

MEMORANDUM

October 23, 2018

TO: Anna White
Assistant Superintendent, Multilingual Programs

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **ENGLISH AS A SECOND LANGUAGE STUDENT PERFORMANCE REPORT:
ENGLISH STAAR AND TELPAS 2017–2018**

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 2017–2018 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 9,352 students were in the Content-Based ESL program in 2017–2018 (down from 9,523 in 2016–2017), with 17,056 students in the Pullout ESL program (up from 13,976 in 2016–2017).
- 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 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 18 to 44 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 2018 than those in Pullout ESL.

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: Noelia Longoria
Courtney Busby



RESEARCH

Educational Program Report

**ESL STUDENT PERFORMANCE
ENGLISH STAAR AND TELPAS
2017 - 2018**



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ENGLISH AS A SECOND LANGUAGE STUDENT PERFORMANCE REPORT: ENGLISH STAAR AND TELPAS 2017–2018

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 2017–2018 school year, there were 9,352 students receiving ESL instruction using the CB-ESL model, and 17,056 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 STAAR or STAAR EOC.
- 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.
- 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.
- On the 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.

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 & Development 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 ELLevation In-Class and Instructional Strategies systems should continue at the secondary level in order to facilitate LPAC procedures, progress monitoring, and EL goal setting.
5. Performance on STAAR 3–8 writing declined by 9 percentage points in 2018 for CB-ESL students. While a similar decline was also observed in districtwide results, the Multilingual Programs and Curriculum Development departments should provide all necessary supports to ESL teachers in order to reverse this pattern.

Introduction

The Houston Independent School District (HISD) offers two English as a second language (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. At the secondary level, CB-ESL is available for "newcomers" (immigrant students with three or fewer years in U.S. schools), and students receive ESL/English Language Arts (ELA) and content ESL courses (e.g., ESL History, ESL Biology). 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/ELA courses (see **Appendix A**, p. 11 for details).

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 either the Content-Based or Pullout ESL program were identified using 2017–2018 Chancery Student Management System (SMS), IBM Cognos, and Public Education Information Management System (PEIMS) databases. A summary of 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 (17,056), with fewer students served under the CB-ESL program (9,352). ESL enrollment has also increased each year since 2011–2012.

Figure 1. EL Enrollment by ESL Program Type, 2009–2010 to 2017–2018

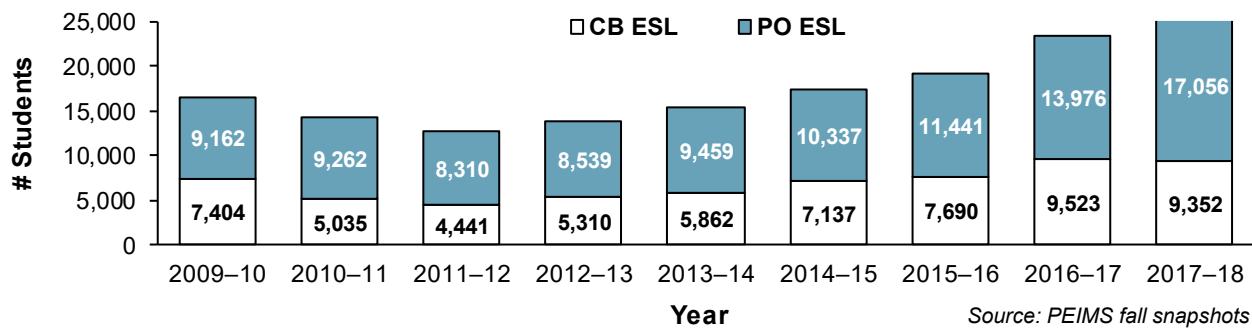
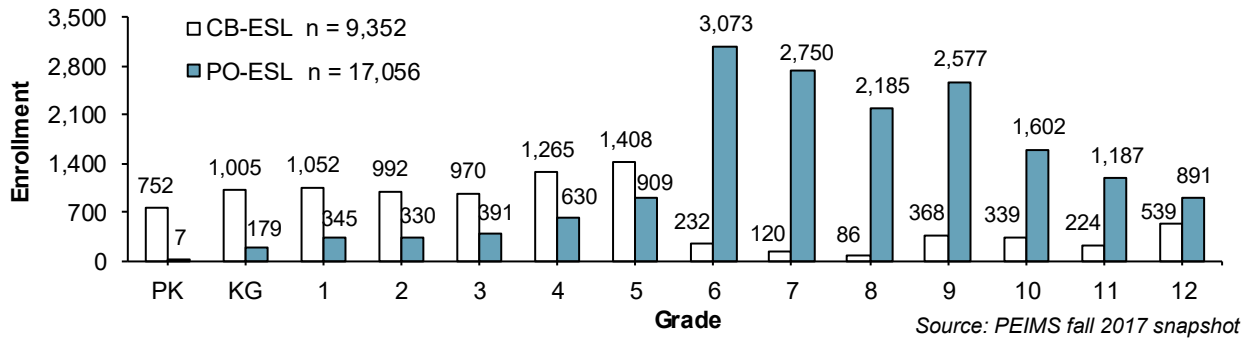


Figure 2 (see p. 4) shows ESL enrollment by program and grade level. As can be seen, CB-ESL is more common in the elementary grades, whereas PO-ESL is more common at the secondary level. **Table 1** (also on p. 4) provides a breakdown of the six most common home languages of students enrolled in ESL, for the period 2010–2011 to 2017–2018. This includes a separate count for students at the elementary and secondary level. Note that Spanish is the most common language for ESL students, even at the elementary level. In addition, Arabic is the second most common language for ESL students at both grade levels. Another thing to note is that whereas Mandarin is the third most common language for elementary ESL students, it does not even rank among the top six languages at the secondary level. Finally, the number of Arabic and Swahili ESL students has increased since 2011 at both the elementary and secondary levels.

Figure 2. ESL Student Enrollment by ESL Program and Grade Level, 2018



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 2017–2018 were included in the analyses for this report.

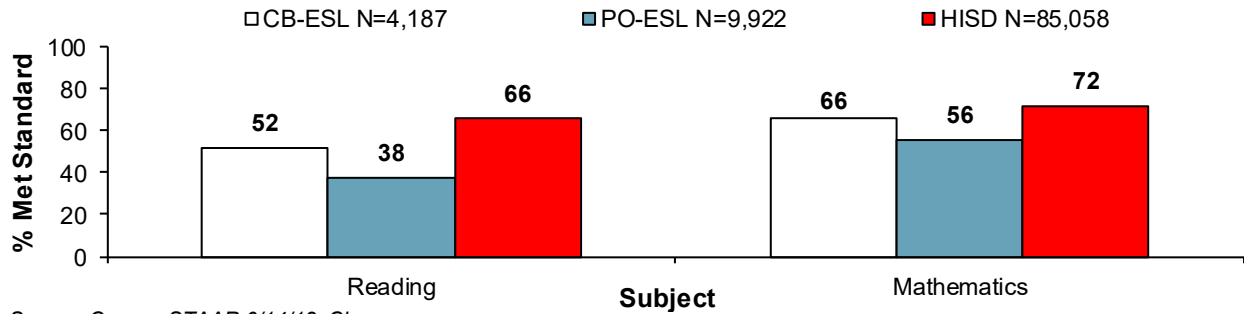
STAAR results are reported for the reading and mathematics tests (first administration only). For each test, the percentage of students who passed (met Approaches Grade Level standard or higher) is shown. For STAAR EOC, the percent of students who met standard (Approaches Grade Level at Student Standard) are reported for English I and II, Algebra I, Biology, and U.S. History. In addition, for both the STAAR 3–8 and EOC assessments, results from the STAAR Progress measure is reported. 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. 12 and **Appendix C**, p.13 for more explanation).

Table 1. ESL Student Enrollment by Home Language and Grade Level, 2010–2011 to 2017–2018 The Six Most Common Home Languages Used

Grade Level	Home Language	School Year							
		10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18
PK-5	Spanish	493	335	1,061	1,528	2,240	3,125	4,808	6,569
	Arabic	386	410	462	520	643	684	710	706
	Mandarin	131	155	217	229	241	215	231	253
	Vietnamese	282	243	233	184	177	156	241	247
	Swahili	77	92	102	116	124	144	178	188
	Telugu	49	56	66	74	96	102	131	149
	Other	1,274	1,276	1,386	1,550	1,617	1,845	1,962	2,123
6-12	Spanish	10,487	9,043	9,186	9,770	11,000	11,446	13,759	14,741
	Arabic	180	183	174	211	248	294	321	317
	Swahili	69	90	97	125	120	140	199	209
	Vietnamese	95	97	97	101	86	87	94	95
	French	51	47	47	53	49	57	72	60
	Urdu	37	41	28	25	27	44	65	56
	Other	686	683	693	835	806	792	728	695

Source: PEIMS fall snapshots

Figure 3. ESL Student STAAR Percent Met Approaches Grade Level Standard by ESL Program and Subject, 2018



Source: Cognos STAAR 6/14/18, Chancery

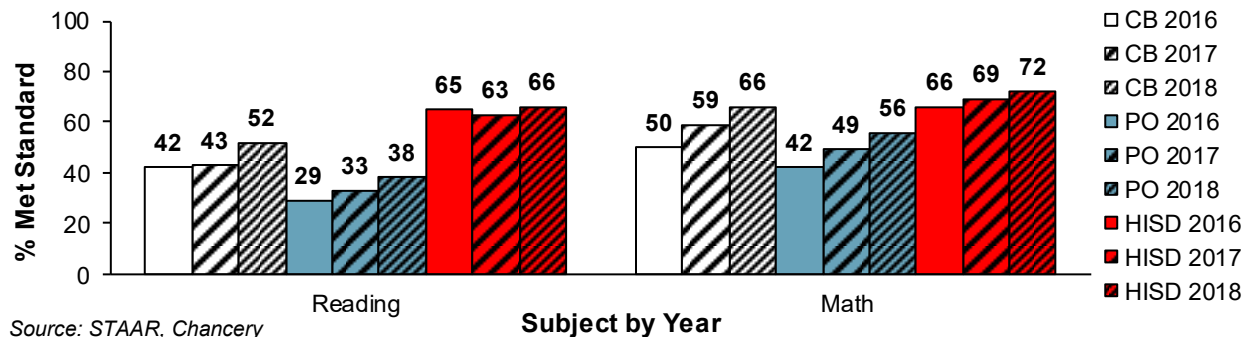
TELPAS results are reported and analyzed for one indicator. This reflects attainment, i.e., the overall level of English language proficiency exhibited by ELs. For this indicator, the percent of students at each proficiency level is presented. A second possible TELPAS indicator reflects progress, i.e., whether students gained one or more levels of English language proficiency from one year to the next. For 2018, this measure was not calculated or reported due to changes in the design of the TELPAS assessment

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 2018. Further details, including performance by grade level, and results for 2016, can be seen in **Appendix D** (p. 14).
- 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 14 and 28 percentage points, respectively) as well as in mathematics (gaps of 6 and 16 points).
- **Figure 4** (see below) shows STAAR results for ESL students for 2016 to 2018. Both CB-ESL and PO-ESL students have improved in reading (+10 and +9 percentage points, respectively). Mathematics scores for both groups have also improved (+16 and + 14 percentage points).
- Overall, the district has shown a small improvement in reading over the same time frame (+1 percentage point), with a six-point improvement in mathematics. As a result, the performance gaps for ESL students compared to the district have become smaller.

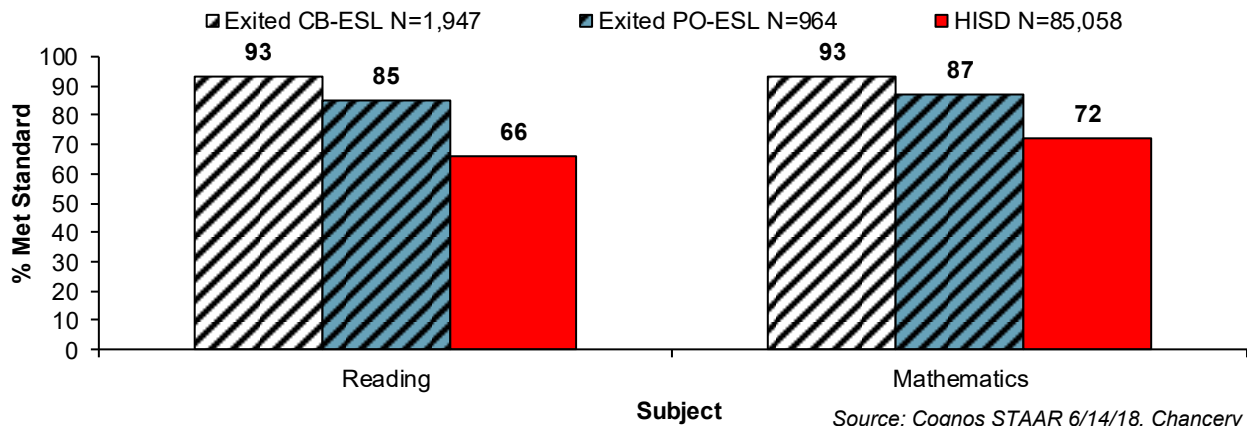
Figure 4. ESL Student STAAR Percent Met Approaches Grade Level Standard by ESL Program and Subject, 2016 to 2018



Source: STAAR, Chancery

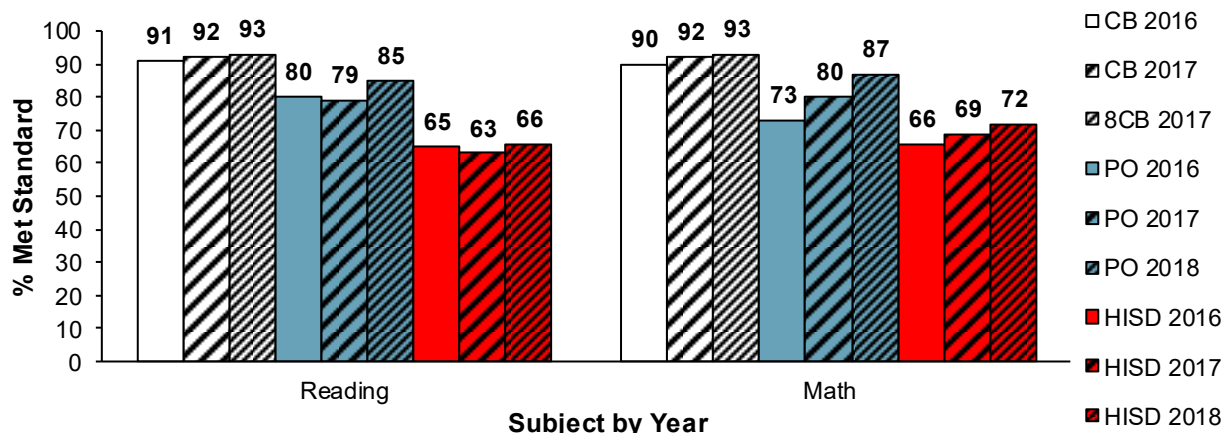
ENGLISH AS A SECOND LANGUAGE STUDENT PERFORMANCE REPORT 2017–2018

Figure 5. Exited ESL Student STAAR Percent Met Approaches Grade Level Standard by ESL Program and Subject, 2018



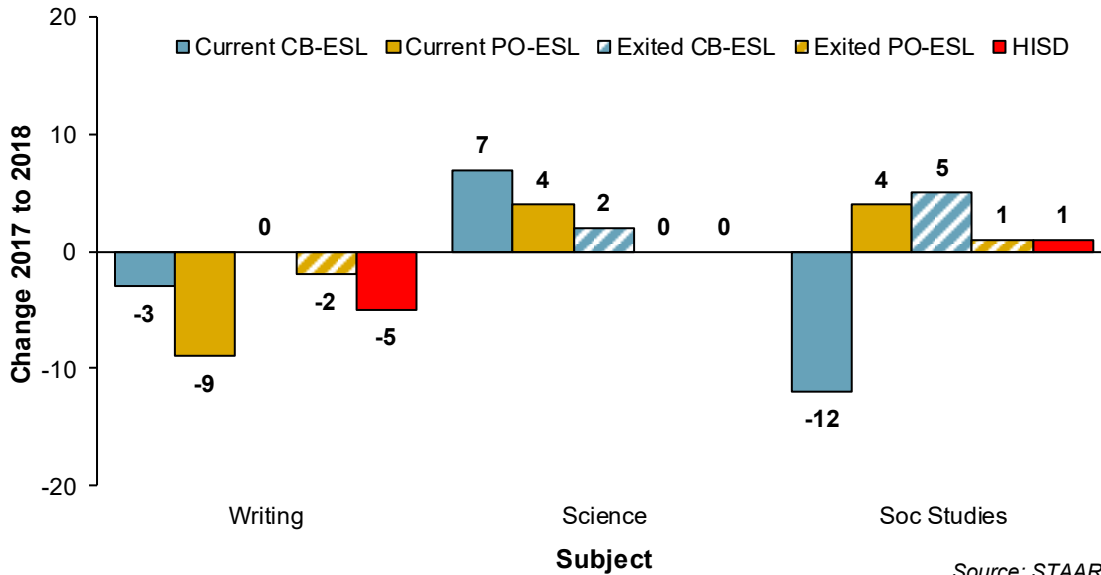
- STAAR results for exited ESL students (**Figure 5** above) show that students who had exited CB-ESL exceeded the district on reading and mathematics in 2018, as did those who had exited PO-ESL. Exited CB-ESL students also had higher passing rates than did students from PO-ESL.
- **Figure 6** (below) shows STAAR results for exited ESL students over the period 2016 to 2018. Both groups have been consistently higher than HISD overall,
- Both have shown gains in reading performance that are larger than those shown by the district over the same time period. In mathematics, only PO-ESL exceeded the district's gains.
- **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 2017 and 2018 (see **Appendix E** for further details, p. 15).
- Results show that performance in STAAR writing was worse in 2018 for all but one of the comparison groups, whereas performance on the science and social studies exams was generally higher. The major exception was social studies for CB-ESL students, whose performance declined by 12 percentage points in 2018.

Figure 6. Exited ESL Student STAAR Percent Met Approaches Grade Level Standard by ESL Program and Subject, 2016 to 2018



Source: STAAR, Chancery

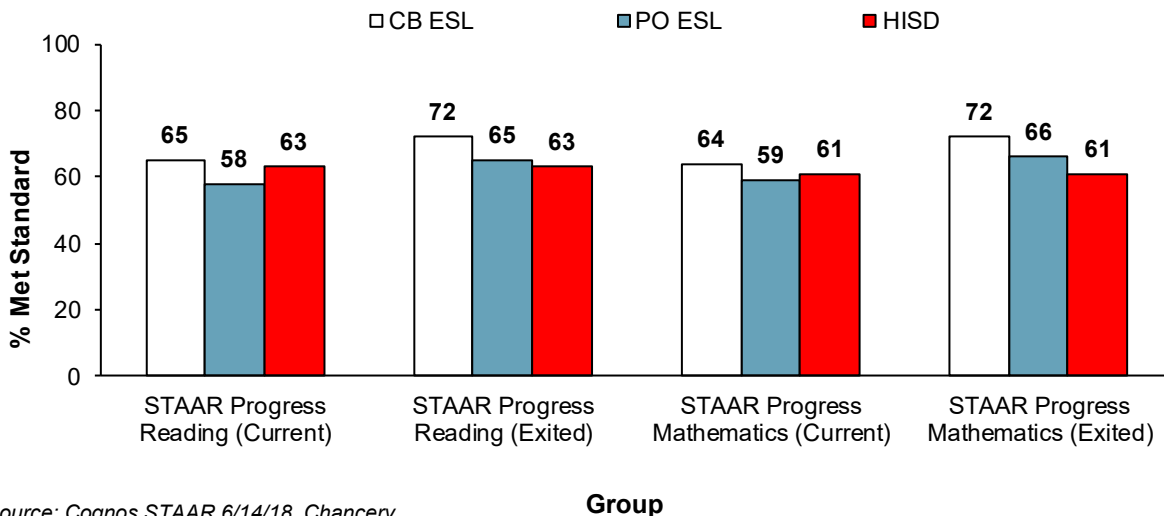
Figure 7. STAAR Writing, Science, and Social Studies: Change in Percent Students Meeting Approaches Grade Level Standard From 2017 to 2018



Source: STAAR, Chancery

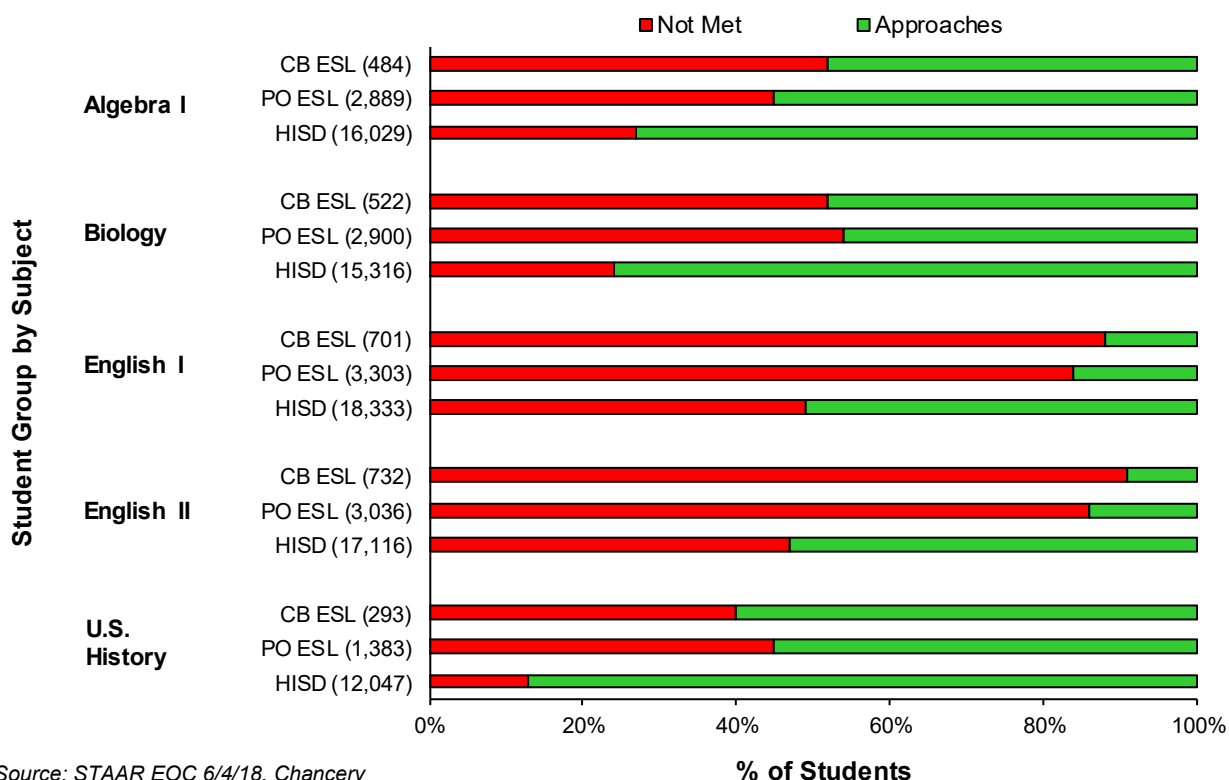
- **Figure 8** (see below) shows results for the STAAR progress measure (for detailed results see **Appendix F**, p. 16). Results for STAAR reading and mathematics are included in the figure (English STAAR only).
- Results for STAAR progress show a similar trend as seen in overall STAAR performance. Namely, both current and exited CB-ESL students performed better than did students in PO-ESL.
- Exited CB-ESL and PO-ESL students did better than the district on the STAAR progress measures in both reading and mathematics. Current CB-ESL also did better than the district, while current PO-ESL did not do as well as the district.

Figure 8. STAAR Progress Performance on English Reading and Mathematics by ESL Program, 2018 (Combined Results for Grades 3 Through 8)



Source: Cognos STAAR 6/14/18, Chancery

Figure 9. ESL Student STAAR-EOC Percent Met Approaches Grade Level Standard by ESL Program and Subject, 2018

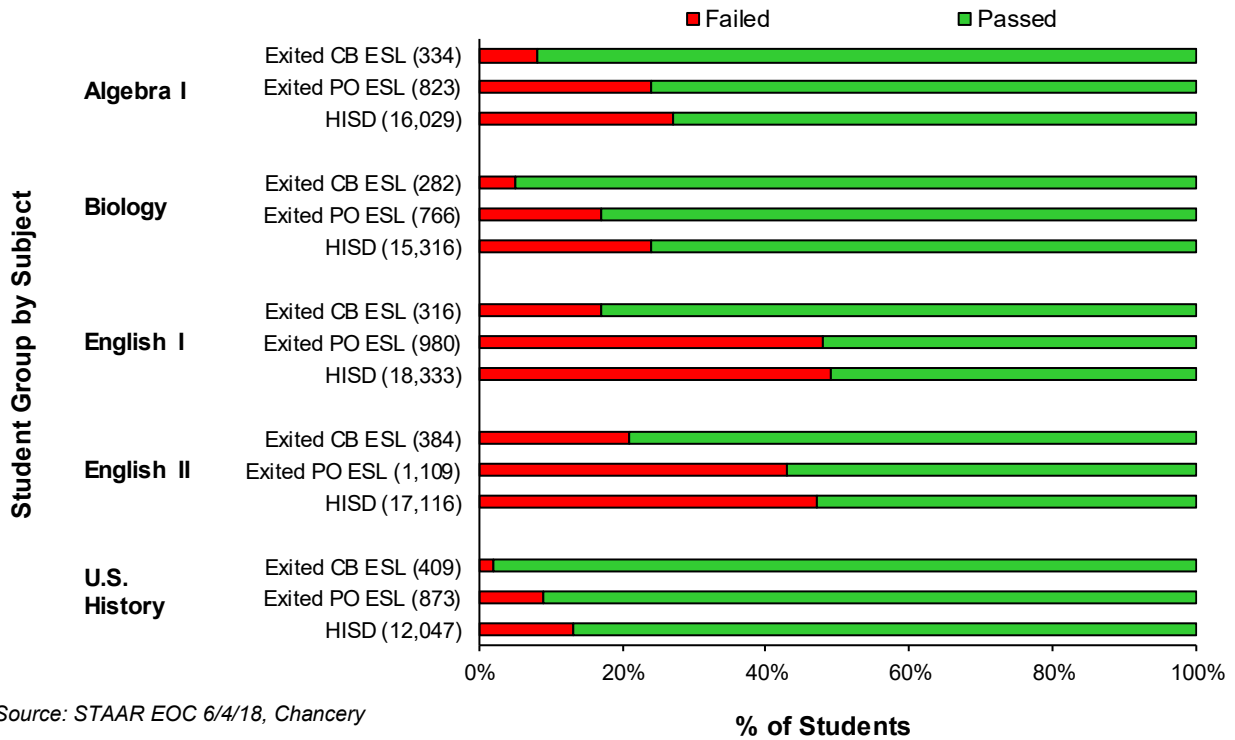


Source: STAAR EOC 6/4/18, Chancery

STAAR EOC

- Figure 9** (above) shows results for current ESL students on the STAAR-EOC assessment (see also **Appendix G**, p. 17). 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 2017–2018 (green). Red indicates the percentage of students who failed to meet this standard (number tested in parentheses).
- 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 9% to 16% of ESL students passed English I or II).
- Figure 10** (see p. 9) shows STAAR-EOC performance for ESL students who had exited EL status. HISD overall results are included for comparison (see also Appendix G).
- 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.
- Figure 11** (see p. 9, bottom) shows results for the STAAR progress measure from the Algebra I and English II EOC exams (see **Appendix H** for details, p. 18).
- Current ESL students did less well than the district on the Algebra I progress measure, but both CB-ESL and PO-ESL did better than the district on English II.

Figure 10. Exited ESL Student STAAR-EOC Percent Met Approaches Grade Level Standard by ESL Program and Subject, 2018



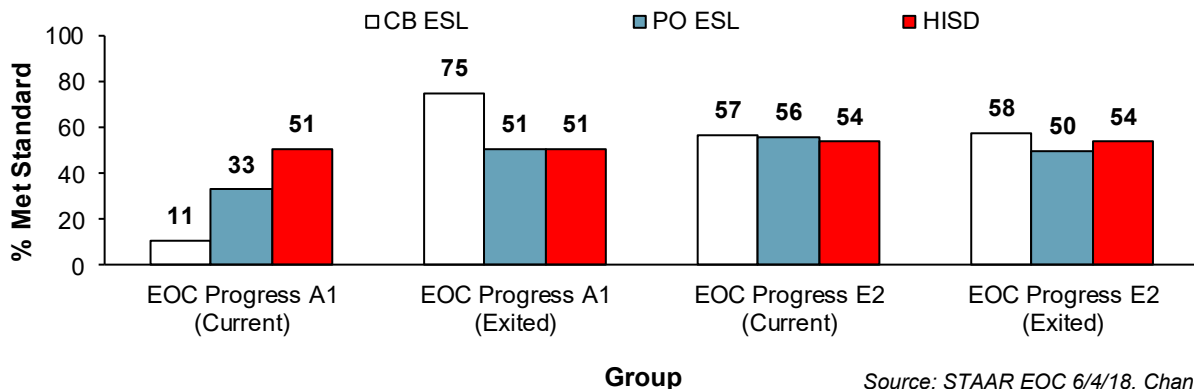
Source: STAAR EOC 6/4/18, Chancery

- Exited CB-ESL students did better than the district and PO-ESL on both Algebra I and English II, while exited PO-ESL students performed lower than the district on English II but were equal on Algebra I.

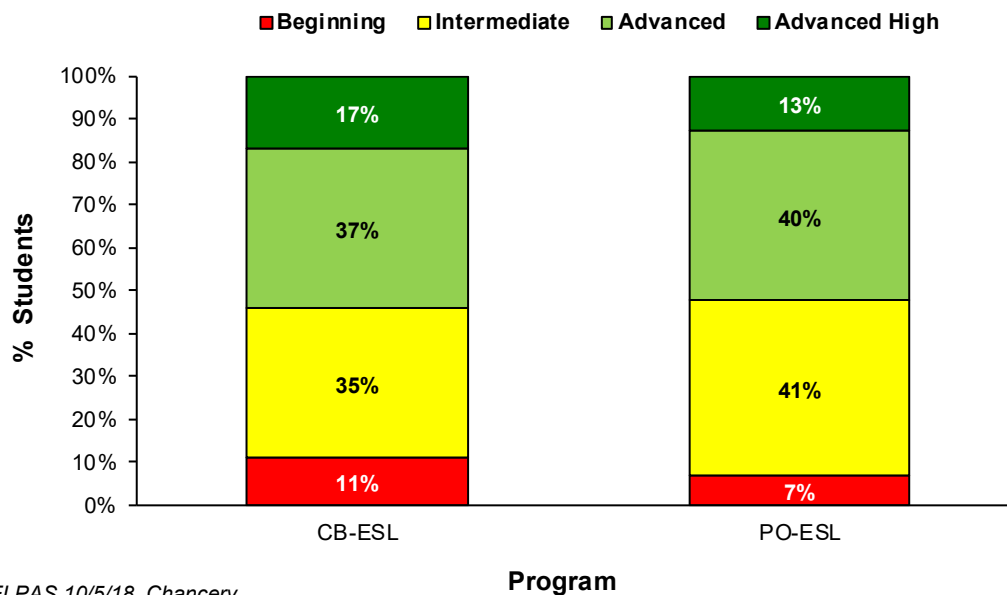
TELPAS

- This section summarizes TELPAS performance for students in the two ESL programs. Note that due to changes in the TELPAS assessment that were introduced in 2018, data on Yearly Progress were not reported this year.
- **Figure 12** (see p. 10) summarizes data on the TELPAS composite ratings. Shown are the percentages of students scoring at each proficiency level on the TELPAS in 2018.

Figure 11. STAAR EOC Progress Performance by ESL Program, 2018: Algebra I and English II



Source: STAAR EOC 6/4/18, Chancery

Figure 12. ESL Student TELPAS Performance 2018: Percent of Students at Each Proficiency Level by ESL Program

Source: TELPAS 10/5/18, Chancery

- Overall, the CB-ESL program had slightly more students at the Advanced level or better (54% vs. 53%) and had more students at the Advanced High level than did CB-ESL (see Figure 12). However, CB-ESL also had more students at the Beginning level than did PO-ESL.
- Further details including grade level data can be seen in **Appendix I** (p. 19).

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 2017–2018 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), while PO-ESL performed better than CB-ESL on other assessments (TELPAS proficiency, 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 doing better than exited PO-ESL students on both the STAAR 3–8 and EOC.

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 nine to sixteen 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 passing rates this low suggest that long-term outcomes for secondary ELs are questionable. Another issue that needs to be addressed is ESL students' decline in performance on the STAAR English writing assessment. While passing rates on this assessment were lower for the district overall in 2018, the decrease for PO-ESL students was nearly twice as large (nine percentage points). 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 Language 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 result 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. At the secondary level, CB-ESL is available for Newcomers (students with three or fewer years in U.S. schools), and these students receive ESL/ELA as well as content ESL courses (e.g., ESL History, ESL Biology). 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, otherwise the student is in a mainstream instructional setting for other content areas.

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 district's 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").

2015–2016 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 those who first tested in 2015–2016 or later, it is equivalent to the 2016 Progression Standard.

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. TELPAS underwent a number of revisions in 2017–2018 (for details see the district's 2018 TELPAS report, Houston Independent School District, 2018d). Listening and speaking are now assessed via online technology, and the reading assessment for grades 2–12 was shortened. Accordingly, the TELPAS was renormed in the summer of 2018 in order to account for these changes.

Appendix C

STAAR Progress Measure

This report includes an additional performance measure from the STAAR (3–8) assessment, STAAR Progress. 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 Meets Grade Level 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 was at the Meets Grade Level Standard on the STAAR one year to be able to perform at the same level the next year.

STAAR Progress is reported for students who (a) had a valid STAAR score in both 2018 and 2017, (b) took the same version of the STAAR in both years, (c) if in STAAR reading, was tested in the same language on both years, (d) were tested in consecutive grade levels in the two years, and (e) were not eligible for the EL Progress measure (this latter requirement only applies to students tested in 2017 or earlier). For this report, STAAR Progress is reported only for students who were tested in English in both years.

Appendix D

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

Program	Grade	Enrollment		Reading				Mathematics			
		2017 N	2018 N	2017		2018		2017		2018	
				# Tested	% Met Sat.	# Tested	% Appr.	# Tested	% Met Sat.	# Tested	% Appr.
Content- Based ESL	3	1,091	1,078	1,031	51	1,023	59	1,035	64	1,023	68
	4	1,232	1,357	1,147	44	1,282	51	1,152	60	1,290	67
	5	1,211	1,552	1,141	45	1,452	56	1,142	66	1,469	72
	6	195	189	190	23	185	32	190	38	185	46
	7	161	139	156	28	132	16	153	33	134	28
	8	231	115	215	23	113	14	217	26	110	17
	Total	4,121	4,430	3,880	43	4,187	52	3,889	59	4,211	66
	Pullout ESL	3	398	427	391	51	400	54	392	55	384
4		656	670	648	51	619	49	650	68	471	74
5		798	965	759	46	883	57	760	63	923	72
6		3,039	3,105	2,987	27	3,054	37	2,983	51	3,057	58
7		2,443	2,776	2,404	32	2,718	35	2,386	41	2,690	46
8		2,269	2,275	2,239	28	2,248	31	2,155	45	2,094	52
Total		9,603	10,218	9,428	33	9,922	38	9,326	49	9,619	56
Exited Content- Based ESL		3	158	162	156	97	159	99	156	97	159
	4	259	290	252	93	284	96	252	94	283	96
	5	267	412	257	93	406	96	257	96	407	97
	6	396	385	385	88	372	88	385	92	372	91
	7	359	394	344	91	381	92	307	86	355	90
	8	294	360	278	92	345	93	186	90	204	89
	Total	1,733	2,003	1,672	92	1,947	93	1,543	92	1,780	93
	Exited Pullout ESL	3	31	28	31	94	28	100	31	100	28
4		18	39	18	100	39	97	18	100	39	100
5		24	65	24	92	65	100	24	96	65	100
6		40	103	40	75	103	88	40	88	103	88
7		141	364	138	76	353	86	133	72	330	85
8		374	385	355	77	376	79	278	77	281	81
Total		628	984	606	79	964	85	524	80	846	87
HISD		3	18,108	17,868	13,557	64	13,471	69	13,757	71	13,720
	4	17,875	17,428	15,713	61	15,314	62	15,755	69	15,478	74
	5	16,680	17,264	15,986	64	16,442	70	16,022	76	16,553	79
	6	13,921	13,686	13,573	58	13,262	61	13,486	69	13,191	71
	7	13,500	13,844	13,137	65	13,482	65	12,530	64	12,863	64
	8	13,656	13,514	13,254	68	13,087	70	10,760	65	10,432	70
	Total	93,740	93,604	85,220	63	85,058	66	82,310	69	82,237	72

Source: STAAR student data files, Chancery

* indicates < 5 students tested

Appendix E

English STAAR Performance of ESL Students in other STAAR subjects: Number Tested and Percent Meeting Approaches Grade Level Standard by Subject and Year (2017 and 2018)

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 2017	132	42	3,077	34	597	90	156	78	28,927	61
English Writing 2018	1,448	39	3,351	25	666	90	395	76	28,871	56
Change		-3		-9		0		-2		-5
English Science 2017	1,352	47	2,976	38	527	88	375	79	29,020	67
English Science 2018	1,574	54	3,146	42	745	90	435	79	29,463	67
Change		+7		+4		+2		0		0
English Soc Studies 2017	228	18	2,210	20	283	76	352	56	13,214	53
English Soc Studies 2018	109	6	2,208	24	343	81	373	57	13,021	54
Change		-12		+4		+5		+1		+1

Appendix F

**STAAR Progress Performance of CB-ESL and PO-ESL Students:
Number Tested and Percent Met Standard by Grade Level, Reading and Mathematics**

Program	Grade	Enrollment		Reading				Mathematics			
		2017 N	2018 N	2017		2018		2017		2018	
				# Tested	% Met Std.	# Tested	% Met Std.	# Tested	% Met Std.	# Tested	% Met Std.
Content- Based ESL (Current)	3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	4	1,232	1,357	407	53	910	61	501	60	1,167	61
	5	1,211	1,552	728	52	1,219	71	819	69	1,360	68
	6	195	189	91	27	134	41	91	46	148	52
	7	161	139	65	68	86	60	63	46	88	52
	8	231	115	70	57	56	50	59	51	55	65
	Total	3,030	3,352	1,361	51	2,405	65	1,533	63	2,818	64
Pullout ESL (Current)	3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	4	656	670	231	60	418	53	275	63	611	66
	5	798	965	568	48	748	74	650	64	883	67
	6	3,039	3,105	2,178	32	2,638	39	2,198	38	2,830	46
	7	2,443	2,776	1,569	67	2,480	73	1,556	52	2,460	58
	8	2,269	2,275	1,414	59	2,032	59	1,321	70	1,870	74
	Total	9,205	9,791	5,960	50	8,316	58	6,000	53	8,654	59
Content- Based ESL (Exited)	3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	4	259	290	251	67	283	68	251	75	282	73
	5	267	412	255	69	401	83	255	84	402	83
	6	396	385	384	49	364	48	382	63	365	63
	7	359	394	343	74	377	83	310	67	351	68
	8	294	360	273	71	341	75	155	81	163	73
	Total	1,575	1,841	1,506	65	1,766	72	1,353	72	1,563	72
Pullout ESL (Exited)	3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	4	18	39	18	72	39	69	18	78	39	79
	5	24	65	24	63	65	80	24	63	65	77
	6	40	103	40	28	103	44	40	48	103	48
	7	141	364	135	67	353	73	132	54	330	62
	8	374	385	352	56	375	60	272	72	270	75
	Total	597	956	569	57	935	65	486	65	807	66
HISD (Includes ELL & Exited ELL)	3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	4	17,875	17,428	11,212	55	12,142	59	12,346	60	14,627	61
	5	16,680	17,264	13,721	57	14,374	74	14,827	71	15,842	69
	6	13,921	13,686	12,091	41	12,246	41	12,040	49	12,413	48
	7	13,500	13,844	11,655	67	12,647	72	11,034	57	12,040	58
	8	13,656	13,514	11,828	64	12,366	68	8,927	36	9,105	71
	Total	75,632	75,736	60,507	57	63,775	63	59,174	56	64,027	61

Source: STAAR student data files, Chancery

* Indicates fewer than five students tested

Appendix G

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	484	252	52	232	48	43	9
	PO-ESL	2,889	1,314	45	1,575	55	624	22
	Exited CB-ESL	334	27	8	307	92	251	75
	Exited PO-ESL	823	201	24	622	76	376	46
	HISD	16,029	4,370	27	11,659	73	7,024	44
Biology	CB-ESL	522	270	52	252	48	62	12
	PO-ESL	2,900	1,556	54	1,344	46	376	13
	Exited CB-ESL	282	14	5	268	95	213	76
	Exited PO-ESL	766	133	17	633	83	323	42
	HISD	15,316	3,696	24	11,620	76	7,138	47
English I	CB-ESL	701	618	88	83	12	23	3
	PO-ESL	3,303	2,778	84	525	16	199	6
	Exited CB-ESL	316	54	17	262	83	223	71
	Exited PO-ESL	980	466	48	514	52	271	28
	HISD	18,333	9,038	49	9,295	51	6,541	36
English II	CB-ESL	732	669	91	63	9	23	3
	PO-ESL	3,036	2,615	86	421	14	169	6
	Exited CB-ESL	384	82	21	302	79	252	66
	Exited PO-ESL	1,109	479	43	630	57	369	33
	HISD	17,116	8,041	47	9,075	53	6,561	38
U.S. History	CB-ESL	293	116	40	177	60	55	19
	PO-ESL	1,383	628	45	755	55	271	20
	Exited CB-ESL	409	8	2	401	98	343	84
	Exited PO-ESL	873	76	9	797	91	546	63
	HISD	12,047	1,587	13	10,460	87	7,602	63

Source: STAAR EOC 6/4/18 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 career (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 labelled as "Approaches Grade Level". "Meets Grade Level" is a higher standard and is included within the Approaches Grade Level category.

Appendix H

STAAR EOC Progress Performance of CB-ESL and PO-ESL Students: Number Tested, and Percent Met Standard, by Grade Level (End-of-Course)

		STAAR Progress			
		2017		2018	
Program	Exam	# Tested	% Met	# Tested	% Met
CB-ESL (Current)	A1	238	35	188	11
	E2	166	53	348	57
PO-ESL (Current)	A1	879	29	1,616	33
	E2	589	45	1,382	56
CB-ESL (Exited)	A1	273	72	306	75
	E2	400	57	324	58
PO-ESL (Exited)	A1	667	46	678	51
	E2	853	50	827	50
HISD	A1	11,459	50	12,162	51
	E2	11,186	51	11,941	54

Source: STAAR EOC 6/4/18, Chancery

Appendix I

**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 2018, With 2017 Results Shown in Shaded Column)**

Program	Grade Level	Tested	Beginning		Intermediate		Advanced		Advanced High		AH 2017	Composite Score
			N	%	N	%	N	%	N	%	%*	
Content Based ESL	K	970	291	30	307	32	252	26	120	12	13	2.1
	1	1,061	141	13	323	30	323	30	274	26	25	2.6
	2	1,043	60	6	429	41	449	43	105	10	24	2.5
	3	1,055	37	4	308	29	471	45	239	23	31	2.8
	4	1,324	71	5	390	29	630	48	233	18	29	2.7
	5	1,516	82	5	357	24	656	43	421	28	40	2.9
	6	184	21	11	84	46	57	31	22	12	23	2.4
	7	136	25	18	73	54	29	21	9	7	19	2.1
	8	108	35	32	47	44	19	18	7	6	19	2.0
	9	380	102	27	196	52	70	18	12	3	10	2.0
	10	312	47	15	182	58	73	23	10	3	15	2.2
	11	193	14	7	110	57	61	32	8	4	25	2.3
	12	451	41	9	211	47	157	35	42	9	14	2.4
Total		8,733	967	11	3,017	35	3,247	37	1,502	17	24	2.5

Program	Grade Level	Tested	Beginning		Intermediate		Advanced		Advanced High		AH 2017	Composite Score
			N	%	N	%	N	%	N	%	%*	
Pullout ESL	K	197	85	43	80	41	31	16	1	1	3	1.6
	1	352	71	20	129	37	91	26	61	17	15	2.3
	2	339	24	7	172	51	119	35	24	7	15	2.4
	3	423	10	2	163	39	157	37	93	22	26	2.8
	4	662	20	3	218	33	295	45	129	19	22	2.7
	5	960	38	4	300	31	438	46	184	19	35	2.8
	6	3036	116	4	1156	38	1293	43	471	16	23	2.7
	7	2690	137	5	1062	39	1151	43	340	13	25	2.6
	8	2189	121	6	842	38	957	44	269	12	28	2.6
	9	2320	295	13	1148	49	693	30	184	8	23	2.3
	10	1484	133	9	696	47	528	36	127	9	24	2.4
	11	1059	62	6	463	44	419	40	115	11	30	2.6
	12	812	32	4	310	38	366	45	104	13	36	2.7
Total		16,523	1,144	7	6,739	41	6,538	40	2,102	13	25	2.7

Source: TELPAS, Chancery

* 2017 results reflect the prior standards. The test was renamed in 2018.