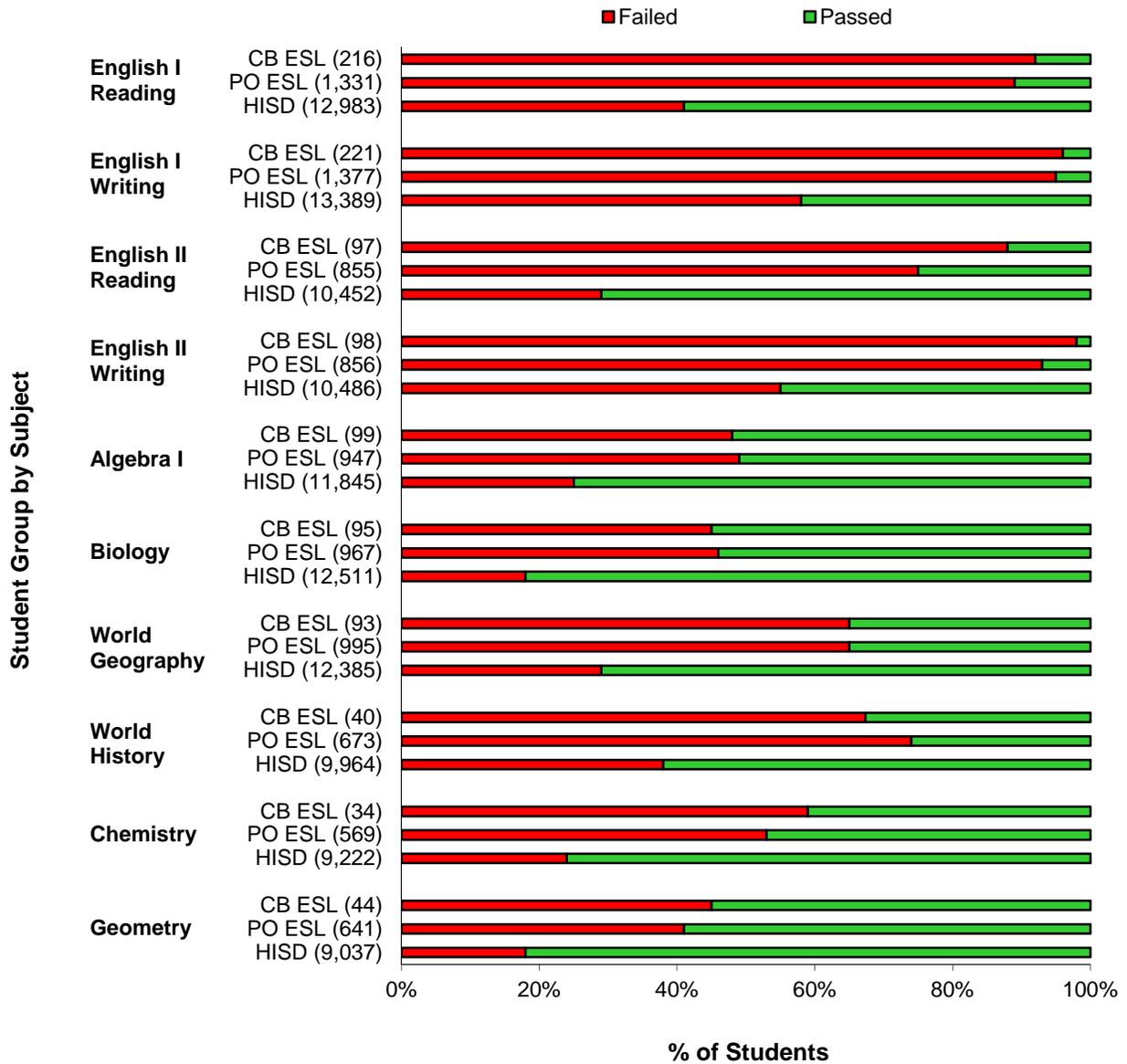
- CB-ESL performance was better than that of PO-ESL overall, in both reading (3 percentage points and mathematics (5 percentage points).
- Scores for both groups of ESL students were lower than the district, and this was true in both reading (gaps of 30 and 33 percentage points, respectively) and mathematics (gaps of 10 and 15 percentage points, respectively).
- Performance of both ESL groups on the STAAR mathematics exceeded the performance of ESL students who took the STAAR-L (note that there is no STAAR-L for reading).

**Figure 4. Exited ESL student STAAR performance by ESL program and subject, 2013.**



- Results for exited ESL students (**Figure 4**) show that students who had exited CB-ESL exceeded the district on reading and mathematics, as did those who had exited PO-ESL.

**Figure 5. ESL student STAAR-EOC percent met standard by ESL program, and subject, 2013**



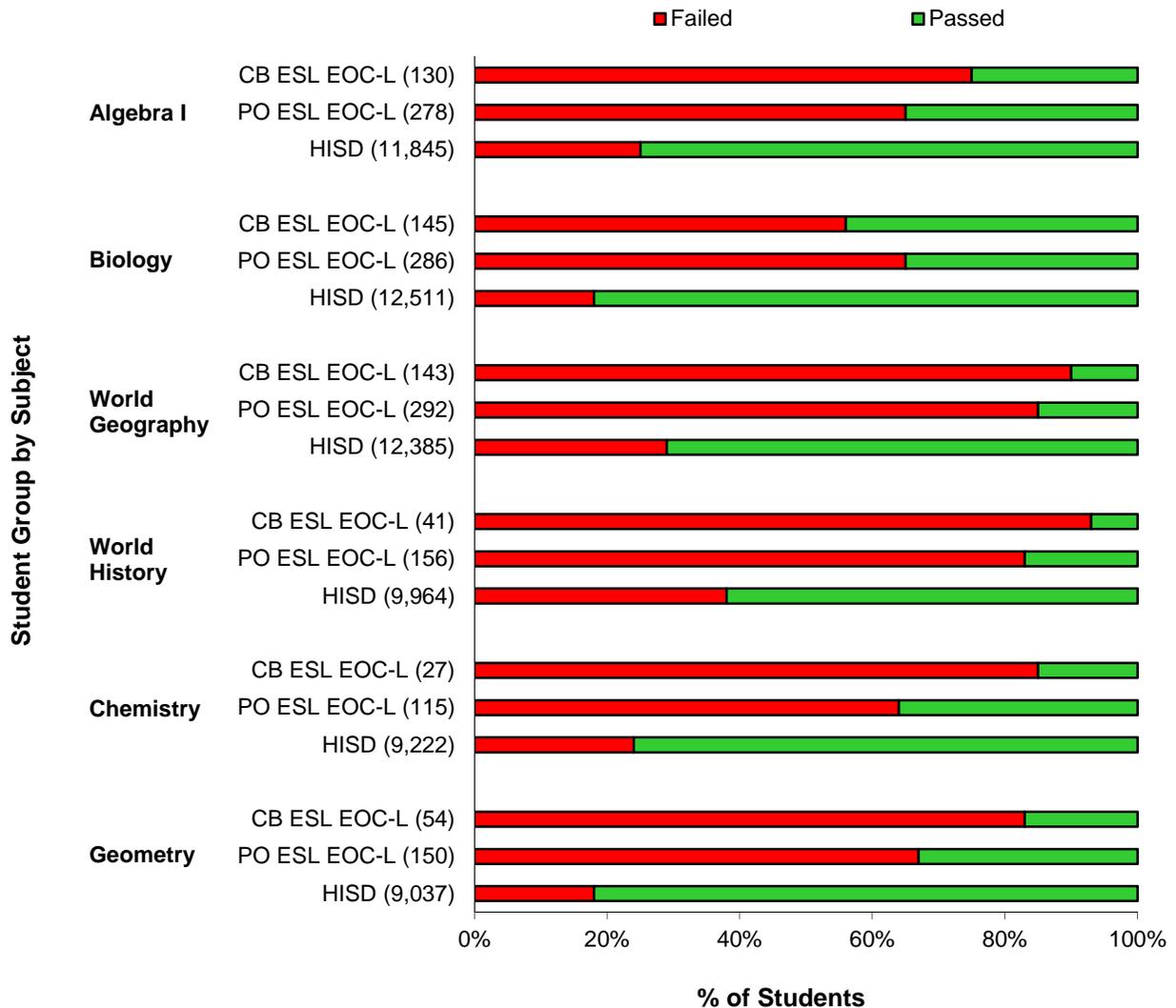
Source: STAAR, Chancery

**STAAR EOC**

Figure 5 shows results for current ESL students on the STAAR-EOC assessment (see also Appendix D., p. 15). Tests included English I and II Reading and Writing, Algebra I, Biology, World Geography, World History, Chemistry, and Geometry. For each test the figure shows the percentage of students who met the Satisfactory standard (green). Red indicates the percentage of students who scored Unsatisfactory or Met Minimum. Figures in parentheses show the number of students tested.

- Both CB-ESL and PO-ESL had fewer students rated Satisfactory or better, and more who were Unsatisfactory, than did the district overall. This was true for all subjects.
- Performance of ESL students was particularly low on the English I and II Writing assessments, where only 2% to 7% of ESL students passed.

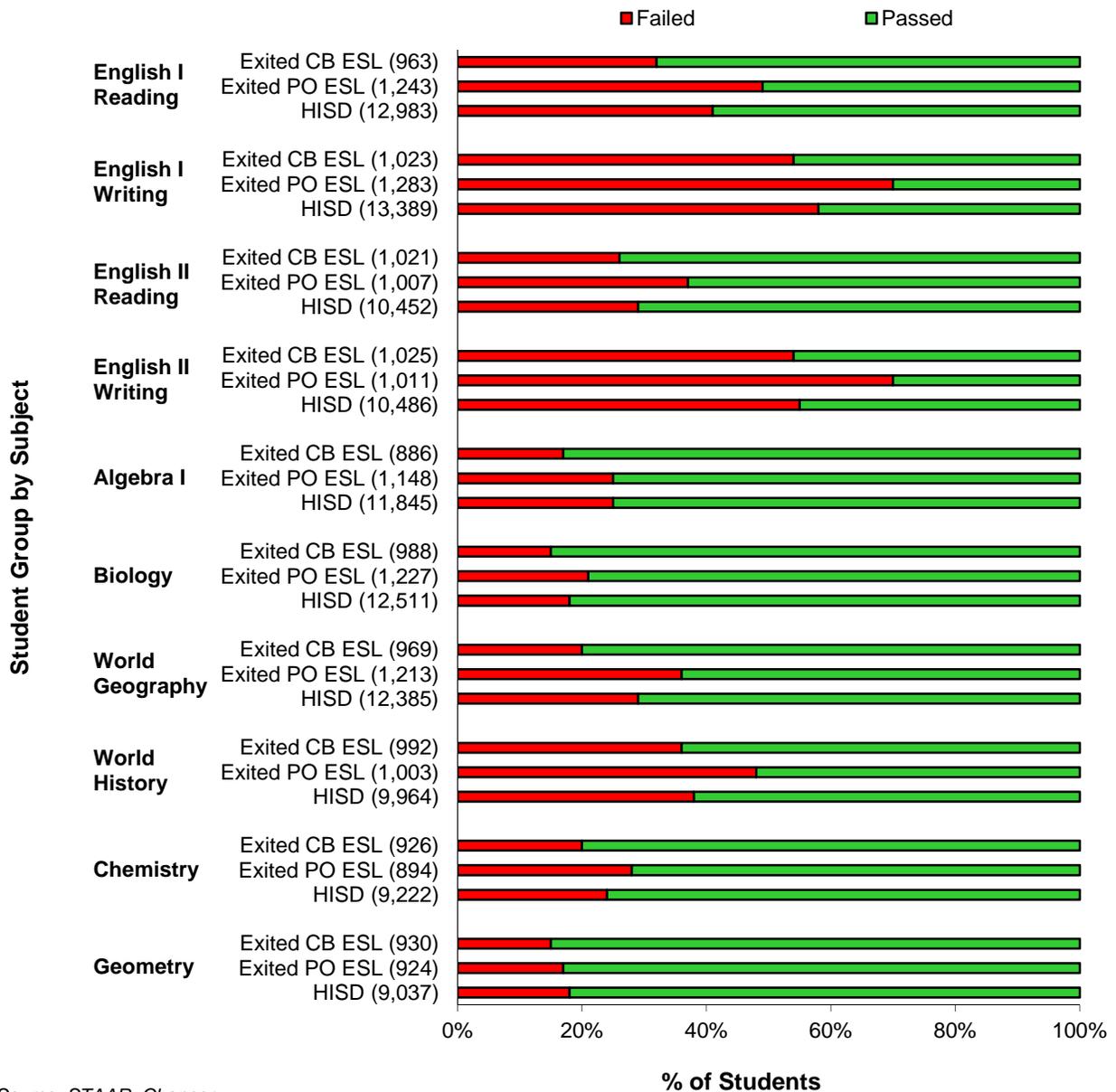
**Figure 6. ESL student STAAR-EOC percent met standard by ESL program, and subject, 2013: Results for Students Taking Linguistically Accommodated Version of the STAAR EOC**



Source: STAAR, Chancery

- **Figure 6** (above) shows STAAR-EOC performance for students who took the linguistically-accommodated version of the STAAR EOC, in those subjects where it was offered.
- Neither CB-ESL nor PO-ESL performed as well as the district overall, and each performed less well than those taking the regular EOC tests (compare with Figure 5). This was true for all subjects.
- Students in PO-ESL performed better than did those in CB-ESL in all subjects.
- **Figure 7** (see p. 8) shows STAAR-EOC performance for students who had previously exited ELL status. HISD overall results are included for comparison (see also **Appendix E**, p. 16).
- Among students who had previously been in CB-ESL, a higher percentage were rated Satisfactory or better, and a smaller percentage rated Unsatisfactory, than was the case for HISD overall. This was true for all subjects.

**Figure 7. Exited ESL student STAAR-EOC percent met standard by ESL program, subject, and grade level, 2013.**



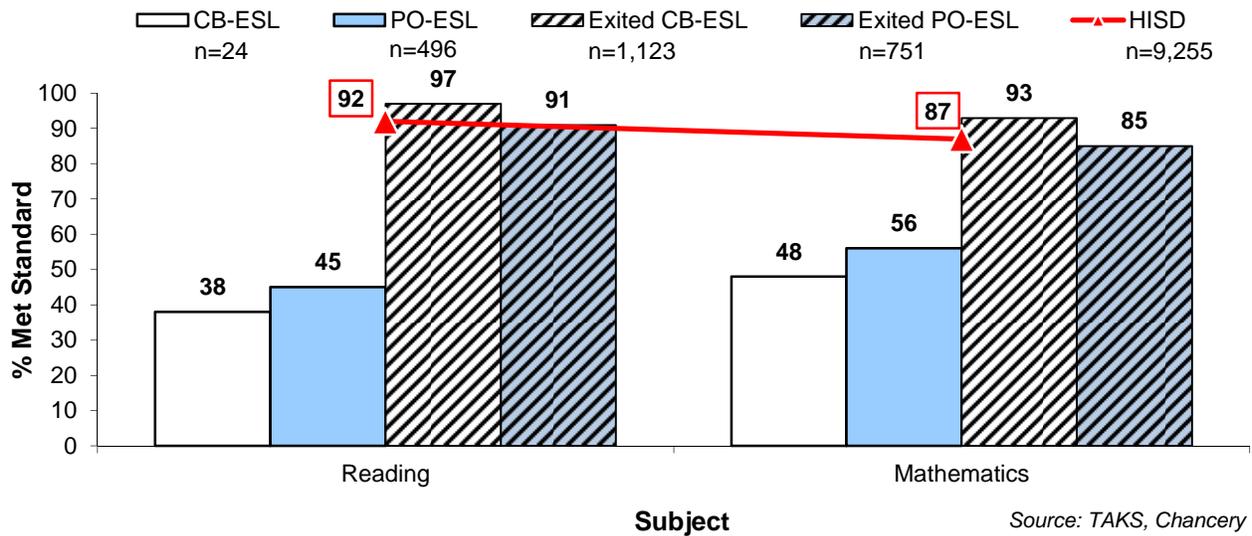
Source: STAAR, Chancery

- Exited PO-ESL students had lower passing rates than the district in all subjects except Geometry (where they were one percentage point higher), and Algebra I (passing rate of 75% for both groups).

**TAKS**

- **Figure 8** (see p. 9) summarizes performance on the TAKS test for ESL students in grade 11. Shown are the percentages of students who met standard on the reading and mathematics tests. Also included are results for ESL students who previously exited ELL status.
- Both CB-ESL and PO-ESL students had lower TAKS passing rates than the district overall, and this was true for both reading and mathematics.

**Figure 8. ESL student TAKS percent met standard by ESL program and subject, 2013:**  
Results are included for both current and exited ESL students, as well as HISD overall.

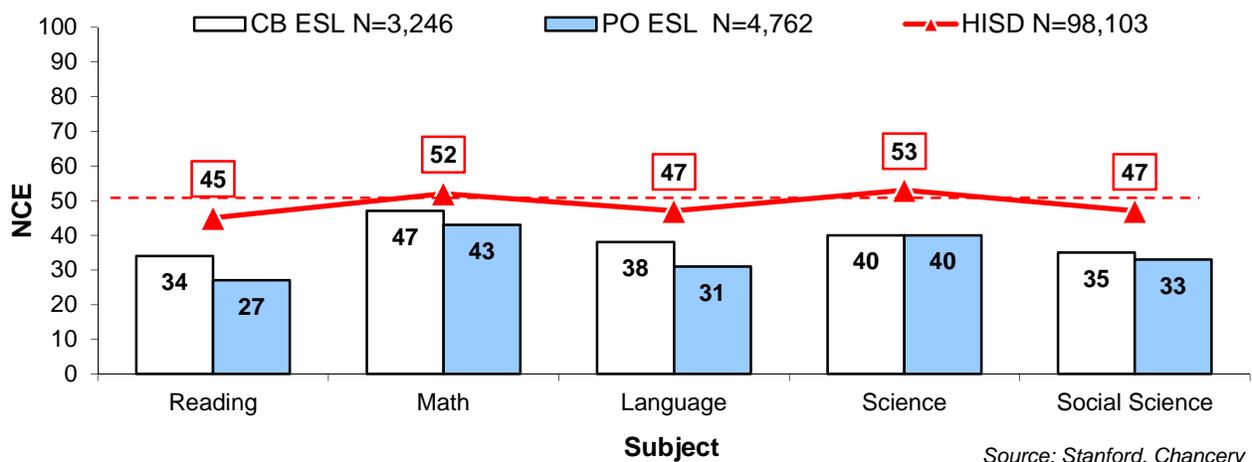


- In contrast, students who had formerly been in CB-ESL, but had exited ELL status, outperformed the district in both reading and mathematics (5 percentage points in reading, and 6 in mathematics).
- Exited ELLs who had been in PO-ESL performed slightly lower than the district in both subjects (gaps of 1 percentage point in reading and 2 points in mathematics).
- For further details, including grade level results and data for 2012, see **Appendix F** (p. 17)

**Stanford 10**

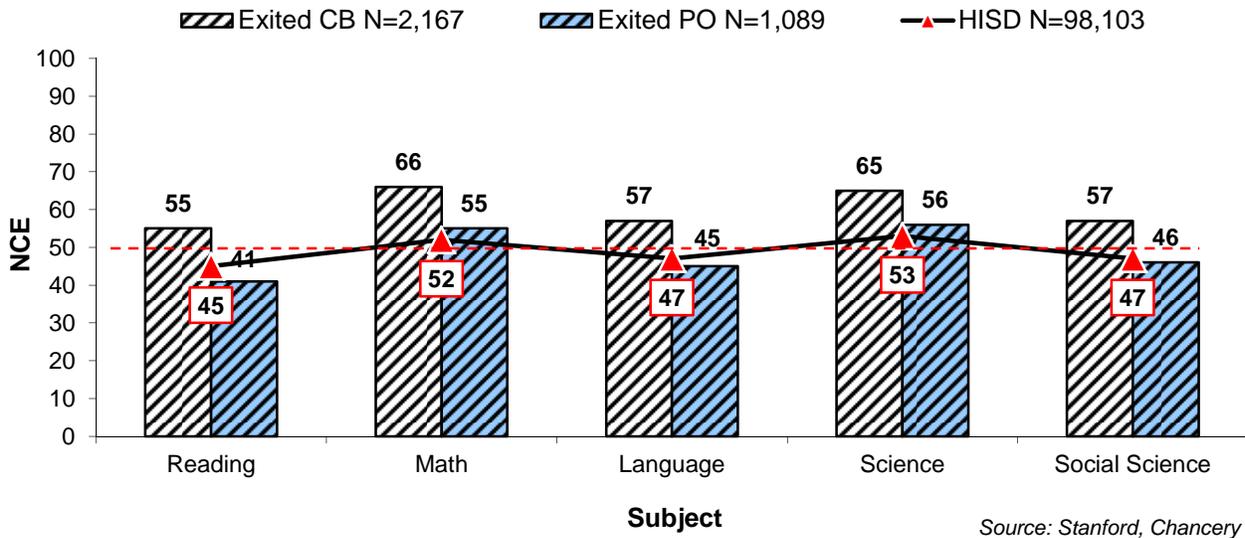
- **Figure 9** summarizes Stanford 10 data for the 2012–2013 school year. Shown are mean NCE scores for five subtests of the Stanford. The dashed red line indicates an average NCE of 50.
- Students in CB-ESL had higher scores than those in PO-ESL in reading (7 NCE points), mathematics (4 NCE points), language (7 NCE points), and social science (2 NCE points).

**Figure 9. ESL student Stanford 10 performance (mean NCE) by ESL program and subject, 2013.**



- The two groups were equivalent on the science subtest.
- Both groups of ESL students performed below the level of the district, with gaps ranging from 5 NCE points (mathematics for CB-ESL students) to 18 NCE points (reading for PO-ESL students).
- For further details, including grade level results and data for 2012, see **Appendix G** (p. 18).

**Figure 10. Exited ESL student Stanford reading performance by ESL program and grade level, 2013.**

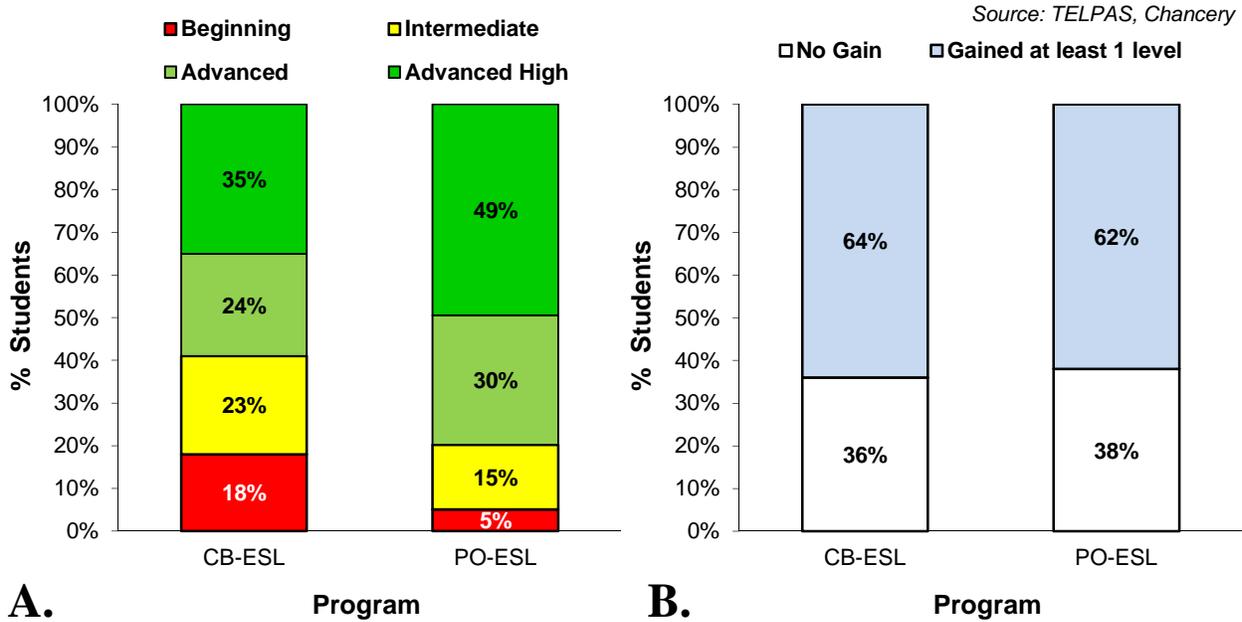


- Data for exited ESL students (see **Figure 10**) show that students formerly in CB-ESL who had exited ELL status, outperformed the district in all subjects. Exited CB-ESL students also scored above the average NCE of 50 in every subject as well.
- Exited PO-ESL students did not perform as well as exited CB-ESL students, with performance gaps in each subject (gaps of 9 to 14 NCE points).
- Exited PO-ESL outperformed the district in mathematics and science, but were lower than the district in reading (-4 NCE points), language (-2 NCE points), and social science (-1 NCE points).

## TELPAS

- **Figure 11** (see p. 11) summarizes TELPAS performance for students in the two ESL programs. Shown are the percentages of students scoring at each proficiency level on the TELPAS as well as the percentage of students who made gains in proficiency between 2012 and 2013.
- Overall, the PO-ESL program had more students at the Advanced High (49% vs. 35%) and fewer at the Beginning level in 2013 (5% vs. 18%) than did CB-ESL (see Figure 11a).
- The CB-ESL program had a higher percentage of students who made progress in 2013 than did PO-ESL (64% vs. 62%; see Figure 11b).

**Figure 11. ESL student TELPAS performance 2013: A. Percent of students at each proficiency level by ESL program, B. Percent of students making gains in proficiency between 2012 and 2013.**



- Further details including grade level data can be seen in **Appendices H** and **I** (pp. 19-20).

## Discussion

The district provides two different ESL programs for ELL students, Content-Based ESL and Pullout ESL. Direct comparison of the two programs is difficult, given that enrollment is largely a function of grade level (see Figure 2). However, performance data from 2012–2013 appeared to show that students in the CB-ESL program performed slightly better than those in the PO-ESL program across some assessments (STAAR, Stanford 10), while PO-ESL performed better than CB-ESL on other assessments (STAAR EOC, TAKS, TELPAS). Results for exited ESL students showed students from both programs did well relative to the district, indicating that ESL students were capable of closing the performance gap relative to the district, with former CB-ESL doing somewhat better than former PO-ESL students.

## Endnotes

<sup>1</sup> Note that all districtwide performance data includes results from ESL students and exited ESL students.

<sup>2</sup> These eligibility requirements can be reviewed at <http://www.tea.state.tx.us/student.assessment/ell/staar/>.

## Appendix A

### Some Background on District ESL Programs

The Texas Education Code (§ 29.051) requires school districts to provide every language minority student with the opportunity to participate in a bilingual or other special language program. Texas Administrative Code (BB § 89.1205) further specifies that all elementary schools must offer a bilingual program 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 English as a Second Language (ESL) program, regardless of the students' grade levels, home language, or the number of such students.

As a result of these two requirements, the district has offered two different types of ESL programs for its ELL students. Mainly at the elementary level, Content Based ESL (CB-ESL) offers English language support to ELL students who do not have access to a bilingual education program. In CB-ESL, instruction within content areas is delivered using ESL methodologies. At the secondary level, CB-ESL is available for Newcomers (students with three or fewer years in U.S. schools), and these students receive ESL/ELA as well as content ESL courses (e.g., ESL History, ESL Biology).

The district also offers a Pullout ESL model (PO-ESL) where students are served with an ESL language program for part of each day. Since bilingual programs in the district are generally not offered at the secondary level, PO-ESL is the dominant ESL program in middle and high school. PO-ESL students receive the minimal support of one or more ESL/ELA courses. PO-ESL is also offered for some ELL students at the elementary level, (e.g., if a student's homeroom teacher is not ESL certified and the student needs to attend a separate class to get their required English language support).

## Appendix B

### 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-L is a linguistically accommodated version of the STAAR given to ELLs who meet certain eligibility requirements.

For high school students in 2012–2013, STAAR includes end-of-course (EOC) exams in English language arts (English I, II, and III reading and writing), mathematics (Algebra I, Geometry, Algebra II), science (Biology, Chemistry, Physics), and social studies (World Geography, World History, U.S. History). In 2012–2013, students in grades 9 and 10 took the EOC exams, while those in grade 11 continued to take the TAKS. There is also a linguistically accommodated version of the STAAR-EOC for some subjects.

The TAKS is a state-mandated, criterion-referenced test first administered in the spring of 2003, and which started being phased out in 2012. It measures academic achievement in reading, mathematics, science, and social studies in grade 11. Students currently in grade 11 as of 2012–2013 continue to take exit-level TAKS tests in order to graduate, while those in grades 9 and 10 instead take STAAR EOC exams (see above).

The Stanford 10 is a norm-referenced, standardized achievement test in English used to assess students' level of content mastery. Stanford 10 tests exist for reading, mathematics, and language (grades 1–8), science (3–8), and social science (grades 3–8). This test provides a means of determining the relative standing of students' academic performance when compared to the performance of students from a nationally-representative sample.

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 C

### English STAAR and STAAR-L Performance of CB-ESL and PO-ESL Students, with HISD for Comparison: Number Tested, and Percentage of Students Who Met Satisfactory Standard, by Grade Level and Subject

Program	Grade	Enrollment		Reading				Mathematics			
		2012 N	2013 N	2012		2013		2012		2013	
				# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.
Content-Based ESL	3	286	443	245	54	409	53	151	60	305	61
	4	266	519	233	46	454	46	147	62	341	60
	5	331	502	290	47	439	46	215	66	323	62
	6	769	531	707	31	484	29	605	55	404	57
	7	408	344	366	31	303	25	240	45	207	33
	8	309	259	268	27	237	35	180	45	146	66
	<b>Total</b>	<b>2,369</b>	<b>2,598</b>	<b>2,109</b>	<b>37</b>	<b>2,326</b>	<b>40</b>	<b>1,538</b>	<b>55</b>	<b>1,726</b>	<b>57</b>
	Pullout ESL	3	19	15	13	77	12	67	5	80	7
4		22	20	15	67	16	63	16	50	13	46
5		9	31	4	*	24	58	4	*	22	64
6		1,424	1,859	1,281	36	1,678	33	1,160	61	1,546	56
7		1,744	1,498	1,567	35	1,376	33	1,162	43	1,073	40
8		1,270	1,566	1,142	33	1,445	44	930	47	1,146	59
<b>Total</b>		<b>4,488</b>	<b>4,989</b>	<b>4,021</b>	<b>35</b>	<b>4,551</b>	<b>37</b>	<b>3,277</b>	<b>51</b>	<b>3,807</b>	<b>52</b>
Content-Based ESL STAAR-L		3	97	105	No STAAR-L for Reading				97	39	105
	4	87	115	87					36	115	37
	5	78	116	78					44	116	24
	6	105	84	105					24	84	31
	7	82	75	82					21	75	23
	8	80	83	80					14	83	16
<b>Total</b>	<b>529</b>	<b>578</b>	<b>529</b>	<b>29</b>	<b>578</b>	<b>29</b>					
Pullout ESL STAAR-L	3	7	5	No STAAR-L for Reading				7	100	5	100
	4	1	3					1	*	3	*
	5	0	3					0	--	3	*
	6	116	160					218	43	160	26
	7	185	167					185	28	167	20
	8	185	207					185	29	207	23
<b>Total</b>	<b>494</b>	<b>545</b>	<b>494</b>	<b>33</b>	<b>545</b>	<b>24</b>					
Exited Content-Based ESL	3	139	105	137	93	100	98	137	93	100	99
	4	192	156	183	97	148	94	183	95	148	94
	5	318	220	302	92	205	96	303	94	205	93
	6	463	324	437	84	300	89	437	89	300	91
	7	764	586	727	84	548	81	378	72	303	69
	8	920	788	887	84	764	90	623	75	501	81
	<b>Total</b>	<b>2,796</b>	<b>2,179</b>	<b>2,673</b>	<b>86</b>	<b>2,065</b>	<b>89</b>	<b>2,061</b>	<b>83</b>	<b>1,557</b>	<b>85</b>
	Exited Pullout ESL	3	8	10	7	86	10	100	7	100	10
4		18	9	18	83	9	89	18	78	9	89
5		20	18	17	82	18	94	19	74	18	100
6		25	22	24	88	19	79	24	83	21	62
7		425	286	385	78	251	73	227	60	174	61
8		951	783	866	76	719	80	733	72	581	77
<b>Total</b>		<b>1,447</b>	<b>1,128</b>	<b>1,317</b>	<b>77</b>	<b>1,026</b>	<b>79</b>	<b>1,028</b>	<b>70</b>	<b>813</b>	<b>74</b>
HISD		3	16,718	16,279	11,184	71	11,183	74	11,090	64	11,094
	4	15,760	16,050	12,657	71	13,179	64	12,619	66	13,104	64
	5	15,551	15,156	14,518	72	14,027	70	14,404	75	13,941	69
	6	13,111	13,374	12,240	67	12,390	64	11,915	73	11,931	70
	7	12,651	12,829	11,747	70	11,982	72	7,371	53	8,093	56
	8	12,657	12,592	11,752	76	11,779	77	12,827	71	12,401	76
	<b>Total</b>	<b>86,448</b>	<b>86,280</b>	<b>74,098</b>	<b>71</b>	<b>74,540</b>	<b>70</b>	<b>70,226</b>	<b>68</b>	<b>70,564</b>	<b>67</b>

Source: STAAR, Chancery

\* indicates < 5 students tested

## Appendix D

### STAAR End-of-Course Performance of Current CB-ESL and PO-ESL Students: Number Tested, And Number and Percentage at Unsatisfactory Below Minimum, Unsatisfactory Met Minimum, Satisfactory Not Advanced, and Advanced Standards (2013 Data Only, All Students Tested Including Retesters)

	Student Group	# Tested	Unsatisfactory < Minimum		Unsatisfactory Met Minimum		Satisfactory Not Advanced		Advanced	
			N	%	N	%	N	%	N	%
English I Reading	CB-ESL	216	195	90	4	2	16	7	1	0
	PO-ESL	1,331	1,112	84	67	5	149	11	3	0
	HISD	12,983	4,561	35	714	5	6,599	51	1,109	9
English I Writing	CB-ESL	221	208	94	5	2	8	4	0	0
	PO-ESL	1,377	1,260	92	45	3	72	5	0	0
	HISD	13,389	6,692	50	1,011	8	5,453	41	233	2
English II Reading	CB-ESL	97	81	84	4	4	12	12	0	0
	PO-ESL	855	563	66	82	10	208	24	2	0
	HISD	10,452	2,202	21	802	8	5,653	54	1,795	17
English II Writing	CB-ESL	98	92	94	4	4	2	2	0	0
	PO-ESL	856	745	87	51	6	60	7	0	0
	HISD	10,486	4,777	46	999	10	4,488	43	222	2
Algebra I	CB-ESL	99	34	34	14	14	46	46	5	5
	PO-ESL	947	326	34	140	15	431	46	50	5
	CB-ESL EOC-L	130	82	63	16	12	31	24	1	1
	PO-ESL EOC-L	278	141	51	39	14	88	32	10	4
	HISD	11,845	1,802	15	1,115	9	7,168	61	1,760	15
Biology	CB-ESL	95	28	29	15	16	51	54	1	1
	PO-ESL	967	267	28	174	18	522	54	4	0
	CB-ESL EOC-L	145	48	33	33	23	64	44	0	0
	PO-ESL EOC-L	286	134	47	53	19	98	34	1	0
	HISD	12,511	1,206	10	998	8	8,887	71	1,420	11
World Geography	CB-ESL	93	52	56	8	9	32	34	1	1
	PO-ESL	995	551	55	97	10	342	34	5	1
	CB-ESL EOC-L	143	119	83	9	6	15	10	0	0
	PO-ESL EOC-L	292	221	76	26	9	43	15	2	1
	HISD	12,385	2,736	22	854	7	7,404	60	1,391	11
World History	CB-ESL	40	24	60	3	8	13	33	0	0
	PO-ESL	673	387	58	114	17	171	25	1	0
	CB-ESL EOC-L	41	33	80	5	12	3	7	0	0
	PO-ESL EOC-L	156	115	74	15	10	26	17	0	0
	HISD	9,964	2,447	25	1,302	13	5,480	55	735	7
Chemistry	CB-ESL	34	12	35	8	24	14	41	0	0
	PO-ESL	569	210	37	89	16	267	47	3	1
	CB-ESL EOC-L	27	16	59	7	26	4	15	0	0
	PO-ESL EOC-L	115	54	47	20	17	39	34	2	2
	HISD	9,222	1,335	14	865	9	6,133	67	889	10
Geometry	CB-ESL	44	12	27	8	18	23	52	1	2
	PO-ESL	641	160	25	105	16	361	56	15	2
	CB-ESL EOC-L	54	32	59	13	24	7	13	2	4
	PO-ESL EOC-L	150	71	47	29	19	47	31	3	2
	HISD	9,037	831	9	797	9	6,039	67	1,370	15

Source: STAAR, Chancery

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

## Appendix E

### STAAR End-of-Course Performance of Exited CB-ESL and PO-ESL Students: Number Tested, And Number and Percentage at Unsatisfactory Below Minimum, Unsatisfactory Met Minimum, Satisfactory Not Advanced, and Advanced Standards (2013 Data Only, All Students Tested Including Retesters)

	Student Group	# Tested	Unsatisfactory < Minimum		Unsatisfactory Met Minimum		Satisfactory Not Advanced		Advanced	
			N	%	N	%	N	%	N	%
English I Reading	Exited CB-ESL	963	251	26	56	6	572	59	84	9
	Exited PO-ESL	1,243	504	41	103	8	612	49	24	2
	HISD	12,983	4,561	35	714	5	6,599	51	1,109	9
English I Writing	Exited CB-ESL	1,023	461	45	91	9	456	45	15	1
	Exited PO-ESL	1,283	787	61	117	9	378	29	1	0
	HISD	13,389	6,692	50	1,011	8	5,453	41	233	2
English II Reading	Exited CB-ESL	1,021	179	18	86	8	581	57	175	17
	Exited PO-ESL	1,007	249	25	118	12	572	57	68	7
	HISD	10,452	2,202	21	802	8	5,653	54	1,795	17
English II Writing	Exited CB-ESL	1,025	461	45	95	9	453	44	16	2
	Exited PO-ESL	1,011	590	58	117	12	301	30	3	0
	HISD	10,486	4,777	46	999	10	4,488	43	222	2
Algebra I	Exited CB-ESL	886	84	9	64	7	586	66	152	17
	Exited PO-ESL	1,148	178	16	112	10	758	66	100	9
	HISD	11,845	1,802	15	1,115	9	7,168	61	1,760	15
Biology	Exited CB-ESL	988	75	8	73	7	726	73	114	12
	Exited PO-ESL	1,227	137	11	116	9	926	75	48	4
	HISD	12,511	1,206	10	998	8	8,887	71	1,420	11
World Geography	Exited CB-ESL	969	145	15	50	5	669	69	105	11
	Exited PO-ESL	1,213	304	25	130	11	728	60	51	4
	HISD	12,385	2,736	22	854	7	7,404	60	1,391	11
World History	Exited CB-ESL	992	201	20	151	15	577	58	63	6
	Exited PO-ESL	1,003	322	32	158	16	502	50	21	2
	HISD	9,964	2,447	25	1,302	13	5,480	55	735	7
Chemistry	Exited CB-ESL	926	95	10	91	10	644	70	96	10
	Exited PO-ESL	894	156	17	96	11	612	68	30	3
	HISD	9,222	1,335	14	865	9	6,133	67	889	10
Geometry	Exited CB-ESL	930	68	7	71	8	654	70	137	15
	Exited PO-ESL	924	75	8	86	9	703	76	60	6
	HISD	9,037	831	9	797	9	6,039	67	1,370	15

Source: STAAR, Chancery

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

## Appendix F

### English TAKS Performance of CB-ESL and PO-ESL Students, with Exited ESL and HISD for Comparison: Number Tested and percentage of Students who Met Standard, by Grade Level and Subject (2012 and 2013 Data)

Program	Grade	Enrollment		English Reading				English Mathematics			
		2012 N	2013 N	2012		2013		2012		2013	
				# tested	% passed	# tested	% passed	# tested	% passed	# tested	% passed
Current	11	37	37	24	21	24	38	25	48	29	48
CB ESL	<b>Total</b>	<b>37</b>	<b>37</b>	<b>21</b>	<b>21</b>	<b>24</b>	<b>38</b>	<b>25</b>	<b>48</b>	<b>29</b>	<b>48</b>
Current	11	697	700	463	36	496	45	502	63	498	56
PO ESL	<b>Total</b>	<b>697</b>	<b>700</b>	<b>463</b>	<b>36</b>	<b>496</b>	<b>45</b>	<b>502</b>	<b>63</b>	<b>498</b>	<b>56</b>
Exited	11	1,150	1,222	1,040	95	1,123	97	1,025	92	1,124	93
CB ESL	<b>Total</b>	<b>1,150</b>	<b>1,222</b>	<b>1,040</b>	<b>95</b>	<b>1,123</b>	<b>97</b>	<b>1,025</b>	<b>92</b>	<b>1,124</b>	<b>93</b>
Exited	11	494	859	419	84	751	91	417	88	744	85
PO ESL	<b>Total</b>	<b>494</b>	<b>859</b>	<b>419</b>	<b>84</b>	<b>751</b>	<b>91</b>	<b>417</b>	<b>88</b>	<b>744</b>	<b>85</b>
HISD	11	10,795	10,598	9,525	90	9,255	92	9,478	89	9,270	87
	<b>Total</b>	<b>10,795</b>	<b>10,597</b>	<b>9,525</b>	<b>90</b>	<b>9,255</b>	<b>92</b>	<b>9,478</b>	<b>89</b>	<b>9,270</b>	<b>87</b>

Source: TAKS, Chancery

## Appendix G

### Stanford 10 Performance for CB-ESL and PO-ESL Students, With HISD for Comparison: Number Tested and Mean Normal Curve Equivalents (NCE) by Grade Level, Subject, and Year of Testing (2012 vs. 2013)

Program	Grade	Tested		Reading		Math		Language		Science		Soc Sci	
		2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
		N	N	NCE									
Content-Based ESL	1	386	471	51	48	57	54	51	51	--	--	--	--
	2	303	372	38	41	47	49	39	43	--	--	--	--
	3	231	400	39	37	52	52	41	41	46	43	41	38
	4	224	458	38	36	50	50	45	45	43	43	38	40
	5	284	447	32	31	47	44	36	35	47	44	37	37
	6	751	512	28	26	41	42	32	29	39	39	31	32
	7	393	335	28	21	41	36	31	25	44	33	36	28
	8	281	251	21	22	36	39	25	26	36	40	30	31
	<b>Total</b>	<b>2,853</b>	<b>3,246</b>	<b>34</b>	<b>34</b>	<b>46</b>	<b>47</b>	<b>37</b>	<b>38</b>	<b>42</b>	<b>40</b>	<b>34</b>	<b>35</b>
Pullout ESL	1	21	25	69	56	59	58	62	57	--	--	--	--
	2	14	11	43	58	47	53	51	60	--	--	--	--
	3	13	11	44	44	69	59	45	47	56	62	52	42
	4	15	16	49	44	61	54	52	50	51	50	48	47
	5	4	24	*	39	*	49	*	42	*	53	*	44
	6	1,362	1,774	29	27	44	42	33	30	39	40	32	32
	7	1,660	1,433	30	25	43	41	34	30	44	35	37	31
	8	1,193	1,468	27	28	41	43	30	31	42	44	35	36
	<b>Total</b>	<b>4,282</b>	<b>4,762</b>	<b>29</b>	<b>27</b>	<b>43</b>	<b>43</b>	<b>33</b>	<b>31</b>	<b>42</b>	<b>40</b>	<b>35</b>	<b>33</b>
Exited Content-Based ESL	1	0	1	--	*	--	*	--	*	--	--	--	--
	2	92	79	68	72	74	78	68	73	--	--	--	--
	3	137	100	67	73	75	84	68	75	72	75	67	70
	4	184	147	70	67	76	75	76	74	69	69	65	63
	5	301	206	59	64	71	73	61	66	75	72	58	68
	6	448	299	52	59	62	68	56	60	58	68	53	59
	7	751	562	51	50	61	63	54	54	62	59	55	54
	8	884	773	49	48	58	60	49	49	60	63	51	54
	<b>Total</b>	<b>2,797</b>	<b>2,167</b>	<b>54</b>	<b>55</b>	<b>63</b>	<b>66</b>	<b>56</b>	<b>57</b>	<b>63</b>	<b>65</b>	<b>55</b>	<b>57</b>
Exited Pullout ESL	1	0	0	--	--	--	--	--	--	--	--	--	--
	2	11	12	67	68	76	61	64	69	--	--	--	--
	3	7	10	64	77	80	87	70	72	70	78	63	68
	4	18	9	65	61	71	75	70	72	62	62	61	58
	5	19	18	50	65	63	78	54	68	65	66	54	69
	6	24	21	48	48	61	59	57	49	54	57	52	51
	7	400	270	45	39	57	53	48	44	58	50	51	43
	8	914	749	41	40	51	54	42	43	55	57	45	47
	<b>Total</b>	<b>1,393</b>	<b>1,089</b>	<b>43</b>	<b>41</b>	<b>54</b>	<b>55</b>	<b>45</b>	<b>45</b>	<b>56</b>	<b>56</b>	<b>47</b>	<b>46</b>
HISD	1	10,635	10,802	47	46	49	49	48	50	--	--	--	--
	2	10,618	10,739	45	45	49	48	44	47	--	--	--	--
	3	11,394	11,423	47	48	54	56	47	49	53	51	48	47
	4	13,045	13,648	48	45	55	54	55	52	51	52	47	46
	5	14,973	14,626	45	44	53	52	47	47	61	55	47	48
	6	12,527	12,784	43	43	52	51	47	44	49	52	43	44
	7	11,976	12,166	47	43	53	53	48	46	56	51	49	46
	8	11,932	11,915	45	44	53	54	45	44	56	57	48	49
	<b>Total</b>	<b>97,100</b>	<b>98,103</b>	<b>46</b>	<b>45</b>	<b>52</b>	<b>52</b>	<b>48</b>	<b>47</b>	<b>55</b>	<b>53</b>	<b>47</b>	<b>47</b>

Source: Stanford, Chancery

\* indicates < 5 students tested

## Appendix H

### TELPAS Performance for CB-ESL and PO-ESL Students: Number Tested and Number and Percentage of Students at Each Proficiency Level, by Grade Level (Data From 2013, With 2012 Results Shown in Shaded Column)

Program	Grade Level	Tested	Beginning		Intermediate		Advanced		Advanced High		%AH 2012	Composite Score
			N	%	N	%	N	%	N	%		
Content Based ESL	K	596	220	37	178	30	103	17	95	16	13	2.0
	1	500	107	21	116	23	111	22	166	33	33	2.7
	2	413	43	10	103	25	91	22	176	43	39	2.9
	3	427	65	15	74	17	99	23	189	44	45	2.9
	4	483	62	13	98	20	111	23	212	44	41	3.0
	5	482	55	11	81	17	98	20	248	51	50	3.1
	6	514	33	6	106	21	174	34	201	39	46	3.1
	7	333	22	7	81	24	114	34	116	35	51	3.0
	8	246	42	17	46	19	72	29	86	35	42	2.9
	9	215	67	31	48	22	43	20	57	27	25	2.4
	10	111	23	21	43	39	21	19	24	22	37	2.5
	11	35	6	17	7	20	10	29	12	34	19	2.8
	12	279	84	30	95	34	58	21	42	15	21	2.3
	<b>Total</b>	<b>4,634</b>	<b>829</b>	<b>18</b>	<b>1,076</b>	<b>23</b>	<b>1,105</b>	<b>24</b>	<b>1,624</b>	<b>35</b>	<b>39</b>	<b>2.8</b>
Pullout ESL	K	8	3	38	2	25	2	25	1	13	10	2.2
	1	26	0	0	4	15	6	23	16	62	60	3.4
	2	12	0	0	2	17	2	17	8	67	50	3.5
	3	13	1	8	2	15	2	15	8	62	69	3.3
	4	18	2	11	1	6	5	28	10	56	56	3.3
	5	27	2	7	3	11	6	22	16	59	20	3.3
	6	1,814	81	4	287	16	592	33	854	47	49	3.2
	7	1,454	50	3	183	13	425	29	796	55	58	3.4
	8	1,519	92	6	188	12	425	28	814	54	57	3.3
	9	1,157	108	9	142	12	318	27	589	51	47	3.2
	10	888	42	5	180	20	257	29	409	46	39	3.2
	11	655	44	7	135	21	216	33	260	40	41	3.1
	12	320	7	2	67	21	114	36	132	41	31	3.2
	<b>Total</b>	<b>7,911</b>	<b>432</b>	<b>5</b>	<b>1,196</b>	<b>15</b>	<b>2,370</b>	<b>30</b>	<b>3,913</b>	<b>49</b>	<b>49</b>	<b>3.3</b>

Source: TELPAS, Chancery

## Appendix I

### TELPAS Performance for CB-ESL and PO-ESL Students: Number Tested and Number and Percentage of Students Gaining 1, 2, 3, or 1 or More Proficiency Levels, by Grade Level (Data From 2013, With 2012 Results in Shaded Column)

Program	Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		% Gained 2012
			N	%	N	%	N	%	N	%	
Content Based ESL	1	394	184	47	71	18	21	5	276	70	76
	2	310	177	57	48	15	2	1	227	73	65
	3	351	211	60	22	6	4	1	237	68	61
	4	397	247	62	15	4	2	1	264	66	71
	5	368	254	69	21	6	0	0	275	75	74
	6	443	223	50	9	2	0	0	232	52	62
	7	276	134	49	8	3	1	<1	143	52	68
	8	180	84	47	4	2	1	1	89	49	58
	9	123	73	59	6	5	1	1	80	65	51
	10	71	36	51	3	4	0	0	39	55	56
	11	20	11	55	1	5	0	0	12	60	77
	12	80	39	49	2	3	0	0	41	51	50
<b>Total</b>		<b>3,013</b>	<b>1,673</b>	<b>56</b>	<b>210</b>	<b>7</b>	<b>32</b>	<b>1</b>	<b>1,915</b>	<b>64</b>	<b>66</b>

Program	Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		% Gained 2012
			N	%	N	%	N	%	N	%	
Pullout ESL	1	21	13	62	5	24	1	5	19	90	89
	2	8	3	38	2	25	0	0	5	63	67
	3	8	6	75	0	0	0	0	6	75	71
	4	16	12	75	0	0	0	0	12	75	79
	5	21	17	81	0	0	0	0	17	81	50
	6	1,641	932	57	20	1	1	<1	953	58	58
	7	1,277	828	65	36	3	0	0	864	68	70
	8	1,311	825	63	22	2	1	<1	848	65	67
	9	902	567	63	26	3	2	<1	595	66	65
	10	781	427	55	15	2	0	0	442	57	55
	11	563	302	54	22	4	2	<1	326	58	59
	12	295	168	57	5	2	0	0	173	59	47
<b>Total</b>		<b>6,844</b>	<b>4,100</b>	<b>60</b>	<b>153</b>	<b>2</b>	<b>7</b>	<b>&lt;1</b>	<b>4,260</b>	<b>62</b>	<b>63</b>

Source: TELPAS, Chancery