

MEMORANDUM

September 27, 2016

TO: Gracie Guerrero
Assistant Superintendent, Multilingual Programs

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **CULTURAL HERITAGE BILINGUAL PROGRAM (CHBP) STUDENT PERFORMANCE REPORT 2016**

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 Arabic, Vietnamese, Mandarin, Hindi, Swahili, Nepali, Telugu, Cantonese, Urdu, Amharic, and Tamil as their primary language were eligible for bilingual services in 2015–2016. 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 and the TELPAS.

Key findings include:

- A total of 125 students were in the CHBP program in 2015–2016, down from 152 in 2014–2015.
- Results from the STAAR assessment indicated that CHBP students' performance was superior to that of all comparison groups in reading and mathematics.
- This is a pattern that has been consistent over the past five years.
- 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.

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.

 CJS

Attachment



RESEARCH

Educational Program Report

**CULTURAL HERITAGE BILINGUAL PROGRAM
PERFORMANCE REPORT:
ENGLISH STAAR AND TELPAS
2015 - 2016**



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CULTURAL HERITAGE BILINGUAL PROGRAM PERFORMANCE REPORT: ENGLISH STAAR AND TELPAS 2015–2016

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. Currently, CHBP is only implemented for native Vietnamese speakers at one campus, 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);
- 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 2015–2016 school year, there were 125 ELLs enrolled in the CHBP program, from kindergarten through grade 5 (all at Park Place Elementary School). This is a decrease from 152 students in 2014–2015.
- For students currently classified as ELLs, those in CHBP performed better on the 2016 STAAR reading test (advantage of 14 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 the same on the STAAR reading assessment as exited ESL students whose home language was Vietnamese (99 percent met standard). 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). Exited CHBP students did perform better than the other comparison groups on STAAR progress.

- On the TELPAS, CHBP students showed performance advantages over all comparison groups except Vietnamese ESL students in the percentage of students scoring Advanced High, and showed more gains in performance between 2015 and 2016, than all groups.
- 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. This was true for both current and exited ELLs.

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. This program should be expanded to include at least some of these other students' populations, in particular Arabic (the second most common language for district ELLs after Spanish), in geographical areas containing a large number of these students.
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.

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, Arabic, Vietnamese, Mandarin, Hindi, Swahili, Nepali, Telugu, Cantonese, Urdu, Amharic, and Tamil as their home language were eligible for bilingual services in the district in 2015–2016.

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 Vietnamese¹ 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 2015–2016 Chancery Student Management System (SMS), IBM Cognos, 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 or TELPAS test results from 2015–2016 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 program²;
- ELLs not served in a bilingual or ESL program due to parental waiver; and
- HISD districtwide data³.

Data Collection & Analysis

CHBP student performance on two assessments is included in this report: the State of Texas Assessments of Academic Readiness (STAAR) and the Texas English Language Proficiency Assessment Sys-

Table 1. CHBP Enrollment by Grade Level, 2008–2009 to 2015–2016

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	19	21	41	26	18	19	8	152
2015–2016	11	15	23	28	21	16	11	125

Source: PEIMS fall snapshot

tem (TELPAS) (see **Appendix A**, p. 10). 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.

STAAR results are reported and analyzed for the reading and mathematics tests. The percentage of students who met standard (Satisfactory - Level II) is shown. For 2016, the standard reported is the Progression Standard; when data from previous years is shown it is the Phase-In I standard (see Appendix A for explanation. Also shown are the percentage of students who met the STAAR Progress or ELL Progress standards (see **Appendix B**, p. 11).

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 2015 and 2016. For this second TELPAS indicator, the number and percent gaining one or more proficiency levels in the previous year are reported.

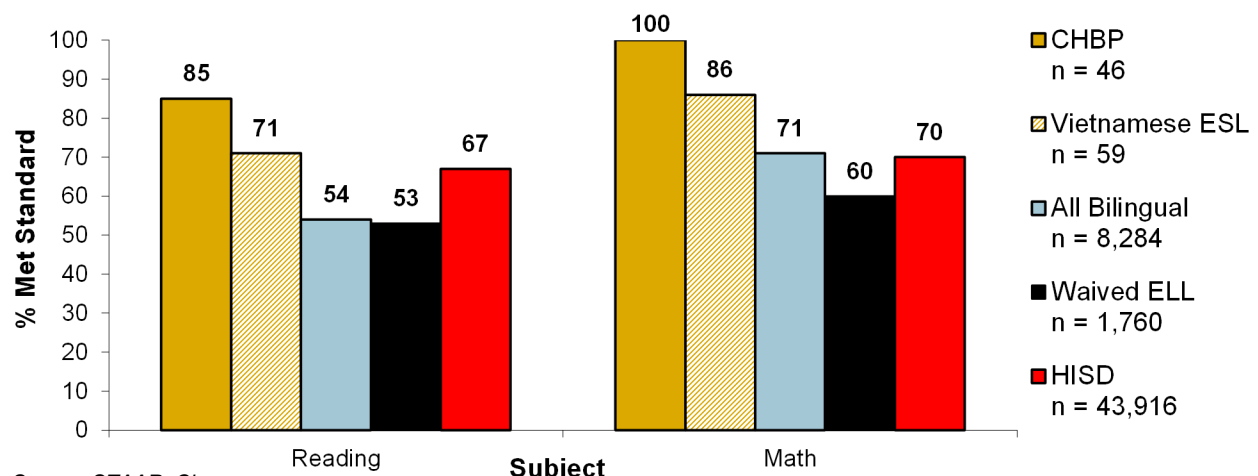
Results

STAAR

Figure 1 presents the percent of students meeting the Satisfactory standard for the reading and mathematics sections of the STAAR in 2016. Data are shown for CHBP students, other Vietnamese students in an ESL program, students in other bilingual programs, waived ELLs⁴, and all students districtwide. Also included for reference purposes are the number of students tested.

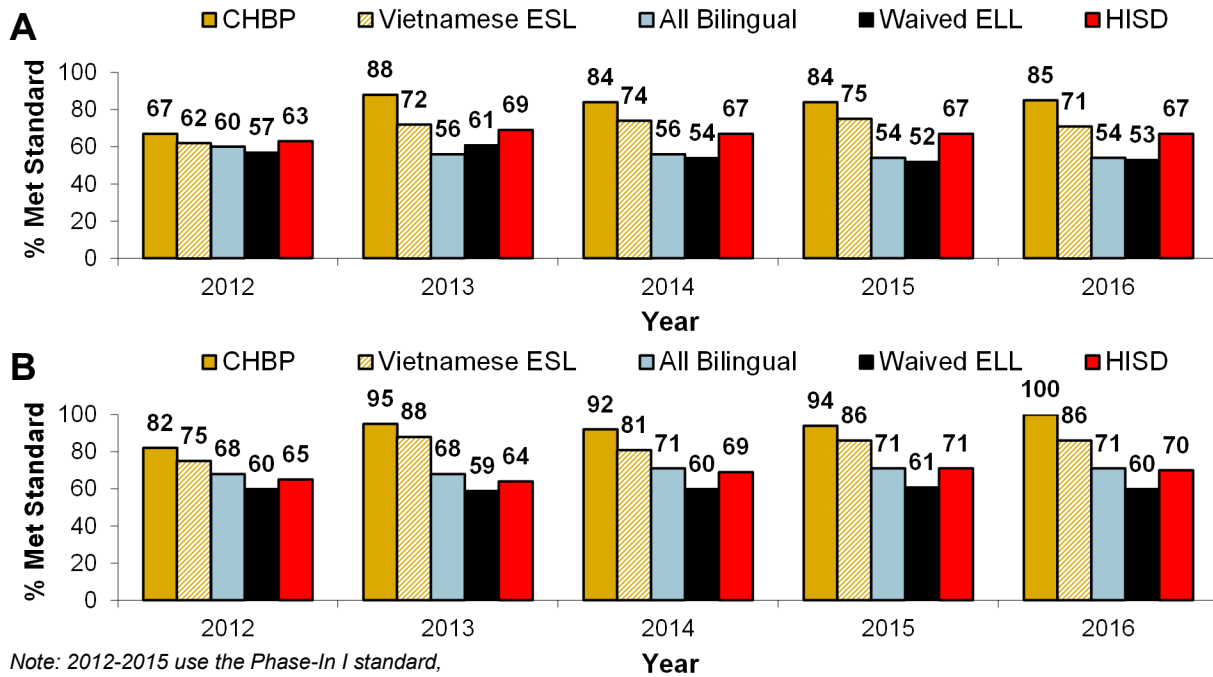
- Students in the CHBP program showed better performance than did those in any comparison group (see **Appendix C** for further details, including grade-level results and data for 2015, p. 12).
- In particular, CHBP students outperformed other Vietnamese ELLs who were enrolled in ESL programs in the district (by 14 percentage points in both reading and mathematics).
- **Figure 2** (see p. 5) shows STAAR reading and mathematics results for the same comparison groups, for the period of 2011–2012 through 2015–2016.

Figure 1. English STAAR Percent Met Satisfactory Standard in Reading and Mathematics for Current CHBP Students and Comparison Groups, 2016 (Combined Results for Grades 3 to 5)



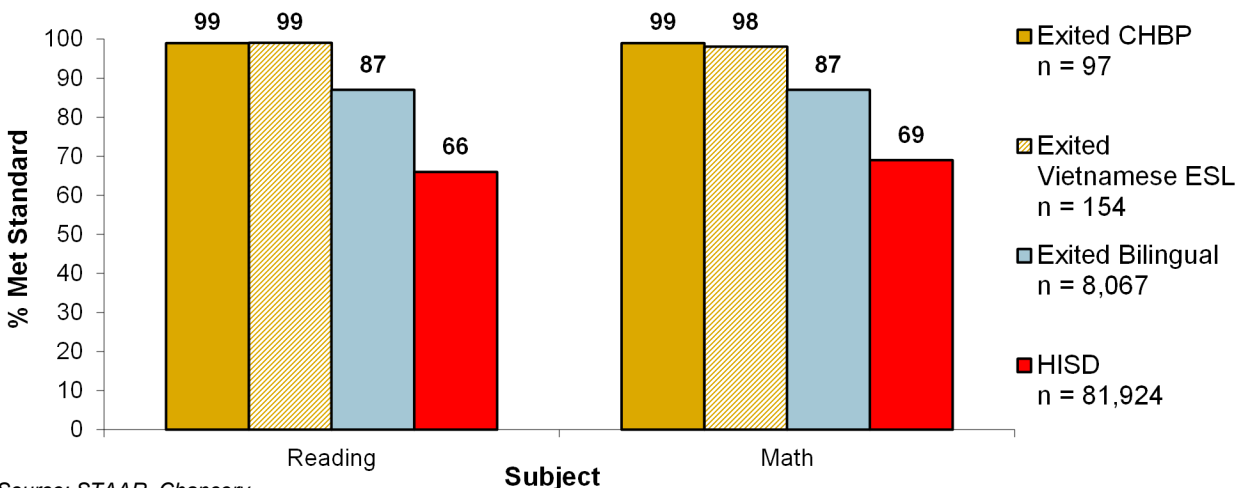
Source: STAAR, Chancery

Figure 2. English STAAR Percent Met Satisfactory Standard for (A) Reading and (B) Mathematics for Current CHBP Students and Comparison Groups, 2012 to 2016 (Combined Results for Grades 3 through 5)



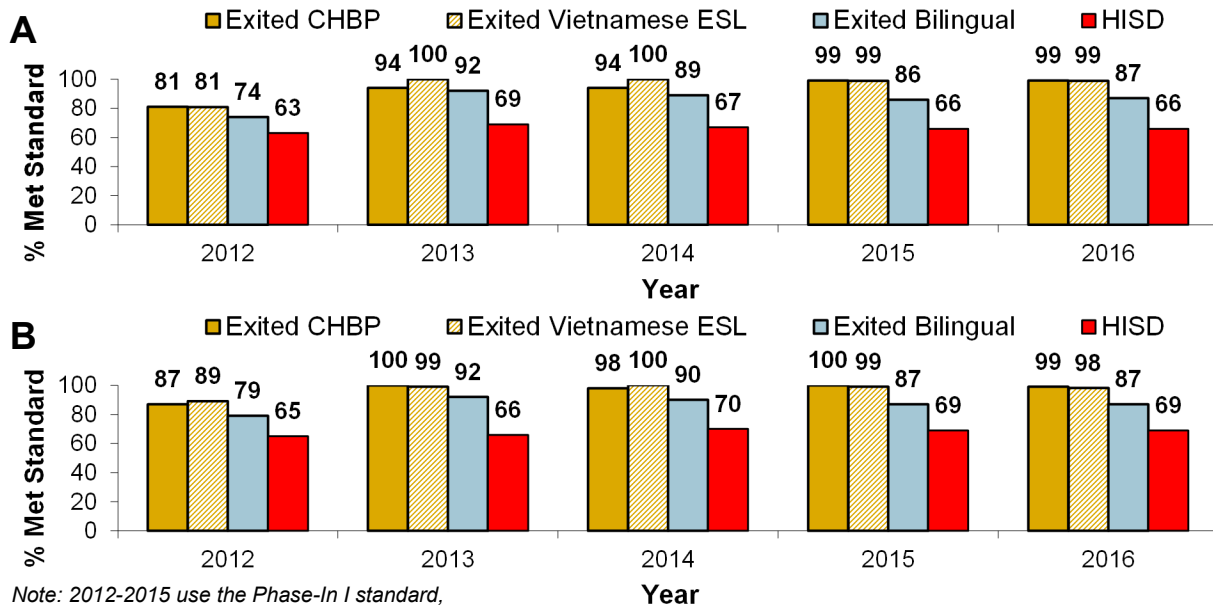
- There has been a consistent performance advantage for CHBP students over these comparison groups on STAAR over this time period.
- Results for students who have exited ELL status (see **Figure 3** below) show that exited CHBP students continued to perform better than most other comparison groups.
- Both exited CHBP and exited Vietnamese ESL students did very well on STAAR reading and mathematics (98% or 99% passing rate for both groups). Details including data for 2015 are shown in **Appendix D** (see p. 13).

Figure 3. English STAAR Percent Met Satisfactory Standard for Exited CHBP Students and Comparison Groups, 2016 (Combined Results for Grades 3 through 8)



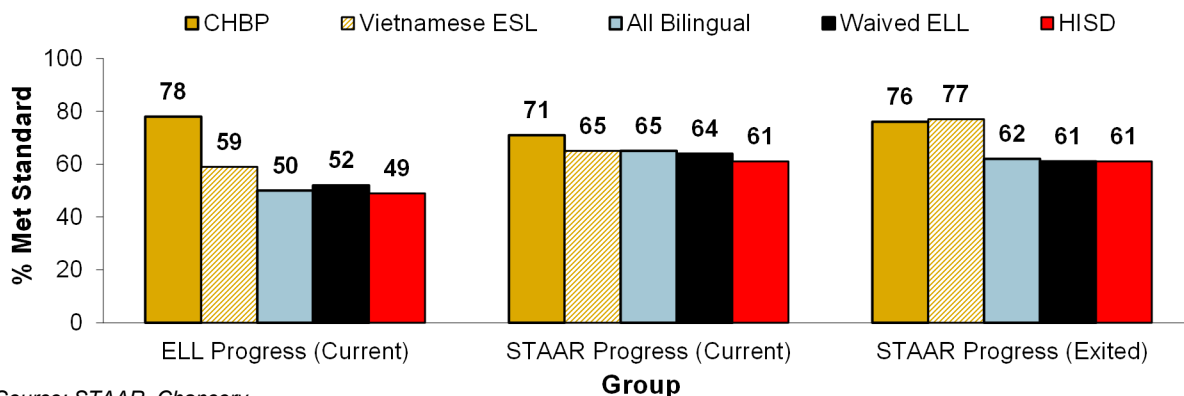
Source: STAAR, Chancery

Figure 4. English STAAR Percent Met Satisfactory Standard for (A) Reading and (B) Mathematics for Exited CHBP Students and Comparison Groups, 2012 to 2016 (Combined Results for Grades 3 through 8)



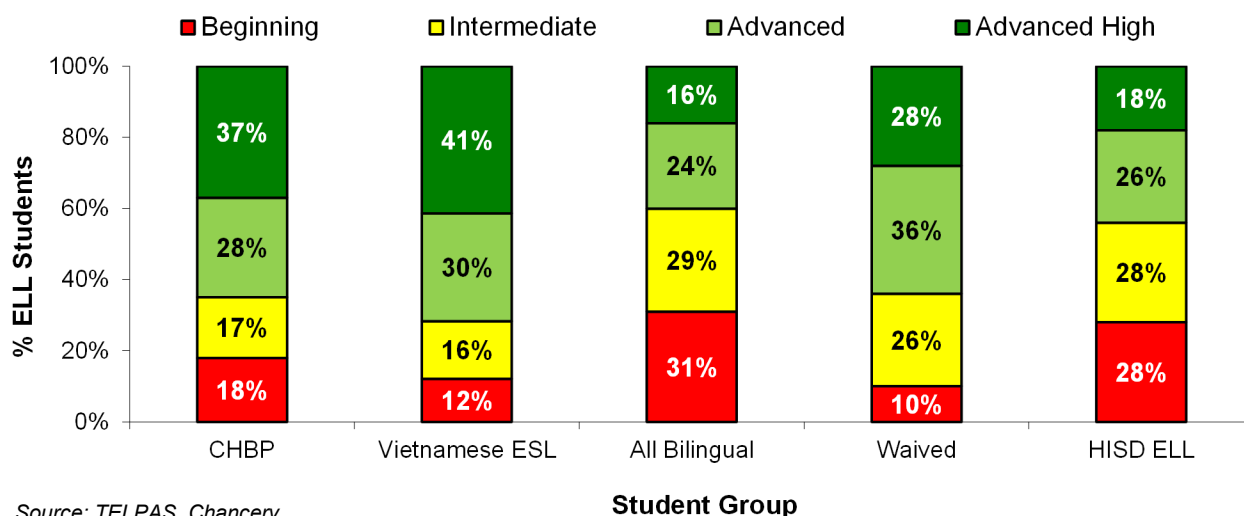
- **Figure 4** (above) shows STAAR results for exited CHBP students and comparison groups, for the period 2012 through 2016.
- Exited CHBP and exited Vietnamese ESL students consistently outperform other comparison groups on STAAR over this time period, but there is little difference between these two groups.
- **Figure 5** (below) shows results for the ELL Progress and STAAR progress measures (for details see **Appendices E-H**, p. 14-17). Only results for STAAR reading (English) are shown.
- Results for each of these measures show a similar pattern as found with overall STAAR performance; namely, current CHBP students performed better than all other comparisons groups. Exited ELLs also perform better than the comparison groups, with the exception of exited Vietnamese ESL students (-1 percentage points).

Figure 5. STAAR Progress and ELL Progress Performance for CHBP Students and Comparison Groups, 2016 (Combined Results for Grades 3 through 6, English Reading Only)



Source: STAAR, Chancery

Figure 6. Distribution of TELPAS Proficiency Ratings for CHBP Students and Comparison Groups in 2016, (Combined Results for Grades K Through 5)



Source: TELPAS, Chancery

TELPAS

Attainment:

Data concerning the overall levels of English language proficiency of ELL students are presented in **Figure 6** (see above). Shown are the percentage of students at each level of English language proficiency from the TELPAS in 2015–2016. 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.

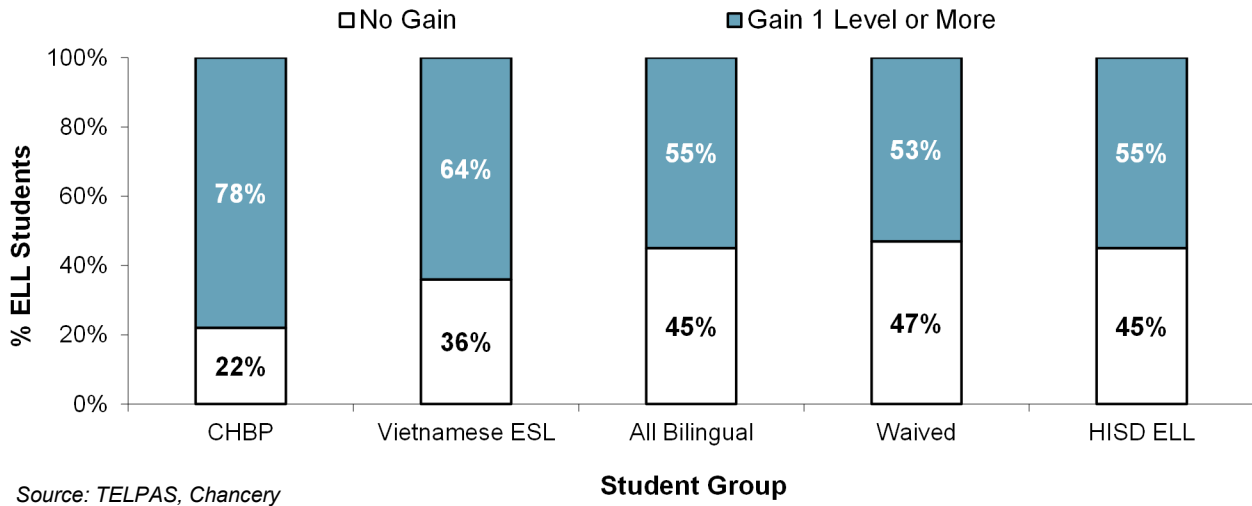
- CHBP students had a higher percentage of students scoring Advanced High than did any of the comparison groups except Vietnamese ESL students.
- 65% of CHBP students had ratings of Advanced or Advanced High, compared to 71% for Vietnamese ESL students, 40% for all bilingual students, 64% for waived ELLs, and 44% for all ELLs.
- Further details, including the number of students at each proficiency level, can be found in **Appendix I** (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 2014–2015 and 2015–2016. Results are shown for the same comparison groups as discussed previously.

- 78% of CHBP students gained at least one level of English language proficiency in 2015–2016, which was higher than the corresponding results for Vietnamese students in an ESL program (64%).
- The percentage of CHBP students showing gains was more than 20 percentage points greater than that for the bilingual (55%), waived ELL (53%), or all ELL (55%) comparison groups.

Figure 7. Percentage of CHBP Students and Comparison Groups Showing Proficiency Gains on the TELPAS in 2016, (Combined Results for Grades 1 Through 5).



Source: TELPAS, Chancery

- Further details, including the number of students making gains by grade level, can be found in **Appendix J** (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 there is little difference between these two groups 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.

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 the 2016 English language STAAR, including 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. Finally, more CHBP students made gains in English proficiency than did students in any of the four comparison groups.

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

ELL Status	Group	# Students	% Eligible	significance
Current ELLs	CHBP	128	90%	< .001
	Vietnamese ESL	257	75%	
Exited ELLs	CHBP	103	88%	< .001
	Vietnamese ESL	372	69%	

Source: PEIMS fall 2015 snapshot, Chancery

While current CHBP students had a performance advantage over Vietnamese students who were in an ESL program on the STAAR, this advantage did not exist when data for exited ELLs was considered. Exited CHBP students did as well as or only slightly better than exited Vietnamese ESL students on the STAAR, and historical data shows that they have often done less well. However, this lack of performance advantage for exited CHBP students may be related to the fact that Vietnamese ESL students appear to have fewer students who would be considered economically disadvantaged (see Table 2).

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 Only Vietnamese ELL students participate in the Cultural Heritage Bilingual Program because at the time it was developed, Vietnamese was the second most common language spoken by district ELLs, after Spanish. Demographics changes since then have resulted in increased enrollments for students with other languages, and in fact now Arabic is the second most common language for ELLs. However, establishing a similar program for Arabic speakers requires having not only a core group of Arabic-speaking ELLs, but also qualified Arabic-speaking bilingual teachers. These barriers have prevented the expansion of CHBP to other campuses or language groups. Although the district does now have immersion programs in both Arabic and Mandarin, these programs are offered via the Office of Special Programs and do not follow the CHBP model.
- ² The bilingual student group includes all ELLs participating in a bilingual program in the district, including those in CHBP.
- ³ Note that districtwide performance data includes results from the students in all other comparison groups.
- ⁴ Waived ELL students are those whose parents have signed a waiver indicating that their child is 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.

By commissioner’s rule, the STAAR Level II Phase-in 1 Satisfactory standard (used for 2012 to 2015) was increased to the Level II Satisfactory 2016 progression standard and will continue to increase each year until 2021–2022. This means that students taking the STAAR grades 3–8 assessments will have to answer more items correctly to “pass” the exams than in the previous year (this applies to both the STAAR as well as to STAAR L). For this reason, any any charts or tables in the present report that include multiple years of data should be interpreted with caution.

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 2016 and 2015, (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 Satisfactory Standard, by Grade Level and Year of Testing

Program	Grade	Enrollment		Reading				Mathematics			
		2015	2016	2015		2016		2015		2016	
		N	N	# tested	% passed	# tested	% passed	# tested	% passed	# tested	% passed
CHBP	3	18	22	18	89	21	86	15	100	17	100
	4	19	15	19	84	15	87	17	88	12	100
	5	8	12	8	75	10	80	4	*	9	100
	Total	45	49	45	84	46	85	36	94	38	100
Vietnamese ESL	3	23	34	23	65	33	82	17	82	28	96
	4	13	16	13	100	15	53	13	85	14	71
	5	9	11	8	63	11	64	7	100	8	75
	Total	45	61	44	75	59	71	37	86	50	86
All Bilingual	3	5,737	6,109	1,568	70	1,752	68	1,707	80	1,946	79
	4	5,018	4,781	3,375	52	3,364	59	3,364	69	3,231	70
	5	3,273	3,389	3,074	47	3,168	42	2,964	68	3,078	66
	Total	14,028	14,279	8,017	54	8,284	54	8,035	71	8,255	71
Waived ELL	3	974	801	888	59	744	58	897	65	748	65
	4	777	672	710	48	596	58	715	56	606	61
	5	554	473	496	46	420	37	495	59	422	51
	Total	2,305	1,946	2,094	52	1,760	53	2,107	61	1,776	60
HISD	3	17,669	18,387	12,736	69	13,370	66	12,657	71	13,345	69
	4	17,161	17,105	14,869	62	14,862	69	14,672	68	14,538	69
	5	16,095	16,560	15,275	69	15,684	64	14,995	73	15,441	72
	Total	50,925	52,052	42,880	67	43,916	67	42,324	71	43,324	70

Source: STAAR, Chancery

* Fewer than 5 students tested

Note: Satisfactory standard for 2015 is the Phase-In I standard,
for 2016 it is the 2016 Progression Standard

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			
		2015 N	2016 N	2015		2016		2015		2016	
				# tested	% Met Std	# tested	% Met Std	# tested	% Met Std	# tested	% Met Std
Exited CHBP	3	15	6	15	100	6	100	15	100	6	100
	4	12	16	12	100	16	100	12	100	16	100
	5	22	21	22	95	21	100	22	100	20	100
	6	23	21	23	100	21	95	23	100	21	95
	7	10	23	10	100	23	100	5	100	17	100
	8	0	10	-	-	10	100	-	-	5	100
	Total	82	97	82	99	97	99	77	100	85	99
Exited Vietnamese	3	23	9	23	100	9	100	23	100	9	100
	4	19	26	18	100	26	100	18	100	26	100
ESL	5	25	25	24	96	24	100	24	100	24	100
	6	29	20	29	100	19	100	29	97	19	100
	7	44	30	44	100	30	100	38	100	27	93
	8	n/a	47	-	-	46	98	-	-	18	94
	Total	140	157	138	99	154	99	132	99	123	98
Exited Bilingual	3	122	98	102	96	87	86	103	93	88	93
	4	537	623	530	92	602	96	531	93	602	93
	5	1,600	1,634	1,591	93	1,625	92	1,590	94	1,624	93
	6	2,055	1,920	2,032	83	1,892	81	2,029	85	1,893	88
	7	1,954	2,002	1,937	82	1,984	83	1,865	82	1,939	82
	8	n/a	1,909	-	-	1,877	90	-	-	1,291	79
	Total	6,268	8,186	6,192	86	8,067	87	6,118	87	7,437	87
Waived	3	197	136	189	95	133	93	189	94	133	93
	4	428	399	417	91	377	96	417	90	379	92
	5	677	598	658	93	583	90	658	91	584	93
	6	641	600	616	83	569	82	617	81	569	86
	7	735	644	691	81	604	82	666	76	581	80
	8	n/a	718	--	--	670	88	--	--	497	77
	Total	2,678	3,095	2,571	87	2,936	87	2,547	85	2,743	86
HISD	3	17,669	18,387	12,736	69	13,370	66	12,657	71	13,345	69
	4	17,161	17,105	14,869	62	14,862	69	14,672	68	14,538	69
	5	16,095	16,560	15,275	69	15,684	64	14,995	73	15,441	72
	6	13,585	13,374	12,963	64	12,582	62	12,458	70	12,004	72
	7	13,388	13,443	12,746	64	12,743	64	11,733	65	11,685	66
	8	n/a ⁺	13,429	-	-	12,683	73	-	-	9,592	64
	Total	77,898	92,298	68,589	66	81,924	66	66,515	69	76,605	69

Source: STAAR, Chancery

* Fewer than 5 students tested

Note: Satisfactory standard for 2015 is the Phase-In I standard, for 2016 it is the 2016 Progression Standard

+ For 2015, data from grade 8 is not included since there were no exited CHBP student at this grade level

Appendix E

STAAR Progress and ELL Progress in Reading for Current CHBP Students and Comparison Groups: Number Tested, and Percent Met Standard, by Grade Level

		ELL Progress				STAAR Progress					
		2015		2016		2015		2016			
Program	Grade	Enrolled 2015	Enrolled 2016	# tested	% met	# tested	% met	# tested	% met	# tested	% met
CHBP (Current)	3	18	22	9	78	16	81	n/a	n/a	n/a	n/a
	4	19	15	10	70	5	60	7	100	10	70
	5	8	12	2	*	2	100	4	*	7	71
	Total	45	49	21	76	23	78	11	91	17	71
Vietnamese ESL (Current)	3	23	34	18	61	14	71	n/a	n/a	n/a	n/a
	4	13	16	7	100	6	50	6	50	9	56
	5	9	11	2	*	2	0	6	33	8	75
	Total	45	61	27	70	22	59	12	42	17	65
All Bilingual (Current)	3	5,737	6,109	1,184	66	1,242	60	n/a	n/a	n/a	n/a
	4	5,018	4,781	2,257	43	1,706	44	293	63	577	64
	5	3,273	3,389	259	38	328	41	1,398	62	1,682	66
	Total	14,028	14,279	3,730	50	3,276	50	1,691	62	2,259	65
Waived ELL (Current)	3	974	801	44	43	20	55	n/a	n/a	n/a	n/a
	4	777	672	10	20	4	50	577	52	541	65
	5	554	473	0	--	1	1	423	63	405	63
	Total	2,305	1,946	54	39	25	52	1,000	57	946	64
HISD	3	17,669	18,387	1,907	63	2,096	57	n/a	n/a	n/a	n/a
	4	17,161	17,105	2,873	42	2,358	44	9,945	58	10,597	62
	5	16,095	16,560	537	40	592	41	12,268	65	13,291	65
	Total	50,925	52,052	5,317	49	5,046	49	22,313	62	23,888	64

Source: STAAR, Chancery

* Fewer than 5 students tested

Appendix F

STAAR Progress and ELL Progress in Reading for Exited CHBP Students and Comparison Groups: Number Tested, and Percent Met Standard, by Grade Level

Program	Grade	Enrolled 2015	Enrolled 2016	ELL Progress				STAAR Progress			
				2015		2016		2015		2016	
				# tested	% met	# tested	% met	# tested	% met	# tested	% met
CHBP (Exited)	3	n/a	n/a					n/a	n/a	n/a	n/a
	4	12	16					12	92	16	100
	5	22	21					22	64	21	86
	6	23	21					23	65	21	62
	7	10	23					10	60	23	65
	8	0	10					n/a	n/a	10	70
	Total	67	91					67	69	91	76
Vietnamese ESL (Exited)	3	n/a	n/a					n/a	n/a	n/a	n/a
	4	19	26					18	89	26	73
	5	25	25					24	67	24	92
	6	29	20					29	66	19	84
	7	44	30					44	66	30	77
	8	-	47					n/a	n/a	46	70
	Total	117	148					115	70	145	77
All Bilingual (Exited)	3	n/a	n/a					n/a	n/a	n/a	n/a
	4	537	623					499	59	592	66
	5	1,600	1,634					1,566	59	1,622	65
	6	2,055	1,920					2,006	43	1,882	47
	7	1,954	2,002					1,873	52	1,959	64
	8	-	1,909					n/a	n/a	1,854	72
	Total	6,146	8,088					5,944	51	7,909	62
Waived ELL (Exited)	3	n/a	n/a					n/a	n/a	n/a	n/a
	4	428	399					397	62	377	62
	5	677	598					638	66	579	64
	6	641	600					586	45	565	48
	7	735	644					648	52	593	60
	8	-	718					n/a	n/a	665	72
	Total	2,481	2,959					2,269	56	2,779	61
HISD	3	n/a	n/a					n/a	n/a	n/a	n/a
	4	17,161	17,105					9,945	58	10,597	62
	5	16,095	16,560					12,268	65	13,291	65
	6	13,585	13,374					11,374	43	11,264	45
	7	13,388	13,443					10,939	57	11,527	65
	8	-	13,429					n/a	n/a	11,374	69
	Total	60,229	73,911					44,526	56	58,053	61

Source: STAAR, Chancery

* Fewer than 5 students tested

Appendix G

STAAR Progress and ELL Progress in Mathematics for Current CHBP Students and Comparison Groups: Number Tested, and Percent Met Standard, by Grade Level

Program	Grade	Enrolled		ELL Progress				STAAR Progress			
				2015		2016		2015		2016	
				# tested	% met	# tested	% met	# tested	% met	# tested	% met
CHBP (Current)	3	18	22	6	100	13	100	Not Available 2015	n/a	n/a	
	4	19	15	8	75	2	100		10	70	
	5	8	12	0	--	2	100		7	100	
	Total	45	49	14	86	17	100	17	82		
Vietnamese ESL (Current)	3	23	34	12	75	10	90	Not Available 2015	n/a	n/a	
	4	13	16	7	71	5	80		9	33	
	5	9	11	1	100	2	50		8	88	
	Total	45	61	20	75	17	82	17	59		
All Bilingual (Current)	3	5,737	6,109	1,305	77	1,412	74	Not Available 2015	n/a	n/a	
	4	5,018	4,781	2,214	65	1,604	61		1,554	54	
	5	3,273	3,389	175	71	234	67		2,784	63	
	Total	14,028	14,279	3,694	70	3,250	67	4,338	60		
Waived ELL (Current)	3	974	801	44	64	20	45	Not Available 2015	n/a	n/a	
	4	777	672	10	60	4	50		572	59	
	5	554	473	0	--	1	0		410	65	
	Total	2,305	1,946	54	63	25	44	982	61		
HISD	3	17,669	18,387	1,791	72	2,076	70	Not Available 2015	n/a	n/a	
	4	17,161	17,105	2,693	62	2,109	58		11,713	57	
	5	16,095	16,560	257	67	359	68		14,587	68	
	Total	50,925	52,052	4,741	66	4,544	64	26,300	63		

Source: STAAR, Chancery

* Fewer than 5 students tested

Appendix H

STAAR Progress and ELL Progress in Mathematics for Exited CHBP Students and Comparison Groups: Number Tested, and Percent Met Standard, by Grade Level

Program	Grade	Enrolled 2015	Enrolled 2016	ELL Progress				STAAR Progress			
				2015		2016		2015		2016	
				# tested	% met	# tested	% met	# tested	% met	# tested	% met
CHBP (Exited)	3	n/a	n/a							n/a	n/a
	4	12	16							16	94
	5	22	21					Not Available		20	95
	6	23	21					2015		21	71
	7	10	23							17	88
	8	0	10							0	--
	Total	67	91							74	86
Vietnamese ESL (Exited)	3	n/a	n/a							n/a	n/a
	4	19	26							26	85
	5	25	25					Not Available		24	88
	6	29	20					2015		19	95
	7	44	30							27	74
	8	-	47							13	85
Total	117	148							109	84	
All Bilingual (Exited)	3	n/a	n/a							n/a	n/a
	4	537	623							599	63
	5	1,600	1,634					Not Available		1,622	70
	6	2,055	1,920					2015		1,882	53
	7	1,954	2,002							1,912	62
8	-	1,909							1,198	73	
Total	6,146	8,088							7,213	63	
Waived ELL (Exited)	3	n/a	n/a							n/a	n/a
	4	428	399							379	62
	5	677	598					Not Available		580	75
	6	641	600					2015		564	57
	7	735	644							571	61
	8	-	718							469	74
Total	2,481	2,959							2,563	66	
HISD	3	n/a	n/a							n/a	n/a
	4	17,161	17,105							11,713	57
	5	16,095	16,560					Not Available		14,587	68
	6	13,585	13,374					2015		11,252	57
	7	13,388	13,443							11,054	55
	8	-	13,429							8,577	69
Total	60,229	73,911							57,183	61	

Source: STAAR, Chancery

* Fewer than 5 students tested

Appendix I

Number and Percentage of Students from CHBP and Comparison Groups at Each TELPAS Proficiency Level in 2016, by Grade

Program	Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		Composite Score
			N	%	N	%	N	%	N	%	
CHBP	K	17	14	82	3	18	0	0	0	0	1.2
	1	23	4	17	10	43	9	39	0	0	2.1
	2	27	0	0	2	7	11	41	14	52	3.2
	3	21	2	10	1	5	6	29	12	57	3.2
	4	15	1	7	1	7	3	20	10	67	3.2
	5	11	0	0	2	18	3	27	6	55	3.3
	Total		114	21	18	19	17	32	28	42	37
Vietnames ESL	K	29	6	21	6	21	9	31	8	28	2.7
	1	29	5	17	6	21	7	24	11	38	2.8
	2	21	2	10	5	24	7	33	7	33	2.8
	3	34	3	9	2	6	7	21	22	65	3.4
	4	16	1	6	3	19	9	56	3	19	2.8
	5	11	0	0	1	9	3	27	7	64	3.2
	Total		140	17	12	23	16	42	30	58	41
All Bilingual	K	6,032	5,152	85	682	11	150	2	48	1	1.2
	1	6,566	3,101	47	2,534	39	743	11	188	3	1.7
	2	6,234	1,043	17	2,729	44	1,693	27	769	12	2.3
	3	6,052	605	10	1,778	29	2,091	35	1,578	26	2.7
	4	4,743	284	6	1,140	24	1,885	40	1,434	30	2.8
	5	3,354	156	5	583	17	1,326	40	1,289	38	3.0
	Total		32,981	10,341	31	9,446	29	7,888	24	5,306	16
Waived	K	342	126	37	86	25	69	20	61	18	2.2
	1	585	98	17	191	33	160	27	136	23	2.5
	2	702	58	8	208	30	260	37	176	25	2.7
	3	775	36	5	184	24	273	35	282	36	2.9
	4	645	26	4	160	25	296	46	163	25	2.8
	5	449	17	4	83	18	195	43	154	34	2.9
	Total		3,498	361	10	912	26	1,253	36	972	28
All ELLs	K	7,541	5,730	76	1,086	14	496	7	229	3	1.4
	1	8,395	3,517	42	3,078	37	1,201	14	599	7	1.9
	2	8,100	1,260	16	3,293	41	2,352	29	1,195	15	2.3
	3	7,958	764	10	2,228	28	2,772	35	2,194	28	2.7
	4	6,564	448	7	1,638	25	2,624	40	1,854	28	2.8
	5	4,997	312	6	880	18	1,975	40	1,830	37	2.9
	Total		43,555	12,031	28	12,203	28	11,420	26	7,901	18

Source: TELPAS, Chancery

Appendix J

Number and Percentage of Students from CHBP and Comparison Groups Showing Gains in TELPAS Proficiency in 2016, 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	22	15	68	3	14	0	0	18	82
	2	26	20	77	4	15	0	0	24	92
	3	20	11	55	1	5	0	0	12	60
	4	12	8	67	1	8	0	0	9	75
	5	11	8	73	0	0	0	0	8	73
	Total	91	62	68	9	10	0	0	71	78
Vietnamese ESL	1	24	14	58	4	17	0	0	18	75
	2	18	8	44	2	11	0	0	10	56
	3	29	20	69	0	0	1	3	21	72
	4	15	4	27	0	0	0	0	4	27
	5	8	7	88	0	0	0	0	7	88
	Total	94	53	56	6	6	1	1	60	64
All Bilingual	1	6,217	2,468	40	450	7	78	1	2,996	48
	2	5,961	2,734	46	815	14	100	2	3,649	61
	3	5,811	2,990	51	168	3	3	<1	3,161	54
	4	4,563	2,325	51	109	2	4	<1	2,438	53
	5	3,191	1,830	57	88	3	3	<1	1,921	60
	Total	25,743	12,347	48	1,630	6	188	1	14,165	55
Waived	1	542	238	44	76	14	14	3	328	61
	2	662	271	41	61	9	6	1	338	51
	3	736	379	51	40	5	2	<1	421	57
	4	612	245	40	11	2	0	0	256	42
	5	433	218	50	13	3	0	0	231	53
	Total	2,985	1,351	45	201	7	22	1	1,574	53
All ELLs	1	7,752	3,188	41	669	9	113	1	3,970	51
	2	7,575	3,441	45	957	13	112	1	4,510	60
	3	7,503	3,869	52	236	3	7	<1	4,112	55
	4	6,151	3,000	49	148	2	5	<1	3,153	51
	5	4,610	2,582	56	148	3	4	<1	2,734	59
	Total	33,591	16,080	48	2,158	6	241	1	18,479	55

Source: TELPAS, Chancery