

MEMORANDUM

October 24, 2014

TO: Board Members

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

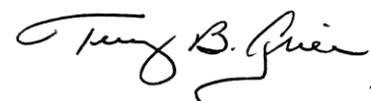
SUBJECT: **CULTURAL HERITAGE BILINGUAL PROGRAM (CHBP) STUDENT PERFORMANCE REPORT 2014**

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, Nepali, Urdu, and Swahili as their primary language are eligible for bilingual services. The Cultural Heritage Bilingual 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 5. 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 students, including results from the English STAAR, Stanford 10, and the TELPAS.

A total of 159 students were in the CHBP program in 2013–2014, down from 170 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. CHBP student performance on the TELPAS was also superior to all other comparison groups except for Vietnamese-speaking ESL students. 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
2013 - 2014**



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CULTURAL HERITAGE BILINGUAL PROGRAM PERFORMANCE REPORT: ENGLISH STAAR, STANFORD, AND TELPAS 2013–2014

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 2013–2014 school year, there were 159 ELLs enrolled in the CHBP program, from kindergarten through grade 5 (all at Park Place ES).
 - For students currently classified as ELLs, those in CHBP performed better on the 2014 STAAR reading (advantage of 10 to 30 percentage points) and mathematics tests (advantage of 11 to 32 percentage points) than did those from any of four comparison groups: Vietnamese students in an ESL program, all bilingual students overall, waived ELLs, and the district overall.
 - Among students who had exited ELL status, exited CHBP students performed slightly less well on the STAAR as exited ESL students whose home language was Vietnamese (difference of -6 and -2 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 2014 than all groups in all subjects (advantage of 1 to 26 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 14 to 30 NCE points).
- Exited CHBP students performed better than exited Vietnamese ESL students on the mathematics test of the Stanford 10 (3 NCE points), but were slightly lower on reading, language, and social science (differences of -4, -1, an-1 NCE points, respectively).
- 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 2013 and 2014 than all groups except Vietnamese ESL students.
- The small or absent differences in performance between CHBP students and Vietnamese ESL students may be related to the fact that the latter group had relatively fewer students who qualified for free or reduced lunch, indicating differences due to SES.

Recommendations

1. Certain language groups besides Vietnamese speakers have sufficient numbers of ELLs to qualify for participation in this program, yet only one campus currently offers CHBP. If this program is to truly become a bilingual program option for non-Spanish speaking ELLs, it should be expanded to include at least some of these other student populations. The district and Multilingual Programs Department should take affirmative efforts to recruit a campus or campuses (and necessary staff) to allow this to occur.
2. The Mandarin Chinese Dual Language school offered by the district is not managed by the Multilingual Programs department, but by the Office of Special Projects. This raises questions concerning how aligned that program is with current knowledge in the field of educating ELLs, and how compliant program is with the large number of requirements for ELLs that come from federal and state mandates. To ensure the highest quality of education for ELLs in the Mandarin program, there should be an increased coordination between the Multilingual Programs department and the Office of Special Projects.

Administrative Response

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

Starting with the 2014–2015 school year, bilingual teachers from the Mandarin Chinese program started to become involved in teacher training offered through the Spanish/English dual language initiative, under the direction of the Multilingual Programs department. This training covered the areas of dual language programming and implementation.

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, ELLs speaking Spanish, Vietnamese, Mandarin, Arabic, Nepali, Urdu and Swahili 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 5. 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

ELLs in the CHBP program were identified using 2013–2014 Chancery Student Management System (SMS) and Public Education Information Management System (PEIMS) databases. A summary of enrollment figures for ELLs in the CHBP program is shown in **Table 1**. All current or exited CHBP students in kindergarten through 5th grade with valid STAAR, Stanford 10, or TELPAS test results from 2013–2014 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;
- ELLs in a bilingual program¹;
- ELLs 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 2013–2014

Year	Grade							Total
	Pre-K	K	1	2	3	4	5	
2008–2009	33	36	27	n/a	n/a	n/a	n/a	96
2009–2010	29	34	33	25	n/a	n/a	n/a	121
2010–2011	42	30	30	31	25	n/a	n/a	158
2011–2012	32	37	30	20	33	15	n/a	167
2012–2013	33	29	32	31	18	27	n/a	170
2013–2014	20	37	30	26	28	14	4	159

Source: PEIMS

10), and the Texas English Language Proficiency Assessment System (TELPAS) (see **Appendix A**, p. 9). All ELLs 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 2014.

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 ELLs. 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 2013 and 2014. For this second TELPAS indicator, the number and percent gaining one or more proficiency levels in the previous year are reported.

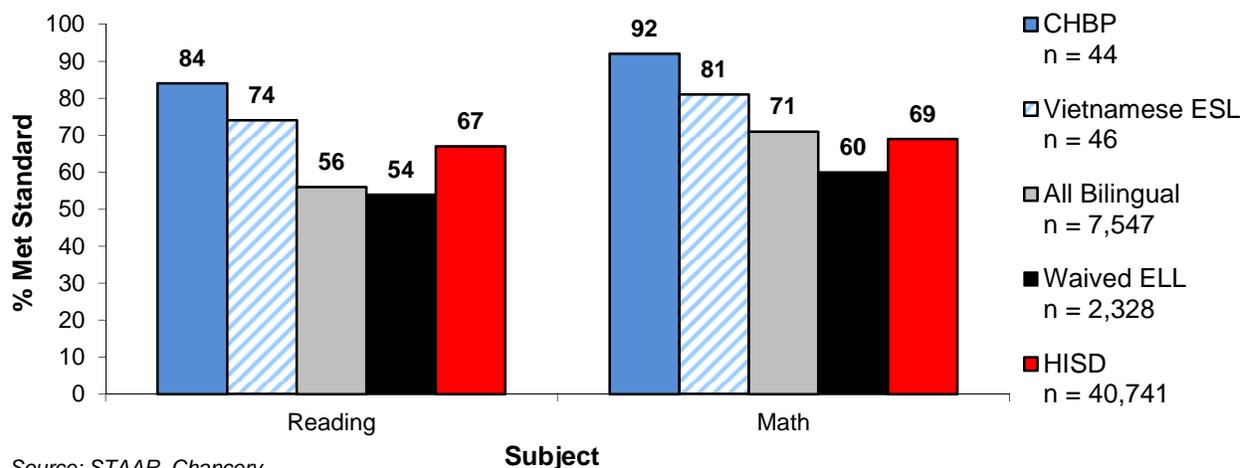
Results

STAAR

Figure 1 presents the percent of students meeting standard for the reading and mathematics sections of the STAAR in 2014. Data are shown for CHBP students, other Vietnamese students in an ESL program, students in other bilingual programs, waived ELLs³, and all students districtwide. Also included for reference purposes are the number of students tested.

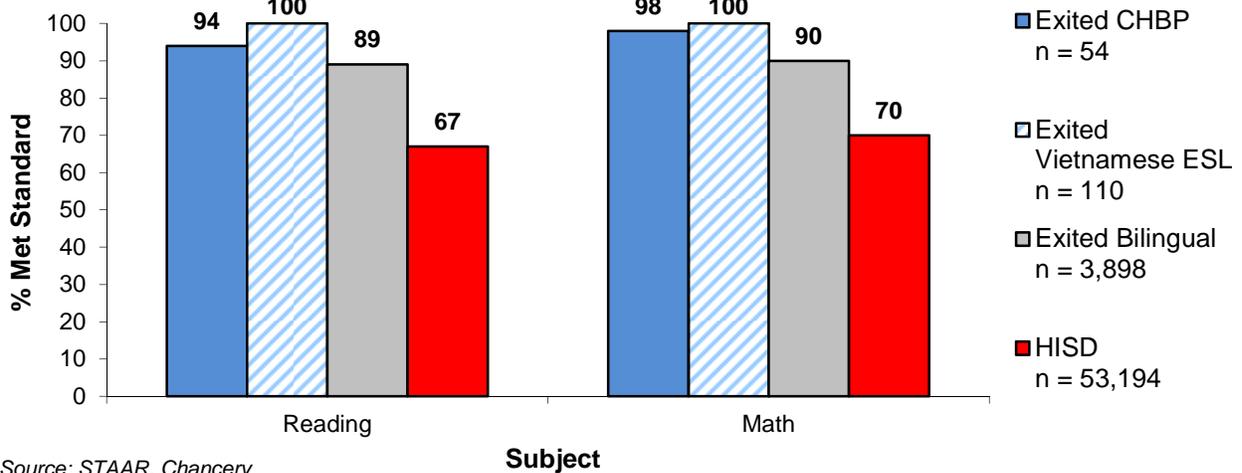
- Students in the CHBP program showed better performance than did those in any of the comparison groups (see **Appendix B** for further details, including grade-level results and data for 2013, p. 10). This was true for both reading and mathematics.
- CHBP students outperformed other Vietnamese ELLs who were enrolled in ESL programs in the district (by 10 percentage points in reading and by 11 percentage points in mathematics).

Figure 1. English STAAR Percent Met Standard for Current CHBP Students and Comparison Groups, 2014 (Combined Results for Grades 3 through 5).



Source: STAAR, Chancery

Figure 2. English STAAR Percent Met Standard for Exited CHBP Students and Comparison Groups, 2014 (Combined Results for Grades 3 through 6).



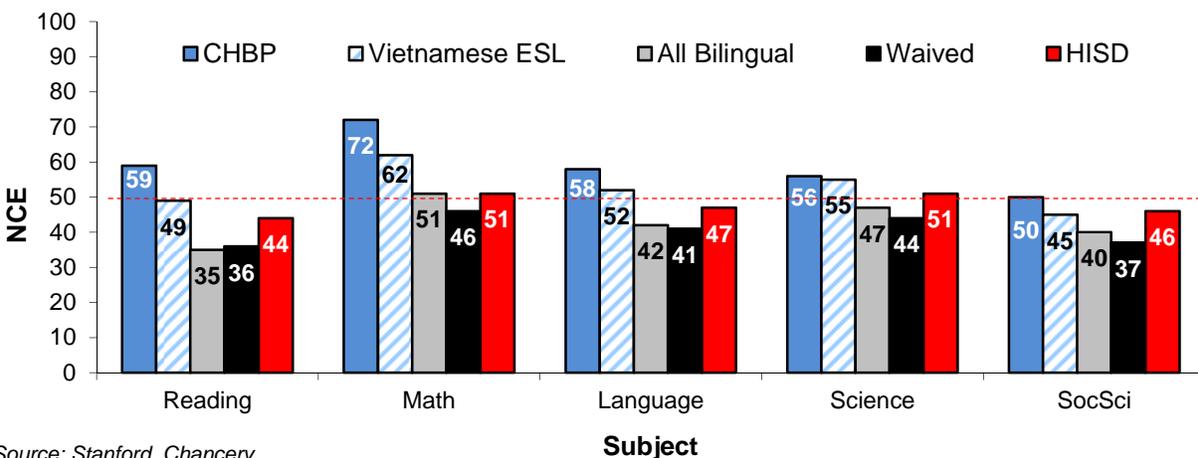
Source: STAAR, Chancery

- 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) and also in mathematics (by 2 percentage points). Details including data for 2013 are shown in **Appendix C** (see p. 11).

Stanford

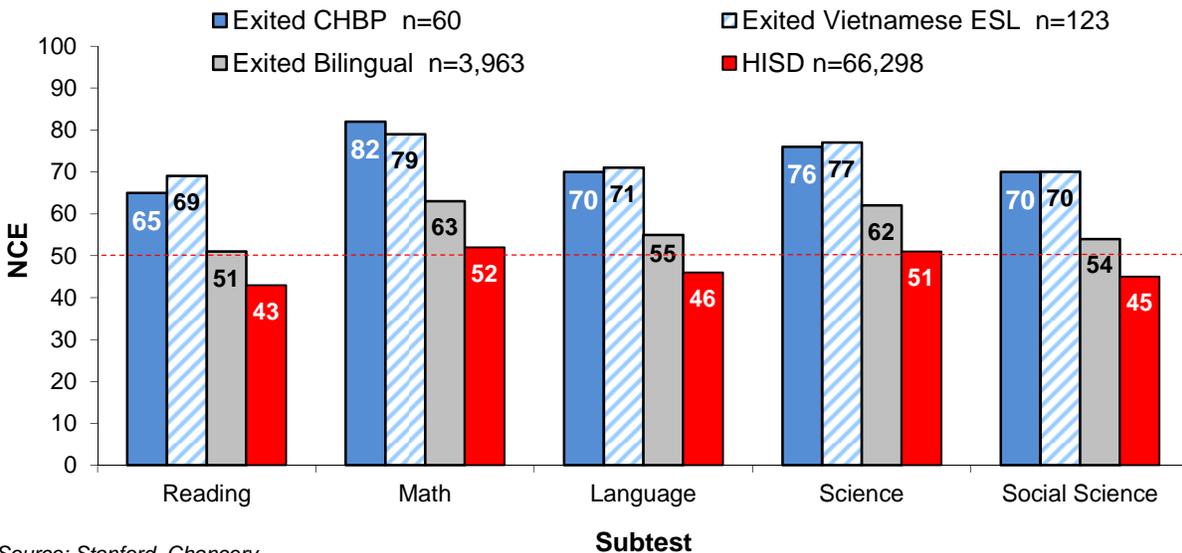
- Figure 3** (see below) shows 2014 Stanford 10 data for the same student groups reported previously. Results are included for the reading, mathematics, language, science, and social science tests.
- Further details, including grade-level results and data for 2013, can be found in **Appendix D** (p. 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, 2014 (Combined results for grades 1 through 5).



Source: Stanford, Chancery

Figure 4. Mean Stanford Scores for Exited CHBP Students and Comparison Groups, 2014 (Combined Results for Grades 2 Through 6).



Source: Stanford, Chancery

- CHBP students also were at or above average (NCE 50) in all subjects.
- The CHBP advantage over HISD overall performance ranged from 4 NCE points in social science to 21 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 an NCE of 65 in reading (see **Appendix E**, p. 13).

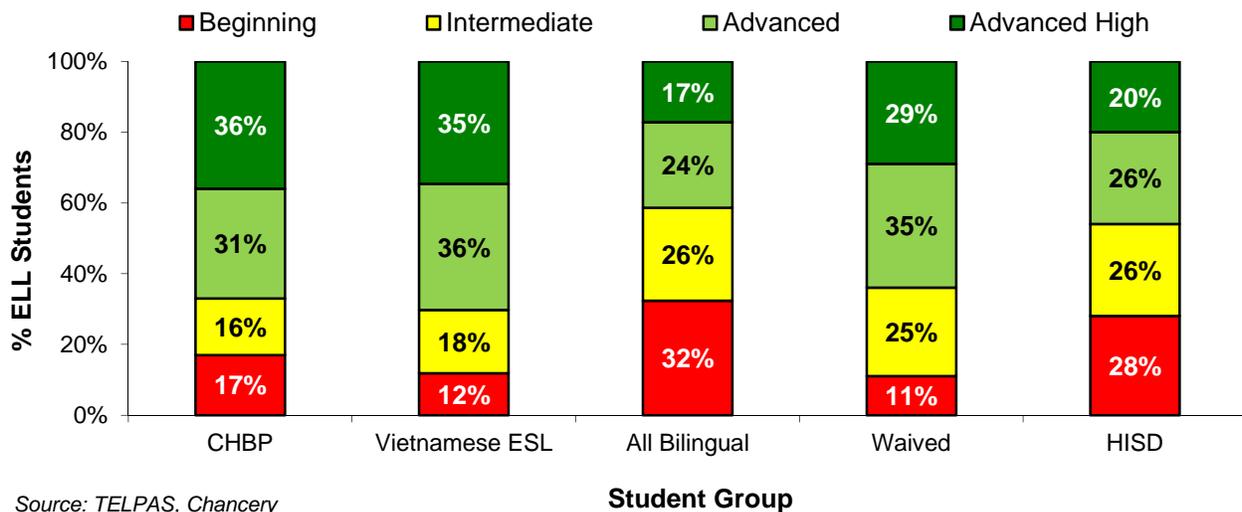
TELPAS

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 2013–2014. 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 a higher percentage of students scoring Advanced High than did any of the comparison groups.
- 67% of CHBP students had ratings of Advanced or Advanced High, compared to 71% for Vietnamese ESL students, 41% for all bilingual students as a group, 64% for waived ELLs, and 46% for all ELLs.
- Further details, including the number of students at each proficiency level, can be found in **Appendix F** (see p. 14).

Figure 5. Distribution of TELPAS Proficiency Ratings for CHBP Students and Comparison Groups in 2014, (Combined Results for Grades K Through 5).



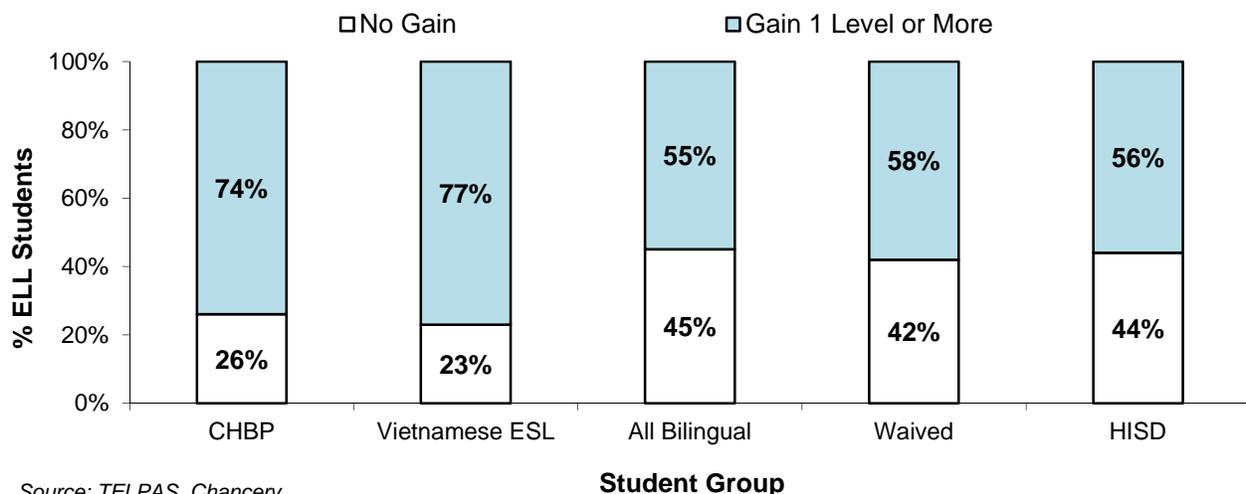
Source: TELPAS, Chancery

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 2012–2013 and 2013–2014. Results are shown for the same comparison groups as discussed previously.

- 74% of CHBP students gained at least one level of English language proficiency in 2013–2014, which was lower than the corresponding figure for Vietnamese students in an ESL program (77%).
- The percentage of CHBP students showing gains was greater than that for the bilingual (55%), waived ELL (58%), or all ELL (56%) comparison groups.
- Further details, including the number of students making gains by grade level, can be found in **Appendix G** (see p. 15).

Figure 6. Percentage of CHBP Students and Comparison Groups Showing Proficiency Gains on the TELPAS in 2014, (Combined Results for Grades 1 Through 5).



Source: TELPAS, Chancery

Table 2. Percentage of CHBP and Vietnamese ESL Students Eligible for Free or Reduced Lunch

ELL Status	Group	# Students	% Eligible	significance
Current ELLs	CHBP	159	83%	< .001
	Vietnamese ESL	182	68%	
Exited ELLs	CHBP	60	92%	< .002
	Vietnamese ESL	127	71%	

Differences between CHBP and Vietnamese ESL Students

While CHBP students usually show performance advantages in comparison with other groups, ESL students who are Vietnamese show the smallest performance gaps, and in fact exceed the performance of CHBP students when only exited ELLs are considered. To put this pattern of results into context, the final set of analyses compares the percentage of students in both groups who are eligible for free or reduced lunch. These data are shown in **Table 2**. Note that for both current and exited ELLs, CHBP students have a higher percentage who could be considered economically disadvantaged. Furthermore, both of these differences are statistically significant. Thus, the absence of large performance advantages for CHBP students in comparison with Vietnamese ESL students may be at least partly due to SES factors that mitigate any effect of the CHBP program.

Discussion

This report summarizes the most recent performance data available for ELLs enrolled in the CHBP program. Results show that current CHBP students outperformed all other comparison groups on both the 2014 Stanford 10 and the 2014 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 percentage who scored at the highest proficiency level on 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.

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 ELLs was considered. Exited CHBP students did just about as well as monitored Vietnamese ESL students, and often did less well. However, this latter trend may be related to the fact that Vietnamese ESL students appear to have fewer students who would be considered economically disadvantaged.

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.

Endnotes

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

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

³ Waived ELLs 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			
		2013 N	2014 N	2013		2014		2013		2014	
				# tested	% passed	# tested	% passed	# tested	% passed	# tested	% passed
CHBP	3	18	28	18	83	26	96	16	94	25	88
	4	27	14	25	92	14	79	24	96	12	100
	5	0	4	--	--	4	*	--	--	2	*
	Total	45	46	43	88	44	84	40	95	39	92
Vietnamese	3	27	20	26	81	20	80	24	92	18	89
ESL	4	21	17	20	60	16	88	16	81	15	87
	5	n/a	10	--	--	10	40			9	56
	Total	48	47	46	72	46	74	40	88	42	81
All	3	5,428	5,837	1,138	70	1,374	70	1,100	73	1,419	78
Bilingual	4	4,721	4,863	2,781	51	3,064	57	2,788	65	3,060	67
	5	n/a	3,327	--	--	3,109	48	--	--	3,063	71
	Total	10,149	14,027	3,919	56	7,547	56	3,888	68	7,542	71
Waived	3	1,091	1,092	976	66	976	59	985	60	989	61
ELL	4	991	904	866	56	784	52	877	57	799	57
	5	n/a	670	--	--	568	47	--	--	578	62
	Total	2,082	2,666	1,842	61	2,328	54	1,862	59	2,366	60
HISD	3	16,279	17,592	11,183	74	12,195	67	11,094	64	12,136	65
	4	16,050	16,638	13,179	64	13,871	66	13,104	64	13,787	65
	5	n/a	15,858	--	--	14,675	68	--	--	14,572	75
	Total	32,329	50,088	24,362	69	40,741	67	24,198	64	40,495	69

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			
		2013 N	2014 N	2013		2014		2013		2014	
				# tested	% passed	# tested	% passed	# tested	% passed	# tested	% passed
Exited	3	11	3	10	91	3	*	11	100	3	*
CHBP	4	10	14	10	100	14	93	10	100	14	93
	5	12	28	11	92	28	96	12	100	28	100
	6	0	9	--	--	9	89	--	--	9	100
Total		33	54	31	94	54	94	33	100	54	98
Exited	3	13	17	13	100	16	100	13	100	16	100
Vietnamese	4	27	22	26	100	21	100	26	100	21	100
ESL	5	41	34	41	100	32	100	41	98	32	100
	6	n/a	42	--	--	41	100			41	100
Total		81	115	80	100	110	100	80	99	110	100
Exited	3	87	70	80	96	63	95	80	96	63	97
Bilingual	4	553	422	521	93	414	94	520	92	414	90
	5	1,248	1,473	1,240	91	1,459	92	1,242	91	1,456	95
	6	n/a	1,994	--	--	1,962	86			1,970	86
Total		1,888	3,959	1,841	92	3,898	89	1,842	92	3,903	90
HISD	3	16,279	17,592	11,183	74	12,195	67	11,094	64	12,136	65
	4	16,050	16,638	13,179	64	13,871	66	13,104	64	13,787	65
	5	15,156	15,858	14,027	70	14,675	68	13,941	69	14,572	75
	6	n/a	13,478	--	--	12,453	68			12,091	73
Total		47,485	63,566	38,389	69	53,194	67	38,139	66	52,586	70

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	
		2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
CHBP	1	32	27	72	72	71	81	63	65	--	--	--	--*
	2	31	26	56	62	71	70	56	56	--	--	--	--
	3	18	26	48	54	73	67	53	57	63	57	47	50
	4	26	13	54	48	70	67	66	56	56	58	56	53
	5	0	3	--	*	--	*	--	*	--	*	--	*
	Total		107	95	59	59	71	72	60	58	60	56	52
Vietnamese ESL	1	45	36	55	58	64	64	56	58	--	--	--	--
	2	32	34	49	46	62	55	50	48	--	--	--	--
	3	26	19	54	49	70	69	57	51	61	55	53	47
	4	21	17	41	51	60	67	52	58	53	61	46	51
	5	n/a	10	--	26	--	51	--	61	--	45	--	34
	Total		124	116	51	49	64	62	54	52	57	55	50
All Bilingual	1	425	206	39	41	45	51	42	43	--	--	--	--
	2	300	179	40	41	48	49	44	43	--	--	--	--
	3	1,072	1,380	43	42	61	29	50	47	51	48	46	43
	4	2,854	3,137	35	35	53	53	47	46	48	47	41	40
	5	n/a	3,247	--	32	--	47	--	36	--	47	--	39
	Total		4,651	8,149	38	35	53	51	47	42	48	47	42
Waived	1	888	952	41	39	47	46	46	43	--	--	--	--
	2	1,120	1,026	38	36	44	44	41	40	--	--	--	--
	3	1,049	1,060	40	37	52	49	44	39	46	42	41	37
	4	958	872	37	37	48	48	45	44	46	45	39	38
	5	n/a	653	--	32	--	42	--	34	--	44	--	36
	Total		4,015	4,563	39	36	48	46	44	41	46	44	40
HISD	1	10,802	11,979	46	44	49	49	50	48	--	--	--	--
	2	10,739	11,371	45	42	48	47	47	45	--	--	--	--
	3	11,423	12,542	48	45	56	54	49	47	51	49	47	45
	4	13,648	14,325	45	44	54	54	52	51	52	50	46	45
	5	n/a	15,223	--	43	--	52	--	46	--	54	--	47
	Total		46,612	65,440	46	44	52	51	50	47	51	51	47

Source: Stanford, Chancery

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

Appendix E

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

Program	Grade	Tested		Reading		Math		Language		Science		Soc Sci	
		2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
Exited CHBP	2	0	6	--	69	--	75	--	70	--	--	--	--*
	3	11	3	58	*	81	*	60	*	69	*	54	*
	4	10	14	77	59	85	73	84	75	77	70	76	60
	5	12	28	61	64	81	86	68	69	77	76	65	74
	6	0	9	--	67	--	87	--	69	--	85	--	73
	Total	33	60	65	65	82	82	70	70	74	76	65	70
Exited Vietnamese ESL	2	10	13	71	68	73	72	68	64	--	--	--	--
	3	13	16	68	75	83	85	69	77	74	70	72	78
	4	26	21	70	72	78	81	76	77	73	72	65	68
	5	41	32	64	68	79	77	65	71	75	76	67	69
	6	65	41	66	68	78	70	65	68	77	78	66	69
	Total	155	123	67	69	78	79	68	71	75	77	67	70
Exited Bilingual	2	8	40	69	55	70	61	64	59	--	--	--	--
	3	80	65	60	59	75	73	63	63	64	65	59	57
	4	521	414	56	55	68	67	67	68	65	64	59	58
	5	1,241	1,469	53	53	66	65	58	57	66	65	58	59
	6	2,048	1,975	47	49	58	59	50	51	58	60	48	50
	Total	3,898	3,963	51	51	62	63	55	55	62	62	53	54
HISD	2	10,739	11,371	45	42	48	47	47	45	--	--	--	--
	3	11,423	12,542	48	45	56	54	49	47	51	49	47	45
	4	13,648	14,325	45	44	54	54	52	51	52	50	46	45
	5	14,626	15,223	44	43	52	52	47	46	55	54	48	47
	6	12,784	12,837	43	42	51	50	44	43	52	51	44	44
	Total	63,220	66,298	45	43	53	52	48	46	53	51	46	45

Source: Stanford, Chancery

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

Appendix F

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	36	19	53	16	44	1	3	0	0	1.5
	1	29	2	7	2	7	22	76	3	10	2.7
	2	26	0	0	0	0	6	23	20	77	3.5
	3	28	1	4	3	11	6	21	18	64	3.4
	4	14	0	0	1	7	5	36	8	57	3.2
	5	5	2	40	0	0	3	60	0	0	2.1
	Total	138	24	17	22	16	43	31	49	36	2.7
Vietnamese ESL	K	39	11	28	12	31	12	31	4	10	2.1
	1	38	3	8	5	13	13	34	17	45	2.5
	2	35	2	6	6	17	13	37	14	40	2.7
	3	20	1	5	1	5	10	50	8	40	2.9
	4	16	0	0	0	0	8	50	8	50	2.9
	5	11	2	18	4	36	1	9	4	36	3.1
Total	159	19	12	28	18	57	36	55	35	2.9	
All Bilingual	K	6,299	5,423	86	699	11	146	2	31	0	1.2
	1	6,462	3,226	50	2,320	36	711	11	205	3	1.7
	2	5,761	868	15	2,332	40	1,830	32	731	13	2.3
	3	5,792	489	8	1,768	31	2,003	35	1,532	26	2.7
	4	4,827	224	5	954	20	2,028	42	1,621	34	2.9
	5	3,294	128	4	422	13	1,189	36	1,555	47	3.2
Total	32,435	10,358	32	8,495	26	7,907	24	5,675	17	2.2	
Waived	K	635	221	35	191	30	144	23	79	12	2.1
	1	968	169	17	327	34	274	28	198	20	2.5
	2	1035	70	7	302	29	378	37	285	28	2.7
	3	1070	58	5	240	22	407	38	365	34	2.9
	4	870	21	2	191	22	352	40	306	35	2.9
	5	648	23	4	79	12	253	39	293	45	3.1
Total	5,226	562	11	1,330	25	1,808	35	1,526	29	2.7	
All ELLs	K	7,952	6,078	76	1,167	15	481	6	226	6	1.4
	1	8,402	3,584	43	2,907	35	1,259	15	652	8	1.9
	2	7,563	1,073	14	2,850	38	2,461	33	1,179	16	2.4
	3	7,484	645	9	2,155	29	2,599	35	2,085	28	2.7
	4	6,395	348	5	1,314	21	2,621	41	2,112	33	2.9
	5	4,745	233	5	668	14	1,732	37	2,112	45	3.1
Total	42,541	11,961	28	11,061	26	11,153	26	8,366	20	2.3	

Source: TELPAS, Chancery

Appendix G

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	26	12	46	4	15	0	0	16	62
	2	25	20	80	2	8	0	0	22	88
	3	26	18	69	0	0	0	0	18	69
	4	12	9	75	0	0	0	0	9	75
	5	3	3	100	0	0	0	0	3	100
Total		92	62	67	6	7	0	0	68	74
Vietnamese ESL	1	34	18	53	10	29	2	6	30	88
	2	33	21	64	5	15	0	0	26	79
	3	19	11	58	1	5	0	0	12	63
	4	15	9	60	0	0	0	0	9	60
	5	8	7	88	0	0	0	0	7	88
Total		109	66	61	16	15	2	2	84	77
All Bilingual	1	6,136	2,231	36	515	8	91	1	2,837	46
	2	5,521	2,551	46	888	16	119	2	3,558	64
	3	5,500	2,469	45	99	2	1	<1	2,569	47
	4	4,599	2,454	53	156	3	1	<1	2,611	57
	5	3,114	1,983	64	170	5	0	0	2,153	69
Total		24,870	11,688	47	1,828	7	212	1	13,728	55
Waived	1	847	362	43	129	15	36	4	527	62
	2	944	439	47	125	13	7	1	571	60
	3	983	504	51	21	2	0	0	525	53
	4	818	398	49	14	2	0	0	412	50
	5	594	351	59	28	5	0	0	379	64
Total		4,186	2,054	49	317	8	43	1	2,414	58
All ELLs	1	7,583	2,905	38	750	10	152	2	3,807	50
	2	7,056	3,246	46	1,067	15	133	2	4,446	63
	3	6,965	3,198	46	142	2	1	<1	3,341	48
	4	5,973	3,104	52	186	3	2	<1	3,292	55
	5	4,355	2,677	61	229	5	0	0	2,906	67
Total		31,932	15,130	47	2,374	7	288	1	17,792	56

Source: TELPAS, Chancery