

MEMORANDUM

September 27, 2013

TO: Board Members

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

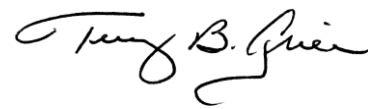
SUBJECT: **CULTURAL HERITAGE BILINGUAL PROGRAM (CHBP) STUDENT PERFORMANCE REPORT 2013**

CONTACT: Carla Stevens, 713-556-6700

Texas Administrative Code (BB § 89.1205) 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. Based on this rule, in addition to Spanish speaking ELLs, students speaking Vietnamese, Mandarin, Arabic, and Urdu as their primary language are eligible for bilingual services. The Bilingual Cultural Heritage Program (CHBP) was developed for students in these language groups, and started in 2008–2009. CHBP is an early-exit bilingual program serving students in grades pre-K through 4. Currently, CHBP is only implemented for native Vietnamese speakers at Park Place Elementary School.

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

A total of 170 students were in the CHBP program in 2012–2013. Results from the STAAR and Stanford assessments indicated that CHBP students' performance was superior to that of all comparison groups, in all subjects tested. TELPAS results showed that 78 percent of CHBP students were rated as either Advanced or Advanced High in English language proficiency, more than any other group. In addition, 81 percent of CHBP students gained at least one level of English language proficiency on the TELPAS between 2011 and 2012, which was also higher than for any comparison group. Among students who had exited ELL status, those who used to be in CHBP were superior to all comparison groups except for Vietnamese students who had exited an ESL program.


_____TBG

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



RESEARCH

Educational Program Report

CULTURAL HERITAGE BILINGUAL PROGRAM PERFORMANCE REPORT: ENGLISH STAAR, STANFORD, AND TELPAS 2012–2013

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HOUSTON INDEPENDENT SCHOOL DISTRICT



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CULTURAL HERITAGE BILINGUAL PROGRAM PERFORMANCE REPORT: ENGLISH STAAR, STANFORD, AND TELPAS 2012–2013

Executive Summary

Program Description

The Cultural Heritage Bilingual Program (CHBP) was developed for English Language Learner (ELL) students from language groups not served by current bilingual programs in the Houston Independent School District (HISD), which are designed for Spanish-speaking ELLs. The largest group of students in this category consists of ELLs whose home language is Vietnamese. Currently, CHBP is only implemented for native Vietnamese speakers at Park Place Elementary School. This program is an early exit bilingual program serving students in grades prekindergarten through 4. Students enrolled in the CHBP program receive 45 minutes of daily instruction in Vietnamese, during which Vietnamese literature, culture, and history are taught in the students' native language via listening, speaking, reading, and writing. Combined with this is an intensive program of English language development using ESL instructional techniques for language arts and all content subjects. This report contains summaries of student performance including the following:

- Student enrollment by grade level;
- State of Texas Assessment of Academic Readiness (STAAR) reading and mathematics (percent of students who met standard);
- Stanford 10 mean normal curve equivalent (NCE) scores for reading, mathematics, language, science, and social science;
- Texas English Language Proficiency Assessment System (TELPAS) percentage of students scoring Advanced High, and the percentage of students making gains in proficiency.

Highlights

- During the 2012–2013 school year, there were 170 ELL students enrolled in the CHBP program, from kindergarten through grade 4 (all at Park Place ES).
 - For students currently classified as ELLs, those in CHBP performed better on the 2013 STAAR reading (advantage of 16 to 32 percentage points) and mathematics tests (advantage of 7 to 36 percentage points) than did those from any of four comparison groups: Vietnamese students in an ESL program, all bilingual students overall, waived ELL students, and the district overall.
 - Among students who had exited ELL status, exited CHBP students performed approximately the same on the STAAR as exited ESL students whose home language was Vietnamese (difference of -6 and +1 percentage points on reading and mathematics, respectively).
 - Both groups performed better than exited bilingual students or the district overall.
 - On the Stanford 10, current CHBP students performed better in 2013 than all groups in all subjects (advantage of 2 to 23 NCE points).
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- Exited CHBP students performed better than exited bilingual students or the district overall, on all Stanford 10 tests (advantage of 7 to 28 NCE points).
- Exited CHBP students performed better than exited Vietnamese ESL students on the mathematics (3 NCE points) and language (1 NCE point) tests of the Stanford 10, but were slightly lower on reading and social science (-1 NCE point for each).
- On the TELPAS, CHBP students showed performance advantages over all comparison groups in the percentage of students scoring Advanced High, and showed more gains in performance between 2012 and 2013 than either waived ELLs or the district overall.

Recommendations

1. The CHBP program has proven successful at this one campus with Vietnamese ELL students. It might be advantageous for the district to expand the program to additional qualifying ELL students, by targeting elementary campuses with high enrollments of Vietnamese ELLs in key geographical areas of the district. This would also have the benefit of providing more data with which to evaluate the program.
2. Among students who have exited ELL status, monitored CHBP students show no clear performance advantage over other Vietnamese students who had exited an ESL program. Given this, the district should continue to monitor the performance of exited ELLs, to determine whether there are long-term benefits for students who participate in the CHBP program relative to students from a similar background who participated only in ESL while in elementary school.

Administrative Response

HISD has expanded programming in other minority languages by opening a Mandarin Chinese Dual Language Program at Gordon Elementary during the 2012–2013 school year. The district is exploring the expansion of the current CHBP into other schools with large numbers of Vietnamese ELL students. In addition, the Multilingual Department is exploring the implementation of this programming service to Arabic speaking ELL students.

Introduction

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 district. Based on these requirements, ELL students speaking Spanish, Vietnamese, Mandarin, Arabic, and Urdu as their home language were eligible for bilingual services in the district.

The Bilingual Cultural Heritage Program (CHBP) was developed for students in these language groups, and began in 2008–2009. Currently, CHBP is only implemented for native Vietnamese speakers at Park Place Elementary School. The Cultural Heritage Bilingual Program is an early-exit bilingual program serving students in grades prekindergarten through 4. Students enrolled in the CHBP program receive 45 minutes of daily instruction in Vietnamese, during which Vietnamese literature, culture, and history are taught in the students' native language via listening, speaking, reading, and writing. Combined with this is an intensive program of English language development using ESL instructional techniques for language arts and all content subjects.

Methods

Participants

ELL students in the CHBP 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 CHBP program is shown in **Table 1**. All current or exited CHBP students in kindergarten through 4th grade with valid STAAR, Stanford 10, or TELPAS test results from 2012–2013 were included in the analyses for this report. The report also includes data from the following comparison groups:

- exited CHBP students (students previously exited from the CHBP program);
- Vietnamese students in an ESL program;
- ELL students in a bilingual program¹;
- ELL students not served in a bilingual or ESL program due to parental waiver; and
- HISD districtwide data².

Data Collection & Analysis

CHBP student performance on three assessments is included in this report: the State of Texas Assessments of Academic Readiness (STAAR), the Stanford Achievement Test Series, Tenth Edition (Stanford

Table 1. CHBP Enrollment by Grade Level, 2008–2009 to 2012–2013

Year	Grade						Total
	Pre-K	K	1	2	3	4	
2008–2009	33	36	27	n/a	n/a	n/a	96
2009–2010	29	34	33	25	n/a	n/a	121
2010–2011	42	30	30	31	25	n/a	158
2011–2012	32	37	30	20	33	15	167
2012–2013	33	29	32	31	18	27	170

Source: PEIMS

10), and the Texas English Language Proficiency Assessment System (TELPAS) (see **Appendix A**, p. 9). All ELL students in HISD are assessed in their primary language of instruction; therefore, CHBP students are assessed in English. All assessments were analyzed only at the district level, since only one campus currently offers the CHBP program, and all data are from 2013.

STAAR results are reported and analyzed for the reading and mathematics tests. For each test, the percentage of students who met standard (Satisfactory - Level II) is shown. Stanford 10 results (Normal Curve Equivalents, or NCEs) are reported and analyzed for reading, mathematics, language, science, and social science.

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

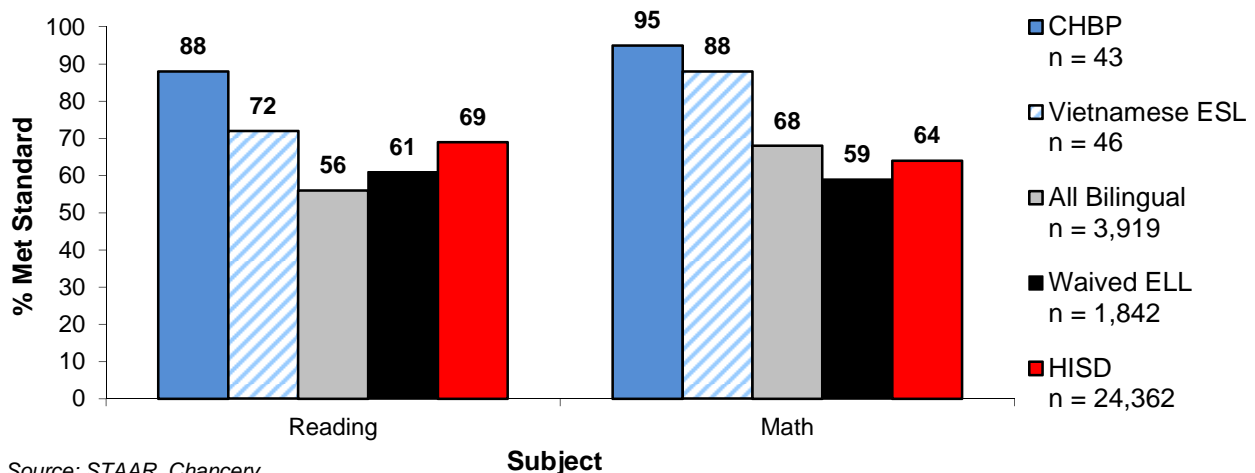
Results

STAAR

Figure 1 presents the percent of students meeting standard for the reading and mathematics sections of the STAAR in 2013. Data are shown for CHBP students, other Vietnamese students in an ESL program, students in other bilingual programs, waived ELL students³, and all students districtwide. Also included for reference purposes are the number of students tested.

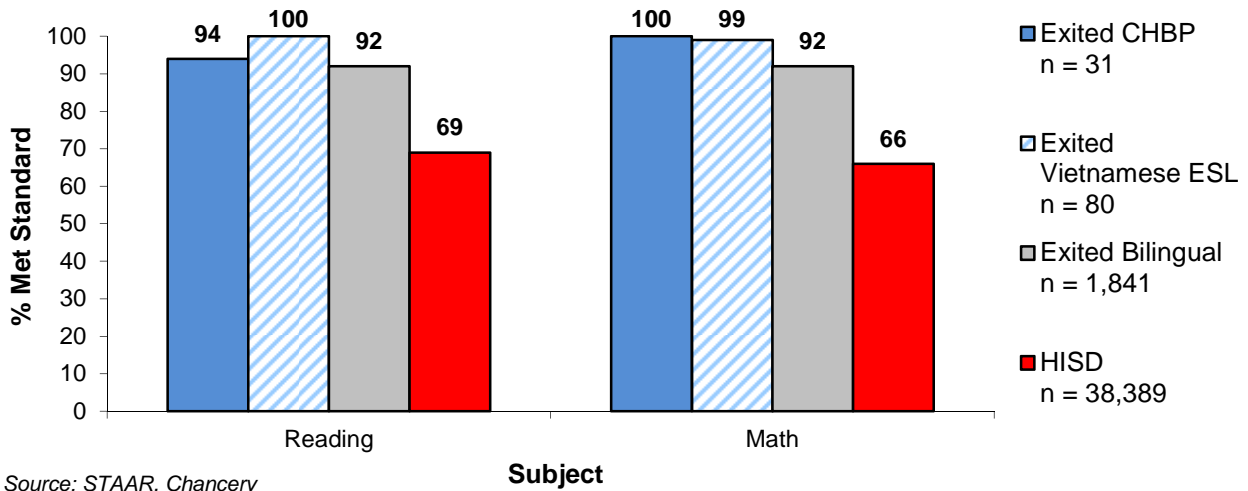
- Students in the CHBP program showed better performance than did those in any of the comparison groups (see **Appendix B** for further details, including grade-level results and data for 2012, p. 10). This was true for both reading and mathematics.
- CHBP students outperformed other Vietnamese ELL students who were enrolled in ESL programs in the district (by 16 percentage points in reading and by 7 percentage points in mathematics).

Figure 1. English STAAR Percent Met Standard for Current CHBP Students and Comparison Groups, 2013 (Combined Results for Grades 3 and 4).



Source: STAAR, Chancery

Figure 2. English STAAR Percent Met Standard for Monitored CHBP Students and Comparison Groups, 2013 (Combined Results for Grades 3 and 4).



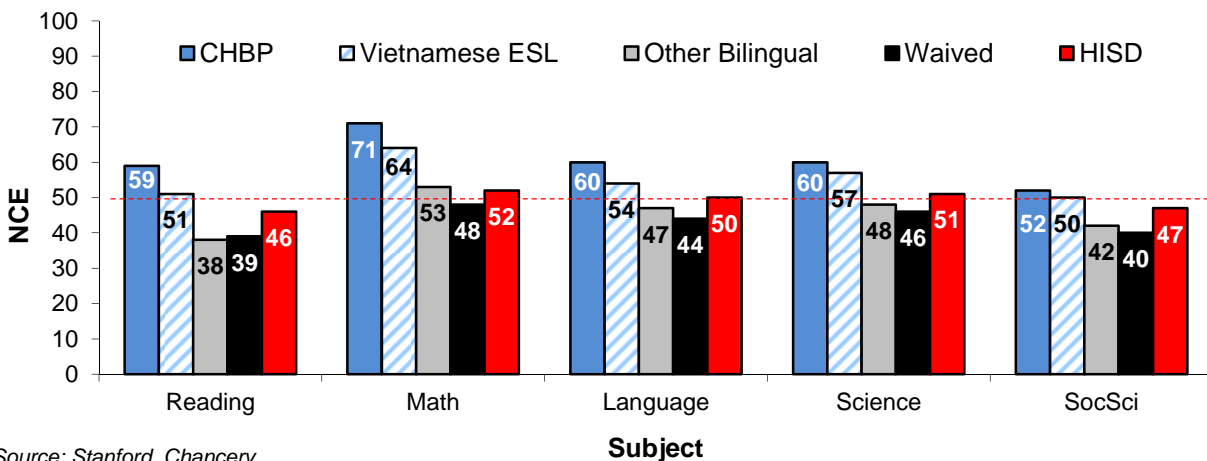
Source: STAAR, Chancery

- Results for students who have exited ELL status (see **Figure 2** above) show that exited CHBP students continued to perform better than most other comparison groups. Compared to Vietnamese students who had exited from an ESL program, they were lower in reading (by 6 percentage points) but higher in mathematics (by 1 percentage point). Details including data for 2012 are shown in **Appendix C** (see p. 11).

Stanford

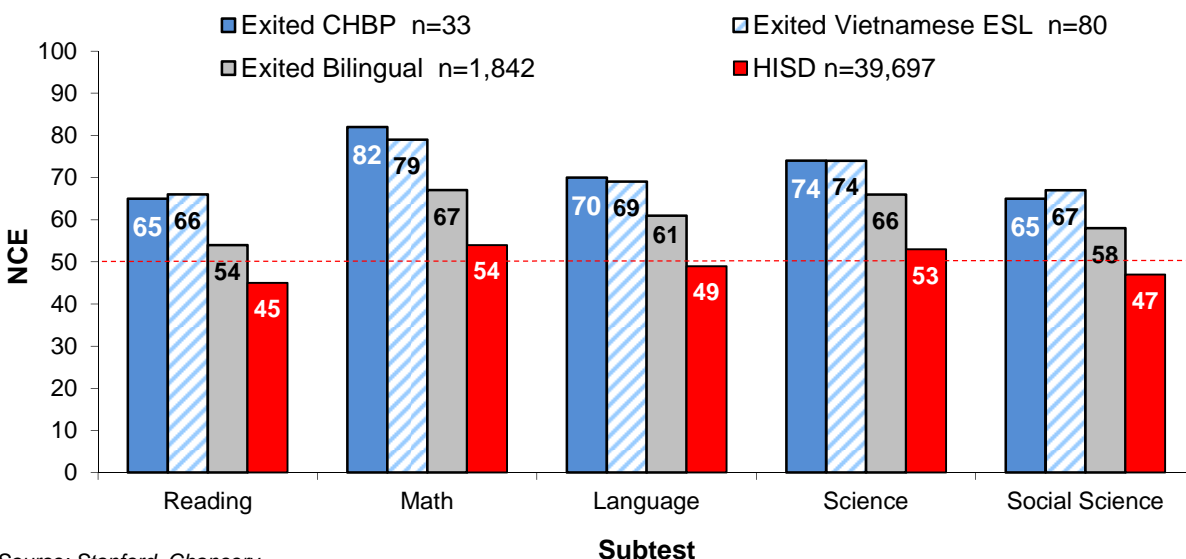
- Figure 3** (see below) shows 2013 Stanford 10 data for the same student groups reported previously. Results are included for the reading, mathematics, language, science, and social science tests.
- Further details, including grade-level results and data for 2012, can be found in **Appendix D** (p. 12).
- CHBP students had higher average NCEs than did students from any of the comparison groups. This was true for all subjects.

Figure 3. Mean Stanford Scores for Current CHBP Students and Comparison Groups, 2013 (Combined results for grades 1 through 4).



Source: Stanford, Chancery

Figure 4. Mean Stanford Scores for Monitored CHBP Students and Comparison Groups, 2013 (Combined Results for Grades 1 Through 4).



Source: Stanford, Chancery

- CHBP students also were above average (NCE 50) in all subjects.
- The CHBP advantage over HISD overall performance ranged from 5 NCE points in social science to 19 NCE points in mathematics (see Figure 3).
- Data from exited CHBP students (see **Figure 4** above) showed that they performed better than exited bilingual students and the district overall, in all subjects. However, there was little overall difference between their performance and that of exited ESL students who were Vietnamese.
- Exited CHBP students performed well above average in all five subject areas with the lowest performance consisting of 65 NCEs in reading and social science.

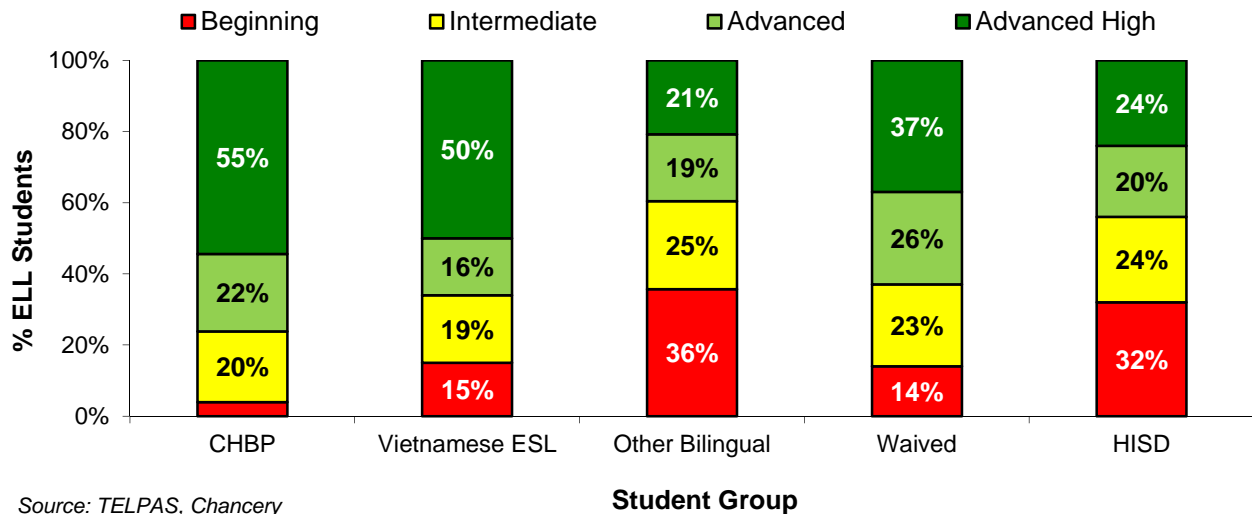
TELPAS

Attainment:

Data concerning the overall levels of English language proficiency of ESL students are presented in **Figure 5** (see p.7). Shown are the percentage of students at each of the four levels of English language proficiency from the TELPAS in 2012–2013. Results are shown for the following groups: current CHBP students, Vietnamese students in an ESL program, other bilingual students, waived ELLs, and all ELLs in the district.

- CHBP students had both a higher percentage of students scoring Advanced High, and a smaller percentage scoring Beginning, than did any of the comparison groups.
- 77% of CHBP students had ratings of Advanced or Advanced High, compared to 66% for Vietnamese ESL students, 40% for all bilingual students as a group, 63% for waived ELLs, and 44% for all ELLs.
- Further details, including the number of students at each proficiency level, can be found in **Appendix E** (see p. 13).

Figure 5. Distribution of TELPAS Proficiency Ratings for CHBP Students and Comparison Groups in 2013, (Combined Results for Grades 1 Through 4).



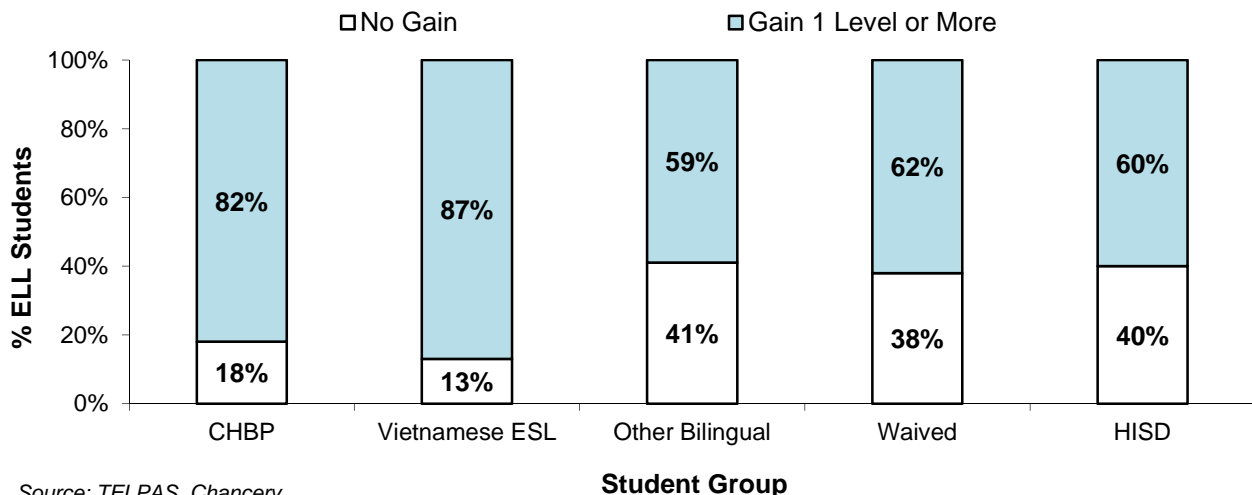
Source: TELPAS, Chancery

Yearly Progress:

Yearly progress data for the TELPAS are shown in **Figure 6**. Shown are the percentage of students gaining at least one level of English language proficiency between 2011–2012 and 2012–2013. Results are shown for the same comparison groups as discussed previously.

- 82% of CHBP students gained at least one level of English language proficiency in 2012–2013, which was lower than the corresponding figure for Vietnamese students in an ESL program (87%).
- The percentage of CHBP students showing gains was greater than that for the bilingual (59%), waived ELL (62%), or all ELL (60%) comparison groups.
- Further details, including the number of students making gains by grade level, can be found in **Appendix F** (see p. 14).

Figure 6. Percentage of CHBP Students and Comparison Groups Showing Proficiency Gains on the TELPAS in 2013, (Combined Results for Grades 1 Through 4).



Source: TELPAS, Chancery

Discussion

Existing state law requires that, based on enrollment figures, ELL students whose home languages are Spanish, Vietnamese, Mandarin, Arabic, and Urdu were eligible for bilingual services during the 2012-2013 school year. The district currently has an early-exit bilingual program (CHBP) aimed at ELL students from these language groups not typically served. At the present time, the program is only available for ELL students whose home language is Vietnamese, and only at one campus, Park Place Elementary School.

This report summarizes the most recent performance data available for ELL students enrolled in the CHBP program. Results show that current CHBP students outperformed all other comparison groups on both the 2013 Stanford 10 and the 2013 English language STAAR. On both assessments, CHBP students outperformed all students districtwide. CHBP students showed a higher level of English language proficiency than did other comparison groups of ELLs, as measured by the TELPAS. The performance advantage for students in the CHBP program over other Vietnamese ELLs who were in ESL (see Figures 1, 3, and 5) shows that the advantage for CHBP cannot solely be accounted for by ethnicity or culture. Finally, a greater proportion of CHBP students made gains in English language proficiency between 2012 and 2013 than did either waived ELLs or all ELLs districtwide. Data on CHBP students who exited ELL status shows that they continue to exceed performance of almost all comparison groups.

In regards to this last finding, there is an important caveat that needs to be addressed. While current CHBP students had a performance advantage over Vietnamese students who were in an ESL program, this advantage did not exist when data for exited ELL students was considered. Monitored CHBP students did just about as well as monitored Vietnamese ESL students. Given how new the CHBP program is, there is little data available from exited ELL students. Thus the long-term benefits of participation need to be evaluated, especially in relation to other Vietnamese students who came from an ESL program. With barely one year of data available, firm conclusions are not possible.

In summary, students in the CHBP program, as well as those no longer considered ELL, performed at a high level. These results should encourage the district to consider expanding the program to other eligible language groups.

Limitations

In evaluating the CHBP program, one limitation that must be acknowledged is the fact that currently, CHBP is only implemented at one campus in the district, Park Place Elementary, and only for one language group, Vietnamese ELLs. Expansion of the program to other campuses and/or language groups will be necessary before firm conclusions regarding the program's effectiveness can be made.

Endnotes

¹ The bilingual student group includes all ELLs participating in a bilingual program in the district, including those from the CHBP program.

² Note that districtwide performance data includes results from the students in all other comparison groups.

³ Waived ELL students are those whose parents have signed a waiver indicating that they are to receive no special language program (i.e., they are in neither a bilingual nor an ESL program).

Appendix A

Explanation of Assessments Included in Report

The STAAR is a state-mandated, criterion-referenced assessment used to measure student achievement. All students in the Houston Independent School District (HISD) are assessed in their primary language of instruction; therefore, CHBP students are assessed in English. The 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 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 1–11), science (3–11), and social science (grades 3–11). 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 B

English STAAR Performance of Current CHBP Students, and Comparison Groups: Number Tested, and Percent Met Standard, by Grade Level and Year of Testing

Program	Grade	Enrollment		Reading				Mathematics			
		2012	2013	2012		2013		2012		2013	
		N	N	# tested	% passed	# tested	% passed	# tested	% passed	# tested	% passed
CHBP	3	33	18	31	87	18	83	27	96	16	94
	4	15	27	15	67	25	92	13	100	24	96
	Total	48	45	46	80	43	88	40	98	40	95
Vietnamese	3	27	27	26	73	26	81	24	79	24	92
ESL	4	22	21	21	76	20	60	16	88	16	81
Total	Total	49	48	47	74	46	72	40	83	40	88
All	3	5,794	5,428	1,081	74	1,138	70	1,058	77	1,100	73
Bilingual	4	5,232	4,721	2,973	64	2,781	51	2,962	70	2,788	65
Total	Total	11,026	10,149	4,054	67	3,919	56	4,020	72	3,888	68
Waived	3	1,072	1,091	951	63	976	66	963	60	985	60
ELL	4	894	991	785	62	866	56	800	59	877	57
Total	Total	1,966	2,082	1,736	63	1,842	61	1,763	59	1,862	59
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
	Total	32,478	32,329	23,841	71	24,709	69	23,709	65	24,198	64

Source: STAAR, Chancery

Appendix C

English STAAR Performance of Exited CHBP Students, and Comparison Groups: Number Tested, and Percent Met Standard, by Grade Level and Year of Testing

Program	Grade	Enrollment		Reading				Mathematics			
		2012	2013	2012		2013		2012		2013	
		N	N	# tested	% passed	# tested	% passed	# tested	% passed	# tested	% passed
CHBP	3	6	11	6	100	10	91	6	100	11	100
	4	14	10	14	86	10	100	14	100	10	100
	5	0	12	0	--	11	92	0	--	12	100
	Total	20	33	20	90	31	94	20	100	33	100
Vietnamese	3	21	13	21	100	13	100	21	100	13	100
ESL	4	33	27	33	97	26	100	33	100	26	100
	5	n/a	41	n/a	--	41	100	n/a	--	41	98
Total	54	81	54	98	80	100	54	100	80	99	
All	3	85	87	80	90	80	96	81	90	80	96
Bilingual	4	261	553	256	91	521	93	256	92	520	92
	5	n/a	1,247	n/a	--	1,240	91	n/a	--	1,242	91
Total	346	1,887	336	91	1,841	92	337	92	1,842	92	
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	n/a	15,156	n/a	--	14,027	70	n/a	--	13,941	69
Total	32,478	47,485	23,841	71	38,389	69	23,709	65	38,139	66	

Source: STAAR, Chancery

Appendix D

Mean Stanford 10 Normal Curve Equivalents (NCE) for Current CHBP Students and Comparison Groups, by Grade Level and Year of Testing

Program	Grade	Tested		Reading		Math		Language		Science		Soc Sci	
		2012	2013	2012	2013	2012	2013	2012	2013	2012	2013	2012	2013
CHBP	1	30	32	66	72	61	71	53	63	--	--	--	--*
	2	20	31	44	56	66	71	54	56	--	--	--	--
	3	31	18	53	48	74	73	56	53	58	63	52	47
	4	15	26	52	54	69	70	55	66	64	56	48	56
	Total	96	107	55	59	67	71	54	60	60	60	51	52
Vietnamese ESL	1	43	45	56	55	58	64	52	56	--	--	--	--
	2	26	32	46	49	56	62	48	50	--	--	--	--
	3	25	26	49	54	65	70	51	57	55	61	48	53
	4	20	21	51	41	69	60	58	52	60	53	54	46
	Total	114	124	51	51	61	64	52	54	57	57	51	50
All Bilingual	1	409	425	45	39	48	45	44	42	--	--	--	--
	2	376	300	38	40	46	48	41	44	--	--	--	--
	3	1,078	1,072	43	43	59	61	47	50	53	51	47	46
	4	3,051	2,854	41	35	55	53	51	47	48	48	41	41
	Total	4,914	4,651	41	38	55	53	48	47	50	48	43	42
Waived	1	919	888	41	41	46	47	44	46	--	--	--	--
	2	956	1,120	37	38	44	44	39	41	--	--	--	--
	3	1,024	1,049	37	40	49	52	39	44	47	46	40	41
	4	867	958	41	37	49	48	47	45	46	46	40	39
	Total	3,766	4,015	39	39	47	48	42	44	46	46	40	40
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
	Total	45,692	46,612	47	46	52	52	49	50	52	51	47	47

Source: Stanford, Chancery

* The science and social science subtests of the Stanford 10 are not administered in grades 1 and 2.

Appendix E

Number and Percentage of Students from CHBP and Comparison Groups at Each TELPAS Proficiency Level, by Grade

Program	Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		Composite Score
			N	%	N	%	N	%	N	%	
CHBP	K	31	5	16	15	48	7	23	4	13	2.3
	1	32	0	0	6	19	13	41	13	41	3.2
	2	32	0	0	3	9	8	25	21	66	3.5
	3	18	0	0	1	6	2	11	15	83	3.7
	4	26	0	0	3	12	0	0	23	88	3.7
	Total		139	5	4	28	20	30	22	76	55
Vietnamese ESL	K	38	13	34	15	39	6	16	4	11	2.0
	1	45	5	11	8	18	10	22	22	49	3.1
	2	33	3	9	3	9	3	9	24	73	3.4
	3	27	1	4	2	7	4	15	20	74	3.5
	4	20	2	10	3	15	3	15	12	60	3.2
	Total		163	24	15	31	19	26	16	82	50
All Bilingual	K	6,300	5,455	87	638	10	147	2	60	1	1.2
	1	6,251	3,064	49	2,274	36	694	11	219	4	1.7
	2	5,841	725	12	1,865	32	1,859	32	1,393	24	2.6
	3	5,406	592	11	1,214	22	1,404	26	2,196	41	3.0
	4	4,691	303	6	992	21	1,253	27	2,143	46	3.2
	Total		28,489	10,139	36	6,983	25	5,357	19	6,011	21
Waived	K	656	275	42	168	26	114	17	99	15	2.1
	1	884	166	19	299	34	259	29	160	18	2.5
	2	1129	110	10	260	23	348	31	411	36	2.9
	3	1050	67	6	158	15	242	23	583	56	3.3
	4	960	54	6	189	20	261	27	456	48	3.2
	Total		4,679	672	14	1,074	23	1,224	26	1,709	37
HISD	K	7,659	6,042	79	991	13	371	5	255	3	1.3
	1	7,756	3,395	44	2,718	35	1,080	14	563	7	1.9
	2	7,456	895	12	2,250	30	2,317	31	1,994	27	2.7
	3	6,950	742	11	1,460	21	1,758	25	2,990	43	3.0
	4	6,199	432	7	1,285	21	1,645	27	2,837	46	3.1
	Total		36,020	11,506	32	8,704	24	7,171	20	8,639	24

Source: TELPAS, Chancery

Appendix F

Number and Percentage of Students from CHBP and Comparison Groups Showing Gains in TELPAS Proficiency, by Grade

Program	Grade Level	Cohort Size N	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level	
			N	%	N	%	N	%	N	%
CHBP	1	31	21	68	1	3	0	0	22	71
	2	31	24	77	1	3	0	0	25	81
	3	16	15	94	0	0	0	0	15	94
	4	26	23	88	0	0	0	0	23	88
	Total	104	83	80	2	2	0	0	85	82
Vietnamese ESL	1	41	24	59	10	24	1	2	35	85
	2	29	19	66	6	21	0	0	25	86
	3	26	21	81	3	12	0	0	24	92
	4	17	13	76	1	6	0	0	14	82
	Total	113	77	68	20	18	1	1	98	87
All Bilingual	1	6,002	2,233	37	423	7	75	1	2,731	46
	2	5,681	2,425	43	1,437	25	277	5	4,139	73
	3	5,257	2,783	53	191	4	6	<1	2,980	57
	4	4,552	2,670	59	164	4	4	<1	2,838	62
	Total	21,492	10,111	47	2,215	10	362	2	12,688	59
Waived	1	824	349	42	93	11	35	4	477	58
	2	1,068	466	44	164	15	25	2	655	61
	3	984	623	63	47	5	0	0	670	68
	4	924	521	56	18	2	1	<1	540	58
	Total	3,800	1,959	52	322	8	61	2	2,342	62
HISD	1	7,283	2,794	38	594	8	132	2	3,520	48
	2	7,097	3,087	43	1,660	23	304	4	5,051	71
	3	6,637	3,637	55	260	4	10	<1	3,907	59
	4	5,913	3,462	59	198	3	7	<1	3,667	62
	Total	26,930	12,980	48	2,712	10	453	2	16,145	60

Source: TELPAS, Chancery