

MEMORANDUM

September 27, 2016

TO: Gracie Guerrero
Assistant Superintendent, Multilingual Programs

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **2016 PRE-EXIT ELL STUDENT PERFORMANCE REPORT**

The Houston Independent School District offers two primary bilingual programs for Spanish-speaking English-language learners (ELLs). In both programs, students may transition into a pre-exit phase of bilingual education so long as they meet certain performance criteria. In this Pre-Exit phase, predominantly English-language instruction is used in core subject areas. Attached is a report summarizing the performance of students who were in the pre-exit phase of the district's bilingual programs during the 2015–2016 school year. Included in the report are findings from assessments of academic achievement and English language proficiency, including results from the English STAAR and the TELPAS.

Key findings include:

- A total of 7,800 English language learners were in the pre-exit phase of the district's bilingual programs in 2015–2016, up from 7,746 in the previous year.
- Results showed that students in the pre-exit phase outperformed other ELL students, and this was true for most subjects on the English STAAR and STAAR-L, as well as for the TELPAS.
- This was most likely due to the additional criteria that those students must meet before they are allowed to enter the pre-exit phase.
- Results from both the STAAR showed that pre-exit students outperformed the district in mathematics (+1 percentage point), with performance gaps in reading (-13 points), writing (-13 points), and science (-14 points).
- There was no change in pre-exit student passing rates in reading or mathematics between 2015 and 2016.
- Program compliance may be an issue, as data indicated that only 40 percent of first-year pre-exit students had met the recommended criteria for acceptance into the pre-exit phase.
- Students who had not met the acceptance criteria (but who were nonetheless considered pre-exit) showed markedly lower English language proficiency and STAAR reading performance.

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

**PRE-EXIT ELL STUDENT PERFORMANCE:
ENGLISH STAAR AND TELPAS
2015 - 2016**



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PRE-EXIT ELL STUDENT PERFORMANCE REPORT: STAAR AND TELPAS 2015–2016

Executive Summary

Program Description

English Language Learner (ELL) students in the district's two main bilingual programs (Transitional and Dual Language) are instructed in both English and Spanish. The relative amount of instruction in each language depends on both program and grade level. Students in the Transitional program who entered the program in prekindergarten or kindergarten, as well as students who have transferred from a Dual Language campus, have the option of entering a *pre-exit phase or strand* in grades 3 or 4 as long as they meet certain performance criteria. In this phase, English instruction is emphasized while introduction and reinforcement of new concepts are done in the primary language. This report summarizes data from ELLs who are in the pre-exit phase of the district's bilingual programs (grades 3 through 5).

Highlights

- A total of 7,800 ELL students were coded as pre-exit in 2015–2016, an increase over 7,746 in 2014–2015.
- Pre-exit students outperformed other ELL students on the reading, mathematics, and science portions of the STAAR, but were lower on the STAAR writing assessment.
- Pre-exit students showed performance gaps compared to the district on STAAR reading (-13 percentage points), writing (-13 points), and science (-14 points), but had a higher passing rate in mathematics (+1 percentage point).
- The three-year decline in STAAR reading performance (-3 percentage point) for pre-exit students is larger than that shown by either other ELL students (-2 points) or the district overall (no change). However, it should be noted that the 2016 data reflect the higher progression standard as compared to the phase-in I standard that was applied for prior years.
- TELPAS results showed that 38% of pre-exit students scored at the highest level of English language proficiency (Advanced High), compared to 25% for other ELLs.
- TELPAS results also showed that 59% of pre-exit students and 52% of other ELL students had made gains in English proficiency between 2015 and 2016.
- Analysis of data from first-year pre-exit students showed that there continues to be a widespread lack of adherence to district readiness indicators for acceptance into the pre-exit phase. Overall, only 40% of first-year pre-exit students met the established readiness indicators.
- Pre-exit students who had actually met the readiness indicators performed much better than did those who had not, as reflected in 2016 TELPAS and STAAR scores.

Recommendations

1. It is crucial that students enter the Pre-Exit phase only if they have met the specified performance criteria in the previous school year. However, data indicate that less than half of first-year pre-exit students had met the established readiness indicators, and this statistic was actually worse than it was in the previous two school years. Campus LPAC administrators need to monitor the academic and linguistic progress of all ELLs each year so that students who enter U.S. schools in early grades meet the established readiness indicators to participate in the Pre-Exit phase of the Transitional Bilingual program by the time they reach third or fourth grade. The Multilingual Programs department needs to disseminate the findings that there are significant performance deficits on TELPAS and STAAR for pre-exit students who do not meet the readiness criteria, to underscore the impact that improper student placement has on ELL academic success.
2. The historical data of academic achievement of students participating in the Pre-Exit phase should be reviewed for each campus, to ensure that the appropriate performance indicators are being utilized to screen students for entry into the pre-exit phase according to district guidelines. In addition, reports for each campus should be generated for monitoring throughout the year, with customized data to be reviewed with the Schools Office. Campuses should be guided in the disaggregation of data such as running records and Istation information in order to adjust/differentiate instruction for pre-exit students with the aim of attaining high academic achievement and language acquisition at this crucial transition phase of the bilingual education program.
3. In order to continue to provide appropriate native language support, teachers serving students in the Pre-Exit phase should all be bilingual certified. If this is not the case, an exception to the Bilingual Education program must be filed with the district to be included in the required TEA Bilingual Education Exception and/or ESL Waiver Application.

Introduction

English Language Learner (ELL) students in the district’s two main bilingual programs (Transitional and Dual Language) are instructed in both English and Spanish. The relative amount of instruction in each language depends on both program and grade level. In the Transitional bilingual program, students receive primary language instruction for concept development while at the same time acquiring English skills. English instruction increases annually through grade 5 (when all subjects are taught in English), but in grades 3 and 4 at least half of instructional time is still allocated to Spanish. In the Dual Language program, students in grades 3 and 4 also receive half of their instruction in Spanish.

Students in the Transitional program (who entered the program in prekindergarten or kindergarten) have the option of entering the *pre-exit phase or strand* in grades 3 or 4 if they meet certain performance criteria. Dual Language students can also enter the Pre-Exit phase if they have transferred from a Dual Language campus. In this phase, English instruction is emphasized, with introduction and reinforcement of new concepts done in the primary language. This report summarizes data from ELL students who participated in the pre-exit phase of the district’s bilingual programs (grades 3 through 5) in 2015–2016.

An illustration of the normal progression through the Transitional bilingual program is provided in **Figure 1**. Students who enter the program (YL) in pre-kindergarten or kindergarten will normally receive some Spanish-language instruction through grade 4. In the pre-exit phase or strand (YP), ELLs have all subjects taught in English, with only supplemental Spanish instruction in Spanish Literature.

Figure 1. Transitional Bilingual Program Model Including Description of How Students Enter the Pre-Exit Phase

Expectations

- * Students will make at least one level of growth in English proficiency in the areas of Listening, Speaking, Reading, and Writing as documented on TELPAS.
- * Continuously enrolled non-immigrant students will successfully transfer to all English instruction no later than 5th grade and will meet program exit criteria BEFORE entering middle school.

Transitional Bilingual Program - Spanish Phase					YL
PK	K	1st Grade	2nd Grade	3rd Grade	4th Grade
· SPANISH	· SPANISH	· SPANISH	· SPANISH	· SPANISH	· SPANISH
Reading Language Arts Mathematics Social Studies Science	Reading Language Arts Mathematics Social Studies Science	Reading Language Arts Mathematics Social Studies	Reading Language Arts Mathematics	Reading Language Arts Mathematics	Reading Language Arts Mathematics
· ENGLISH	· ENGLISH	· ENGLISH	· ENGLISH	· ENGLISH	· ENGLISH
45 min. Ancillary 30 min. ESL/ELD	45 min. Ancillary 45 min. ESL/ELD	35 min. ESL Science 45 min. Ancillary 45 min. ESL/ELD	30 min. ESL Social Studies 45 min. ESL Science 45 min. Ancillary 45 min. ESL/ELD	25 min. ESL Social Studies 45 min. ESL Science 45 min. Ancillary 75 min. ESL/ELD	25 min. ESL Social Studies 45 min. ESL Science 45 min. Ancillary 75 min. ESL/ELD

Third Grade Pre-Exit Phase Readiness Indicators Based on Second Grade Data

- Students must score Advanced (3) or Advanced High (4) on TELPAS Reading **and**
- Students must score Advanced (3) or Advanced High (4) on TELPAS Writing

Fourth Grade Pre-Exit Phase Readiness Indicators Based on Third Grade Data

- Students must meet passing standard on 3rd grade Spanish STAAR Reading **and**
- Students must score Advanced (3) or Advanced High (4) on TELPAS Reading **and**
- Students must score Advanced (3) or Advanced High (4) on TELPAS Writing

Transitional Bilingual Program - English Pre-Exit Phase			YP
3rd Grade	4th Grade	5th Grade	
· SPANISH	· SPANISH	· SPANISH	
30 min. Concept Development	30 min. Concept Development	30 min. Concept Development	
· ENGLISH	· ENGLISH	· ENGLISH	
TBP/Pre-Exit ESL Reading TBP/Pre-Exit ESL Language Arts ESL Mathematics ESL Social Studies ESL Science Ancillary	TBP/Pre-Exit ESL Reading TBP/Pre-Exit ESL Language Arts ESL Mathematics ESL Social Studies ESL Science Ancillary	TBP/Pre-Exit ESL Reading TBP/Pre-Exit ESL Language Arts ESL Mathematics ESL Social Studies ESL Science Ancillary	
** Exceptions are made for recent immigrants			

Table 1. Transition Indicators for Admission into Pre-Exit Phase/Strand for 2015–2016

Entering Grade	Criteria
Grade 3 Indicators	Student scores Advanced or Advanced High on TELPAS Reading AND TELPAS Writing
Grade 4 Indicators	Student passes 3 rd grade Spanish STAAR Reading AND Student scores Advanced or Advanced High on TELPAS Reading AND TELPAS Writing

Source: HISD Multilingual Programs Guidelines

Students are admitted to the pre-exit strand in grades 3 and 4 only if certain criteria are met. These criteria are illustrated in **Table 1**. Note that for a student who was admitted into the pre-exit phase starting in 2015–2016, they would be assessed on the basis of performance in the previous school year (i.e., 2014–2015).

Methods

Participants

ELL students in the pre-exit phase of the district's bilingual programs were identified using 2015–2016 IBM Cognos and Public Education Information Management System (PEIMS) databases. A summary of enrollment figures for ELL students in the various programs is shown in **Table 2**. Note that enrollment in the Transitional bilingual program declines abruptly after grade 2, corresponding to an increase in the number of students coded as pre-exit in grade 3. All pre-exit ELLs in grades 3 through 5 with valid State of Texas Assessments of Academic Readiness (STAAR), or Texas English Language Proficiency Assessment System (TELPAS) results from 2015–2016 were included in analyses for this report. There were 7,800 students coded as pre-exit in 2015–2016. This compares to 7,746 in 2014–2015, an increase of 0.7%.

Data Collection & Analysis

Results for pre-exit ELL students from the STAAR 3-8 and TELPAS assessments were analyzed at the district and campus levels. English STAAR results are reported and analyzed for 7,800 pre-exit students on the reading, mathematics, writing, and science tests. For each test, the percentage of students who met standard is shown (Satisfactory Level II, Progression Standards 2015–2016), as are results for the STAAR progress measures. In addition, STAAR-L results are included for mathematics and science (the STAAR-L is a linguistically-accommodated version of the STAAR given to ELLs meeting certain eligibility requirements).

TELPAS results are reported and analyzed for 7,717 pre-exit students on two indicators. One of these indicators reflects attainment, i.e., the overall level of English language proficiency exhibited by ELLs.

Table 2. ELL Enrollment by Bilingual Program and Grade Level, 2015–2016

Program	PK	K	1	2	3	4	5	6
Transitional	4,467	4,209	5,271	5,691	4,332	1,203	107	9
Pre-Exit	0	0	0	0	1,341	3,269	3,162	28
Dual Language	1,444	1,867	1,302	546	403	287	103	107
Cultural Heritage	11	17	23	28	22	15	12	0
Mandarin Bilingual	7	14	22	20	10	3	0	0
Arabic Bilingual	3	10	0	0	0	0	0	0

Source: Cognos Data Warehouse 3/22/16

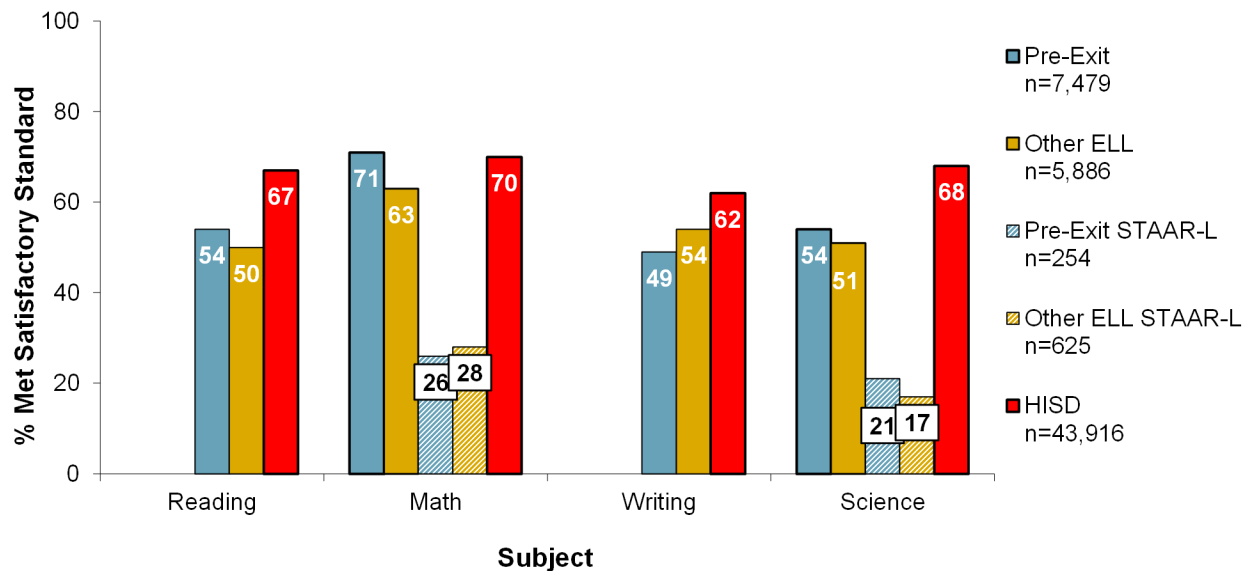
For this indicator, the percent of students at each proficiency level is presented. The second indicator reflects progress, i.e., whether students gained one or more levels of English language proficiency between testing in 2015 and 2016. For this indicator, the percent gaining one or more proficiency levels in the previous year is reported. **Appendix A** (see p. 10) provides further details on each of the assessments analyzed for this report, while **Appendix B** (p. 11) explains the STAAR and ELL progress measures.

Results

STAAR

Figure 2 shows the mean percentage of students who met the Satisfactory Level II progression standard (2016) on the English STAAR. Results are shown for pre-exit students who took the STAAR, those who took the STAAR L, and all students districtwide.

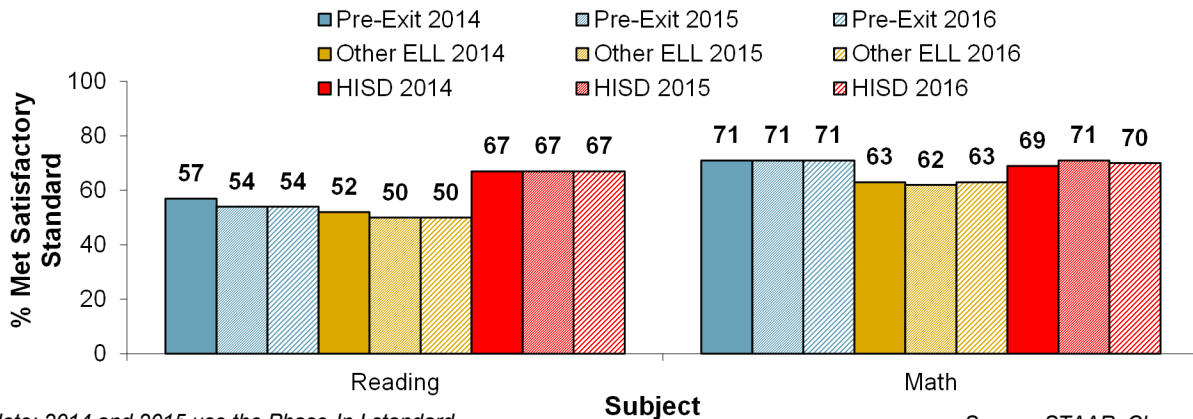
Figure 2. Pre-exit ELL English STAAR and STAAR-L performance in 2016 (percentage of students who met the 2016 Satisfactory progression standard), by subject (Other ELL and HISD overall results included for comparison, grades 3–5 only)



Source: STAAR, Chancery

- Pre-exit student performance was below that of the district on all tests except STAAR mathematics, with performance gaps ranging from 13 to 14 percentage points for those taking the regular STAAR, and 44 to 47 percentage points for those tested on STAAR-L (mathematics and science).
- Pre-exit students had higher passing rates than did other ELLs in all subjects except writing on the STAAR, and were lower on the mathematics test when taking the STAAR-L.
- STAAR-L performance for pre-exit students was below that of pre-exit students who took the regular STAAR in mathematics and science. Note that STAAR-L administration is normally limited to ELLs who have been in U.S. school for three years or less (five years if the student is an asylee or refugee).
- More detailed data on STAAR performance can be found in **Appendix C** (see p. 12), including grade-level data, the number of students tested, and data for 2015.

Figure 3. Pre-exit ELL English STAAR performance 2014 to 2016 in reading and mathematics (other ELL and HISD overall results included for comparison, grades 3–5 only)

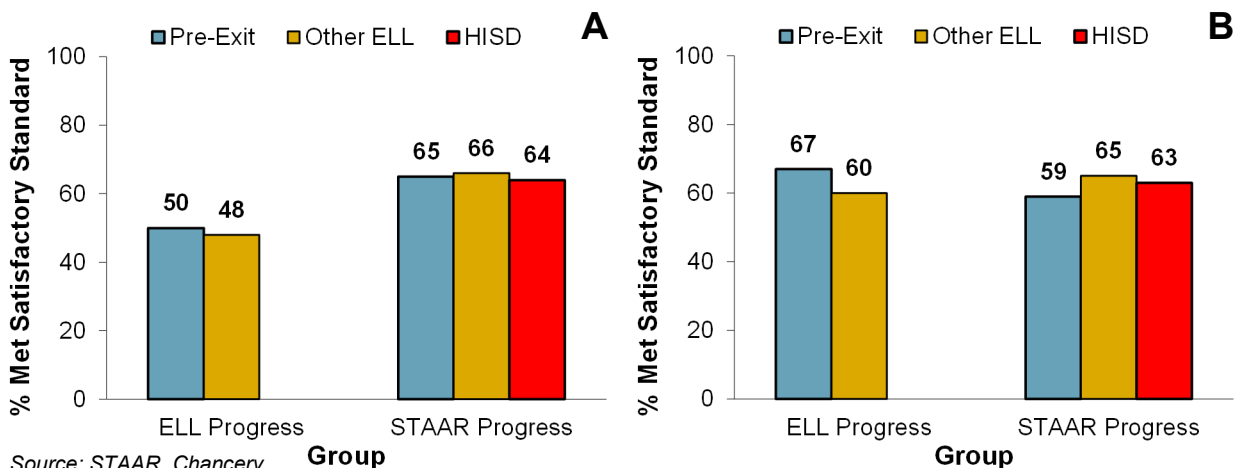


Note: 2014 and 2015 use the Phase-In I standard, 2016 uses the higher Progression standard

Source: STAAR, Chancery

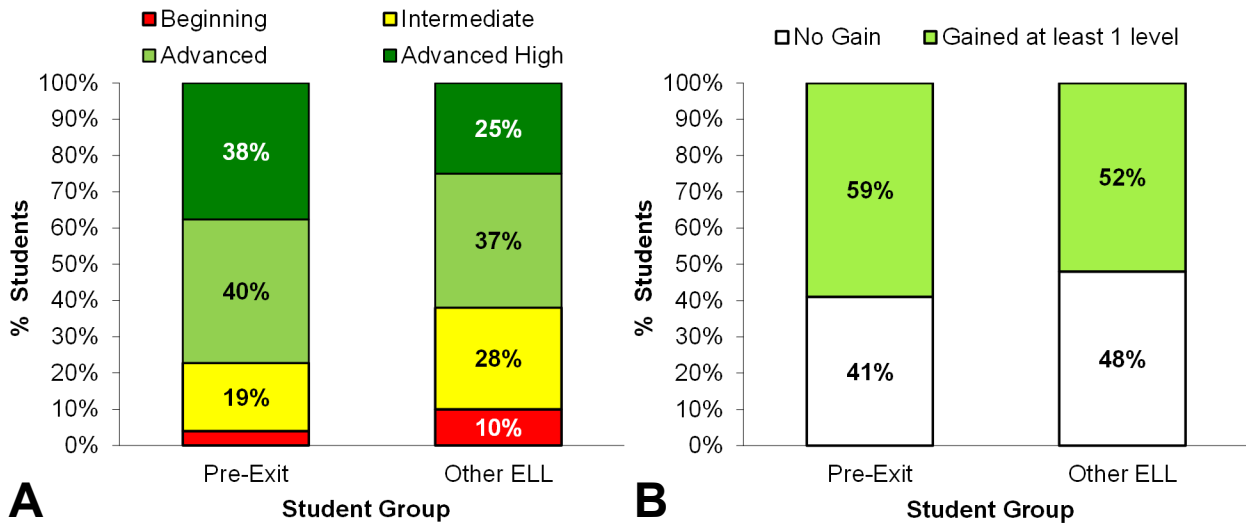
- **Figure 3** shows STAAR reading and mathematics results for pre-exit students and other ELL students for the period 2014 to 2016.
- Overall passing rates in reading for pre-exit students have declined by 3 percentage points over this time period, compared to a decline of 2 points for other ELL students who are not pre-exit, and no overall change for the district. It should be noted that the standard for Satisfactory performance increased from 2015 to 2016.
- Mathematics passing rates for pre-exit students and other ELL students have remained stable, while the district has improved slightly in the period covered (+1 point).
- **Figure 4** (below) shows results for ELL progress and STAAR progress measures (for detailed results see **Appendix D**, p. 13). Results for STAAR reading and mathematics (English) are shown.
- Results for the ELL progress measure show that pre-exit students performed better than other ELLs on both reading (+2 percentage points) and mathematics (+7). On STAAR progress, they performed lower than other ELLs on both subjects (-1 and -6 percentage points, respectively).

Figure 4. STAAR Progress and ELL Progress performance in reading (A) and mathematics (B) by Pre-exit and other ELL students in 2016 (combined results for grades 3 through 5)



Source: STAAR, Chancery

Figure 5. Pre-exit student TELPAS performance 2016: A. Percent of students at each proficiency level in 2016, B. Percent of students making gains in proficiency between 2015 and 2016 (grades 3–5 only)



Source: TELPAS data file 5/25/15, Chancery

TELPAS

Figure 5 (see above) shows TELPAS performance for pre-exit students. Shown are the percentages of students scoring at each proficiency level on the TELPAS, as well as the percentage of students who made gains in proficiency between 2015 and 2016. Other ELL results are included for comparison.

- A higher percentage of pre-exit students scored Advanced High (38% vs. 25%) and a smaller percentage scored at the Beginning or Intermediate levels in 2016 (23% vs. 38%) than did ELLs who were not in the pre-exit phase (see Figure 5a; for further details see **Appendix E**, p. 14).
- A higher percentage of pre-exit students made progress in 2016 than did ELL students from the district overall (Figure 5b, 59% vs. 52%; see also **Appendix F**, p. 14).

What percentage of students who entered the pre-exit strand met the acceptance criteria?

Entry into the pre-exit phase is explicitly tied to the criteria summarized in Table 1. Students not meeting these criteria are not supposed to begin the pre-exit phase in 3rd or 4th grade. Accordingly, it is useful to analyze data from newly enrolled pre-exit students to find out how much variation there was among campuses in how well the criteria were applied. A summary of these data can be seen in **Figure 6**.

Figure 6. Percentage of 3rd- and 4th-grade students who started pre-exit phase in 2015–2016, and who met the grade level readiness indicators required by the district

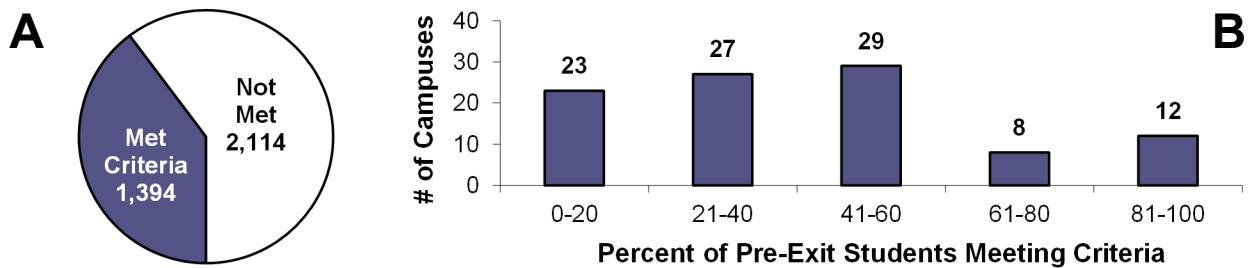
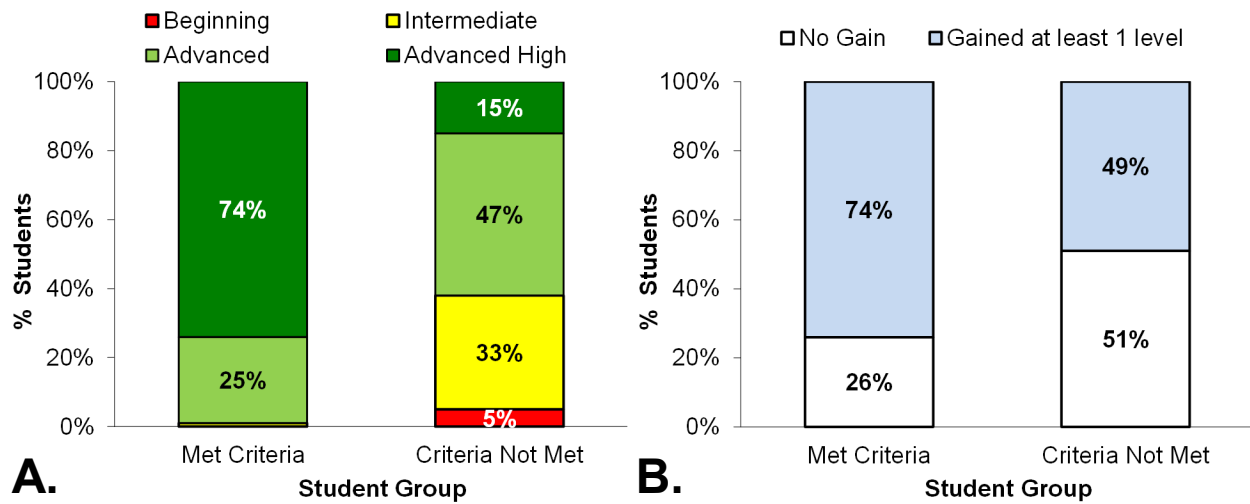
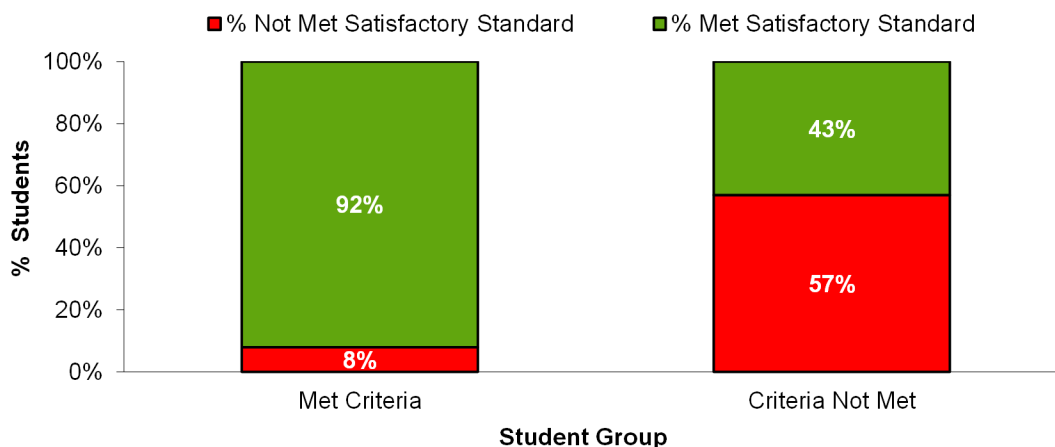


Figure 7. 2016 TELPAS performance of students who either met or did not meet pre-exit readiness criteria: A. Overall proficiency level in 2016, B. Percent of students making gains in proficiency between 2015 and 2016



- Overall, only 40% of first-year pre-exit students met the stated readiness criteria, a decrease from the 47% observed in 2014–2015 (see **Figure 6a**).
- Of the 99 campuses with new (as of 2015–2016) pre-exit students in grades 3 or 4, only 12 of them had at least 81% of students who met the stated readiness criteria (see **Figure 6b**).
- The majority of campuses (79 of 99) had 60% or fewer of new pre-exit students who met readiness criteria.
- Pre-exit students who had met the readiness criteria performed much better on the TELPAS, as can be seen in **Figure 7**.
- Analogous results from the STAAR English reading assessment are shown in **Figure 8**, where it can be seen that pre-exit students who met the eligibility criteria had a much higher passing rate than did those who did not.

Figure 8. 2016 STAAR English reading performance of students who either met or did not meet pre-exit readiness criteria



Discussion

In HISD, ELL students in the Transitional bilingual education program begin to receive mostly English instruction in grade 5, but students from both the Transitional or Dual Language bilingual programs can enter a pre-exit phase beginning in either grade 3 or 4 if they meet certain performance criteria. Students in the pre-exit phase are expected to be, if not yet fully proficient in English, at least making progress toward being able to meet ELL exit criteria. Performance on the STAAR and TELPAS showed that pre-exit ELLs scored higher than did other ELLs not in the pre-exit phase. On the STAAR, the performance gap relative to the district had been eliminated in mathematics, but persisted for reading, writing, and science. In addition, English language proficiency results from the TELPAS showed that well less than half of pre-exit students (38%) scored at the highest level of English proficiency. One finding that should raise concern is the fact that less than half (40%) of students who started the pre-exit phase in 2015–2016 met the recommended acceptance criteria. Furthermore, this actually represents the second consecutive year of decline in this statistic: the comparable figure for 2014 and 2015 were 54% and 47%, respectively. This low rate of compliance is problematic, particularly, given the evidence reviewed regarding performance. Specifically, there is clear evidence that students who are not prepared to enter the pre-exit phase of the bilingual program (based on their failure to meet the entrance criteria) do in fact perform quite poorly on both tests of English language proficiency (TELPAS) and on the state-mandated STAAR assessment.

The remaining pages contain summary data at the district and campus levels. Campus-level results are organized by school office and alphabetically. Included in each campus summary are results for English STAAR and TELPAS.

Appendix A

Explanation of Assessments Included in Report

Pre-exit ELL performance on two assessments is included in this report; the State of Texas Assessments of Academic Readiness (STAAR, English version) and the Texas English Language Proficiency Assessment System (TELPAS).

The STAAR is a state-mandated, criterion-referenced assessment used to measure student achievement. Pre-exit ELL students are assessed in English. The STAAR measures academic achievement in reading and mathematics at grades 3-8; writing at grades 4 and 7; social studies in grade 8; and science at grades 5 and 8. STAAR results for pre-exit students are reported for reading, mathematics, writing, and science. Some ELLs were tested using the STAAR-L, which is a linguistically accommodated version of the STAAR offered in some subjects to ELLs who meet certain eligibility requirements.

By commissioner's rule, the STAAR Level II Phase-in 1 Satisfactory standard 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 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 Pre-Exit Students, with HISD for Comparison: Number Tested, and Percent Who Met Level II Satisfactory Standard, by Grade Level and Subject

Program	Grade	Enrollment		Reading				Mathematics			
		2015 N	2016 N	2015		2016		2015		2016	
				# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.
Pre-Exit	3	1,383	1,341	1,361	74	1,300	72	1,309	81	1,237	85
	4	3,376	3,269	3,261	51	3,161	59	3,175	69	3,074	70
	5	2,975	3,162	2,854	47	3,018	41	2,743	67	2,923	65
	Total	7,734	7,772	7,476	54	7,479	54	7,227	71	7,234	71
Pre-Exit (STAAR L)	3	53	56	NO STAAR L for Reading				53	64	56	25
	4	101	86					101	28	86	27
	5	129	112					129	34	112	27
	Total	283	254					283	37	254	26
Other ELL	3	6,170	6,746	1,905	55	2,299	54	1,846	66	2,350	67
	4	3,297	3,377	1,656	48	1,912	54	1,575	58	1,713	59
	5	1,696	1,900	1,490	44	1,675	40	1,306	60	1,530	62
	Total	11,163	12,023	5,051	50	5,886	50	4,727	62	5,593	63
Other ELL (STAAR L)	3	273	254	NO STAAR L for Reading				273	46	254	33
	4	169	190					169	37	190	28
	5	208	181					208	34	181	19
	Total	650	625					650	40	625	28
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	43,323	70

Program	Grade	Enrollment		Writing				Science			
		2015 N	2016 N	2015		2016		2015		2016	
				# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.
Pre-Exit	3	1,383	1,341	0	*	0	*	0	*	0	*
	4	3,376	3,269	3,285	52	3,164	49	0	*	0	*
	5	2,975	3,162	0	*	0	*	2,739	47	2,910	54
	Total	7,734	7,772	3,285	52	3,164	49	2,739	47	2,910	54
Pre-Exit (STAAR L)	3	0	0	NO STAAR L for Writing				0	*	0	*
	4	0	0					0	*	0	*
	5	130	107					130	21	107	21
	Total	130	107					130	21	107	21
Other ELL	3	6,170	6,746	0	*	0	*	0	*	0	*
	4	3,297	3,377	1,673	50	1,909	54	0	*	0	*
	5	1,696	1,900	0	*	0	*	1,315	42	1,523	51
	Total	11,163	12,023	1,673	50	1,909	54	1,315	42	1,523	51
Other ELL (STAAR L)	3	0	0	NO STAAR L for Writing				0	*	0	*
	4	0	0					0	*	0	*
	5	203	162					203	22	162	17
	Total	203	162					203	22	162	17
HISD	3	17,669	18,387	0	*	0	*	0	*	0	*
	4	17,161	17,105	14,915	62	14,852	62	0	*	0	*
	5	16,095	16,560	0	*	0	*	15,010	64	15,419	68
	Total	50,925	52,052	14,915	62	14,852	62	15,010	64	15,419	68

Source: STAAR, Chancery

* Scores not reported for fewer than 5 students

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

Appendix D

STAAR Progress and ELL Progress Performance of Pre-Exit Students: Number Tested, and Percent Met Standard, by Grade Level

Reading													
		Enrollment				ELL Progress				STAAR Progress			
				2015		2016		2015		2016			
Program	Grade	2015	2016	# tested	% met	# tested	% met	# tested	% met	# tested	% met		
Pre-Exit	3	1,383	1,341	993	70	881	64	n/a	n/a	n/a	n/a		
	4	3,376	3,269	2,172	42	1,592	44	273	62	554	64		
	5	2,975	3,162	256	38	311	40	1,373	62	1,643	66		
	Total	7,734	7,772	3,421	42	2,784	50	1,646	62	2,197	65		
Other ELL	3	6,170	6,746	901	54	1,202	52	n/a	n/a	n/a	n/a		
	4	3,297	3,377	689	43	754	44	745	54	1,287	65		
	5	1,696	1,900	277	42	274	42	820	63	1,554	66		
	Total	11,163	12,023	1,867	43	2,230	48	1,565	59	2,841	66		
HISD	3	17,669	18,387					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		
	Total	50,925	52,052					22,213	62	23,888	64		

Mathematics													
		Enrollment				ELL Progress				STAAR Progress			
				2015		2016		2015		2016			
Program	Grade	2015	2016	# tested	% met	# tested	% met	# tested	% met	# tested	% met		
Pre-Exit	3	1,383	1,341	945	78	825	79			n/a	n/a		
	4	3,376	3,269	2,090	64	1,511	61	Not Available 2015		1,493	54		
	5	2,975	3,162	150	72	223	66			2,642	62		
	Total	7,734	7,772	3,185	65	2,559	67			4,135	59		
Other ELL	3	6,170	6,746	839	66	1,238	64			n/a	n/a		
	4	3,297	3,377	595	54	588	50	Not Available 2015		1,459	60		
	5	1,696	1,900	105	60	134	71			1,839	70		
	Total	11,163	12,023	1,539	55	1,960	60			3,298	65		
HISD	3	17,669	18,387							n/a	n/a		
	4	17,161	17,105					Not Available 2015		11,713	57		
	5	16,095	16,560							14,587	68		
	Total	50,925	52,052							26,300	63		

Source: STAAR, Chancery

Appendix E

TELPAS Performance for Pre-Exit Students: Number Tested and Number and Percentage of Students at Each Proficiency Level, by Grade Level and Year

Program	Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		Composite Score
			N	%	N	%	N	%	N	%	
Pre-Exit 2016	3	1,331	32	2	191	14	435	33	673	51	3.2
	4	3,250	141	4	695	21	1,349	42	1,065	33	2.9
	5	3,136	128	4	543	17	1,272	41	1,193	38	3.0
	Total	7,717	301	4	1,429	19	3,056	40	2,931	38	3.0
Other ELL 2016	3	6,595	722	11	2,028	31	2,327	35	1,518	23	2.6
	4	3,276	292	9	936	29	1,264	39	784	24	2.7
	5	1,831	172	9	333	18	696	38	630	34	2.8
	Total	11,702	1,186	10	3,297	28	4,287	37	2,932	25	2.7

Source: TELPAS, Chancery

* Scores not reported for fewer than 5 students

Appendix F

TELPAS Performance for Pre-Exit Students: Number Tested and Number and Percentage of Students Gaining 1, 2, 3, or 1 or More Proficiency Levels, by Grade Level and Year

Program	Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level	
			N	%	N	%	N	%	N	%
Pre-Exit 2016	3	1,304	857	66	32	2	1	<1	890	68
	4	3,154	1,636	52	72	2	4	<1	1,712	54
	5	3,005	1,701	57	79	3	3	<1	1,783	59
	Total	7,463	4,194	56	183	2	8	<1	4,385	59
Other ELL 2016	3	6,182	3,006	49	203	3	6	<1	3,215	52
	4	2,979	1,359	46	74	2	1	<1	1,434	48
	5	1,591	872	55	69	4	1	<1	942	59
	Total	10,752	5,237	49	346	3	8	<1	5,591	52

Source: TELPAS, Chancery

* Scores not reported for fewer than 5 students