MEMORANDUM September 11, 2013

TO: Board Members

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

SUBJECT: **2013 DUAL LANGUAGE PROGRAM EVALUATION REPORT**

CONTACT: Carla Stevens, 713-556-6700

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 two of the bilingual programs offered by the district during the 2012–2013 school year. These are the Developmental Bilingual Program and a Two-Way Bilingual Immersion Program.

Included in the report are findings from assessments of academic achievement and English language proficiency for all students classified as English Language Learners (ELL) who participated in these two programs. In addition, the report includes performance results of fluent English-speakers enrolled in the Two-Way Bilingual program.

A total of 39,801 ELL students participated in bilingual programs in 2012–2013, with 14,468 of these in the Developmental Bilingual Program and 2,011 in the Two-Way Bilingual Immersion Program. Results showed that current two-way students performed better than developmental students on all subjects of the STAAR (English version) and Stanford 10. Current dual language students showed declines in performance on both the STAAR and Stanford 10 compared to the previous year, but they performed better than all students districtwide in mathematics, while showing some performance gaps in reading and language assessments. In contrast, students who used to be in a dual language program but who had exited ELL status did better than the district in all subjects of the STAAR, STAAR EOC, TAKS, and Stanford 10. Finally, two-way students had higher overall English proficiency, and showed more improvement, than did students in the developmental bilingual program.

Terry B. Grier
TBG

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

RESEARCH

Educational Program Report

Dual Language Program Evaluation:
Developmental Bilingual & Two-Way Bilingual Immersion
2012–2013

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DEPARTMENT OF RESEARCH AND ACCOUNTABILITY

Kevin Briand, Ph.D.
RESEARCH SPECIALIST

Venita Holmes
RESEARCH MANAGER

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

www.houstonisd.org

Dual Language Program Evaluation: Developmental Bilingual and Two-Way Bilingual Immersion Programs 2012–2013

Executive Summary

Program Description

The Houston Independent School District (HISD) offers two dual language bilingual education programs. These are known as the Developmental Bilingual Program (DBP) and the Two-Way Bilingual Immersion Program (TWBIP), and are the focus of this report. Dual language programs in HISD are intended to facilitate English Language Learner (ELL) students' integration into the regular school curriculum and ensure access to equal educational opportunities. Dual language 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 programs provide ELL students with a carefully structured sequence of basic skills in their native language, as well as gradual skill development in English through ESL methodology. In dual language programs, the function of the native language is 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.

The HISD Research and Accountability Department conducts an annual evaluation of the DBP and TWBIP programs that include the following information:

- academic progress of dual language ELL students;
- levels of English proficiency among dual language ELL students; and
- academic progress of fluent English-speakers enrolled in the district's TWBIP program;

Highlights

- There were 14,468 ELL students enrolled in developmental bilingual programs (DBP) in 2012–2013, compared to 2,011 enrolled in two-way bilingual immersion programs (TWBIP).

- DBP was offered in 45 campuses districtwide, while TWBIP was offered in 12 (one early childhood center, ten elementary campuses, and one K-8 campus).

- Current TWBIP students performed better than did those in DBP in all subjects of the STAAR (English version) and Stanford 10.

- English language performance of both groups was generally better on mathematics tests than it was on reading or language tests, with the exception of TWBIP students tested on the English STAAR.

- TWBIP students performed better than the district in mathematics (English STAAR and Stanford 10) as well as in reading on the English STAAR.

- DBP students performed below the level of HISD in reading (both English STAAR and Stanford 10), and in mathematics (Stanford 10).

- Perfromance of students in both programs on English language assessments (both STAAR and Stanford 10) declined in 2013 compared to 2012.

- Students who had exited ELL status but who had previously been in DBP or TWBIP did better than the district average on all subject tests for the STAAR, STAAR-EOC, TAKS, and Stanford.

- With only one exception, exited TWBIP students did better than those who exited from DBP, on all tests.

- On the TELPAS, TWBIP students showed higher levels of English proficiency than did DBP students.

- TWBIP students also showed more improvement or growth in English proficiency (as measured by performance on the TELPAS) than did DBP students.

- Fluent English speakers in TWBIP showed evidence of bilingualism and biliteracy, doing well on both the Spanish and English language STAAR reading assessments.

Recommendations

1. With the start of the 2013–2014 academic year, the developmental bilingual program will no longer exist as a separate programming option for campuses as it is being merged with the traditional bilingual program to create a new "Transition bilingual model". The two-way program will remain, but it has undergone a decline in the district, going from 16 campuses in 2003–2004 (both elementary and secondary) to just 12 in the last year (a 25% decline), with none at the secondary level. Given the evidence of the program's long-term benefits for ELL students, the district should examine ways to increase the number of campuses offering the two-way program.

Administrative Response

After vists to campuses offering the two-way program, along with much research and consultation, the program has been aligned and a six-year implementation plan to expand the program has been rolled out for the start of the 2013–2014 school year. The goal is to have approximately one-third of qualifying elementary campuses serving ELLs exclusively through the two-way program by 2018–2019. Qualification will be based on the numbers of ELL students enrolled, as well as buy-in for TWBIP from the local community.

A dual-language program handbook has been developed and will continue to be updated as two-way program alignment grows vertically, stair-stepping a grade level each year and horizontally, expanding to approximately ten additional schools each year. The time and content allocation has been streamlined and will be implemented by all campuses offering the two-way program, beginning with kindergarten in 2013–2014. Staff development for two-way teachers has been planned through August 2016.

Introduction

Texas requires school districts to provide specialized linguistic programs to meet the needs of students who are English language learners (ELL). These programs are intended to facilitate ELL students' integration into the regular school curriculum and ensure access to equal educational opportunities. While the State Board of Education merely requires that some type of bilingual program be offered, HISD exceeds this mandate by implementing two dual-language bilingual education programs: the Developmental Bilingual Program (DBP) and Two-Way Bilingual Immersion Program (TWBIP). Dual language programs (DBP and TWBIP) differ from the Traditional Bilingual Program in that the former allow for Spanish language instruction after grade 3, whereas the latter normally transitions ELLs into a pre-exit phase in grade 4 where English is the primary language of instruction[1]. The DBP and TWBIP dual language programs are the focus of this report.

The Developmental Bilingual Program (DBP) is a model whereby ELL students are allowed to fully develop and maintain their primary language while learning English. Language arts and content subjects are taught in the primary language in prekindergarten through grade three. English instruction increases gradually throughout the elementary grades until reaching a level of proficiency in both languages that leads to a 50% primary language curriculum and 50% English curriculum in grade four. In grade five, instruction is 60% in English and 40% Spanish. Students who meet program exit requirements anytime before sixth grade are reclassified as non-ELL but may remain in the program with parental permission.

In the Two-Way Bilingual Immersion Program (TWBIP), roughly equal numbers[2] of ELL and fluent English-speaking students are taught together in an effort to develop full bilingualism and biliteracy for both groups. Participating students receive instruction in language arts and content subjects primarily in Spanish in the early grades (K-3), gradually increasing their English instruction until reaching a level of proficiency in both languages that leads to a 50% Spanish/50% English curriculum in grade four (60% English by grade 5). As with the DBP, TWBIP students who meet program exit requirements before sixth grade are reclassified as non-ELL but may remain in the program with parental permission.

Methods

Participants

ELL students in the developmental or two-way bilingual programs were identified using 2012–2013 Chancery Student Management System (SMS)[3] and Public Education Information Management System (PEIMS) databases. A summary of enrollment figures for ELL students in the various bilingual programs is shown in **Table 1**. Note that enrollment in DBP is substantially greater than enrollment in TWBIP; 36

Table 1. Number and Percent of Bilingual ELL Students by Program, 2010–2011 to 2012–2013

Bilingual Program	Enrolled			Percent		
	2011	2012	2013	2011	2012	2013
Traditional Bilingual	14,752	17,110	16,533	35	41	42
Pre-Exit Bilingual	4,689	5,347	5,337	11	13	13
Developmental	18,540	16,434	14,468	44	40	36
Two-Way Immersion	2,157	1,132	2,011	5	3	5
Gomez & Gomez	n/a	n/a	90			<1
Cultural Heritage	150	167	166	<1	<1	<1
Mandarin Bilingual	n/a	n/a	10			<1
Other*	1,415	1,315	1,186	3	3	3
Total	**41,703**	**41,505**	**39,801**			

** ELL students listed as served through a Bilingual program in the PEIMS file, but without corresponding program placement information in the Chancery database.*

Source: PEIMS, Chancery

percent of ELLs served through bilingual programs were served in the Developmental program and five percent were served in the Two-Way program. The developmental bilingual program was offered at three early childhood centers and 42 elementary schools, with two-way programs operating in one early childhood center, 10 elementary schools, and one K–8 campus (see **Appendix A** for a complete list, p. 15). All DBP and TWBIP students with valid assessment results from 2012–2013 were included in analyses for this report, as were all students who had participated in one of these programs but who had since exited ELL status. These latter students were defined as either monitored (student was in their first or second year after having exited ELL status), or former (student is three years or more post-ELL status).

Data Collection & Analysis

Results for DBP and TWBIP students from the State of Texas Assessments of Academic Readiness (STAAR), Aprenda 3, Stanford 10, and Texas English Language Proficiency Assessment System (TELPAS) were analyzed at the district level. In addition, results for exited DBP and TWBIP students on the STAAR End-of-course (EOC) and Texas Assessment of Knowledge and Skills (TAKS) assessments were examined. Comparisons were made between dual-language students and all students districtwide.

STAAR results are reported and analyzed for the reading and mathematics tests. For each test, the percentage of students who passed (met standard) is shown. For STAAR EOC, the percent of students who met standard are reported for English I and II Reading and Writing, Algebra I, Biology, World Geography, World History, Chemistry, and Geometry. For TAKS, the percent of students meeting standard are reported for the reading and mathematics tests. Aprenda 3 and Stanford 10 results are reported (Normal Curve Equivalents or NCEs) for reading, mathematics, and language.

TELPAS results are reported 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. **Appendix B** (see p. 16) provides further details on each of the assessments analyzed for this report.

Results

What was the academic performance of ELL students in developmental and two-way bilingual programs?

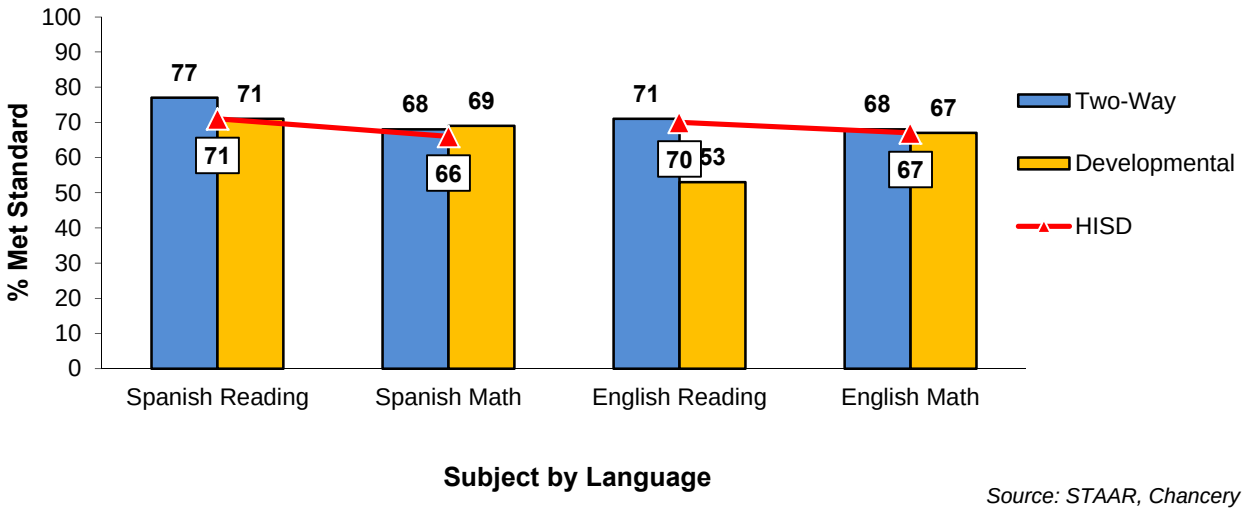
STAAR

- **Figure 1** (see p. 5) shows the percent of students who met standard for the Spanish and English language versions of the STAAR in 2013 (reading and mathematics tests).

- Results are shown for DBP and TWBIP students, as well as all students districtwide.[4] Further details including performance by grade level and year can be found in **Appendices C**, **D**, and **E** (see pp. 17–19).

- TWBIP students had an advantage over DBP on the Spanish STAAR reading test (67% vs. 71% passed), while they were slightly lower in mathematics (68% vs. 69% passed).

Figure 1. Percentage of students who met standard on STAAR reading and mathematics tests, 2013: DBP students, TWBIP students, and all students districtwide

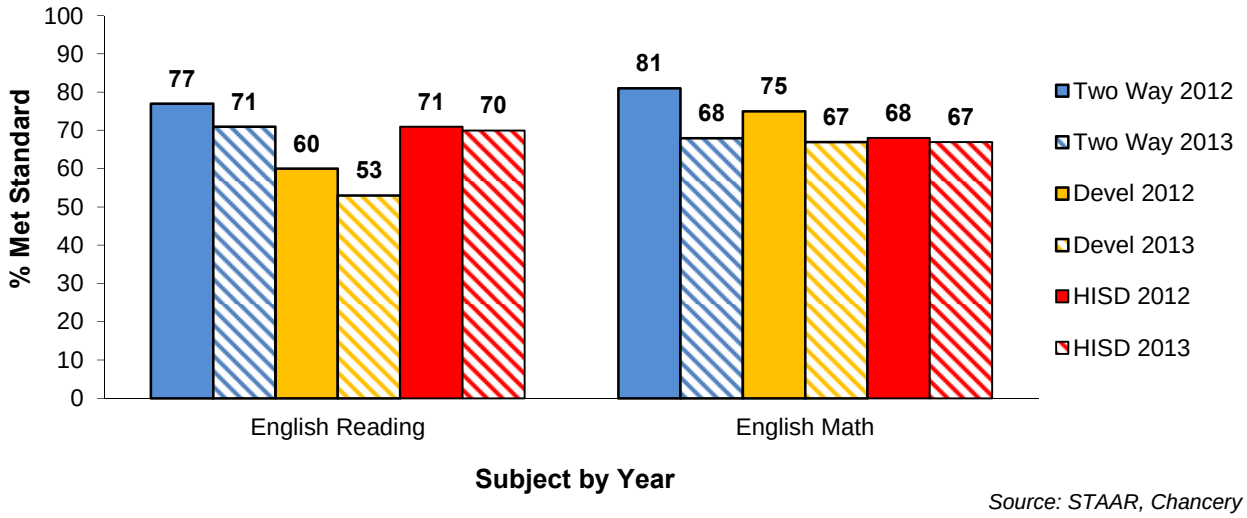


Source: STAAR, Chancery

- On the English STAAR, a higher percentage of TWBIP students met the passing standard than did DBP in both the reading (71% vs. 53%) and mathematics tests (68% vs. 67%, see Figure 1).

- TWBIP students exceeded the performance of the district in both reading and mathematics, and this was true for both Spanish and English language assessments.

Figure 2. Percentage of students who met standard on STAAR reading and mathematics tests, 2012 vs. 2013: DBP students, TWBIP students, and all students districtwide (English STAAR).

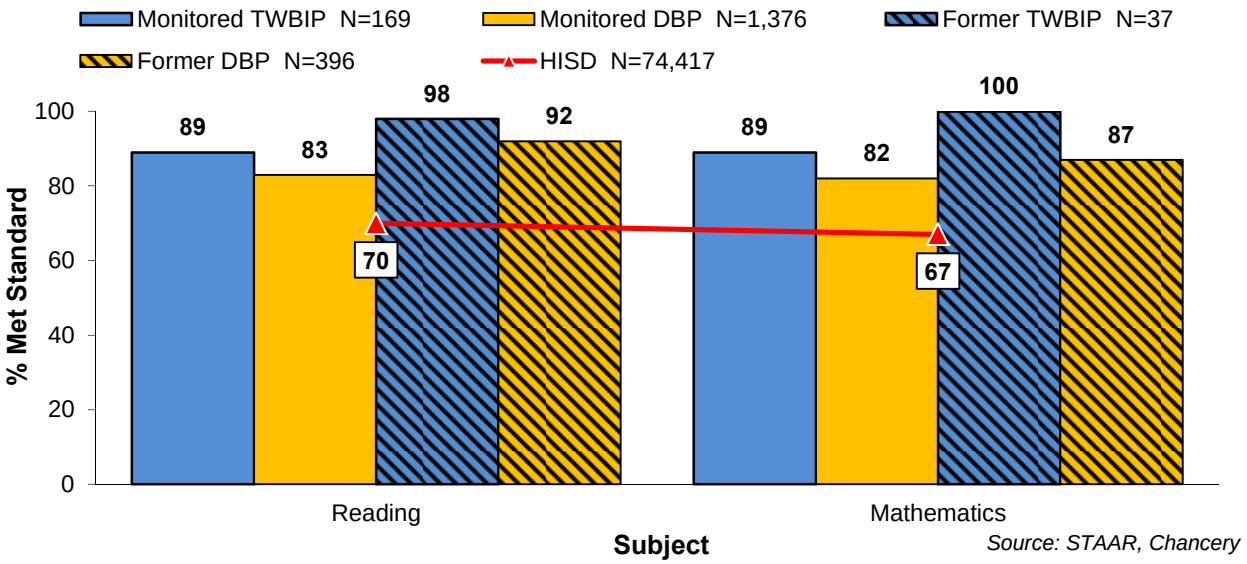


Source: STAAR, Chancery

- **Figure 2** shows English STAAR performance in reading and mathematics for both 2012 and 2013. District results (red bars) showed a one percentage-point decline in both subjects.

- In contrast, larger decreases were seen for TWBIP (6 and 13 percentage points for reading and mathematics, respectively) as well as DBP students over the same time period (7 and 8 percentage points in reading and mathematics).

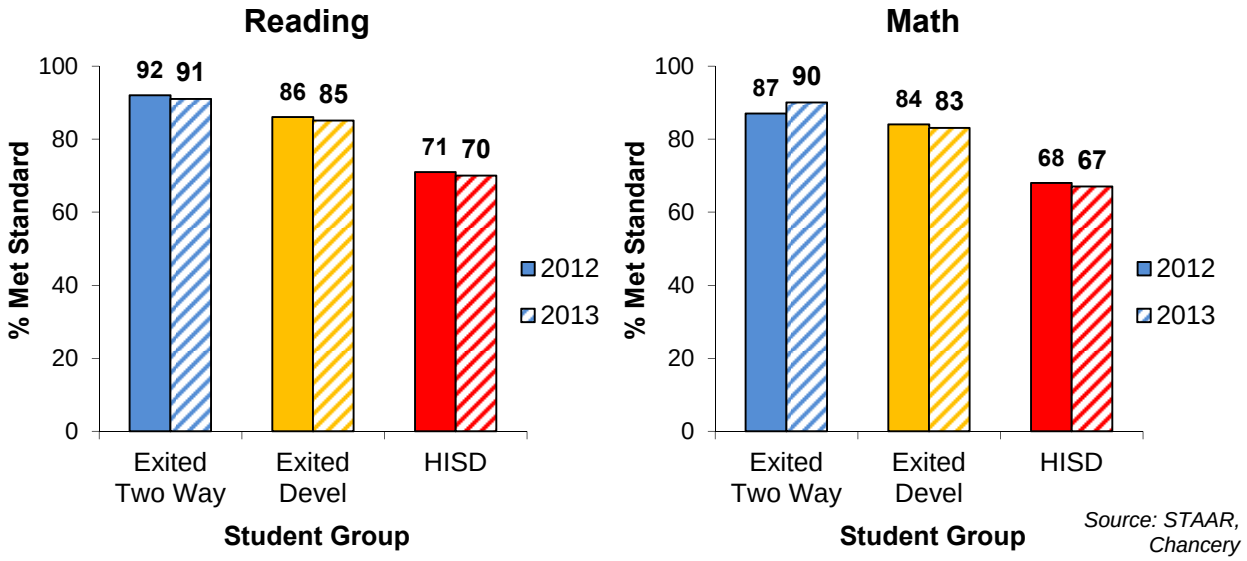
Figure 3. Percentage of students who met standard on English STAAR reading and mathematics tests, 2013: monitored and former DBP and TWBIP students, and all students districtwide.



Source: STAAR, Chancery

- STAAR results for monitored and former DBP and TWBIP students in 2013 are shown in **Figure 3**.
- On STAAR reading and mathematics, both monitored and former students from both programs had higher passing rates than the district, with advantages ranging from 13 to 33 percentage points.
- Monitored and former TWBIP students did better than monitored and former DBP students in both reading and mathematics.

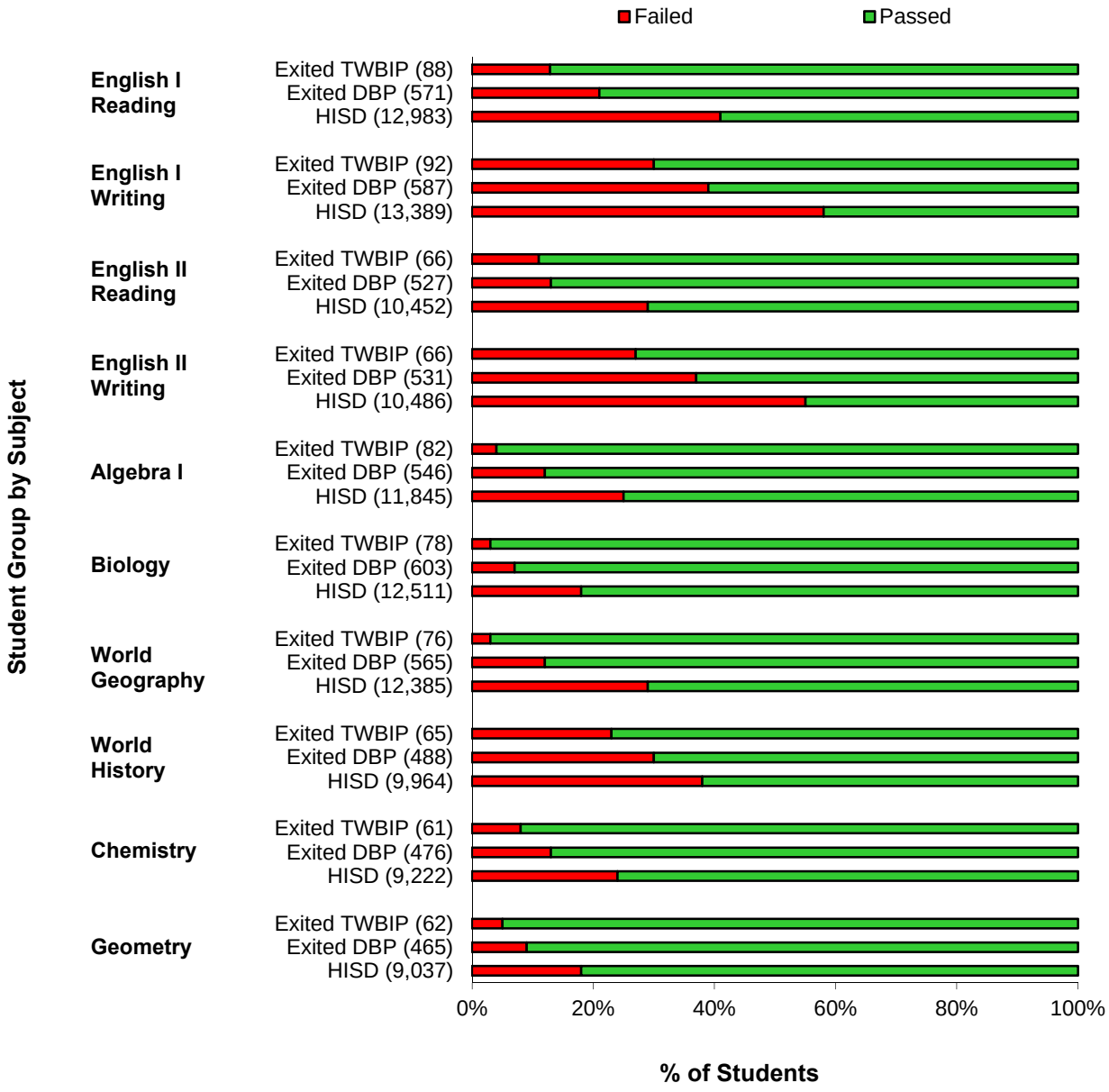
Figure 4. Percentage of students who met standard on English STAAR reading and mathematics tests, 2012 vs. 2013: Exited DBP and TWBIP students, and all students districtwide.



Source: STAAR, Chancery

- **Figure 4** shows the performance of exited DBP and TWBIP students for the past two years. Results show small declines for exited DBP students in reading and mathematics, while exited TWBIP students showed a decline in reading but a three percentage-point improvement in mathematics.

Figure 3. STAAR-EOC percent met standard for monitored and former DBP and TWBIP students, by subject, 2013: Results are included for all exited dual-language students, as well as for the district overall.



Source: STAAR, Chancery

STAAR EOC

Figure 3 depicts results for the STAAR-EOC assessment. Shown are results for 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 or above standard (dark green). Red indicates the percentage of students who scored Unsatisfactory. Figures in parentheses show the number of students tested (see also **Appendix F**, p. 20).

- Exited DBP and exited TWBIP students performed better than the district on all tests.

- Exited TWBIP students outperformed exited DBP students in all subjects.

- Highest passing rates for both exited TWBIP and exited DBP were in Biology, World Geography, Algebra I, and Geometry. The lowest passing rates for both groups were on the English I and English II writing tests.

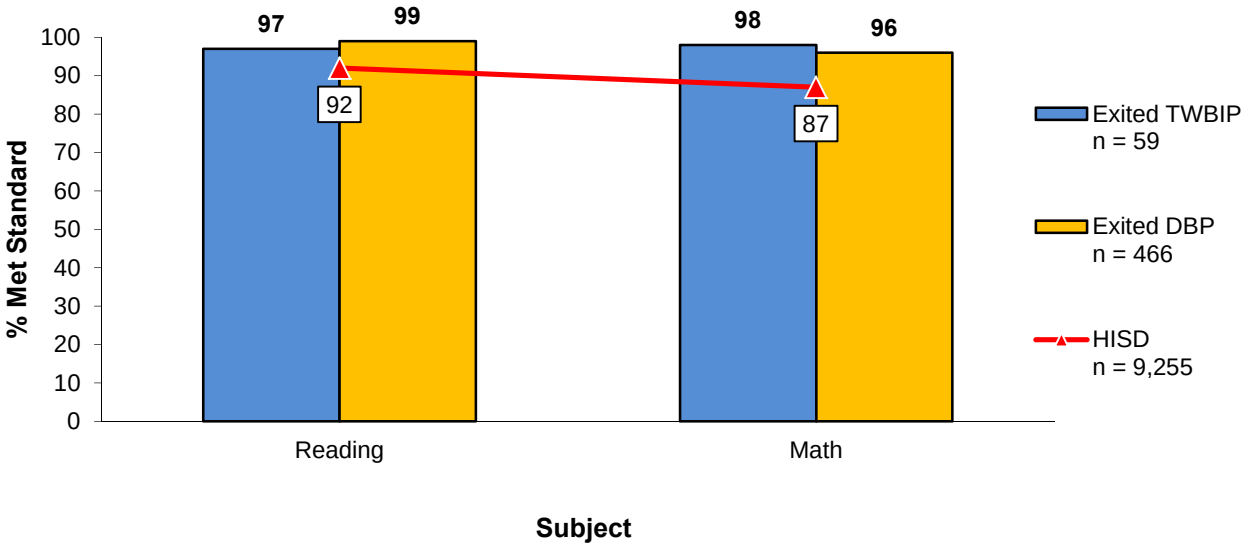
TAKS

- **Figure 4** summarizes performance on the TAKS test for exited dual-language students in grade 11. Shown are the percentages of students who met standard on the reading and mathematics tests. Also included are results for the district overall (see **Appendix G** for details, p. 21).

- Groups composed of exited DBP and exited TWBIP students each had higher percentages of students who met standard than did the district overall, and this was true in both reading and mathematics.

- Exited DBP students did slightly better than exited TWBIP students in reading (two percentage points) but were lower in mathematics (two percentage points).

Figure 4. Percentage of exited DBP and TWBIP ELL students passing the reading and mathematics tests of the TAKS, 2013: HISD results included for comparison.



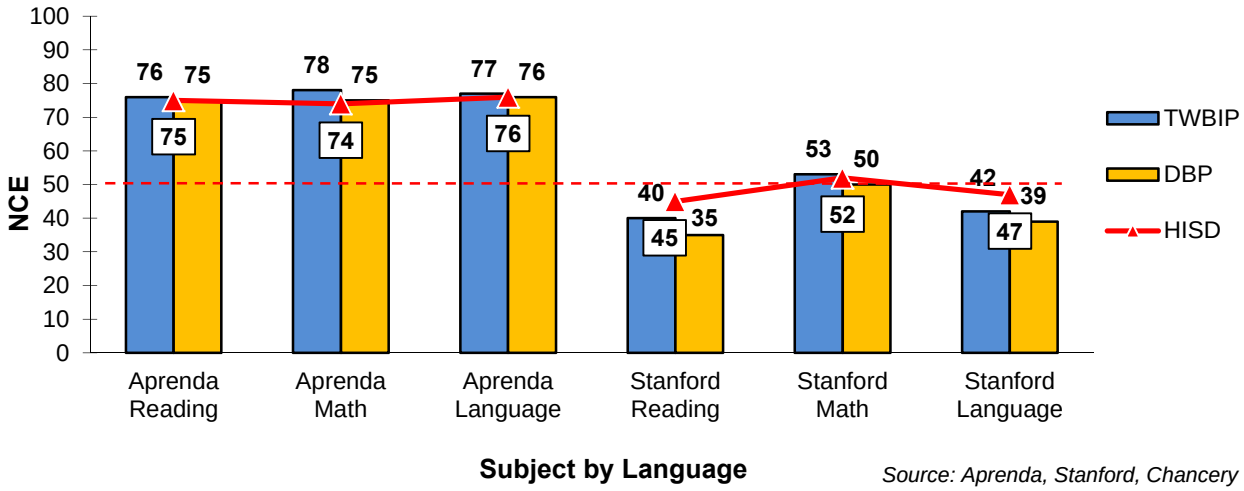
Source: TAKS, Chancery

Aprenda 3 & Stanford 10

- **Figure 5** (see p. 9) summarizes Aprenda 3 and Stanford 10 data for the 2012–2013 school year (mean NCE scores for the reading, mathematics, and language tests). Results are shown for ELLs in the DBP and TWBIP programs. Overall results are also shown for HISD. The dashed red line indicates an average NCE of 50.

- On the Aprenda, students in both DBP and TWBIP were well above the expected average NCE of 50 in all subjects, with TWBIP students having superior performance over DBP (by one to three NCE points, see **Appendix H** for details including grade level results, p. 22).

Figure 5. Aprenda 3 and Stanford 10 Normal Curve Equivalents (NCEs) for DBP, TWBIP, and students districtwide, 2013: reading, mathematics, and language tests.

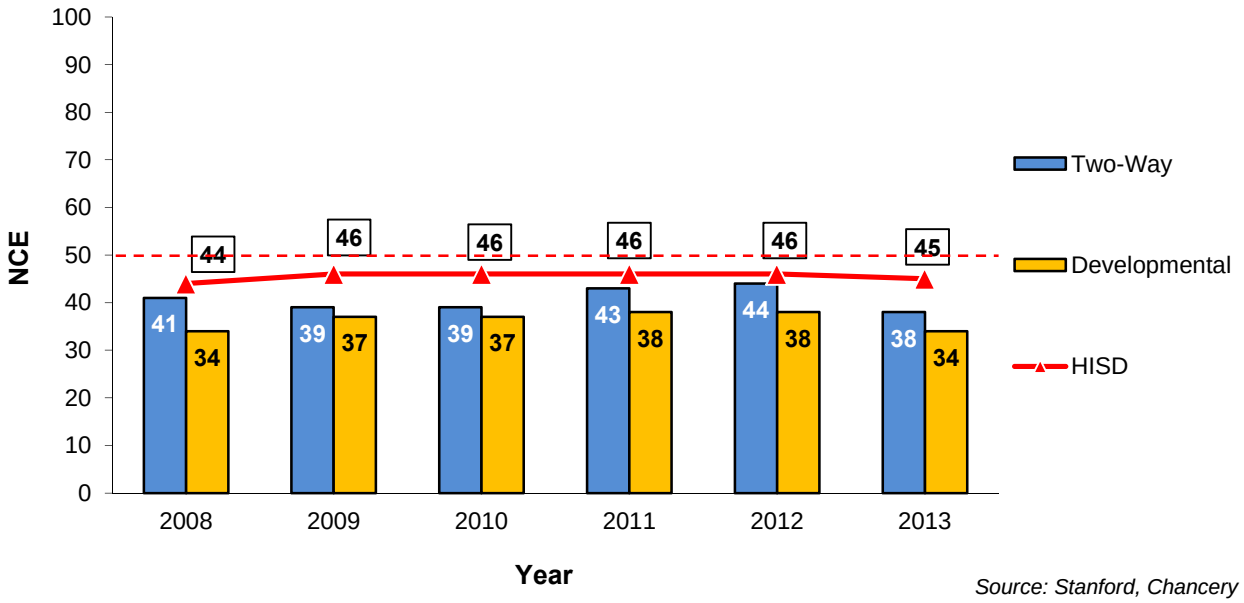


Source: Aprenda, Stanford, Chancery

- Dual language performance on the Stanford was much lower than it was for the Aprenda. Both DBP and TWBIP had average NCE scores below the expected average of 50 in reading and language, but were at or above average in mathematics (see also **Appendices I** and **J**, pp. 23–24).

- TWBIP students performed better than DBP students on reading (five NCE points), mathematics (three points), and language (three points), and exceeded district performance in mathematics.

Figure 6. Stanford 10 reading Normal Curve Equivalents (NCEs) for DBP and TWBIP students as well as students districtwide, 2008 to 2013.

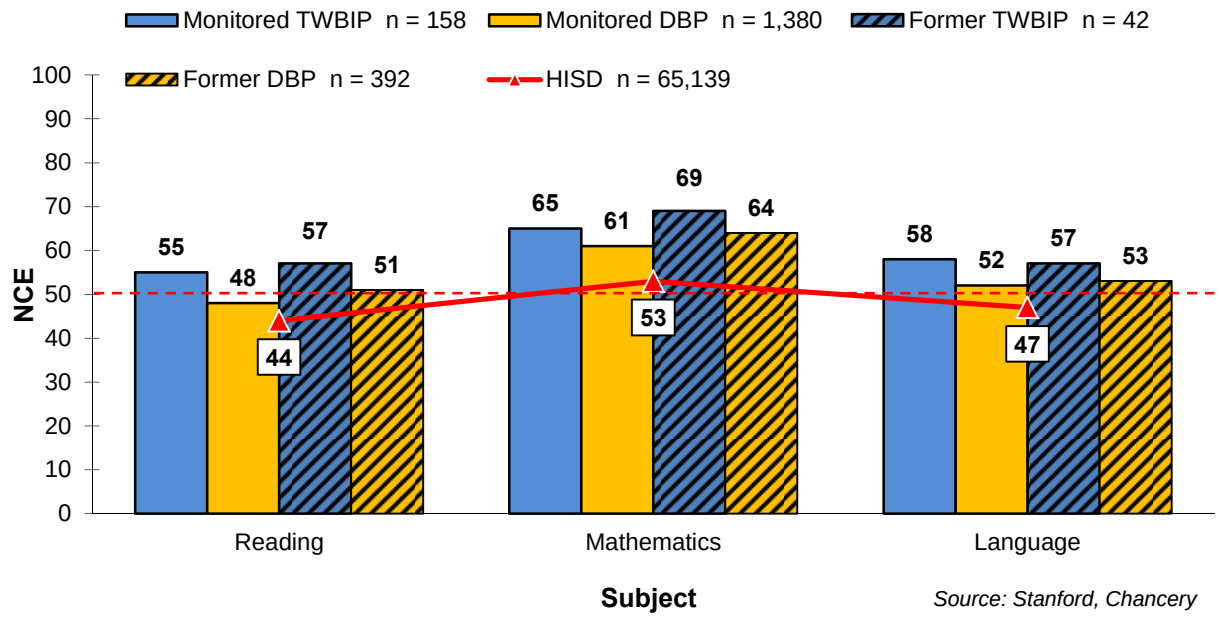


Source: Stanford, Chancery

- **Figure 6** shows Stanford reading performance for dual language students over a six-year period.

- Performance has been fairly consistent over this period, with TWBIP outperforming DBP, and both groups performing at a lower level than the district. Performance did decline in 2013, however.

Figure 7. Stanford 10 Normal Curve Equivalents (NCEs) for DBP, TWBIP, and students districtwide, 2013: Reading, mathematics, and language.

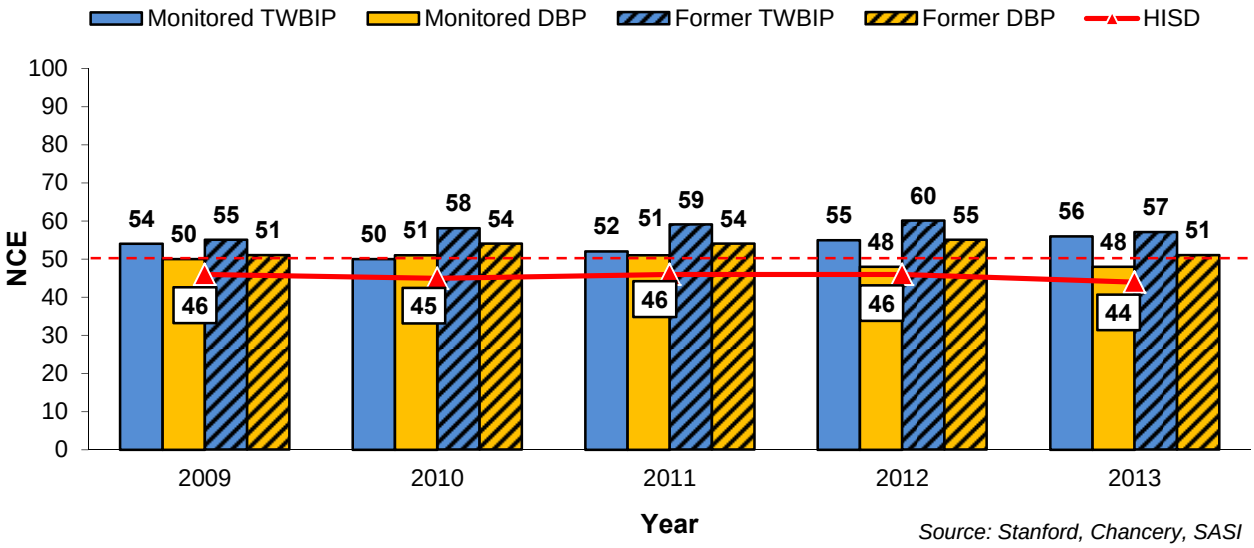


Source: Stanford, Chancery

- **Figure 7** shows Stanford results for monitored and former students from the TWBIP and DBP programs for 2013.

- Scores for all groups were higher than those for the district in all subjects. TWBIP students also did better than did DBP students in all subjects.

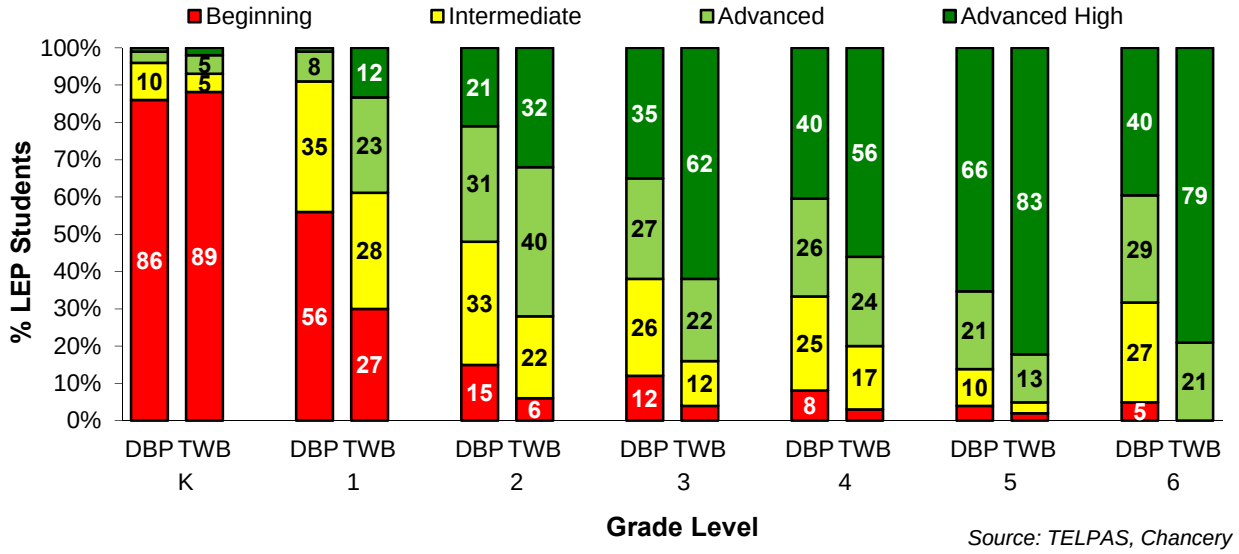
Figure 8. Stanford reading Normal Curve Equivalents (NCEs) for DBP, TWBIP, and students in districtwide, 2009 to 2013.



Source: Stanford, Chancery, SASI

- **Figure 8** shows Stanford reading results for these groups over a five-year period. Exited dual-language students have consistently performed better than the district average over this time period, with exited TWBIP doing better than exited DBP.

Figure 9. TELPAS composite proficiency ratings for DBP and TWBIP students, 2013.



Source: TELPAS, Chancery

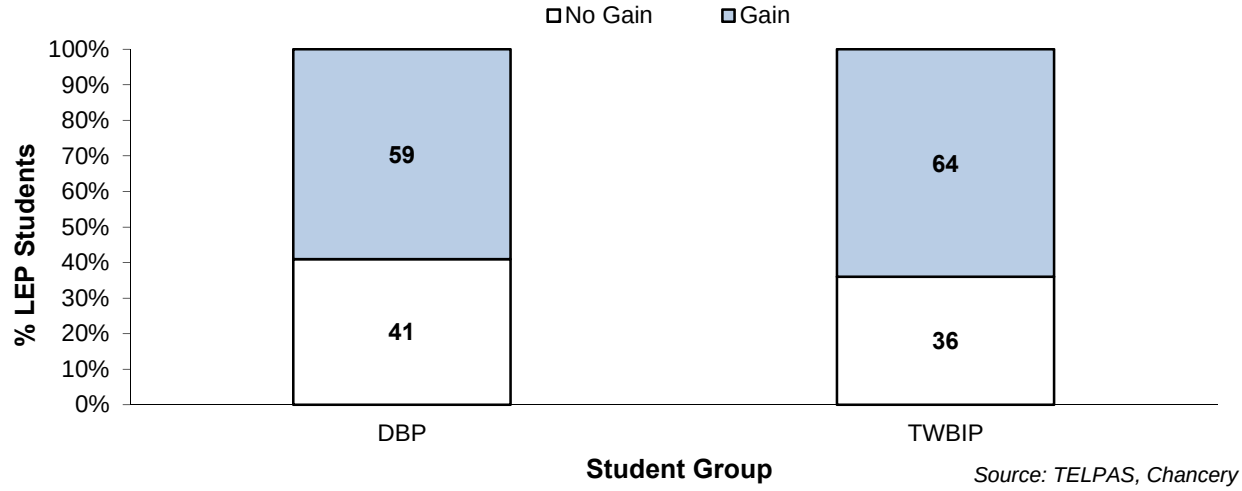
What were the levels of English proficiency among ELL students in dual-language programs?

- **Figure 9** shows attainment, i.e., the percentage of students scoring at each proficiency level on the TELPAS. Further details can be found in **Appendices K** and **L** (pp. 25–26).

- At all grades except kindergarten, TWBIP students had fewer students at the beginning level of proficiency (sections shaded red), and more at Advanced or Advanced High levels (light or dark green), than did DBP students (Figure 9).

- English proficiency improved across grade levels, with 87% or more of students scoring Advanced or better by grade 5 in 2013.

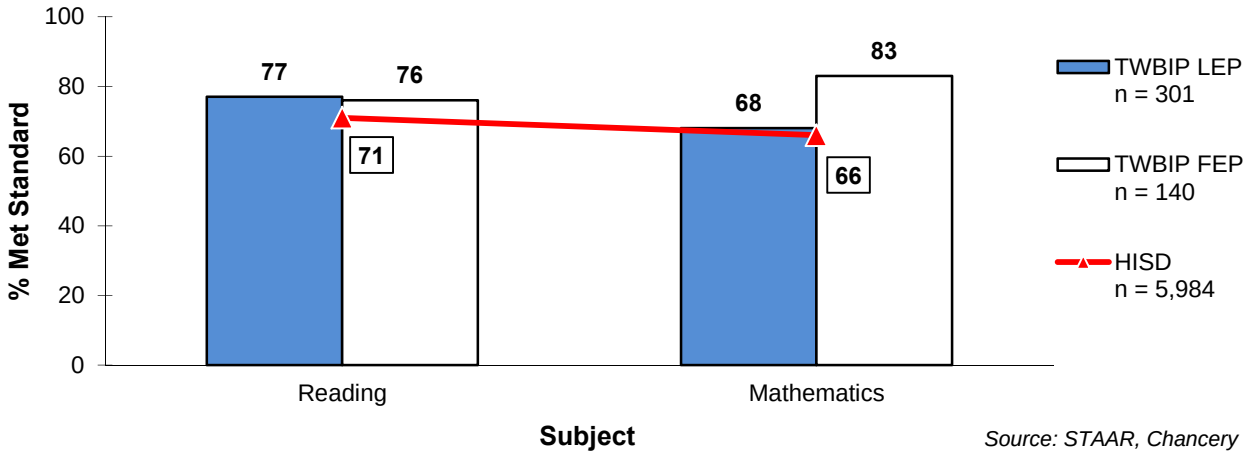
Figure 10. TELPAS yearly progress for DBP and TWBIP students, 2013.



Source: TELPAS, Chancery

- **Figure 10** shows yearly progress, i.e. the percentage of students who made gains in English language proficiency between 2012 and 2013. A higher percentage of TWBIP students improved their English proficiency between 2012 and 2013 compared to DBP students.

Figure 11. Spanish STAAR performance of ELL and FEP students in the TWBIP program, 2013: percent meeting standard in reading and mathematics.



Source: STAAR, Chancery

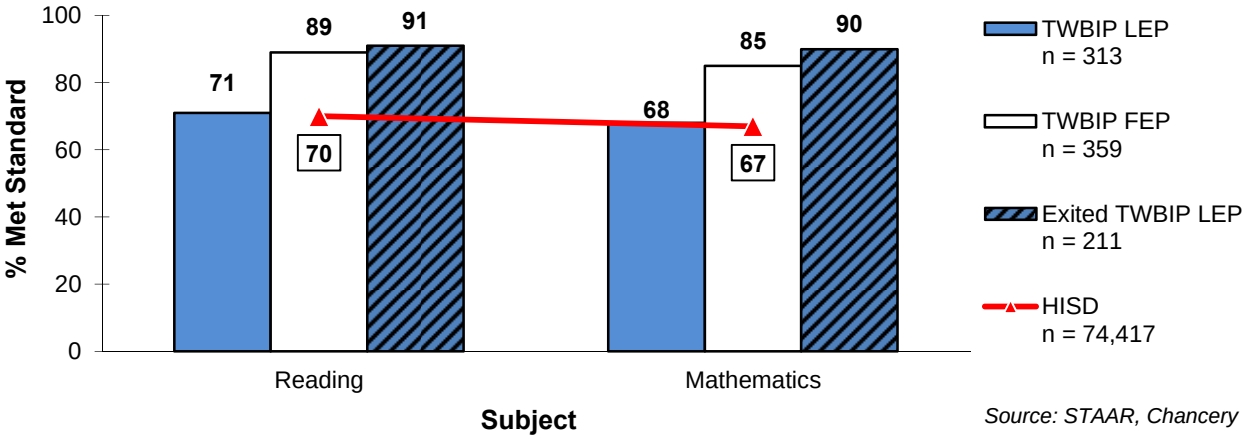
What was the academic performance of fluent English speakers in the two-way bilingual program?

- The goal of the TWBIP program is for students to achieve full bilingualism and biliteracy. Data have already been presented on the performance of current and former ELL students in the program. In this section, data are reported from the 1,094 students with fluent English proficiency (FEP) who participated in the TWBIP program during 2012–2013.

- Spanish-language STAAR results show that fluent English speakers did almost as well as Spanish speaking TWBIP students on the reading test, and better in mathematics (see **Figure 11**).

- Both groups of students performed better than did the district overall on the Spanish STAAR.

Figure 12. English STAAR performance of current LEP and FEP students in the TWBIP program, and former LEP TWBIP students, 2013: reading and mathematics.



Source: STAAR, Chancery

- English STAAR results show that FEP students also did well in comparison with former TWBIP students who have exited ELL status (see **Figure 12**).

- Both exited TWBIP students (monitored or former), and native-English FEP students, had higher passing rates than district overall on the English STAAR.

Discussion

Evidence indicates that the dual language programs in HISD provide ELL students with the support they need to succeed academically. ELL students who have participated in the DBP and TWBIP programs acquire English-language proficiency while in the programs, and outperform the district average on the STAAR, STAAR EOC, TAKS, and Stanford assessments once they have successfully met exit criteria. Native English speakers (FEPs) involved in the program also do well. Based on these results, it would appear that the HISD Multilingual Department is fulfilling its mission to ensure ELL students achieve their full academic potential. Despite this evidence of long-term program success, there were indications that performance declined between 2012 and 2013 for students currently enrolled in both the developmental and two-way programs (see Figures 2 and 6 for STAAR and Stanford 10, Appendix K for TELPAS). This may be simply a one-year aberration, but the district and multilingual department should review this data carefully to determine whether any action is required.

It should also be mentioned that the district will be realigning it's bilingual programs at the start of the 2013–2014 school year. Specifically, the developmental and traditional bilingual programs will no longer be offered as separate programming options for campuses. Instead, these will be combined into a single program (the "Transition bilingual model") which will continue to offer Spanish literacy development in early grades, combined with a gradual and structured increase in English language instruction. The two-way program will continue to be offered at currently participating schools, and the hope is to expand it to other campuses in the coming years.

Limitations

Conclusions regarding the effectiveness of the dual-language programs are limited by a number of factors. First is the fact that the STAAR is a new assessment. This limits analysis of historical data for the two programs, since there are only two years of results available for STAAR and STAAR EOC. Previous evaluation reports have documented that students who have exited DBP and TWBIP do well compared to the district, and the present report confirms this. However, given that the STAAR assessments are so new, it is difficult to determine whether either program is closing the performance gap relative to the district for current ELLs who are enrolled in dual-language programs. It is also true that some of the student groups discussed here (e.g., exited TWBIP students) have only a small number of members. This makes comparison of their performance with that of other groups difficult.

Endnotes

1. This is the sequence normally followed by students in the dual language programs. However, in order to introduce some flexibility, campuses now have the option of allowing students in the developmental bilingual program to enter the pre-exit phase (i.e., predominantly English-only instruction) in grade 4, pending LPAC approval. Performance results for this subgroup of pre-exit students can be found n the district's *2012–2013 Pre-Exit Student Performance Report*.

2. The two-way model proposes that approximately equal numbers of fluent and non-fluent English speakers should be enrolled in the class, but practitioners in the field stress that this ratio should be used as a heuristic and not an absolute rule. Ratios of 60:40 and even 70:30 may be considered appropriate under some circumstances. It should not be assumed that a functional two-way program requires exactly equal number of students from both language groups (Collier, personal communication).

3. The Chancery system replaced the district's previous School Administrative Student Information database system (i.e., SASI), which was used prior to the 2006-2007 school year. Where data from multiple years are reported, archived files from SASI were used as needed, thus some tables or figures might include references to both sources.

4. Note that all districtwide performance data includes results from ELLs enrolled in the dual-language programs, as well as all other comparison groups (e.g., monitored and former ELLs).

References

Houston Independent School District (2013). Pre-Exit ELL Students Performance TAKS/Stanford 2012–2013. HISD, Department of Research & Accountability.

U.S. Department of Education. (2002). No Child Left Behind Act of 2001. Available at http://www.no childleftbehind.gov.

Appendix A

Campuses Offering Developmental Bilingual (DBP) and Two-Way Bilingual Immersion Programs (TWBIP), 2012–2013

Developmental Bilingual Program	
Campus	**Grades Served**
Barrick ES	PK, K, 1, 2, 3, 4, 5
Bellfort ECC	PK, K
Benavidez ES	PK, K, 1, 2, 3, 4, 5
Bonner ES	PK, K, 1, 2, 3, 4
Briscoe ES	PK, K, 1, 2, 3, 4, 5
Burbank ES	PK, K, 1, 2, 3, 4, 4
Carrillo ES	PK, K, 1, 2, 3, 4, 5
Cook ES	PK, K, 1, 2, 3, 4
Crespo ES	PK, K, 1, 2, 3, 4, 5
Cunningham ES	PK, K, 1, 2, 3, 4
De Chaumes ES	PK, K, 1, 2, 3, 4, 5
Durkee ES	K, 1, 2, 3, 4, 5
Field ES	PK, K, 1, 2, 3, 4, 5
Fondren ES	PK, K, 1, 2, 3, 4, 5
Gregg ES	PK, K, 1, 2, 3, 4, 5
Grissom ES	PK, K, 1, 2, 3, 4, 5
Henderson, J. P. ES	PK, K, 1, 2, 3, 4, 5
Herod ES	PK
Herrera ES	PK, K, 1, 2, 3, 4, 5
Highland Heights ES	PK, K, 1, 2, 3, 4
Hines-Caldwell ES	PK, K, 1, 2, 3, 4, 5
Hobby ES	PK, K, 1, 2, 3, 4
Janowski ES	PK, K, 1, 2, 3, 4, 5
Kennedy ES	PK, K, 1, 2, 3, 4
Lantrip ES	PK, K, 1, 2, 3, 4, 5
Lewis ES	1, 2, 3, 4, 5
Lyons ES	PK, K, 1, 2, 3, 4
Martin Luther King ECC	PK
Mistral ECC	PK
Mitchell ES	PK, K, 1, 2
Montgomery ES	PK, K, 1, 2, 3, 4

Developmental Bilingual Program	
Campus	**Grades Served**
Northline ES	PK, K, 1, 2, 3, 4, 5
Park Place ES	PK, K, 1, 2, 3, 4, 5
Patterson ES	PK, K, 1, 2, 3, 4, 5
Petersen ES	PK, K, 1, 2, 3
Rodriguez ES	PK, K, 1, 2
Rucker ES	PK, K, 1, 2, 3, 4, 5
Sanchez ES	PK, K, 1, 2, 3
Scarborough ES	PK, K, 1, 2, 3, 4, 5
Sinclair ES	PK, K, 1, 2, 3, 4
Southmayd ES	PK, K, 1, 2, 3
Sutton ES	K, 1, 2, 3, 4, 5
Tijerina ES	PK, K, 1, 2, 3, 4, 5
Tinsley ES	1, 2, 3, 4, 5
Wainwright ES	PK, K, 1, 2, 3, 4, 5

Two-Way Bilingual Immersion Program	
Campus	**Grades Served**
Blackshear ES	PK, K
Briscoe ES	K, 1, 2, 3, 4, 5
De Anda ES	PK, K
Farias ECC	PK
Helms ES	PK, K, 1, 2, 3, 4, 5
Herod ES	K, 1, 2, 3, 4, 5
Herrera ES	K, 1, 2, 3, 4, 5
Northline ES	K, 1, 2, 3, 4, 5
Sherman ES	PK, K, 1, 2, 3, 4
Tijerina ES	4
Twain ES	K, 1, 2, 3, 4, 5
Wharton K-8	K, 1, 2, 3, 4, 5, 6

Source: Multilingual Department

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.

For 2012–2013 high school students, STAAR includes end-of-course (EOC) exams in English language arts (English I, II, and III), 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.

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 grades 11 as of 2011–2012 continue to take exit-level TAKS tests in order to graduate, while those in grades 9 and 10 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 Aprenda 3 is a norm-referenced, standardized achievement test in Spanish. It is used to assess the level of content mastery for students who receive instruction in Spanish. The reading, mathematics, and language subtests are included in this report for grades 1 through 6. Students take the Aprenda (Spanish) or Stanford (English) according to the language of their reading/language arts instruction. The Aprenda and Stanford tests were developed by Harcourt Educational Measurement (now Pearson, Inc.). However, the Aprenda is not simply a translation of the Stanford. The structure and content of the Aprenda are aligned with those of the Stanford, but development and referencing differ in order to provide culturally relevant material for Spanish-speaking student populations across the United States.

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 (U.S. Department of Education, 2002). 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

Spanish STAAR Performance of Developmental Bilingual (DBP) and Two-Way Bilingual Immersion (TWBIP) Students: Number Tested, and Percent Meeting Satisfactory Standard, by Grade Level, Subject, and Year

				Spanish Reading				Spanish Mathematics			
		Enrollment		2012		2013		2012		2013	
Program	Grade	2012 N	2013 N	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.
DBP	3	2.434	2,090	2,349	75	2,008	75	2,334	67	2,017	69
	4	1.826	1,532	1,668	71	1,430	66	1,656	68	1,432	68
	5	1.410	1,089	13	46	18	72	13	31	16	56
	Total	**5.670**	**4,711**	**4,030**	**73**	**3,456**	**71**	**4,003**	**67**	**3,465**	**69**
TWBIP	3	186	306	186	72	143	83	185	68	143	76
	4	144	163	144	79	157	82	144	69	158	60
	5	148	120	1	*	1	*	1	*	1	*
	Total	**478**	**589**	**331**	**75**	**301**	**77**	**330**	**68**	**302**	**68**

Source: TAKS, Chancery

** Indicates fewer than five students tested*

Appendix D

English STAAR Performance of Developmental Bilingual (DBP) Students: Number Tested, and Percent Met Satisfactory Standard, by Grade Level, Subject, and Year

		Enrollment		English Reading				English Mathematics			
				2012		2013		2012		2013	
Program	Grade	2012 N	2013 N	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Mat Sat.
Current	3	2,434	2,090	51	71	66	47	66	80	59	71
DBP	4	1,826	1,532	129	64	78	59	144	70	78	74
	5	1,410	1,089	1,339	62	1,018	53	1,312	79	1,009	66
	6	167	102	155	48	90	39	143	71	84	57
	7	107	101	90	48	93	56	79	46	75	65
	8	44	81	43	33	74	64	29	41	63	79
	Total	**5,988**	**4,995**	**1,807**	**60**	**1,419**	**53**	**1,773**	**75**	**1,368**	**67**
Monitored	3	17	1	17	94	0	--	17	100	0	--
DBP	4	8	138	8	100	124	95	8	100	124	89
	5	25	168	24	92	168	91	25	80	168	92
	6	602	440	600	81	430	78	599	87	429	86
	7	372	588	369	86	586	82	167	74	293	67
	8	106	68	102	82	68	82	88	76	53	74
	Total	**1,130**	**1,403**	**1,120**	**83**	**1,376**	**83**	**904**	**83**	**1,067**	**82**
Former	3	0	1	0	--	1	*	0	--	1	*
DBP	4	1	8	1	*	8	100	1	*	8	100
	5	4	7	3	*	7	100	2	*	7	86
	6	27	6	24	96	5	60	24	96	5	20
	7	47	40	47	89	37	95	19	79	18	83
	8	399	340	395	93	340	92	237	84	216	88
	Total	**478**	**402**	**470**	**93**	**398**	**92**	**283**	**84**	**255**	**87**
HISD	3	16,718	16,279	11,184	71	11,183	74	11,090	64	11,094	64
	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
	Total	**86,448**	**86,280**	**74,098**	**71**	**74,540**	**70**	**70,226**	**68**	**70,564**	**67**

Source: TAKS, Chancery

** Indicates fewer than five students tested*

Appendix E

English STAAR Performance of Two-Way Bilingual Immersion (TWBIP) Students: Number Tested, and Percentage Met Satisfactory Standard, by Grade Level, Subject and Year

Program	Grade	Enrollment 2012 N	Enrollment 2013 N	English Reading 2012 # tested	English Reading 2012 % Met Sat.	English Reading 2013 # tested	English Reading 2013 % Met Sat.	English Mathematics 2012 # tested	English Mathematics 2012 % Met Sat.	English Mathematics 2013 # tested	English Mathematics 2013 % Met Sat.
Current	3	186	306	0	--	161	71	1	*	161	67
Two-Way	4	144	163	0	--	5	40	0	--	4	*
	5	148	120	144	77	115	66	143	80	117	65
	6	25	19	25	64	19	79	25	84	19	84
	7	15	9	14	86	9	100	1	*	3	*
	8	9	5	8	100	4	*	7	100	3	*
	Total	**527**	**622**	**191**	**77**	**313**	**71**	**177**	**81**	**307**	**68**
Monitored	3	5	13	4	*	10	100	4	100	10	100
Two-Way	4	3	19	0	--	8	75	0	--	7	100
	5	2	29	2	*	29	97	2	100	29	90
	6	67	53	67	85	53	83	67	84	53	85
	7	44	80	44	95	60	90	15	87	36	86
	8	12	9	12	92	9	100	9	78	8	100
	Total	**133**	**203**	**129**	**90**	**169**	**89**	**97**	**85**	**143**	**89**
Former	4	0	1	0	--	0	--	0	--	0	--
Two-Way	5	0	1	0	--	1	*	0	--	1	*
	6	0	1	0	--	1	*	0	--	1	*
	7	7	1	7	100	1	*	3	*	0	--
	8	44	39	43	98	39	97	34	91	19	100
	Total	**51**	**42**	**50**	**98**	**42**	**98**	**37**	**92**	**21**	**100**
HISD	3	16,718	16,279	11,184	71	11,183	74	11,090	64	11,094	64
	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
	Total	**86,448**	**86,280**	**74,098**	**71**	**74,540**	**70**	**70,226**	**68**	**70,564**	**67**

Source: TAKS, Chancery

** Indicates fewer than five students tested*

Appendix F

STAAR End-of-Course Performance of Exited (Monitored and Former) DBP and TWBIP 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)

		#	Unsatisfactory < Minimum		Unsatisfactory Met Minimum		Satisfactory Not Advanced		Advanced	
	Student Group	Tested	N	% Stu	N	% Stu	N	% Stu	N	% Stu
English I Reading	Exited TWBIP	88	7	8	4	5	66	75	11	13
	Exited DBP	571	85	15	35	6	414	73	37	6
	HISD	12,983	4,561	35	714	5	6,599	51	1,109	9
English I Writing	Exited TWBIP	92	20	22	8	9	63	68	1	1
	Exited DBP	587	177	30	54	9	347	59	9	2
	HISD	13,389	6,692	50	1,011	8	5,453	41	233	2
English II Reading	Exited TWBIP	66	2	3	5	8	44	67	15	23
	Exited DBP	527	44	8	23	4	358	68	102	19
	HISD	10,452	2,202	21	802	8	5,653	54	1,795	17
English II Writing	Exited TWBIP	66	12	18	6	9	46	70	2	3
	Exited DBP	531	154	29	45	8	328	62	4	1
	HISD	10,486	4,777	46	999	10	4,488	43	222	2
Algebra I	Exited TWBIP	82	2	2	1	1	59	72	20	24
	Exited DBP	546	28	5	38	7	358	66	122	22
	HISD	11,845	1,802	15	1,115	9	7,168	61	1,760	15
Biology	Exited TWBIP	78	2	3	0	0	65	83	11	14
	Exited DBP	603	22	4	19	3	485	80	77	13
	HISD	12,511	1,206	10	998	8	8,887	71	1,420	11
World Geography	Exited TWBIP	76	1	1	1	1	60	79	14	18
	Exited DBP	565	54	10	13	2	424	75	74	13
	HISD	12,385	2,736	22	854	7	7,404	60	1,391	11
World History	Exited TWBIP	65	7	11	8	12	44	68	6	9
	Exited DBP	488	91	19	55	11	311	64	31	6
	HISD	9,964	2,447	25	1,302	13	5,480	55	735	7
Chemistry	Exited TWBIP	61	2	3	3	5	48	79	8	13
	Exited DBP	476	31	7	33	7	373	78	39	8
	HISD	9,222	1,335	14	865	9	6,133	67	889	10
Geometry	Exited TWBIP	62	0	0	3	5	48	77	11	18
	Exited DBP	465	21	5	22	5	334	72	88	19
	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 G

English TAKS Performance of Exited (Monitored & Former) DBP and TWBIP Students: Number Enrolled, Number Tested, and Percentage of Students Who Met Standard, by Grade Level, Subject, and Year (2012 or 2013)

		Enrollment		English Reading				English Mathematics			
				2012		2013		2012		2013	
Program	Grade	2012 N	2013 N	# tested	% passed	# tested	% passed	# tested	% passed	# tested	% passed
Exited DBP	11	883	510	835	98	466	99	832	96	469	96
	Total	**883**	**510**	**835**	**98**	**466**	**99**	**832**	**96**	**469**	**96**
Exited TWBIP	11	51	61	50	94	59	97	50	94	59	98
	Total	**51**	**61**	**90**	**94**	**59**	**97**	**50**	**94**	**59**	**98**
HISD	11	10,795	10,597	9,525	90	9,255	92	9,478	89	9,270	87
	Total	**10,795**	**10,597**	**9,525**	**90**	**9,255**	**92**	**9,478**	**89**	**9,270**	**87**

Source: TAKS, Chancery

Appendix H

Aprenda Performance of DBP and TWBIP Students: Number Tested and Mean Normal Curve Equivalent (NCE), by Grade Level, Subject, and Year (2012 or 2013)

		# Tested		Reading			Mathematics			Language		
		2012	2013	2012	2013		2012	2013		2012	2013	
Program	**Grade**	**N**	**N**	**NCE**	**NCE**	**Δ**	**NCE**	**NCE**	**Δ**	**NCE**	**NCE**	**Δ**
Current	1	2,815	2,447	73	78	5	70	72	2	70	74	4
DBP	2	2,547	2,516	72	76	4	72	72	0	78	77	-1
	3	2,360	2,036	72	75	3	73	77	4	80	83	3
	4	1,683	1,449	67	71	4	76	81	5	71	70	-1
	5	11	13	62	52	-10	62	55	-7	56	51	-5
	6	11	9	53	61	8	70	77	7	52	58	6
	Total	**9,427**	**8,470**	**71**	**75**	**4**	**72**	**75**	**3**	**75**	**76**	**1**
Current	1	175	194	73	79	6	71	72	1	72	74	2
TWBIP	2	179	146	73	80	7	74	83	9	79	82	3
	3	185	157	71	75	4	76	80	4	82	84	2
	4	144	159	70	71	1	80	80	0	72	69	-3
	5	1	0	*	--	--	*	--	--	*	--	--
	6	0	0	--	--	--	--	--	--	--	--	--
	Total	**684**	**656**	**72**	**76**	**4**	**75**	**78**	**3**	**76**	**77**	**1**

Source: Aprenda, Chancery

** Indicates fewer than five students tested*

Appendix I

Stanford Performance of Developmental Bilingual (DBP) Students: Number Tested and Mean Normal Curve Equivalent (NCE), by Grade Level, Subject, and Year (2012 or 2013)

		# Tested		Reading			Mathematics			Language		
		2012	2013	2012	2013		2012	2013		2012	2013	
Program	**Grade**	**N**	**N**	**NCE**	**NCE**	**Δ**	**NCE**	**NCE**	**Δ**	**NCE**	**NCE**	**Δ**
Current	1	7	15	24	30	6	32	36	4	27	38	11
Developmental	2	24	26	39	32	-7	43	37	-6	36	36	0
	3	43	37	44	45	1	63	60	-3	51	52	1
	4	130	71	40	40	0	52	56	4	50	53	3
	5	1,381	1,068	37	34	-3	52	49	-3	39	38	-1
	6	153	91	34	29	-5	47	43	-4	38	32	-6
	7	96	89	33	35	2	45	54	9	37	42	5
	8	29	69	27	37	10	40	54	14	28	42	14
	Total	**1,863**	**1,466**	**37**	**35**	**-2**	**51**	**50**	**-1**	**40**	**39**	**-1**
Monitored	3	17	0	56	--	--	67	--	--	57	--	--
Developmental	4	8	124	66	53	-13	65	67	2	76	66	-10
	5	25	168	46	53	7	56	67	11	51	55	4
	6	600	434	46	48	2	58	59	1	52	49	-3
	7	369	586	52	47	-5	64	61	-3	54	52	-2
	8	104	68	42	44	2	58	58	0	44	47	3
	Total	**1,123**	**1,380**	**48**	**48**	**0**	**60**	**61**	**1**	**52**	**52**	**0**
Former	4	1	8	*	62	*	*	72	*	*	69	*
Developmental	5	4	7	*	58	*	*	73	*	*	60	*
	6	27	6	51	26	-25	57	30	-27	57	35	-22
	7	47	39	59	50	-9	69	61	-8	62	56	-6
	8	393	340	55	52	-3	63	65	2	54	53	-1
	Total	**472**	**392**	**55**	**51**	**-4**	**63**	**64**	**1**	**55**	**53**	**-2**
All HISD	1	10,635	10,802	47	46	-1	49	49	0	48	50	2
	2	10,618	10,739	45	45	0	49	48	-1	44	47	3
	3	11,394	11,423	47	48	1	54	56	2	47	49	2
	4	13,045	13,648	48	45	-3	55	54	-1	55	52	-3
	5	14,973	14,626	45	44	-1	53	52	-1	47	47	0
	6	12,527	12,784	43	43	0	52	51	-1	47	44	-3
	7	11,976	12,166	47	43	-4	53	53	0	48	46	-2
	8	11,932	11,915	45	44	-1	53	54	1	45	44	-1
	Total	**97,100**	**98,103**	**46**	**45**	**-1**	**52**	**52**	**0**	**48**	**47**	**-1**

Source: Stanford, Chancery

** Indicates fewer than five students tested*

Appendix J

Stanford Performance of Two-Way Bilingual Immersion (TWBIP) Students: Number Tested and Mean Normal Curve Equivalent (NCE), by Grade Level, Subject, and Year (2012 or 2013)

		# Tested		Reading			Mathematics			Language		
		2012	2013	2012	2013		2012	2013		2012	2013	
Program	**Grade**	**N**	**N**	**NCE**	**NCE**	**Δ**	**NCE**	**NCE**	**Δ**	**NCE**	**NCE**	**Δ**
Current	5	147	119	44	39	-5	54	52	-2	45	40	-5
Two-Way	6	25	19	42	47	5	59	54	-5	44	46	2
	7	15	9	52	43	-9	61	61	0	50	45	-5
	8	9	5	53	43	-10	56	62	6	43	47	4
	Total	**196**	**152**	**45**	**40**	**-5**	**56**	**53**	**-3**	**45**	**42**	**-3**
Monitored	4	0	7	--	62	--	--	70	--	--	65	--
Two-Way	5	2	29	*	57	*	72	63	-9	73	58	-15
	6	67	53	51	51	0	61	61	0	61	53	-8
	7	43	60	59	57	-2	68	70	2	59	62	3
	8	12	9	50	53	3	59	66	7	47	51	4
	Total	**124**	**158**	**54**	**55**	**1**	**63**	**65**	**2**	**59**	**58**	**-1**
	5	0	1	--	*	--	--	*	--	--	*	--
Former	6	0	1	--	*	--	--	*	--	--	*	--
Two-Way	7	7	1	67	*	*	63	*	*	59	*	*
	8	44	39	58	57	-1	62	69	7	58	57	-1
	Total	**51**	**42**	**59**	**57**	**-2**	**62**	**69**	**7**	**58**	**57**	**-1**
All HISD	1	10,635	10,802	47	46	-1	49	49	0	48	50	2
	2	10,618	10,739	45	45	0	49	48	-1	44	47	3
	3	11,394	11,423	47	48	1	54	56	2	47	49	2
	4	13,045	13,648	48	45	-3	55	54	-1	55	52	-3
	5	14,973	14,626	45	44	-1	53	52	-1	47	47	0
	6	12,527	12,784	43	43	0	52	51	-1	47	44	-3
	7	11,976	12,166	47	43	-4	53	53	0	48	46	-2
	8	11,932	11,915	45	44	-1	53	54	1	45	44	-1
	Total	**97,100**	**98,103**	**46**	**45**	**-1**	**52**	**52**	**0**	**48**	**47**	**-1**

Source: Stanford, Chancery

** Indicates fewer than five students tested*

Appendix K

Composite TELPAS Results: Number and Percent of Students at Each Proficiency Level in 2013, by Grade. Results Shown Separately for DBP and TWBIP Students.

DBP Students

Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		% AH 2012	Composite Score
		N	%	N	%	N	%	N	%		
K	2,385	2,057	86	240	10	73	3	15	1	<1	1.2
1	2,469	1,389	56	861	35	186	8	33	1	1	1.6
2	2,537	374	15	844	33	781	31	538	21	23	2.5
3	2,080	258	12	542	26	552	27	728	35	33	2.8
4	1,520	128	8	383	25	399	26	610	40	44	3.0
5	1,080	39	4	103	10	226	21	712	66	73	3.5
6	101	5	5	27	27	29	29	40	40	64	3.1
7	101	3	3	10	10	24	24	64	63	61	3.4
8	81	6	7	6	7	16	20	53	65	51	3.5
Total	**12,354**	**4,259**	**34**	**3,016**	**24**	**2,286**	**19**	**2,793**	**23**	**25**	**2.3**

TWBIP Students

Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		% AH 2012	Composite Score
		N	%	N	%	N	%	N	%		
K	264	235	89	12	5	12	5	5	2	1	1.2
1	431	159	37	121	28	101	23	50	12	6	2.1
2	232	13	6	52	22	93	40	74	32	45	2.9
3	302	13	4	36	12	67	22	186	62	45	3.4
4	161	5	3	28	17	38	24	90	56	68	3.4
5	119	2	2	3	3	15	13	99	83	86	3.7
6	19	0	0	0	0	4	21	15	79	84	3.8
7	9	0	0	0	0	1	11	8	89	93	3.9
8	5	0	0	0	0	0	0	5	100	100	4.0
Total	**1,542**	**427**	**28**	**252**	**16**	**331**	**21**	**532**	**35**	**42**	**2.6**

Source: TELPAS, Chancery

Appendix L

TELPAS Yearly Progress: Number and Percent of Students Gaining One or More Levels of English Language Proficiency in 2013, by Grade. Results Shown Separately for DBP and TWBIP Students.

DBP Students

Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		% Gained
2011	N	N	%	N	%	N	%	N	%	2012
1	2,358	808	34	113	5	17	1	938	40	36
2	2,469	1,007	41	661	27	139	6	1,807	73	73
3	2,032	971	48	61	3	5	<1	1,037	51	50
4	1,472	814	55	64	4	2	<1	880	60	65
5	1,043	750	72	81	8	3	<1	834	80	85
6	99	50	51	0	0	0	0	50	51	69
7	96	73	76	3	3	0	0	76	79	74
8	74	60	81	0	0	0	0	60	81	65
Total	**9,643**	**4,533**	**47**	**983**	**10**	**166**	**2**	**5,682**	**59**	**59**

TWBIP Students

Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		% Gained
2011	N	N	%	N	%	N	%	N	%	2012
1	409	135	33	52	13	7	2	194	47	65
2	226	95	42	57	25	8	4	160	71	78
3	287	191	67	9	3	0	0	200	70	60
4	160	103	64	3	2	0	0	106	66	80
5	115	96	83	6	5	0	0	102	89	89
6	19	16	84	0	0	0	0	16	84	84
7	9	8	89	0	0	0	0	8	89	93
8	5	5	100	0	0	0	0	5	100	100
Total	**1,230**	**649**	**53**	**127**	**10**	**15**	**1**	**791**	**64**	**74**

Source: TELPAS, Chancery