

MEMORANDUM

September 30, 2015

TO: Board Members

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

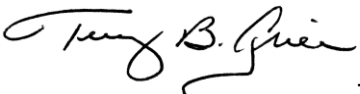
SUBJECT: **CULTURAL HERITAGE BILINGUAL PROGRAM (CHBP) STUDENT PERFORMANCE REPORT 2015**

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, Arabic, Mandarin, Hindi, Nepali, French, Urdu, Swahili, and Telugu 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, Iowa Assessments, and the TELPAS.

Key findings include:

- A total of 152 students were in the CHBP program in 2014–2015, down from 159 in 2013–2014.
- Results from the STAAR and Iowa 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, IOWA ASSESSMENTS, AND TELPAS
2014 - 2015**



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CULTURAL HERITAGE BILINGUAL PROGRAM PERFORMANCE REPORT: ENGLISH STAAR, IOWA ASSESSMENTS, AND TELPAS 2014–2015

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 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. This report contains summaries of student performance including the following:

- Student enrollment by grade level;
- State of Texas Assessments of Academic Readiness (STAAR) reading and mathematics (percent of students who met standard and percent making progress);
- Iowa Assessments mean normal curve equivalent (NCE) scores for total reading, total language, total mathematics, 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 2014–2015 school year, there were 152 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 2015 STAAR reading (advantage of 9 to 32 percentage points) test 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 the same on the STAAR as exited ESL students whose home language was Vietnamese (99 percent met standard, Level II phase in 1). Both groups performed better than exited bilingual students or the district overall.
 - Current CHBP students did better than all other comparison groups on both the ELL progress and STAAR progress measures, but exited CHBP students were slightly lower (-1 percentage point) than exited Vietnamese ESL students (STAAR reading).
-

- On the Iowa Assessments, current CHBP students performed better in 2015 than all groups in all subjects (advantage of 7 to 25 NCE points).
- Exited CHBP students performed better than exited bilingual students or the district overall, on all Iowa Assessments tests (advantage of 12 to 27 NCE points).
- Exited CHBP students performed better than exited Vietnamese ESL students on the language and mathematics tests of the Iowa Assessments (1 NCE point), but were slightly lower on reading, science, and social science (differences of -2, -2, and -3 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 2014 and 2015, 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 significantly fewer students who qualified for free or reduced lunch, indicating differences due to socioeconomic status.

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 other language groups, it should be expanded to include at least some of these other students' populations. The district and Multilingual Programs Department should take affirmative efforts to recruit a campus or campuses (and necessary staff) to allow this implementation to occur.
2. Explore the expansion of the native language (L1) literacy component within the Cultural Heritage Bilingual Program in order for participating students to become fully bilingual and biliterate. This type of programming could follow the time and content allocation described in the Spanish/English Dual Language programming.

Administrative Response

The district continues to explore the expansion of the current CHBP into other schools with large numbers of Vietnamese ELLs. The district should explore the implementation of this programming service to Arabic speaking ELLs (the second highest language student group), in geographical areas that have a large number of these 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, ELLs speaking Spanish, Vietnamese, Arabic, Mandarin, Hindi, Nepali, French, Urdu, Swahili, and Telugu 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 2014–2015 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 with valid STAAR, Iowa Assessments, or TELPAS test results from 2014–2015 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 Iowa Assessments, and the Texas English Language Proficiency Assessment System (TELPAS) (see **Appendix A**, p. 10). All ELLs in HISD are assessed in their

Table 1. CHBP Enrollment by Grade Level, 2008–2009 to 2014–2015

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
2014–2015	18	21	41	27	18	19	8	152

Source: PEIMS

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 2015.

STAAR results are reported and analyzed for the reading test only. The percentage of students who met standard (Satisfactory - Level II phase-in 1) is shown, as are the percentage of students who met the STAAR Progress or ELL Progress standards (see **Appendix B**, p. 11). Iowa Assessments Normal Curve Equivalents (NCEs) are reported for reading, language, mathematics, 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 2014 and 2015. For this second TELPAS indicator, the number and percent gaining one or more proficiency levels in the previous year are reported.

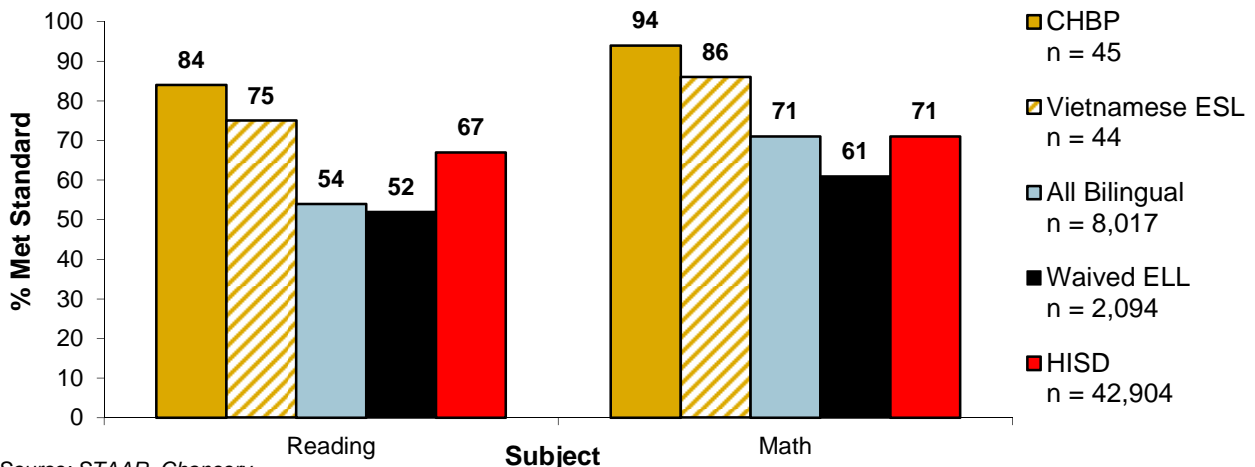
Results

STAAR

Figure 1 presents the percent of students meeting the Satisfactory standard for the reading and mathematics sections of the STAAR in 2015. 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..

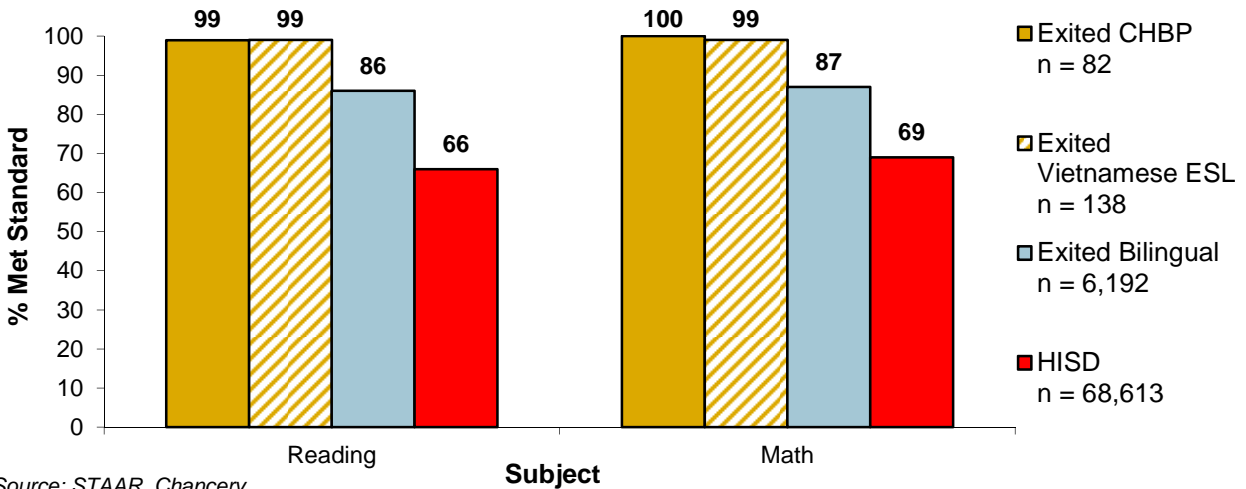
- Students in the CHBP program showed better performance than did those in any of the comparison groups (see **Appendix C** for further details, including grade-level results and data for 2014, p. 12).
- In particular, CHBP students outperformed other Vietnamese ELLs who were enrolled in ESL programs in the district (by 9 percentage points in reading and 8 points in mathematics).

Figure 1. English STAAR Percent Met Standard for Current CHBP Students and Comparison Groups, 2015 (Combined Results for Grades 3 through 5).



Source: STAAR, Chancery

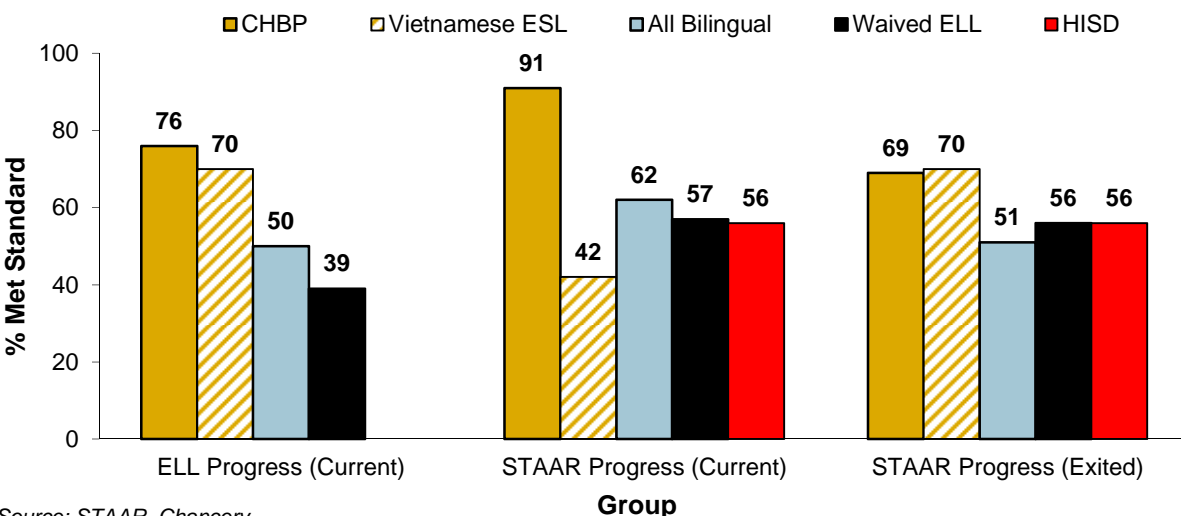
Figure 2. English STAAR Percent Met Standard for Exited CHBP Students and Comparison Groups, 2015 (Combined Results for Grades 3 through 7).



Source: STAAR, Chancery

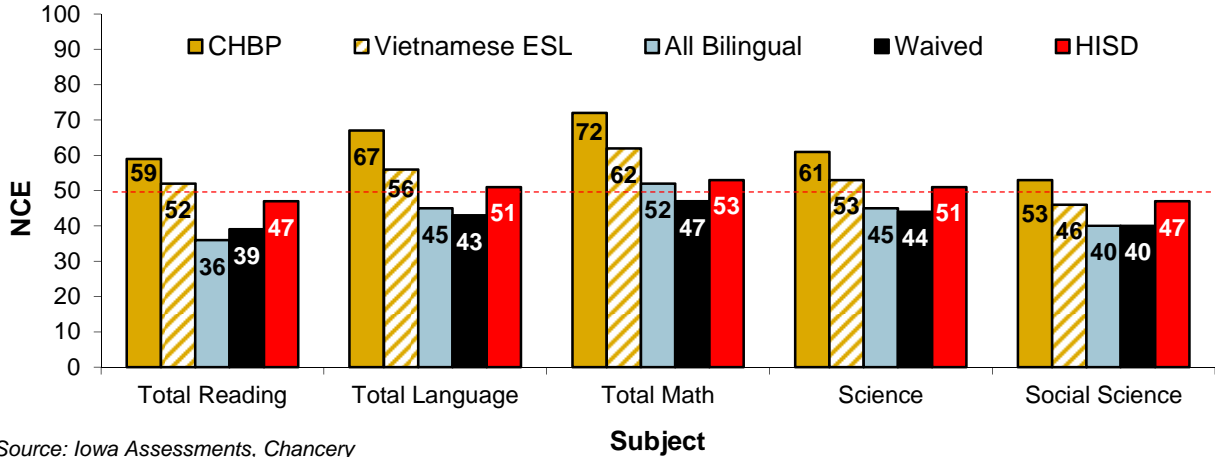
- Results for students who have exited ELL status (see **Figure 2** above) show that exited CHBP students continued to perform better than most other comparison groups. Both exited CHBP and exited Vietnamese ESL students did very well on STAAR reading and mathematics (99% or 100% passing rate for both groups). Details including data for 2014 are shown in **Appendix D** (see p. 13).
- **Figure 3** (below) shows results for the ELL Progress and STAAR progress measures (for details see **Appendices E1 and E2**, p. 14-15). Only results for STAAR reading (English) are shown.
- Results for each of these measures shows a similar pattern as found with overall STAAR performance; namely, CHBP students performed better than did the other comparisons groups. The only exception is for exited ELLs, where the CHBP group scored slightly lower than did Vietnamese ESL students (-1 percentage points).

Figure 3. STAAR Progress and ELL Progress Performance for CHBP Students and Comparison Groups, 2015 (Combined Results for Grades 3 through 6, English Reading Only).



Source: STAAR, Chancery

Figure 4. Mean Iowa Assessments Scores for Current CHBP Students and Comparison Groups, 2015 (Combined Results for Grades 1 Through 5).

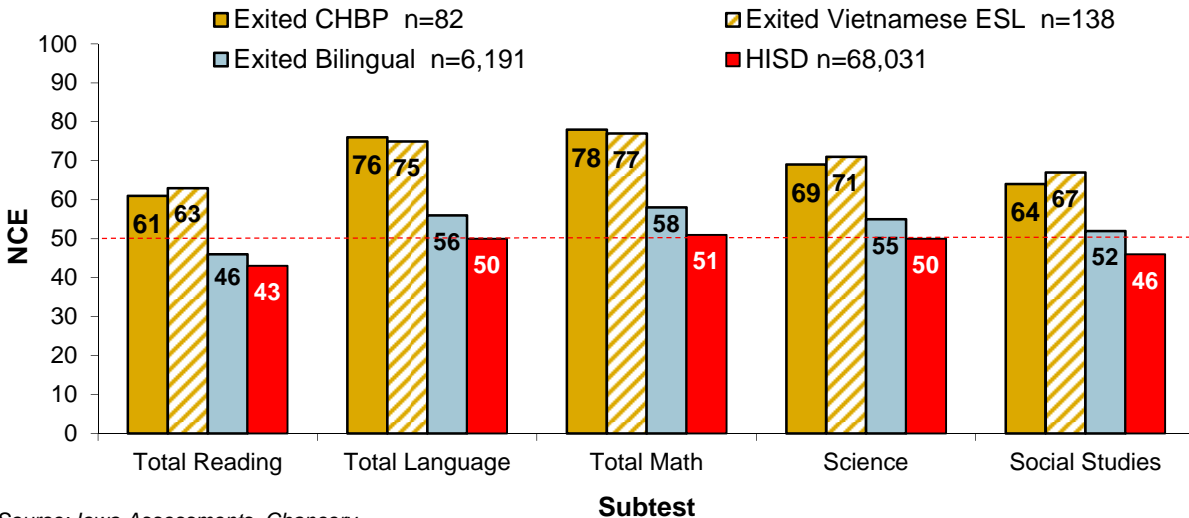


Source: Iowa Assessments, Chancery

Iowa Assessments

- **Figure 4** (see above) shows 2015 Iowa Assessments data for the same student groups reported previously. Results are included for the reading, language, mathematics, science, and social science tests.
- Further details, including grade-level results, can be found in **Appendix F** (p. 16).
- CHBP students had higher average NCEs than did students from any of the comparison groups. This was true for all assessment subjects.
- CHBP students also were above average (NCE 50) in all subjects.
- The CHBP advantage over HISD overall performance ranged from 6 NCE points in social science to 19 NCE points in mathematics (see Figure 4).

Figure 5. Mean Stanford Scores for Exited CHBP Students and Comparison Groups, 2014 (Combined Results for Grades 3 Through 7).



Source: Iowa Assessments, Chancery

- Data from exited CHBP students (see **Figure 5**, previous page) showed that they performed better than exited bilingual students and the district overall, on all assessment subjects. However, they only exceed the performance of exited ESL students who were Vietnamese on two assessments (total language, 1 NCE point, and total mathematics, 1 NCE point).
- Exited CHBP students performed well above average in all five assessment subject areas with the lowest performance consisting of an NCE of 61 in reading (see **Appendix G**, p. 17).

TELPAS

Attainment:

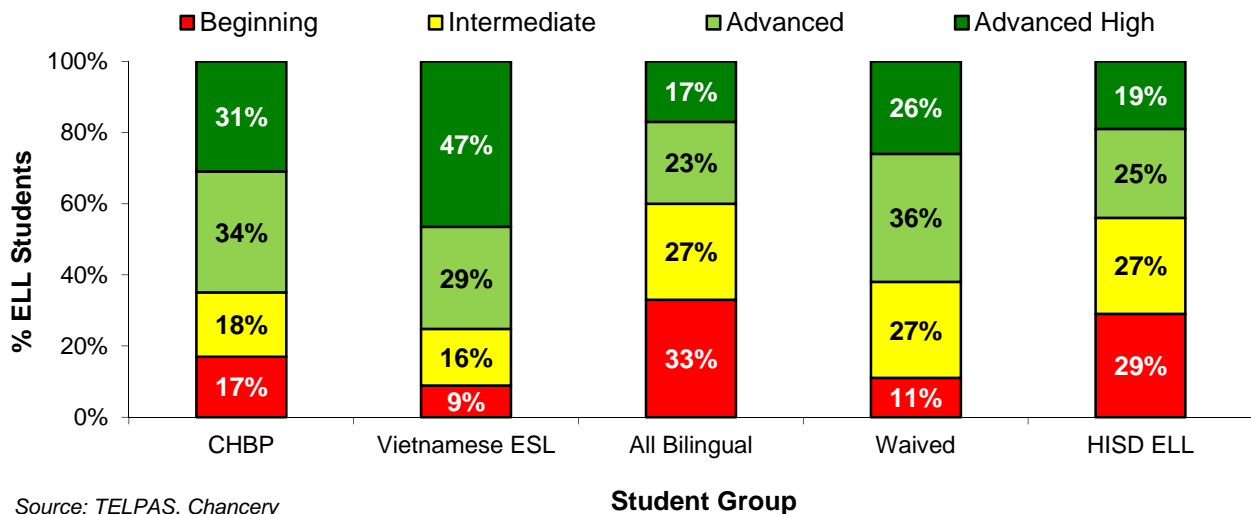
Data concerning the overall levels of English language proficiency of ESL students are presented in **Figure 6** (see below). Shown are the percentage of students at each of the four levels of English language proficiency from the TELPAS in 2014–2015. Results are shown for the following groups: current CHBP students, Vietnamese students in an ESL program, all 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 except Vietnamese ESL students.
- 65% of CHBP students had ratings of Advanced or Advanced High, compared to 76% for Vietnamese ESL students, 40% for all bilingual students as a group, 62% for waived ELLs, and 44% for all ELLs.
- Further details, including the number of students at each proficiency level, can be found in **Appendix H** (see p. 18).

Yearly Progress:

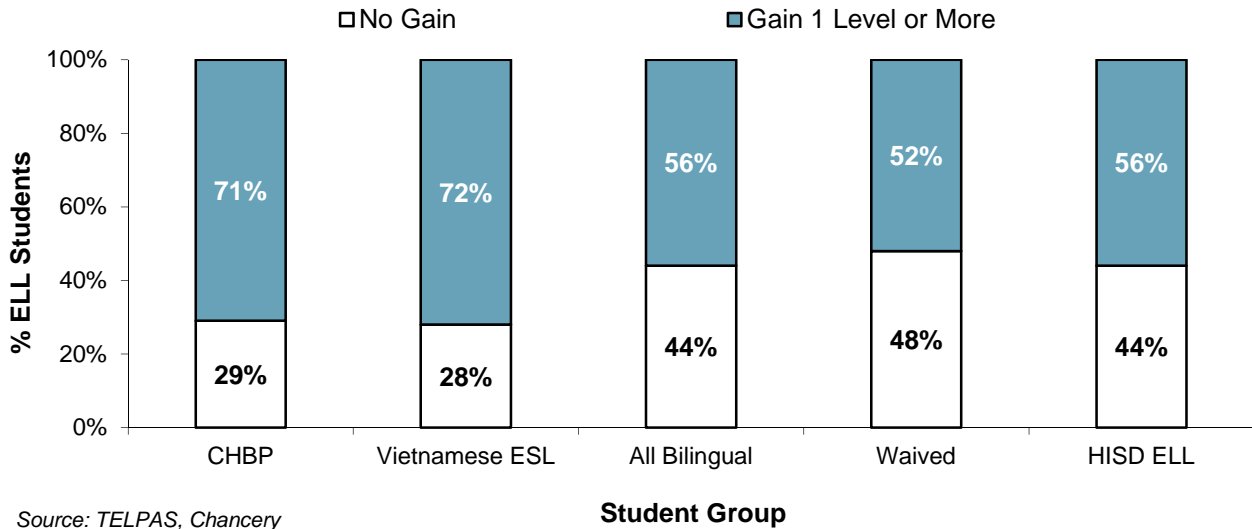
Yearly progress data for the TELPAS are shown in **Figure 7** (see p. 8). Shown are the percentage of students gaining at least one level of English language proficiency between 2013–2014 and 2014–2015. Results are shown for the same comparison groups as discussed previously.

Figure 6. Distribution of TELPAS Proficiency Ratings for CHBP Students and Comparison Groups in 2015, (Combined Results for Grades K Through 5).



Source: TELPAS, Chancery

Figure 7. Percentage of CHBP Students and Comparison Groups Showing Proficiency Gains on the TELPAS in 2015, (Combined Results for Grades 1 Through 5).



Source: TELPAS, Chancery

- 71% of CHBP students gained at least one level of English language proficiency in 2014–2015, which was slightly lower than the corresponding figure for Vietnamese students in an ESL program (72%).
- The percentage of CHBP students showing gains was greater than that for the bilingual (56%), waived ELL (52%), or all ELL (56%) comparison groups.
- Further details, including the number of students making gains by grade level, can be found in **Appendix I** (see p. 19).

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 consistent 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.

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

ELL Status	Group	# Students	% Eligible	significance
Current ELLs	CHBP	152	84%	< .001
	Vietnamese ESL	263	68%	
Exited ELLs	CHBP	60	92%	< .002
	Vietnamese ESL	127	71%	

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 2015 English language STAAR and on the Iowa Assessments. 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, with the exception of Vietnamese-speaking ESL students.

While current CHBP students had a performance advantage over Vietnamese students who were in an ESL program on the STAAR and Iowa Assessments, 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 Iowa Assessments is a norm-referenced, standardized achievement test in English used to assess students' level of content mastery. 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

STAAR Progress and ELL Progress Measures

Included in this report are two additional performance measures from the STAAR (3-8) assessment, STAAR Progress and ELL Progress. Students who took the STAAR assessment can receive either one of these measures, but not both.

The STAAR progress measure provides information about the amount of improvement or growth that a student has made from year to year. For STAAR, progress is measured as a student's gain score, the difference between the score a student achieved in the prior year and the score a student achieved in the current year. The *Met Standard* for the Progress measure is defined as the distance between the final recommended performance standards from the prior year grade and the current year grade in the same content area. Put another way, the growth standard is (roughly) the improvement that would be needed for a student who passed the STAAR one year to be able to pass it the next at the same level.

STAAR Progress is reported for students who (a) had a valid STAAR score in both 2015 and 2014, (b) took the same version of the STAAR in both years, (c) were tested in consecutive grade levels in the two years, and (d) were not eligible for the ELL Progress measure. For this report, STAAR Progress is reported only for students who were tested in English in both years.

The ELL Progress measure is similar, but the growth standard is based on the number of years it should take for the students to reach proficiency in the particular STAAR content area. The expectations vary according to both the number of years the ELL students has been attending school, and their English proficiency level, as measures by the TELPAS. Thus, students who start at the same absolute performance level on a STAAR assessment may have different growth targets for the purposes of measuring ELL Progress, if they differ on either of these factors.

ELL Progress is reported for ELL students who (a) are classified as ELL, (b) took the English version of the STAAR, (c) did not receive a parental waiver or ELL services, and (d) were in their fourth year or less of enrollment in U.S. schools. ELL students not meeting these criteria may instead receive the regular STAAR Progress measure.

Appendix C

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			
		2014 N	2015 N	2014		2015		2014		2015	
				# tested	% passed	# tested	% passed	# tested	% passed	# tested	% passed
CHBP	3	28	18	26	96	18	89	25	88	15	100
	4	14	19	14	79	19	84	12	100	17	88
	5	4	8	4	*	8	75	2	*	4	*
	Total	46	45	44	84	45	84	39	92	36	94
Vietnamese	3	20	23	20	80	23	65	18	89	17	82
ESL	4	17	13	16	88	13	100	15	87	13	85
	5	10	9	10	40	8	63	9	56	7	100
	Total	47	45	46	74	44	75	42	81	37	86
All	3	5,837	5,737	1,374	70	1,568	70	1,419	78	1,707	80
Bilingual	4	4,863	5,018	3,064	57	3,375	52	3,060	67	3,364	69
	5	3,327	3,273	3,109	48	3,074	47	3,063	71	2,964	68
	Total	14,027	14,028	7,547	56	8,017	54	7,542	71	8,035	71
Waived	3	1,092	974	976	59	888	59	989	61	897	65
ELL	4	904	777	784	52	710	48	799	57	715	56
	5	670	554	568	47	496	46	578	62	495	59
	Total	2,666	2,305	2,328	54	2,094	52	2,366	60	2,107	61
HISD	3	17,592	17,669	12,195	67	12,761	69	12,136	65	12,657	71
	4	16,638	17,161	13,871	66	14,868	62	13,787	65	14,672	68
	5	15,858	16,095	14,675	68	15,275	69	14,572	75	14,995	73
	Total	50,088	50,925	40,741	67	42,904	67	40,495	69	42,324	71

Source: STAAR, Chancery

* Fewer than 5 students tested

Appendix D

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			
		2014 N	2015 N	2014		2015		2014		2015	
				# tested	% passed	# tested	% passed	# tested	% passed	# tested	% passed
Exited CHBP	3	3	15	3	*	15	100	3	*	15	100
	4	14	12	14	93	12	100	14	93	12	100
	5	28	22	28	96	22	95	28	100	22	100
	6	9	23	9	89	23	100	9	100	23	100
	7	0	10	0	--	10	100	0	--	5	100
Total		54	82	54	94	82	99	54	98	77	100
Exited Vietnamese ESL	3	17	23	16	100	23	100	16	100	23	100
	4	22	19	21	100	18	100	21	100	18	100
	5	34	25	32	100	24	96	32	100	24	100
	6	42	29	41	100	29	100	41	100	29	97
	7	n/a	44	0	--	44	100	0	--	38	100
Total		115	140	110	100	138	99	110	100	132	99
Exited Bilingual	3	70	122	63	95	102	96	63	97	103	93
	4	422	537	414	94	530	92	414	90	531	93
	5	1,473	1,600	1,459	92	1,591	93	1,456	95	1,590	94
	6	1,994	2,055	1,962	86	2,032	83	1,970	86	2,029	85
	7	n/a	1,954	0	--	1,937	82	0	--	1,865	82
Total		3,959	6,268	3,898	89	6,192	86	3,903	90	6,118	87
HISD	3	17,592	17,592	12,195	67	12,761	69	12,136	65	189	94
	4	16,638	16,638	13,871	66	14,868	62	13,787	65	417	90
	5	15,858	15,858	14,675	68	15,275	69	14,572	75	658	91
	6	13,478	13,478	12,453	68	12,963	64	12,091	73	617	81
	7	n/a	13,691	0	--	12,746	64	0	--	666	76
Total		63,566	77,257	53,194	67	68,613	66	52,586	70	2,547	85

Source: STAAR, Chancery

* Fewer than 5 students tested

Appendix E1

STAAR Progress and ELL Progress Performance of Current CHBP Students, and Comparison Groups: Number Tested, and Percent Met Standard, by Grade Level

READING

Program	Grade	Enrollment		ELL Progress		STAAR Progress (Current ELL)		STAAR Progress (Exited ELL)	
		Current N	Exited N	# tested	% met	# tested	% met	# tested	% met
CHBP	3	18		9	78	n/a	n/a	n/a	n/a
	4	19	12	10	70	7	100	12	92
	5	8	22	2	*	4	*	22	64
	6	-	23	n/a	n/a	n/a	n/a	23	65
	7	-	10	n/a	n/a	n/a	n/a	10	60
	Total	45	82	21	76	11	91	67	69
Vietnamese ESL	3	23		18	61	n/a	n/a	n/a	n/a
	4	13	19	7	100	6	50	18	89
	5	9	25	2	*	6	33	24	67
	6	-	29	n/a	n/a	n/a	n/a	29	66
	7	-	44	n/a	n/a	n/a	n/a	44	66
	Total	45	140	27	70	12	42	115	70
All Bilingual	3	5,737		1,184	66	n/a	n/a	n/a	n/a
	4	5,018	537	2,257	43	293	63	499	59
	5	3,273	1,600	259	38	1,398	62	1566	59
	6	-	2,055	n/a	n/a	n/a	n/a	2006	43
	7	-	1,954	n/a	n/a	n/a	n/a	1873	52
	Total	14,028	6,268	3,730	50	1,691	62	5,944	51
Waived ELL	3	974		44	43	n/a	n/a	n/a	n/a
	4	777	428	10	20	577	52	397	62
	5	554	677	0	--	423	63	638	66
	6	-	641	n/a	n/a	n/a	n/a	586	45
	7	-	735	n/a	n/a	n/a	n/a	648	52
	Total	2,305	2,678	54	39	1,000	57	2,269	56
HISD	4	17,161				9,945	58		
	5	16,095				12,268	65		
	6	13,585				11,374	43		
	7	13,388				10,939	57		
	Total	60,229				44,526	56		

Source: STAAR, Chancery

* Fewer than 5 students tested

Appendix E2

STAAR Progress and ELL Progress Performance of Current CHBP Students, and Comparison Groups: Number Tested, and Percent Met Standard, by Grade Level

MATHEMATICS

Program	Grade	Enrollment		ELL Progress		STAAR Progress (Current ELL)		STAAR Progress (Exited ELL)	
		Current N	Exited N	# tested	% met	# tested	% met	# tested	% met
CHBP	3	18		6	100				
	4	19		8	75	Not Available 2015	Not Available 2015		
	5	8		0	--				
	Total	45		14	86				
Vietnamese ESL	3	23		12	75	Not Available 2015	Not Available 2015		
	4	13		7	71				
	5	9		1	*				
Total	45		20	75					
All Bilingual	3	5,737		1,305	77	Not Available 2015	Not Available 2015		
	4	5,018		2,214	65				
	5	3,273		175	71				
Total	14,028		3,694	70					
Waived ELL	3	974		44	64	Not Available 2015	Not Available 2015		
	4	777		10	60				
	5	554		0	--				
Total	2,305		54	63					
HISD	4	17,161				Not Available 2015			
	5	16,095							
Total	60,229								

Source: STAAR, Chancery

* Fewer than 5 students tested

Appendix F

Mean Iowa Assessments Normal Curve Equivalents (NCE) for Current CHBP Students and Comparison Groups, by Grade Level and Subject

Program	Grade	Tested	Total Reading	Total Language	Total Mathematics	Science	Soc Sci
CHBP	1	38	69	73	70	60	49
	2	23	59	66	87	73	63
	3	15	50	62	65	58	53
	4	19	49	65	63	53	49
	5	6	43	59	72	53	58
	Total	101	59	67	72	61	53
Vietnamese ESL	1	35	58	60	59	46	42
	2	35	55	57	68	61	49
	3	21	39	43	52	45	39
	4	13	58	62	73	68	59
	5	9	40	51	54	51	48
	Total	113	52	56	62	53	46
All Bilingual	1	236	52	49	54	42	38
	2	299	42	50	55	48	45
	3	1,536	39	47	58	50	44
	4	3,423	36	47	52	45	39
	5	3,126	34	40	47	43	40
	Total	8,620	36	45	52	45	40
Waived	1	801	48	46	50	44	42
	2	937	39	42	50	47	41
	3	933	36	43	49	45	39
	4	752	35	44	43	41	38
	5	529	33	38	41	42	38
	Total	3,952	39	43	47	44	40
HISD	1	11,847	52	50	52	47	47
	2	11,992	48	50	55	54	48
	3	12,675	45	50	55	52	46
	4	14,915	44	53	53	51	45
	5	15,354	44	50	52	52	49
	Total	66,783	47	51	53	51	47

Source: Iowa Assessments, Chancery

Appendix G

Mean Iowa Assessments Normal Curve Equivalents (NCE) for Exited CHBP Students and Comparison Groups, by Grade Level and Subject

Program	Grade	Tested	Total Reading	Total Language	Total Mathematics	Science	Social Studies
Exited CHBP	3	15	66	77	80	70	63
	4	12	71	84	77	73	64
	5	22	55	72	74	67	61
	6	23	56	72	78	67	65
	7	10	66	81	84	73	69
	Total		82	61	76	78	69
Exited Vietnamese ESL	3	23	67	80	83	76	69
	4	18	77	86	80	73	71
	5	24	63	74	79	69	68
	6	29	59	71	71	71	65
	7	44	59	72	74	68	66
	Total		138	63	75	77	71
Exited Bilingual	3	106	56	65	70	66	58
	4	532	52	65	65	61	56
	5	1,592	49	58	61	59	56
	6	2,033	42	53	54	53	49
	7	1,928	45	55	56	52	51
	Total		6,191	46	56	58	55
HISD	3	12,675	45	50	55	52	46
	4	14,915	44	53	53	51	45
	5	15,354	44	50	52	52	49
	6	12,674	41	48	48	48	45
	7	12,413	42	49	49	47	46
	Total		68,031	43	50	51	50

Source: Iowa Assessments, Chancery

Appendix H

Number and Percentage of Students from CHBP and Comparison Groups at Each TELPAS Proficiency Level in 2015, by Grade

Program	Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		Composite Score
			N	%	N	%	N	%	N	%	
CHBP	K	21	12	57	8	38	1	5	0	0	1.4
	1	40	6	15	11	28	17	43	6	15	2.5
	2	26	1	4	2	8	14	54	9	35	3.1
	3	18	2	11	0	0	6	33	10	56	3.1
	4	19	0	0	3	16	5	26	11	58	3.3
	5	8	1	13	0	0	2	25	5	63	3.3
	Total	132	22	17	24	18	45	34	41	31	2.7
Vietnamese ESL	K	25	5	20	10	40	6	24	4	16	2.3
	1	35	2	6	7	20	10	29	16	46	3.1
	2	35	5	14	0	0	8	23	22	63	3.3
	3	23	0	0	4	17	10	43	9	39	3.1
	4	13	0	0	0	0	3	23	10	77	3.7
	5	9	0	0	1	11	3	33	5	56	3.4
Total	140	12	9	22	16	40	29	66	47	3.1	
All Bilingual	K	6,362	5,428	85	746	12	168	3	20	0	1.2
	1	6,462	3,257	50	2,265	35	704	11	236	4	1.7
	2	6,219	970	16	2,649	43	1,751	28	849	14	2.3
	3	5,694	635	11	1,657	29	1,818	32	1,584	28	2.7
	4	4,991	299	6	1,122	22	1,998	40	1,572	31	2.8
	5	3,240	148	5	505	16	1,244	38	1,343	41	3.0
Total	32,968	10,737	33	8,944	27	7,683	23	5,604	17	2.2	
Waived	K	543	201	37	147	27	127	23	68	13	2.1
	1	821	150	18	262	32	247	30	162	20	2.5
	2	943	73	8	305	32	337	36	228	24	2.7
	3	938	48	5	243	26	338	36	309	33	2.9
	4	750	31	4	167	22	326	43	226	30	2.8
	5	529	13	2	82	16	232	44	202	38	3.0
Total	4,524	516	11	1,206	27	1,607	36	1,195	26	2.7	
All ELLs	K	7,996	6,129	77	1,166	15	481	6	220	3	1.4
	1	8,452	3,681	44	2,859	34	1,242	15	670	8	1.9
	2	8,111	1,172	14	3,241	40	2,395	30	1,303	16	2.4
	3	7,487	797	11	2,147	29	2,440	33	2,103	28	2.7
	4	6,633	418	6	1,539	23	2,663	40	2,013	30	2.8
	5	4,609	275	6	785	17	1,783	39	1,766	38	3.0
Total	43,288	12,472	29	11,737	27	11,004	25	8,075	19	2.3	

Source: TELPAS, Chancery

Appendix I

Number and Percentage of Students from CHBP and Comparison Groups Showing Gains in TELPAS Proficiency in 2015, 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	35	21	60	10	29	0	0	31	89
	2	23	10	43	0	0	0	0	10	43
	3	15	10	67	0	0	0	0	10	67
	4	19	14	74	0	0	0	0	14	74
	5	6	4	67	1	17	0	0	5	83
	Total	98	59	60	11	11	0	0	70	71
Vietnamese ESL	1	33	20	61	5	15	0	0	25	76
	2	32	20	63	3	9	0	0	23	72
	3	23	11	48	2	9	0	0	13	57
	4	12	10	83	0	0	0	0	10	83
	5	6	5	83	0	0	0	0	5	83
	Total	106	66	62	10	9	0	0	76	72
All Bilingual	1	6,063	2,241	37	520	9	75	1	2,836	47
	2	5,861	2,839	48	872	15	115	2	3,826	65
	3	5,389	2,801	52	152	3	1	<1	2,954	55
	4	4,729	2,544	54	72	2	2	<1	2,618	55
	5	3,036	1,820	60	63	2	2	<1	1,885	62
	Total	25,078	12,245	49	1,679	7	195	1	14,119	56
Waived	1	747	306	41	92	12	25	3	423	57
	2	893	390	44	78	9	7	1	475	53
	3	886	439	50	27	3	0	0	466	53
	4	713	298	42	11	2	0	0	309	43
	5	500	261	52	16	3	0	0	277	55
	Total	3,739	1,694	45	224	6	32	1	1,950	52
All ELLs	1	7,728	2,998	39	737	10	133	2	3,868	50
	2	7,500	3,558	47	1,009	13	127	2	4,694	63
	3	6,991	3,573	51	199	3	2	<1	3,774	54
	4	6,170	3,183	52	100	2	4	<1	3,287	53
	5	4,214	2,429	58	109	3	2	<1	2,540	60
	Total	32,603	15,741	48	2,154	7	268	1	18,163	56

Source: TELPAS, Chancery