MEMORANDUM   September 10, 2019

TO: Anna White
             Assistant Superintendent, Multilingual Programs

FROM: Carla Stevens
             Assistant Superintendent, Research and Accountability

SUBJECT: **2019 ESL STUDENT PERFORMANCE REPORT**

The Houston Independent School District offers two different English as a Second Language (ESL) programs for language minority students. One of these is a Content-Based ESL program where ESL methodology is used to deliver English instruction across a variety of subject areas. The second is a Pullout ESL program where students attend special intensive language classes for part of the day, separate from their regular all-English classes. Content-Based ESL is mainly used in the elementary grades, while Pullout-ESL is primarily a secondary-level program. Attached is a report summarizing the performance of students who were in these two ESL programs during the 2018–2019 school year. Included in the report are findings from assessments of academic achievement and English language proficiency, including results from the English STAAR, STAAR EOC, and the TELPAS.

Key Findings Include:
- A total of 8,515 students were in the Content-Based ESL program in 2018–2019 (down from 9,352 in 2017–2018), with 20,079 students in the Pullout ESL program (up from 17,056 in 2017–2018).
- On STAAR 3-8 reading and mathematics, performance of students in the Content-Based ESL program was superior to that of students in Pullout ESL, but both groups had a performance gap compared to the district.
- On the STAAR EOC assessments, Content-Based ESL students did better than Pullout ESL students on Biology and U.S. History, but Pullout ESL students had a higher passing rate than did Content-Based ESL students on Algebra, English I, and English II. Both groups were low compared to the district (gaps of 16 to 46 percent Approaches Grade Level compared to the district).
- Students who had exited from an ESL program seemed to have eliminated the performance gaps relative to the district, with performance being better than that of the district on all STAAR 3-8 and EOC assessments.
- On the TELPAS, students in Content-Based ESL showed higher overall English proficiency in 2019 than those in Pullout ESL, and also showed a higher rate of progress.

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

_CJS

Attachment

cc: Grenita Lathan
     Silvia Trinh
     Courtney Busby

RESEARCH

Educational Program Report

ENGLISH AS A SECOND LANGUAGE
STUDENT PERFORMANCE REPORT
ENGLISH STAAR AND TELPAS
2018 – 2019

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

ENGLISH AS A SECOND LANGUAGE STUDENT PERFORMANCE REPORT: ENGLISH STAAR AND TELPAS 2018–2019

Executive Summary

Program Description

The Houston Independent School District (HISD) offers two different ESL programs for students whose native language is not English and who need to develop and enhance their English language skills (English Language Learners, or ELs). The Content-Based ESL model (CB-ESL) consists of an intensive program of English instruction in all subject areas with instruction delivered through the use of ESL methodology, commensurate with the student's level of English proficiency. The district also offers a Pullout ESL model (PO-ESL), where students are served with an ESL language program for part of each day but are in a mainstream instructional setting in other subject areas. The main difference between Content-Based and Pullout ESL is that for the former, all content area instruction comes from an ESL certified teacher (as specified under Texas Education Code §29.061(c)). Whereas, for the latter, Reading/English language arts instruction must come from an ESL certified teacher, otherwise the student is in a mainstream instructional setting for other content areas. This report contains summaries of enrollment and academic performance for students in both ESL programs.

Highlights

- During the 2018–2019 school year, there were 8,515 students receiving ESL instruction using the CB-ESL model, and 20,079 receiving instruction using the PO-ESL model.

- Students in both ESL programs did not perform as well as those in the district overall on the State of Texas Assessments of Academic Readiness (STAAR) or STAAR End-of-Course (EOC) exams.

- On the STAAR for grades 3–8, students in CB-ESL performed better than those in PO-ESL, while on the EOC exams neither program was consistently superior to the other.

- On STAAR reading and mathematics, CB-ESL showed slight declines in passing rates compared to results for 2018 (-2 and -3 percentage points, respectively), whereas PO-ESL improved in both subjects (+3 and +2 percentage points), and the district increased only marginally (+1 percentage point for both).

- The performance gaps for ESL students relative to the district were eliminated for those ESL students who had exited EL status.

- Both exited CB-ESL students and exited PO-ESL students performed better than the district average across all measures on the STAAR 3–8 and EOC exams.

- On the Texas English Language Proficiency Assessment System (TELPAS), CB-ESL had slightly more students rated at the Advanced level or higher, but also had more students rated at the Beginning level, than did PO-ESL.

- Students in CB-ESL showed higher rates of progress in English proficiency between 2018 and 2019, compared to students in PO-ESL (44 percent showing gains compared to 27 percent for PO-ESL).

Recommendations

1. The higher performance and gains by CB-ESL students shows the importance of instruction by certified teachers in all content areas. The district should take appropriate efforts to ensure that teachers of ESL students are both ESL certified and trained in sheltered instruction methodology.

2. During scheduled campus visits, Multilingual Programs staff should work with principals in order to ensure that campuses with appropriately certified teachers are implementing a Content-based ESL program, based on district guidelines. Campuses should be guided in data analysis, EL needs assessment, goal setting, and EL action plan development in order to enhance language services and improve EL academic achievement.

3. Collaboration between the Curriculum & Instruction and the Multilingual Programs departments should result in the development of curricula that can be differentiated for ELs at various stages of English proficiency. Additionally, district assessments aligned to the various English proficiency levels should be developed so that the academic progress of these students can be accurately measured and monitored.

4. The implementation of the Sheltered Instructional (SI) Strategies should continue across the entire district for all students learning in their second language. To support this effort, the Curriculum and Instruction Department should continue to provide teachers with access to Literacy Routine training while the Multilingual Programs Department continues to provide supplemental professional development aligned to the Literacy Routines.

5. The identification of Sheltered Instruction Coaches on all campuses by campus principals will be key to ensuring that all teachers of English Learners, especially those not ESL certified, have the support they need to appropriately teach ELs. The Multilingual Programs Department will support and build capacity in all SI Coaches throughout the year to ensure that the coaches have the expertise to provide campus administrators and teachers with professional development related to EL needs and supports, feedback and development for teachers of ELs, and oversee the implementation of the EL instructional plan for the campus.

Introduction

The Houston Independent School District (HISD) offers two English as a second language (ESL) pro-grams for students whose native language is not English and who need to develop and enhance their English language skills (English Learners, or ELs). The Content-Based ESL model (CB-ESL) consists of an intensive program of English instruction in all subject areas with instruction delivered through the ESL methodology, commensurate with the student's level of English proficiency. The district also offers a Pullout ESL model (PO-ESL), where students are served with an ESL language program for part of each day while remaining in a mainstream instructional arrangement in the other content areas. In middle and high school, PO-ESL means that students are receiving the minimal support of one or more ESL/English Language Arts (ELA) courses (see **Appendix A**, p. 10 for details). The main difference between Content -Based and Pullout ESL is that for the former, all content area instruction comes from an ESL certified teacher (as specified under Texas Education Code §29.061(c)). Whereas, for the latter, Reading/English language arts instruction must come from an ESL certified teacher, otherwise the student is in a main-stream instructional setting for other content areas.

The purpose of this report is to provide program staff with a detailed examination of ELs enrolled in the district's two ESL programs. The report includes data concerning the number of students enrolled in ESL, as well as information on their academic progress in English (STAAR and STAAR-EOC), and level of English-language proficiency (TELPAS).

Methods

Participants

ELs in the Content-Based and Pullout ESL program were identified using 2018–2019 Chancery Student Management System (SMS), IBM Cognos, and Public Education Information Management System (PEIMS) databases. Enrollment figures for ELs in the two programs is shown in **Figure 1**. The majority of ESL students are served under the PO-ESL program (20,079), with fewer students served under the CB-ESL program (8,515). Total ESL enrollment has also increased each year since 2011–2012.

Figure 1. EL Enrollment by ESL Program Type, 2010–2011 to 2018–2019

Source: PEIMS fall snapshots
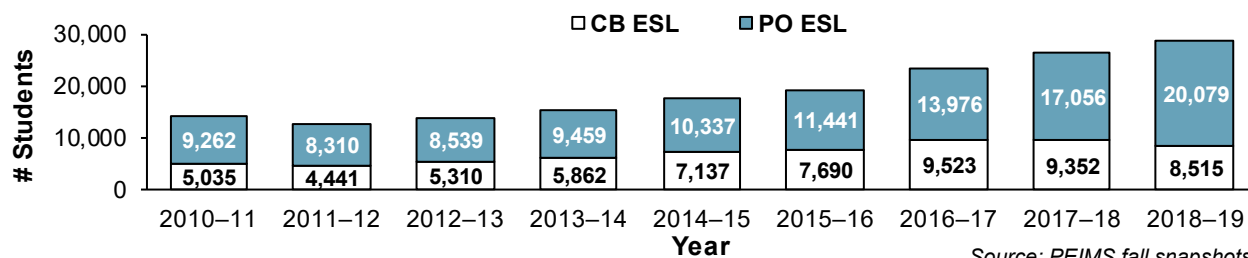
Figure 2 (see p. 4) shows ESL enrollment by program and grade level. As can be seen, CB-ESL is more common in the elementary grades, whereas PO-ESL is more common at the secondary level.

Table 1 (see p. 4) provides a breakdown of the six most common home languages of students enrolled in ESL, for the period 2011–2012 to 2018–2019. This includes a separate count for students at the ele-mentary and secondary level. Note that Spanish is the most common language for ESL students, even at the elementary level. The number of Spanish-speakers in ESL has increased by over 2000 percent since 2011–2012, with a 77 percent increase at the secondary level. Arabic is the second most common language for ESL students at both grade levels. Another point to note is that whereas Mandarin is the fourth most common language for elementary ESL students, it does not rank among the top six lan-guages at the secondary level.

Figure 2. ESL Student Enrollment by ESL Program and Grade Level, 2019
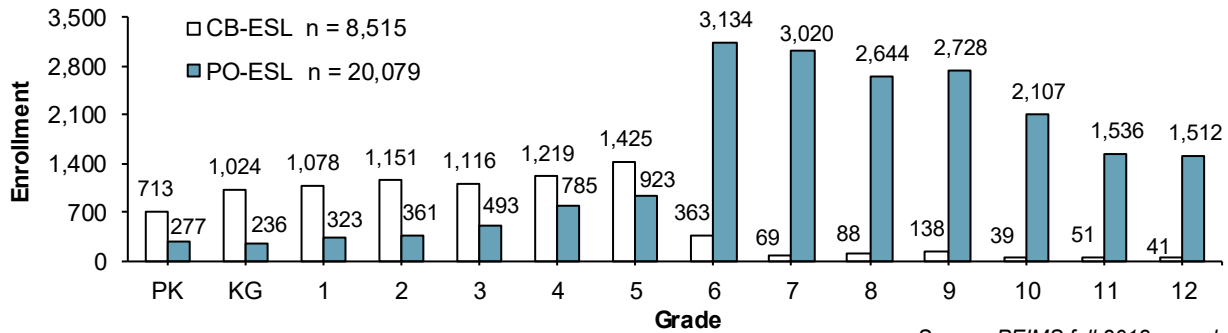
Source: PEIMS fall 2018 snapshot

Data Collection & Analysis

EL performance on three assessments is included in this report; the State of Texas Assessments of Academic Readiness (STAAR) for grade 3–8, the STAAR End-of-Course (EOC) for students taking high school courses, and the Texas English Language Proficiency Assessment System (TELPAS). All ESL students in HISD are assessed using the English versions of the STAAR assessments, so no Spanish STAAR results are included in this report. All ESL students in grades K through 12 with valid STAAR, STAAR-EOC, or TELPAS test results from 2018–2019 were included in the analyses for this report.

STAAR results are reported for the reading, mathematics, writing, science, and social studies tests (first administration only). For each test, the percentage of students who passed (met Approaches Grade Level standard or higher) is shown. For STAAR EOC, the percent of students who met standard (Approaches Grade Level at Student Standard) are reported for English I and II, Algebra I, Biology, and U.S. History. For both STAAR and EOC, only results from the regular versions are included (i.e., no data from alternate 2 assessments are reported). Note that the "regular" version of both the STAAR and EOC assessments is now administered to students who previously would have taken either an accommodated or linguistically accommodated version of these exams. Accordingly, where data from 2016 or earlier is reported, data have been adjusted to include results from these versions of the STAAR and EOC (see **Appendix B**, p. 11 for more explanation).

Table 1. ESL Student Enrollment by Home Language and Grade Level, 2011–2012 to 2018–2019 The Six Most Common Home Languages Used									
Grade Level	Home Language	School Year							
		11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
PK-5	Spanish	335	1,061	1,528	2,240	3,125	4,808	6,569	7,550
	Arabic	410	462	520	643	684	710	706	656
	Vietnamese	243	233	184	177	156	241	247	247
	Mandarin	155	217	229	241	215	231	253	217
	Pashto	9	6	3	15	44	95	144	194
	Swahili	92	102	116	124	144	178	188	166
	Other	1,276	1,386	1,550	1,617	1,845	1,962	2,123	2,094
6-12	Spanish	9,043	9,186	9,770	11,000	11,446	13,759	14,741	15,987
	Arabic	183	174	211	248	294	321	317	322
	Swahili	90	97	125	120	140	199	209	215
	Vietnamese	97	97	101	86	87	94	95	99
	Pashto	0	0	0	0	11	25	39	62
	Tigrinya	17	23	39	52	51	56	52	56
	Other	683	693	835	806	792	728	695	729

Source: PEIMS fall snapshots

**Figure 3. ESL Student STAAR Percent Met Approaches Grade Level Standard
by ESL Program and Subject, 2019**
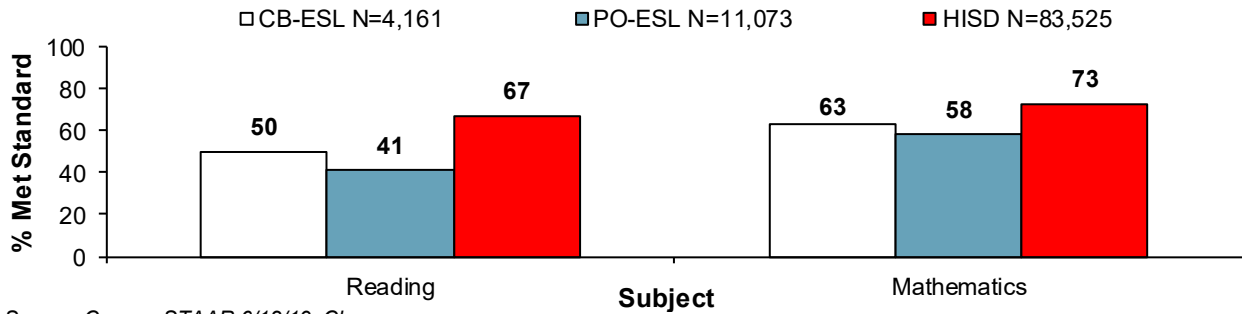

Source: Cognos STAAR 6/12/19, Chancery

TELPAS results are reported and analyzed for two indicators. The first reflects attainment, i.e., the overall level of English language proficiency exhibited by ELs. For this indicator, the percent of students at each proficiency level is presented. The second TELPAS indicator reflects progress, i.e., whether students gained one or more levels of English language proficiency from one year to the next. For this second indicator, the percent gaining at least one proficiency level in the previous year is reported.

Results

STAAR

- **Figure 3** shows the percent of students who met the passing standard (Approaches Grade Level) for the reading and mathematics sections of the STAAR in 2019. Further details, including performance by grade level and results for 2018, can be seen in **Appendix C** (p. 12).

- CB-ESL performance exceeded that of PO-ESL in both reading and mathematics.

- Both groups of ESL students were lower than the district in reading (gaps of 17 and 26 percentage points, respectively) as well as in mathematics (gaps of 10 and 15 percentage points).

- **Figure 4** (see below) shows STAAR results for ESL students for 2017 to 2019. Both CB-ESL and PO-ESL students have improved in reading (+7 and +8 percentage points, respectively). Mathematics scores for both groups have also improved (+4 and + 9 percentage points) over the two years.

- Overall, the district has shown a 4 percentage-point improvement in both reading and mathematics over this period. As a result, the performance gaps for ESL students compared to the district have become smaller in reading, with mixed results in mathematics (gap has not changed for CB-ESL).

**Figure 4. ESL Student STAAR Percent Met Approaches Grade Level Standard
by ESL Program and Subject, 2017 to 2019**
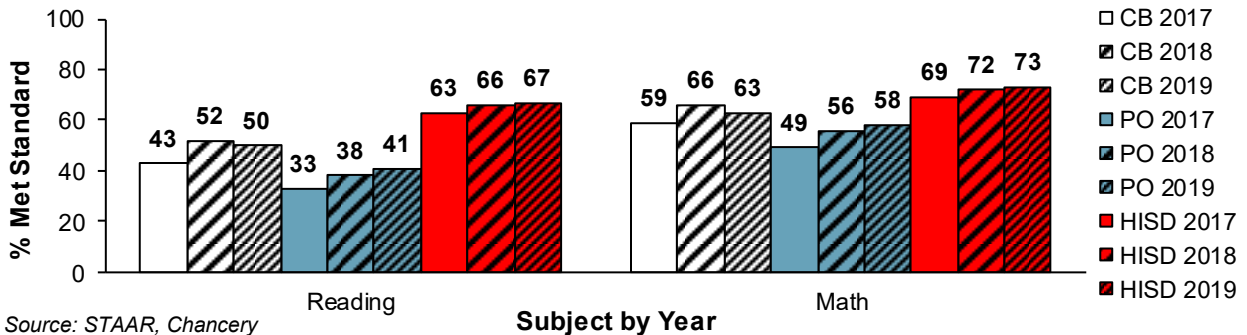
Source: STAAR, Chancery

ENGLISH AS A SECOND LANGUAGE STUDENT PERFORMANCE REPORT 2018–2019

**Figure 5. Exited ESL Student STAAR Percent Met Approaches Grade Level Standard
by ESL Program and Subject, 2019**

Source: Cognos STAAR 6/12/19, Chancery
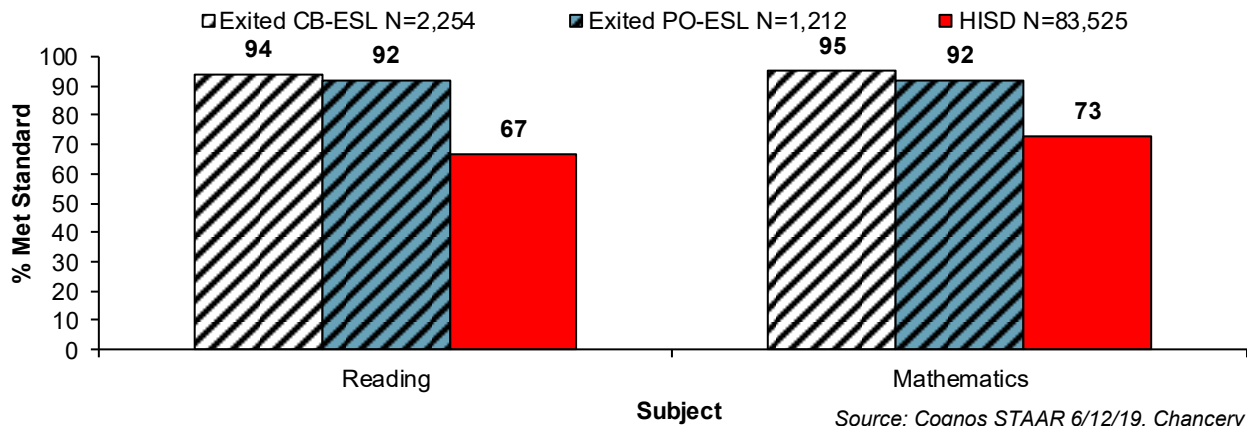
- STAAR results for exited ESL students (**Figure 5** above) show that students who had exited CB-ESL exceeded the district on reading and mathematics in 2019, as did those who had exited PO-ESL. Exited CB-ESL students also had higher passing rates than did students from PO-ESL.

- **Figure 6** (below) shows STAAR results for exited ESL students over the period 2017 to 2019. Both groups have been consistently higher than HISD overall,

- CB-ESL students gains have been smaller than those of the district over this period (+2 and + 3 points versus +4 and +4 points), while PO-ESL gains have been greater than those of the district.

- **Figure 7** (see p. 7) shows STAAR results from the three other STAAR subjects (writing, science, and social studies). Specifically, this chart shows the change in the percentage of students who met standard between 2018 and 2019 (see **Appendix D** for further details, p. 13).

- Results showed general improvement in all three subjects in 2019 for each group. The sole exception was that of current CB-ESL students, whose passing rate in science declined by 4 percentage points. Gains for current and exited PO-ESL students were among the largest observed (see Figure 7), although their actual performance level still lagged that of CB-ESL students (see Appendix D).

**Figure 6. Exited ESL Student STAAR Percent Met Approaches Grade Level Standard
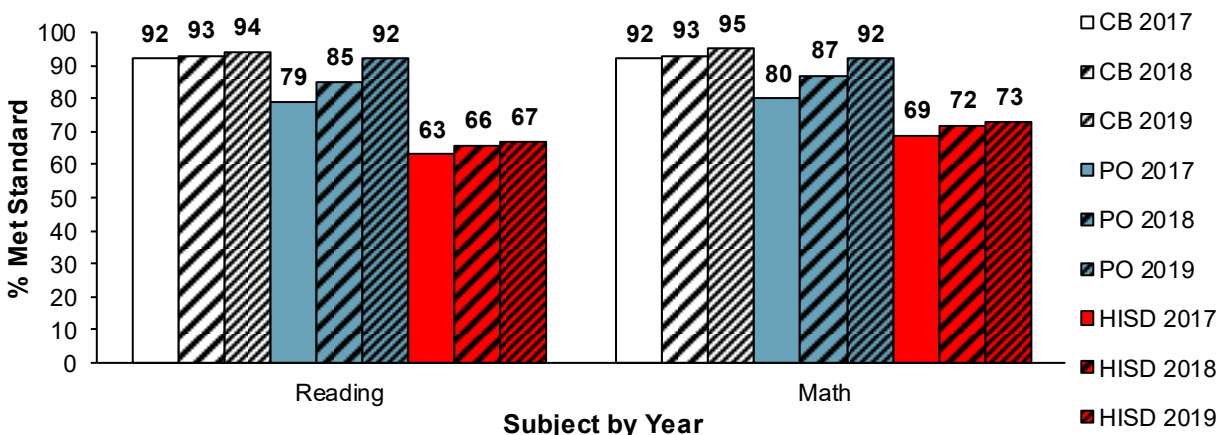by ESL Program and Subject, 2017 to 2019**

Source: STAAR, Chancery

Figure 7. STAAR Writing, Science, and Social Studies: Change in Percent Students Meeting Approaches Grade Level Standard From 2018 to 2019
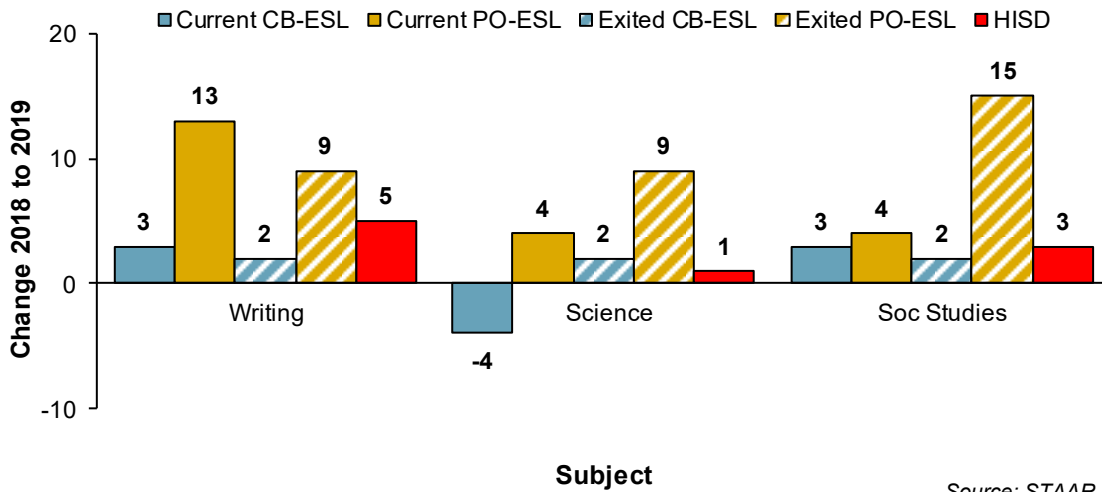
Source: STAAR, Chancery

STAAR EOC

- **Figure 8** (below) shows results for current ESL students on the STAAR EOC assessments (see also **Appendix E**, p. 14). Tests included Algebra I, Biology, English I and II, and U.S. History. For each test, the figure shows the percentage of students who met the Approaches Grade Level standard for 2018–2019 (green). Red indicates the percentage of students who failed to meet this standard (number tested in parentheses).

Figure 8. ESL Student STAAR EOC Percent Met Approaches Grade Level Standard by ESL Program and Subject, 2019
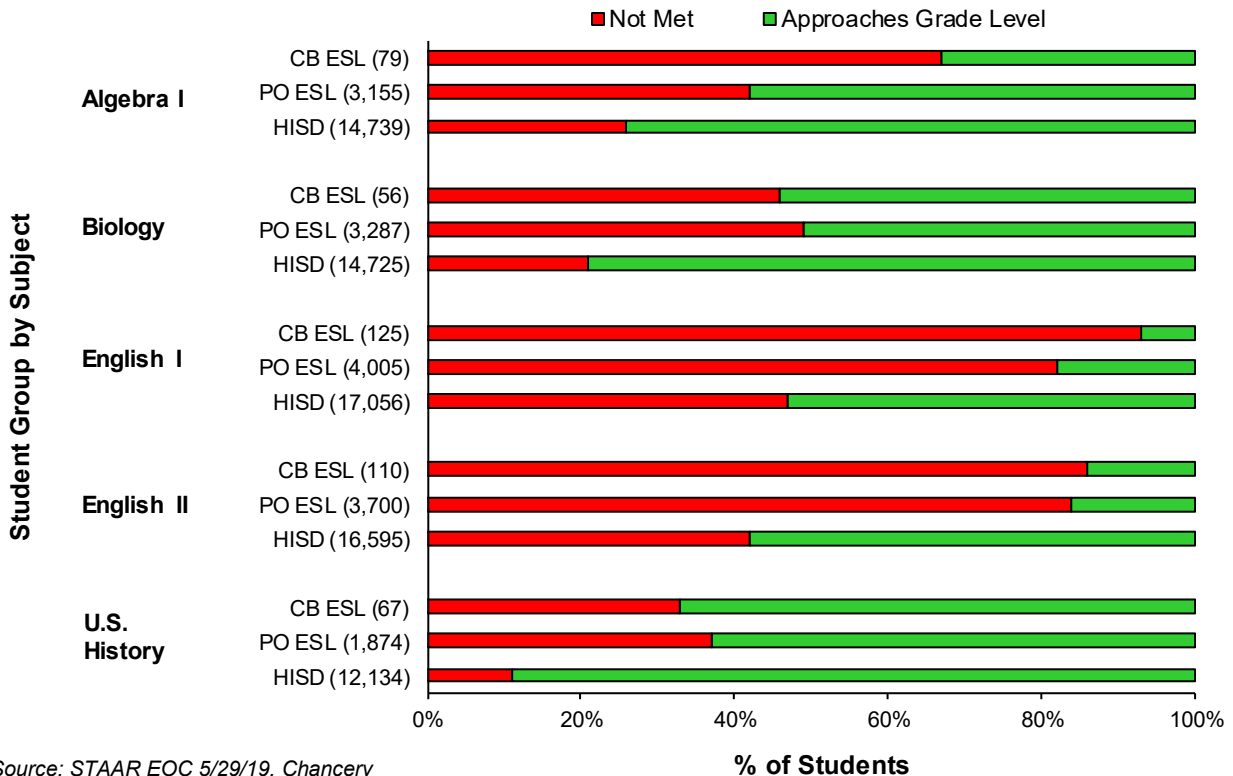
Source: STAAR EOC 5/29/19, Chancery

Figure 9. Exited ESL Student STAAR EOC Percent Met Approaches Grade Level Standard by ESL Program and Subject, 2019
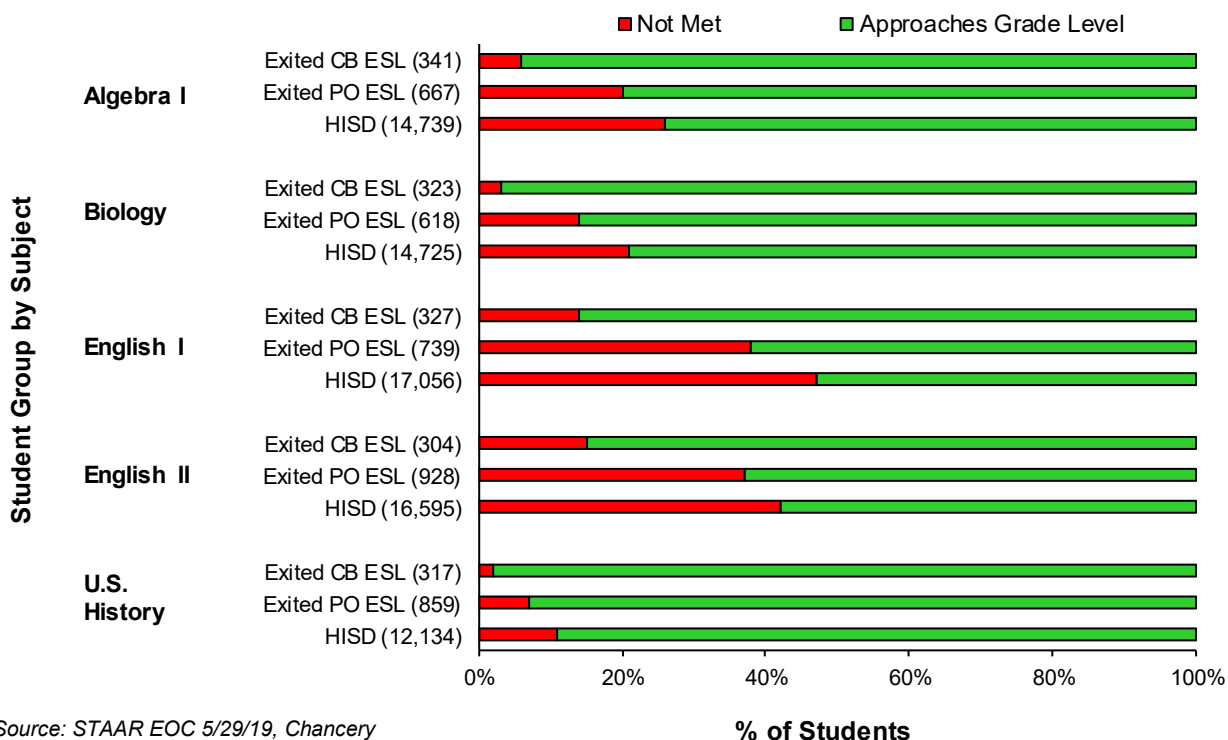
Source: STAAR EOC 5/29/19, Chancery

- Both CB-ESL and PO-ESL had fewer students who met standard or better, and more who failed to meet standard, than did the district overall (only 7% to 18% of ESL students passed English I or II).

- **Figure 9** (above) shows STAAR EOC performance for ESL students who had exited EL status. HISD overall results are included for comparison (see also Appendix E).

- Students who had previously been in CB-ESL had higher passing rates than did HISD overall or those who had previously been in PO-ESL, and this was true for all subjects.

- Exited PO-ESL students had higher passing rates than the district in all subjects.

TELPAS

- This section summarizes TELPAS performance for students in the two ESL programs. Shown are the percentages of students scoring at each proficiency level on the TELPAS as well as the percentages of students who made gains in proficiency between 2018 and 2019.

- Overall, the CB-ESL program had more students at the Advanced level or better (54% vs. 47%) and fewer at the Beginning or Intermediate levels in 2019 (45% vs. 52%) than did PO-ESL (see **Figure 10a**, p. 9).

- The CB-ESL program also had a higher percentage of students who made progress in 2019 than did PO-ESL (44% vs. 27%; see Figure **10b**, p. 9).

- Further details including grade level data can be seen in **Appendices F** and **G** (pp. 15-16).

Figure 10. ESL Student TELPAS Performance 2019: A. Percent of Students at Each Proficiency Level by ESL Program, B. Percent of Students Making Gains in Proficiency
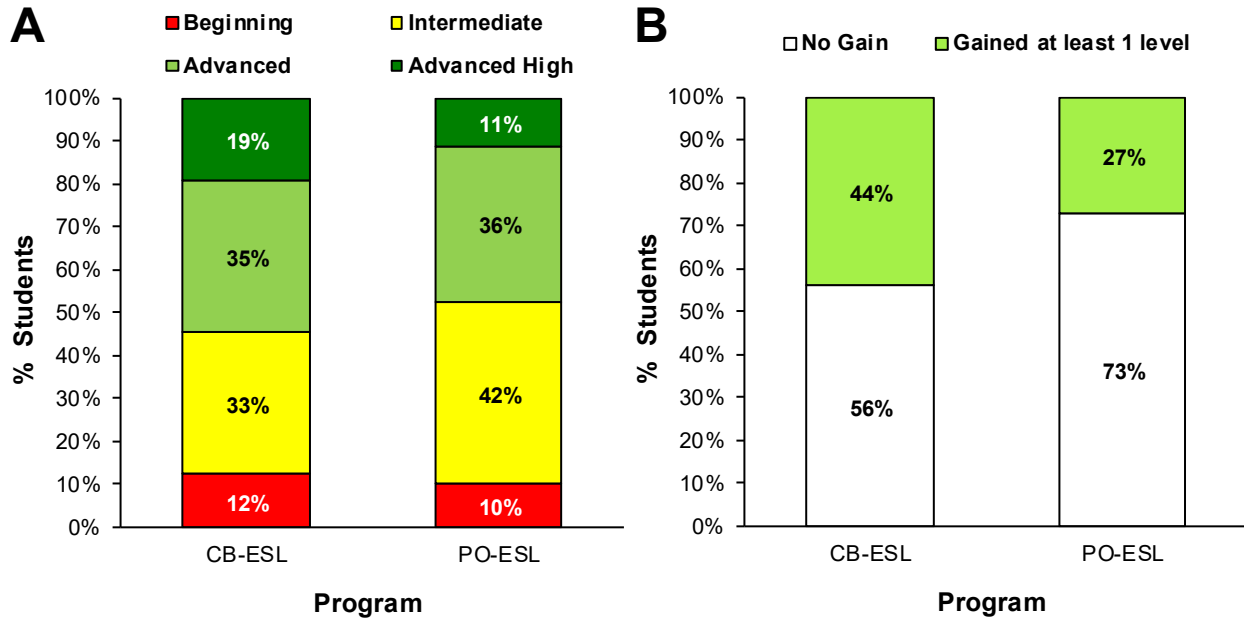
Source: TELPAS 5/23/19 Chancery

Discussion

The district provides two different ESL programs for ELs: Content-Based ESL and Pullout ESL. Direct comparison of the two programs is difficult, given that enrollment is largely a function of grade level (see Figure 2), and this is correlated with a number of factors (e.g., years a student has been EL). However, performance data from 2018–2019 showed that students in the CB-ESL program performed slightly better than those in the PO-ESL program across some assessments (STAAR reading, mathematics, writing, and science, TELPAS proficiency and progress), while PO-ESL performed better than CB-ESL on other measures (STAAR EOC Algebra, English I and II). Results for exited ESL students showed students from both programs did well relative to the district, indicating that ESL students were capable of closing the performance gap relative to the district, with exited CB-ESL students doing better than exited PO-ESL students on both the STAAR 3–8 and EOC assessments.

In terms of growth in student performance, students in PO-ESL showed a reduction in the performance gaps relative to the district in STAAR reading and writing. Students in CB-ESL, however, showed an increase in these same gaps, with a smaller improvement from 2018 to 2019 in STAAR writing, and an actual decrease in passing rate for STAAR reading.

Performance on the STAAR EOC English I and II assessments remains a cause for concern, as passing rates for current ESL students ranged from only seven to eighteen percent. Passing one of these tests is one of the criteria for exiting EL status in grades 9 and 10, and with passing rates this low, most ELs at these grade levels will not be able to exit. In addition, English I and II are required for students to graduate, and low passing rates in these subjects suggest that long-term outcomes for secondary ELs are questionable. Both the Multilingual Programs Department and Curriculum should work together to address these issues.

Appendix A

Some Background on District ESL Programs

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 Learners (ELs) whose home language is spoken by 20 or more students in any single grade level across the entire district. If an EL student's home language is spoken by fewer than 20 students in any single grade level across the district, elementary schools must provide an English as a Second Language (ESL) program, regardless of the students' grade levels, home language, or the number of such students.

As a results of these two requirements, the district has offered two different types of ESL programs for its EL students. Mainly at the elementary level, Content Based ESL (CB-ESL) offers English language support to EL students who do not have access to a bilingual education program. In CB ESL, instruction within content areas is delivered using ESL methodologies. Instruction of students in CB-ESL is from a teacher who is certified in ESL as required under the Texas Education Code (TEC §29.061(c)).

The district also offers a Pullout ESL model (PO-ESL) where students are served with an ESL language program for part of each day. Since bilingual programs in the district are generally not offered at the secondary level, PO-ESL is the dominant ESL program in middle and high school. PO-ESL students receive the minimal support of one or more ESL/ELA courses. PO-ESL is also offered for some EL students at the elementary level (e.g., if a student's homeroom teacher is not ESL certified and the student needs to attend a separate class to get their required English language support). Thus for PO-ESL, reading/ English language arts instruction comes from an ESL certified teacher (as specified above), otherwise the student is in a mainstream instructional setting for other content areas.

As indicated, CB-ESL is mainly offered at the elementary level, and PO-ESL in secondary, but both models can be implemented at either school level, depending on the availability of teaching staff with the appropriate certifications.

Appendix B

Explanation of Assessments Included in Report

The STAAR is a state-mandated, criterion-referenced assessment used to measure student achievement. 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 STAAR Level II Phase-in 1 Satisfactory standard (used for 2012 to 2015) was increased to the Level II Satisfactory progression standard in 2016, and was to increase each year until 2021–2022. However, by commissioner's rule, that planned annual increase was overruled, and for 2017 and subsequent years the standards in place for 2016 were retained (albeit relabeled as "Approaches Grade Level") in order to provide consistency for districts looking to assess growth in student achievement. However, it does remain true that different passing standards applied for the years 2012–2015 as compared to 2016 or later. Students taking the STAAR grades 3–8 assessments now have to answer more items correctly to "pass" the exams than in 2015 or earlier. For this reason, any charts or tables in the present report that include data from 2015 or previous years should be interpreted with caution.

For high school students, STAAR includes end-of-course (EOC) exams in English language arts (English I, II), mathematics (Algebra I), science (Biology), and social studies (U.S. History). For EOC exams, the passing standard was also increased in 2016 to the Level II Satisfactory 2016 progression standard and was to increase each year until 2021–2022. This means that students taking an EOC for the first time in 2016 had to answer more items correctly to "pass" STAAR EOC exams than in 2015. As was the case with the STAAR 3–8, the planned annual increase in the EOC passing standards was dropped by commissioner's rule effective with the 2016–2017 school year. Thus, passing standards for 2017–2018 are the same as those used in 2015–2016, and will remain the same for the foreseeable future (relabeled as "Approaches Grade Level").

The 2015–2016 academic year also saw the introduction of a new "Student Standard" for EOC exams. This measure is what is reported here for the EOC results ("Approaches Grade Level at Student Standard"). Under the Student Standard, all students taking EOC exams are not necessarily held to the same passing standard. Instead, the passing standard applicable is determined by the standard that was in place when a student first took any EOC assessment. This standard is to be maintained throughout the student's school career. Thus, for students who first tested prior to 2015–2016, the Student Standard is the Level II: Satisfactory Phase-in 1 Standard for 2012–2015. For students who first tested in 2015–2016 or later, it is equivalent to the 2016 Progression Standard. For context, in 2017–2018 only 7.7 percent of EOC results were scored using the older standards. For 2018–2019, this number fell to 0.8 percent.

The TELPAS is an English language proficiency assessment which is administered to all EL 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 EL 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. In grades K–1, all language domains are scored via holistic ratings of trained observers. In Grades 2–12, only writing is scored by holistic ratings, while listening, speaking, and reading are assessed via online technology.

Appendix C

English STAAR Performance of CB-ESL and PO-ESL Students, with HISD for Comparison: Number Tested and Percentage of Students Meeting Approaches Grade Level Standard by Grade Level and Subject

				Reading				Mathematics			
		Enrollment		2018		2019		2018		2019	
Program	Grade	2018 N	2019 N	# Tested	% Met Sat.	# Tested	% Appr.	# Tested	% Met Sat	# Tested	% Appr.
Content-	3	1,078	1,125	1,023	59	1,076	56	1,023	68	1,076	67
Based	4	1,357	1,305	1,282	51	1,245	53	1,290	67	1,245	62
ESL	5	1,552	1,511	1,452	56	1,397	53	1,469	72	1,423	70
	6	189	280	185	32	276	25	185	46	274	41
	7	139	79	132	16	76	17	134	28	77	17
	8	115	92	113	14	91	9	110	17	92	15
	Total	4,430	4,392	4,187	52	4,161	50	4,211	66	4,187	63
Pullout	3	427	494	400	54	467	62	384	68	470	75
ESL	4	670	788	619	49	735	54	471	74	751	68
	5	965	966	883	57	891	53	923	72	913	74
	6	3,105	3,257	3,054	37	3,217	32	3,057	58	3,220	57
	7	2,776	3,071	2,718	35	3,036	42	2,690	46	2,986	52
	8	2,275	2,773	2,248	31	2,727	39	2,094	52	2,527	56
	Total	10,218	11,349	9,922	38	11,073	41	9,619	56	10,867	58
Exited	3	162	149	159	99	147	99	159	97	147	99
Content-	4	290	302	284	96	298	95	283	96	298	97
Based	5	412	512	406	96	506	97	407	97	506	96
ESL	6	385	575	372	88	569	87	372	91	569	93
	7	394	374	381	92	363	94	355	90	330	92
	8	360	385	345	93	371	95	204	89	225	92
	Total	2,003	2,297	1,947	93	2,254	94	1,780	93	2,075	95
Exited	3	28	37	28	100	37	100	28	100	37	100
Pullout	4	39	82	39	97	82	98	39	100	82	99
ESL	5	65	140	65	100	140	98	65	100	140	99
	6	103	166	103	88	166	89	103	88	166	96
	7	364	322	353	86	317	93	330	85	294	89
	8	385	480	376	79	470	90	281	81	329	89
	Total	984	1,227	964	85	1,212	92	846	87	1,048	92
HISD	3	17,868	17,058	13,471	69	12,736	69	13,720	73	13,134	74
	4	17,428	17,317	15,314	62	14,906	68	15,478	74	15,072	70
	5	17,264	16,795	16,442	70	15,933	70	16,553	79	15,986	78
	6	13,686	14,025	13,262	61	13,638	59	13,191	71	13,544	72
	7	13,844	13,440	13,482	65	13,009	68	12,863	64	12,417	69
	8	13,514	13,755	13,087	70	13,303	71	10,432	70	10,592	72
	Total	93,604	92,390	85,058	66	83,525	67	82,237	72	80,745	73

Source: STAAR student data files, Chancery   ** indicates < 5 students tested*

Appendix D

English STAAR Performance of ESL Students in other STAAR subjects: Number Tested and Percent Meeting Approaches Grade Level Standard by Subject and Year (2018 and 2019)

Subject & Year	Current CB-ESL		Current PO-ESL		Exited CB-ESL		Exited PO-ESL		HISD	
	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.
English Writing 2018	1,448	39	3,351	25	666	90	395	76	28,871	56
English Writing 2019	1,321	42	3,769	38	662	92	399	87	27,921	61
Change		+3		+13		+2		+9		+5
English Science 2018	1,574	54	3,146	42	745	90	435	79	29,463	67
English Science 2019	1,514	50	3,618	46	875	92	590	88	29,157	68
Change		-4		+4		+2		+9		+1
English Soc Studies 2018	109	6	2,208	24	343	81	373	57	13,021	54
English Soc Studies 2019	90	9	2,691	28	374	83	469	72	13,200	57
Change		+3		+4		+2		+15		+3

Source: STAAR student data files, Chancery

Appendix E

STAAR End-of-Course Performance of CB-ESL and PO-ESL Students: Number Tested, And Number and Percentage Who Met the Approaches Grade Level Standard or Meets Grade Level Standard (Spring 2018 Data Only, All Students Tested Including Retesters)

	Student Group	# Tested	Fail		Approaches Grade Level		Meets Grade Level	
			N	% Stu	N	% Stu	N	% Stu
Algebra I	CB-ESL	79	53	67	26	33	7	9
	PO-ESL	3,155	1,337	42	1,818	58	866	27
	Exited CB-ESL	341	21	6	320	94	274	80
	Exited PO-ESL	667	135	20	532	80	376	56
	HISD	14,739	3,764	26	10,979	74	7,364	50
Biology	CB-ESL	56	26	46	30	54	12	21
	PO-ESL	3,287	1,608	49	1,679	51	534	16
	Exited CB-ESL	323	9	3	314	97	259	80
	Exited PO-ESL	618	89	14	529	86	309	50
	HISD	14,725	3,104	21	11,624	79	7,566	51
English I	CB-ESL	125	116	93	9	7	4	3
	PO-ESL	4,005	3,294	82	711	18	299	7
	Exited CB-ESL	327	45	14	282	86	260	80
	Exited PO-ESL	739	284	38	455	62	272	37
	HISD	17,056	8,027	47	9,032	53	6,712	39
English II	CB-ESL	110	95	86	15	14	4	4
	PO-ESL	3,700	3,104	84	596	16	232	6
	Exited CB-ESL	304	47	15	257	85	217	71
	Exited PO-ESL	928	344	37	584	63	365	39
	HISD	16,595	7,025	42	9,577	58	7,092	43
U.S. History	CB-ESL	67	22	33	45	67	22	33
	PO-ESL	1,874	689	37	1,185	63	481	26
	Exited CB-ESL	317	7	2	310	98	265	84
	Exited PO-ESL	859	61	7	798	93	587	68
	HISD	12,134	1,321	11	10,815	89	8,245	68

Source: STAAR EOC 5/29/19, Chancery   Note: HISD percentages may differ from district EOC report due to rounding error

Note: The Approaches Grade Level Standard is used, but is actually equivalent to the applicable Student Standard for each subject. The Student Standard is the passing standard in place the year a student first starts taking the STAAR EOC tests. That standard then applies throughout their high school tenure (see Appendix B). In other words, for some students, the actual passing standard applied might be slightly lower than the standard most students were required to face, but it is nevertheless labeled as "Approaches Grade Level". "Meets Grade Level" is a higher standard and is included within the Approaches Grade Level category.

Appendix F

TELPAS Performance for CB-ESL and PO-ESL Students: Number Tested and Number and Percentage of Students at Each Proficiency Level by Grade Level (Data From 2019, With 2018 Results Shown in Shaded Column)

Program	Grade Level	Tested	Beginning		Intermediate		Advanced		Advanced High		AH 2018	Composite Score
			N	%	N	%	N	%	N	%	%	
Content Based ESL	K	996	318	32	343	34	239	24	96	10	12	2.1
	1	1,054	122	12	349	33	345	33	238	23	26	2.6
	2	1,126	63	6	442	39	452	40	169	15	10	2.6
	3	1,081	30	3	324	30	438	41	289	27	23	2.9
	4	1,260	122	10	394	31	500	40	244	19	18	2.7
	5	1,470	109	7	393	27	577	39	391	27	28	2.8
	6	265	43	16	121	46	80	30	21	8	12	2.3
	7	75	38	51	20	27	11	15	6	8	7	1.8
	8	85	34	40	38	45	7	8	6	7	6	1.8
	9	102	55	54	30	29	16	16	1	1	3	1.7
	10	35	8	23	14	40	13	37	0	0	3	2.3
	11	46	6	13	23	50	10	22	7	15	4	2.5
	12	37	2	5	20	54	11	30	4	11	9	2.4
	Total	**7,632**	**950**	**12**	**2,511**	**33**	**2,699**	**35**	**1,472**	**19**	**17**	**2.6**

Program	Grade Level	Tested	Beginning		Intermediate		Advanced		Advanced High		AH 2018	Composite Score
			N	%	N	%	N	%	N	%	%	
Pullout ESL	K	245	130	53	108	44	7	3	0	0	1	1.3
	1	321	85	26	105	33	79	25	52	16	17	2.2
	2	364	20	5	198	54	113	31	33	9	7	2.4
	3	486	9	2	153	31	205	42	119	24	22	2.9
	4	775	39	5	316	41	305	39	115	15	19	2.6
	5	947	42	4	293	31	413	44	199	21	19	2.8
	6	3,182	207	7	1,297	41	1,394	44	284	9	16	2.6
	7	2,963	181	6	1,176	40	1,238	42	368	12	13	2.6
	8	2,640	176	7	1,096	42	1,119	42	249	9	12	2.6
	9	2,612	524	20	1,212	46	678	26	198	8	8	2.3
	10	1,929	254	13	953	49	532	28	190	10	9	2.4
	11	1,360	111	8	640	47	430	32	179	13	11	2.5
	12	1,363	125	9	586	43	477	35	175	13	13	2.5
	Total	**19,187**	**1,903**	**10**	**8,133**	**42**	**6,990**	**36**	**2,161**	**11**	**13**	**2.5**

Source: TELPAS 5/23/19, Chancery

Appendix G

TELPAS Performance for CB-ESL and PO-ESL Students: Number Tested and Number and Percentage of Students Gaining 1, 2, 3, or 1 or More Proficiency Levels by Grade Level (Data From 2019, With 2017 Results in Shaded Column)

Program	Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		% Gained* 2017
		N	N	%	N	%	N	%	N	%	
Content	1	917	466	51	115	13	14	2	595	65	68
Based	2	990	388	39	44	4	0	0	432	44	57
ESL	3	969	470	49	27	3	0	0	497	51	57
	4	1,134	337	30	7	1	0	0	344	30	51
	5	1,321	560	42	29	2	0	0	589	45	64
	6	216	39	18	0	0	0	0	39	18	43
	7	35	16	46	0	0	0	0	16	46	49
	8	37	17	46	1	3	0	0	18	49	49
	9	46	6	13	1	2	0	0	7	15	38
	10	31	6	19	0	0	0	0	6	19	46
	11	44	13	30	0	0	0	0	13	30	50
	12	35	9	26	0	0	0	0	9	26	47
	Total	5,775	2,327	40	224	4	14	<1	2,565	44	55

Program	Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		% Gained* 2017
		N	N	%	N	%	N	%	N	%	
Pullout	1	291	133	46	30	10	2	1	165	57	47
ESL	2	335	118	35	11	3	1	0	130	39	51
	3	455	228	50	21	5	0	0	249	55	52
	4	740	210	28	4	1	0	0	214	29	38
	5	885	342	39	25	3	0	0	367	41	58
	6	2,927	559	19	19	1	0	0	578	20	40
	7	2,673	711	27	31	1	0	0	742	28	47
	8	2,366	548	23	14	1	0	0	562	24	49
	9	1,998	377	19	11	1	0	0	388	19	45
	10	1,659	421	25	14	1	0	0	435	26	44
	11	1,257	322	26	17	1	0	0	339	27	48
	12	1,194	335	28	13	1	0	0	348	29	49
	Total	16,780	4,304	26	210	1	3	<1	4,517	27	46

Source: TELPAS 5/23/19, Chancery

* Yearly progress data are not available for 2018, since the TELPAS was renormed for that testing cycle. Instead, progress data for 2017 are included since that is the only comparable baseline available.*