

MEMORANDUM

September 19, 2019

TO: Anna White
Assistant Superintendent, Multilingual Programs

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **DUAL LANGUAGE PROGRAM EVALUATION REPORT 2019**

The Texas Education Code (§ 29.051) requires school districts to provide every language minority student with the opportunity to participate in either a bilingual or English as a second language (ESL) program. Attached is the evaluation report summarizing the performance of students who participated in the district's Dual Language Bilingual Program. Included in the report are findings from assessments of academic achievement and English language proficiency for all students classified as English Learners (EL) who participated in the Dual Language program. In addition, the report includes performance results of fluent English-speakers enrolled in the Dual Language program.

Key findings include:

- A total of 6,756 EL students participated in the Dual Language program in 2018–2019, and it was offered at 48 campuses.
- Current Dual Language students performed better than other bilingual students in reading on the STAAR 3-8 (both English and Spanish versions) in 2019 but were slightly lower in mathematics.
- Current Dual Language students improved in reading and mathematics performance on the STAAR (English) in 2019 compared to 2018, and this increase was greater than that shown by other bilingual students or by the district overall.
- Students who used to be in the Dual Language program but who had exited EL status did better than the district average in the reading and mathematics tests of the STAAR, and also outperformed those who exited from other bilingual programs.
- On the STAAR EOC, exited Dual Language students did better than the district average, and also did better than students who had exited other bilingual programs.
- Dual Language students had higher overall English proficiency and showed higher rates of progress than did students in other bilingual programs.
- Finally, English-speaking students in the Dual Language program showed evidence for full bilingualism and biliteracy.

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

DUAL LANGUAGE PROGRAM EVALUATION REPORT
2018 - 2019



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DUAL-LANGUAGE BILINGUAL PROGRAM EVALUATION 2018–2019

Executive Summary

Program Description

The Dual-Language program in the Houston Independent School District (HISD) is intended to facilitate English Learner (EL) integration into the regular school curriculum and ensure access to equal educational opportunities, while promoting biliteracy and bilingualism for both ELs and native English speakers. The dual-language program is offered in elementary schools and selected secondary schools for language minority students who need to enhance their English language skills, but the program also includes English speakers who wish to learn Spanish as a second language. Beginning in prekindergarten, the program provides ELs with a carefully structured sequence of basic skills in their native language, as well as gradual skill development in English through ESL methodology. In dual-language programs, the function of the native language is to provide access to the curriculum while the student is acquiring a second language. Instruction in the native language assures that students attain grade level cognitive skills without falling behind academically, and also ensures that English-speaking students are immersed in a foreign language.

The present evaluation of the dual-language bilingual program (DL) addresses the following topics:

- academic progress of dual-language ELs;
- English proficiency among dual-language ELs and Spanish proficiency of native English speakers;
- academic progress of native English-speakers enrolled in the dual-language program; and
- data on school attendance and discipline for dual-language ELs

Highlights

- There were 6,756 ELs enrolled in the dual-language bilingual program (DL) in 2018–2019.
- DL was offered in 48 campuses districtwide (41 elementary campuses, six secondary, and one K-8 campus). Nine campuses that had offered DL in 2017–2018 replaced it with the transitional bilingual for 2018–2019.
- Current DL students performed better than did those in other bilingual programs on STAAR 3–8 reading in 2019 (+3 percentage points in Spanish, +5 points in English). DL students were slightly lower in mathematics (-2 and -1 percentage points for Spanish and English STAAR, respectively).
- English language STAAR performance of both DL students and those in other bilingual programs was lower than that of the district on STAAR reading, but higher than the district on mathematics.
- English STAAR 3–8 reading and mathematics performance of DL students improved in 2019 compared to 2018.
- The improvement by DL students in STAAR English reading (+6 percentage points) was larger than the change reported for other bilingual students (+3 percentage points) or the district overall (+1 percentage point).
- Students who had exited EL status but who had previously been in DL did better than the district average on the STAAR English reading and mathematics tests. Exited DL students also did better than those who exited from other bilingual programs.

- Exited DL students had slightly lower STAAR passing rates in both reading and mathematics in 2018–2019 compared to the previous year (-1 percentage point for both), while students who exited from other bilingual programs, and the district overall, showed slight improvements.
- Dual-language students showed improved STAAR performance on writing and social studies tests which were greater than for those shown by other bilingual students or the district overall.
- On the STAAR EOC, exited DL students performed better than students who had exited other bilingual programs, and both groups did better than the district in all content areas.
- On the TELPAS, more DL students scored at the highest level of English proficiency than did other bilingual students as early as grade K, and this trend persisted at higher grades. A higher percentage of DL students also showed progress in TELPAS proficiency between 2018 and 2019.
- Fluent English speakers in DL showed evidence of bilingualism and biliteracy, doing well on both the Spanish and English language STAAR reading assessments.
- DL students did not differ from either other bilingual students or non-EL students in terms of their attendance rate, but they had fewer reported disciplinary incidents.
- Comparison of DL campuses which existed prior to 2013–2014 and those established since that time yielded inconsistent results, with some evidence that the newer campuses had better performance (TELPAS), but other evidence that the original campuses did better (STAAR reading).

Recommendations

1. Nine campuses that had previously offered DL switched to the Transitional Bilingual Program in 2018–2019. An additional seven campuses will not offer a DL program for the 2019–2020 school year. The Multilingual Programs Department should evaluate reasons why these campuses decided to no longer offer a DL program and assess whether all remaining campuses can effectively offer the DL program consistently.
2. Planning for DL expansion in district geographical areas growing into middle school services should be on-going and made a priority in order to establish DL pathways across the district.
3. Strategic campus visits should continue in order to provide feedback and ensure fidelity to program guidelines. Data from these visits should be collated and analyzed in order to detect any overall trends.
4. Training for campus DL leadership should be strengthened and tiered in order to meet the varied needs and level of experience.
5. Teacher staff development should be monitored so that instruction adheres to program expectations and campuses are supported, depending on their needs.

Introduction

Texas requires school districts to provide specialized linguistic programs (Texas Education Code, Chapter 29, Subchapter B 29.051) to meet the needs of students who are English learners (EL). These programs are intended to facilitate ELs' integration into the regular school curriculum and ensure access to equal educational opportunities. The Houston Independent School District (HISD) utilizes two different bilingual education program models: the Dual-Language Bilingual Program (DL) and the Transitional Bilingual Program (TBP).¹ The Dual-Language Program differs from the Transitional Bilingual Program in two ways: in DL, classes are composed of a mix of Spanish-speaking ELs as well as native English speakers, and there is a higher percentage of instructional time offered in Spanish. The Spanish-English dual-language program is the focus of this report.

Expansion of the Dual-language Program

In the district's dual-language program, roughly equal numbers² of EL and fluent English-speaking students are taught together in an effort to develop full bilingualism and biliteracy for both groups. The district has committed to an expansion and alignment of its existing dual-language program. Since the 2013–2014 school year, 45 new campuses have been added to supplement the original 12 campuses which had been offering DL previously. At each of the new DL campuses, only students up to and including grade one were initially enrolled in the program, with higher grades added as students advanced each year. All of the original DL campuses that offered the program in elementary grades did so through fifth grade, although the new guidelines are being implemented at these campuses starting with the lower grades. Thus, at the present time, the DL program includes a mix of campuses that have been offering the program through fifth grade for a number of years, and campuses that only offer the program at lower grade levels. Eventually, all elementary DL campuses will offer the program through fifth grade.

Standardization of Curriculum and Guidelines

Besides increasing the number of campuses offering DL, a second major aim of the DL initiative was an alignment of the program's curriculum and guidelines. These changes have included a standardization of the time and content allocation that campuses are required to follow. DL campuses have the choice of following either a 50:50 or an 80:20 model. In the 80:20 model, students in prekindergarten receive 80 percent of their instruction in Spanish and 20 percent in English. The percentage of instruction time in English gradually increases throughout the grade levels, until reaching 50 percent in grade 3. The 50:50 model differs slightly, in that students receive half of their instruction in English and half in Spanish starting in prekindergarten, and this mix persists until at least 5th grade. Currently, 9 DL campuses follow the 80:20 model, while 34 operate under the 50:50 framework (excluding five programs that operate in secondary level campuses).

Methods

Participants

ELs in the dual-language bilingual 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 various bilingual programs are shown in **Table 1** (see p. 4). Note that enrollment in DL is substantially lower than enrollment in TBP; 19 percent of ELs served through bilingual programs were served in the dual-language program and 66 percent were served in the transitional program. Total enrollment in the dual-language program decreased by 1,433 (17 percent) between 2017–2018 and 2018–2019. In 2018–2019, the dual-language bilingual program was of-

Table 1. Number and Percent of Bilingual EL Students by Program, 2016–2017 to 2018–2019

Bilingual Program	Enrolled			Percent		
	2017	2018	2019	2017	2018	2019
Transitional Bilingual (TBP)	23,537	21,873	22,825	60	60	66
Pre-Exit Bilingual	7,582	6,318	4,994	19	17	14
Dual-Language (DL, Two or One-Way)	7,818	8,189	6,756	20	22	19
Cultural Heritage	74	32	0	<1	<1	-
Mandarin Bilingual	59	71	75	<1	<1	<1
Arabic Bilingual	39	80	88	<1	<1	<1
French Bilingual (E. White ES)	96	80	70	<1	<1	<1
Other*	38	28	13	<1	<1	<1
Total	39,243	36,671	34,821			

Source: IBM Cognos, Chancery

* Inappropriate code (EL student listed as served through a bilingual program no longer offered).

ferred at 41 elementary schools, six secondary campuses, and one K–8 campus (see **Appendix A** for a complete list, pp. 13-14). The number of campuses offering DL decreased from 57 in 2012–2013 to 48 for the 2018–2019 school year.³ All DL students with assessment results from 2018–2019 were included in analyses for this report, as were students who had previously been in the program but who had since exited EL status.

Data Collection & Analysis

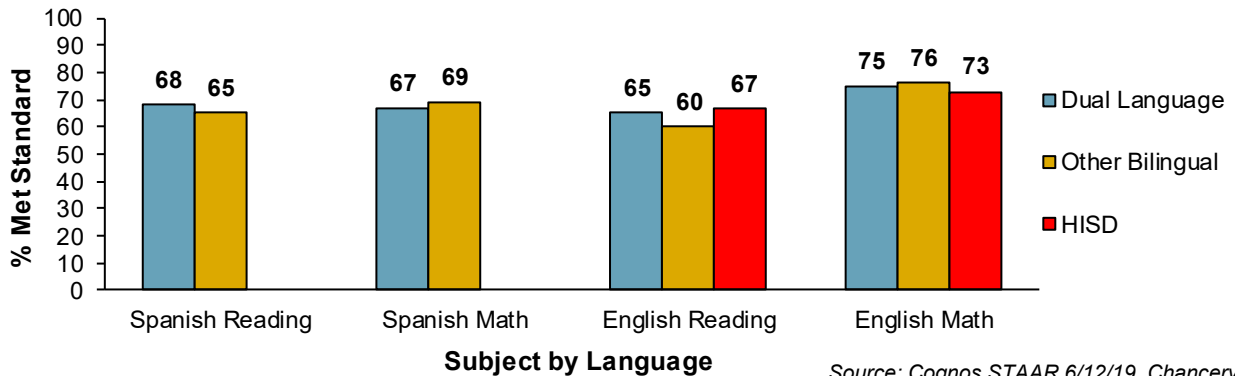
Results for DL students from the State of Texas Assessments of Academic Readiness grades 3–8 (STAAR 3–8) and Texas English Language Proficiency Assessment System (TELPAS) were analyzed at the district level, as were results for exited DL students on the STAAR End-of-Course (EOC) exams. Comparisons were made between DL students, other bilingual students, and all students districtwide.

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. 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.

TELPAS results are reported for two indicators. The first measure 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 measure reflects progress, i.e., whether students gained one or more levels of English language proficiency between 2018 and 2019. For this second TELPAS indicator, the percent gaining one or more proficiency levels in the previous year is reported. **Appendix B** (see p. 15) provides further details on the assessments analyzed for this report.

Finally, results for native English-speakers in DL are presented. These English-speakers are an integral part of the DL program, as it is assumed that their presence enhances the acquisition of English proficiency for ELs. However, it is important to document that these students are not disadvantaged academically by being in a class with ELs, and their results are included in the latter part of the report.

Figure 1. Percentage of Students Who Met Approaches Grade Level Standard on STAAR Grades 3–8 Reading and Mathematics Tests, 2019: Dual-Language Students, Other Bilingual Students, and All Students Districtwide (1st-Administration Only, No STAAR Alt 2)



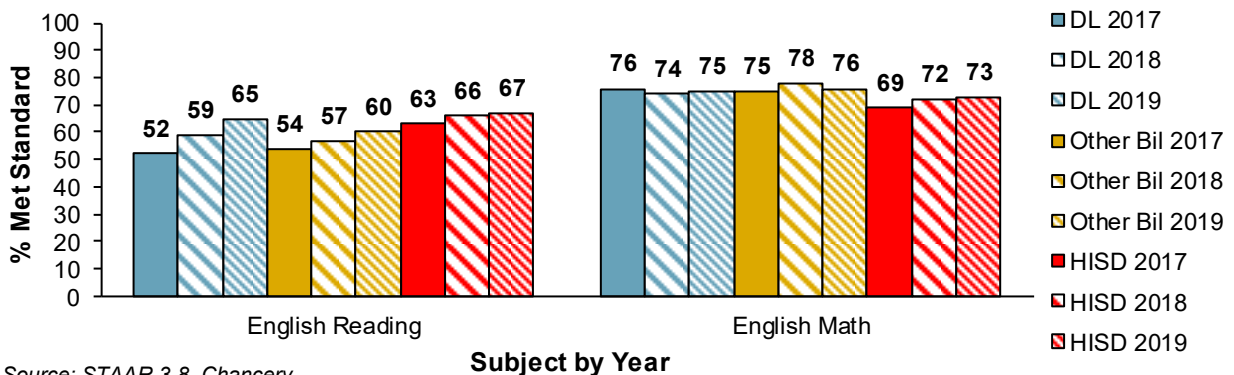
Results

What was the academic performance of ELs in the dual-language program?

STAAR

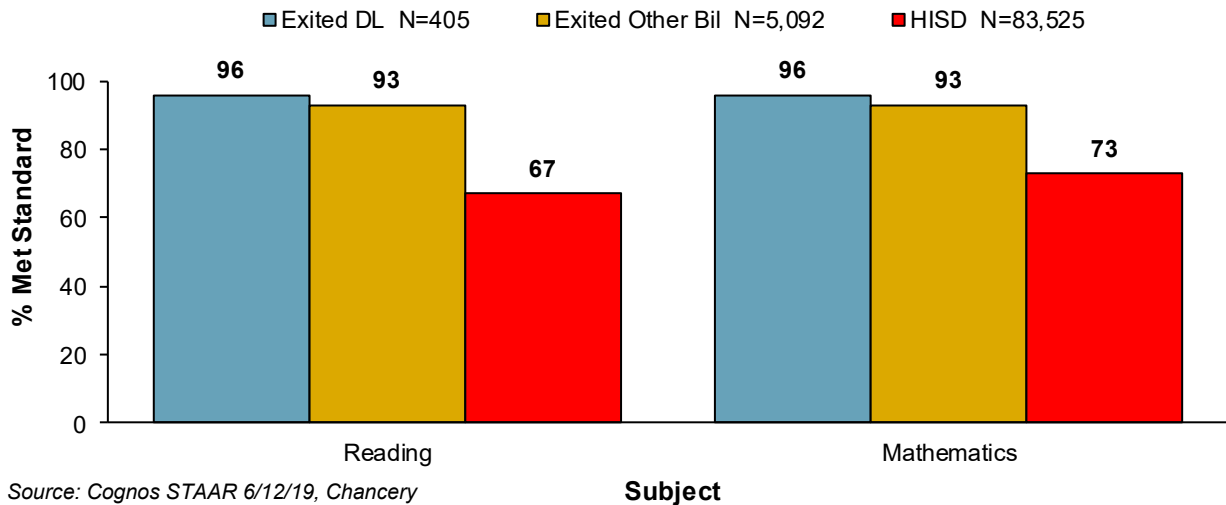
- **Figure 1** shows the percent of students who met the Approaches Grade Level standard on the Spanish and English language versions of the STAAR 3–8 in 2019 (reading and mathematics).
- Results are shown for DL students, as well as students from other bilingual programs and all students districtwide.⁴ See **Appendices C** and **D** for further details (see pp. 16–17).
- DL students had a higher passing rate than other bilingual students in Spanish and English reading, but were lower than other bilingual students in Spanish and English mathematics.
- **Figure 2** shows English STAAR performance in reading and mathematics for 2017 to 2019.
- Dual-language students increased by 6 percentage points in reading from the previous year, compared to the +3 percentage point gain for other bilingual students and +1 percentage point gain for the district overall. DL students and the district showed gains of 1 percentage point in mathematics, while other bilingual students showed a decline of -2 percentage points from the prior year.

Figure 2. Percentage of Students Who Met Approaches Grade Level Standard on STAAR Grades 3–8 Reading and Mathematics Tests, 2017 Through 2019: DL Students and All Students Districtwide (English STAAR, 1st-Administration Only, No STAAR Alt 2)



Source: STAAR 3-8, Chancery

Figure 3. Percentage of Students Who Met Approaches Grade Level Standard on English STAAR Grades 3–8 Reading Test, 2019: Exited DL Students, Exited Students from Other Bilingual Programs, and All Students Districtwide (1st-Administration Only, No STAAR Alt 2)



Source: Cognos STAAR 6/12/19, Chancery

- STAAR reading and mathematics results for exited DL students in 2019 are shown in **Figure 3**. Exited students from the DL program had higher passing rates than the district, and also exceeded performance of students from other bilingual programs in both reading and mathematics.
- **Figure 4** (below) shows the reading and mathematics performance of exited DL students for the past three years. Exited DL students declined in reading and in mathematics (-1 percentage point for each) between 2018 and 2019.
- The district improved in reading and in mathematics (+1 percentage point each), while other exited bilingual students also improved in both subjects. Appendix D (p. 17) shows additional results.

Figure 4. Percentage of Students Who Met Approaches Grade Level Standard on English STAAR Grades 3-8 Reading and Mathematics Tests, 2017 to 2019: Exited DL, Other Exited Bilingual Students, and All Students Districtwide (1st-Administration Only, No STAAR Alt 2)

Source: STAAR 3-8, Chancery

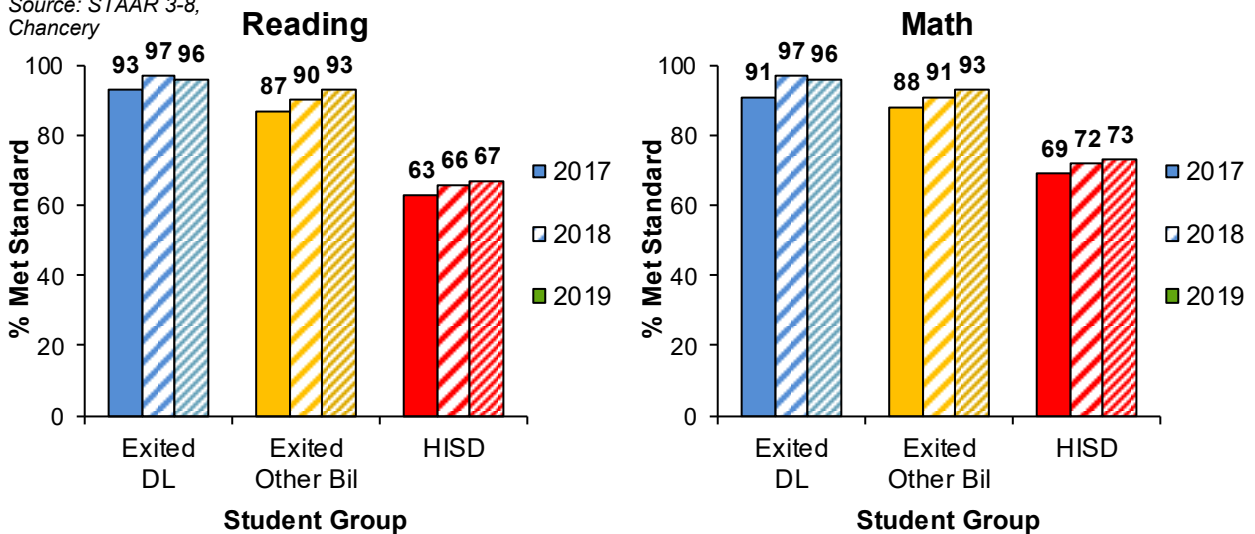
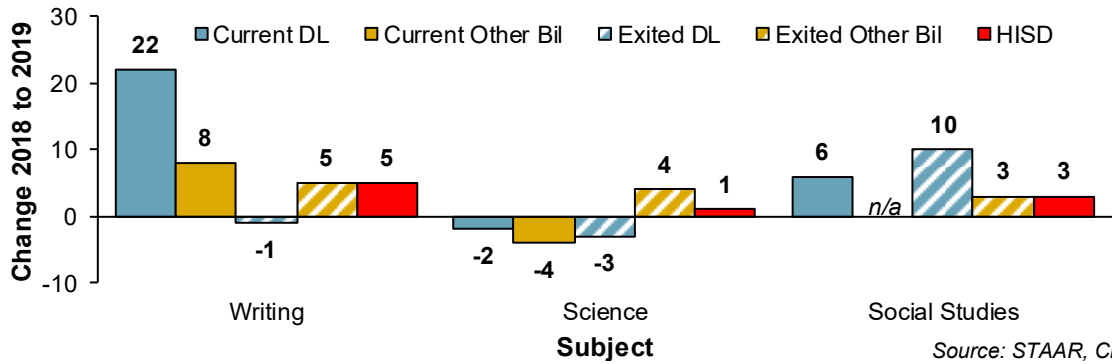


Figure 5. STAAR Writing, Science, and Social Studies: Change in Percent Students Meeting Approaches Grade Level Standard From 2018 to 2019



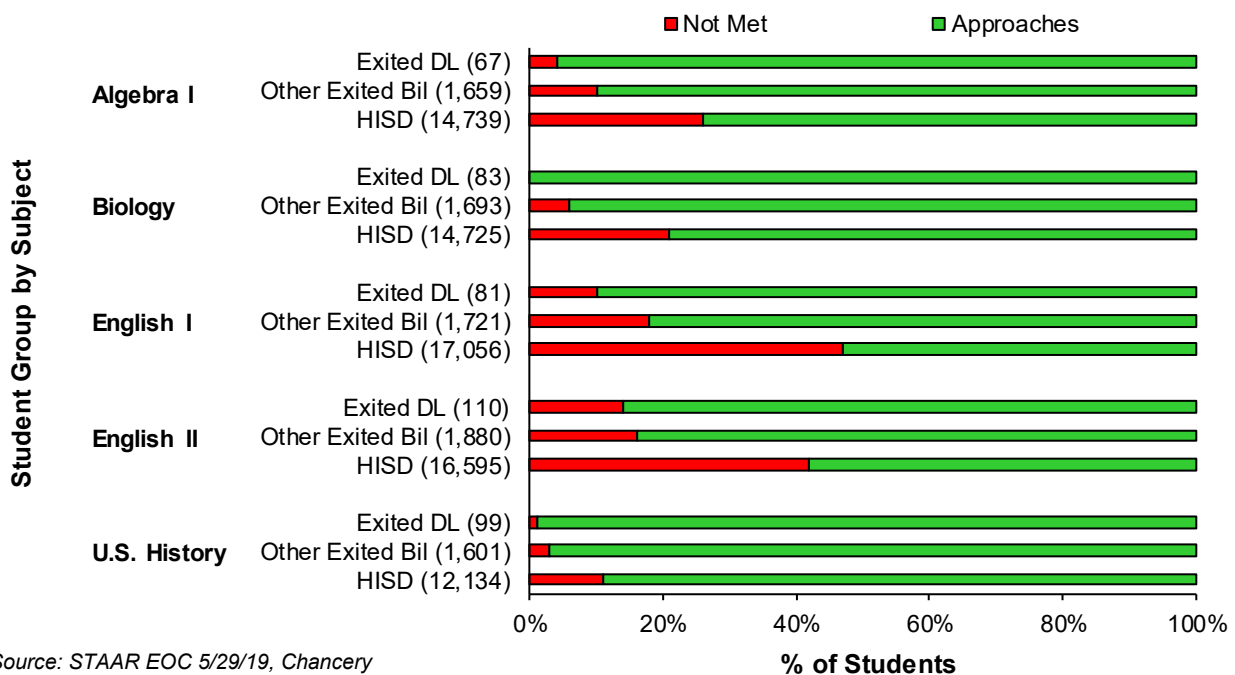
Source: STAAR, Chancery

- **Figure 5** (above) shows the change in overall percentage of students meeting standard between 2018 and 2019 for the remaining STAAR subjects. All groups, except for exited DL students, improved in STAAR writing in 2019, with current DL students showing the largest gain. Improvement was also seen in social studies, with current and exited DL students showing the most improvement.
- In terms of actual performance level, DL students exceeded other bilingual students in writing and science, and exceeded the district in science (see **Appendix E**, p.18).

STAAR EOC

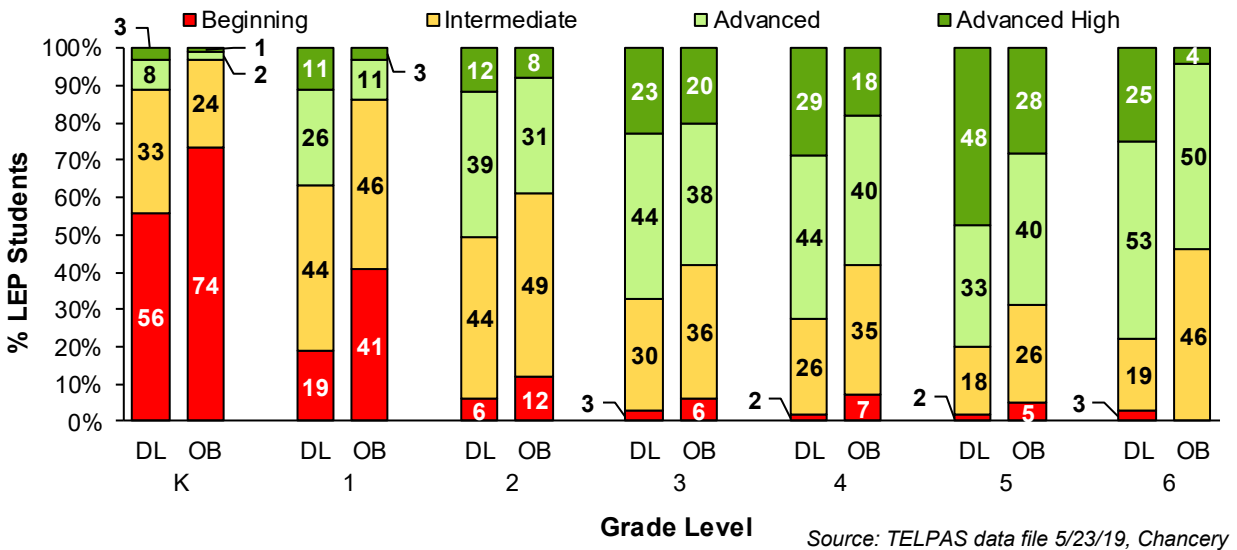
Figure 6 depicts results for the STAAR EOC assessments. Shown are results for Algebra I, Biology, English I and II, and U.S. History. The figure shows the percentage of students who met the Approaches Grade Level standard for 2018–2019 (dark green). Red indicates the percentage of students who did not meet standard. Figures in parentheses are the number of students tested (see also **Appendix F**, p. 19).

Figure 6. STAAR EOC Percent Met Approaches Grade Level Standard for Monitored and Former DL Students, by Subject, 2019: Results are Included for All Exited Dual-Language Students, Exited Students From Other Bilingual Programs, and All Students Districtwide (Spring Administration, All Students Tested Including Retesters)



Source: STAAR EOC 5/29/19, Chancery

Figure 7. TELPAS Composite Proficiency Ratings for DL and Other Bilingual (OB) Students, 2019



- Exited DL students outperformed the district, as well as other exited bilingual students, on all tests. The highest passing rates were in Biology and U.S. History, with the lowest rates on English I and II. Note that students exited from other bilingual programs also outperformed the district.

What were the levels of English proficiency among ELs in dual-language programs?

- **Figure 7** shows attainment, i.e., the percentage of students scoring at each proficiency level on the TELPAS in 2019. Further details can be found in **Appendices G** and **H** (pp. 20-21).
- English proficiency for DL students improved across grade levels, with 81% or more of students scoring Advanced or better by grade 5 in 2019 (compared to 68% for other bilingual students). DL students showed higher overall English proficiency than did students in other bilingual programs at all grade levels.
- **Figure 8** shows yearly progress, i.e. the percentage of students who made gains in English language proficiency between 2018 and 2019. The percentage of students who made gains in English proficiency was higher for DL students than for other bilingual students (51 versus 45 percent).

Figure 8. TELPAS yearly progress for DL and other bilingual students, 2019.

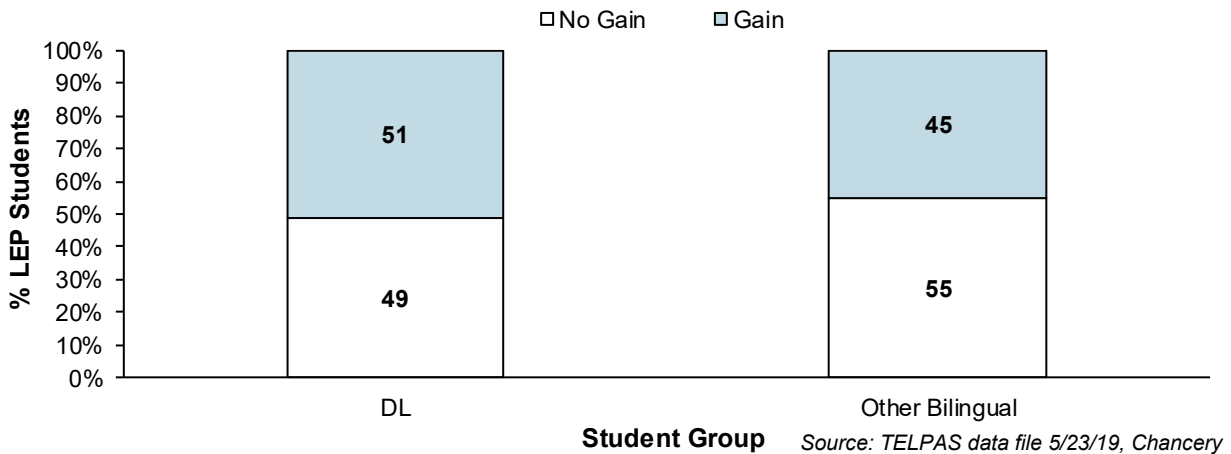
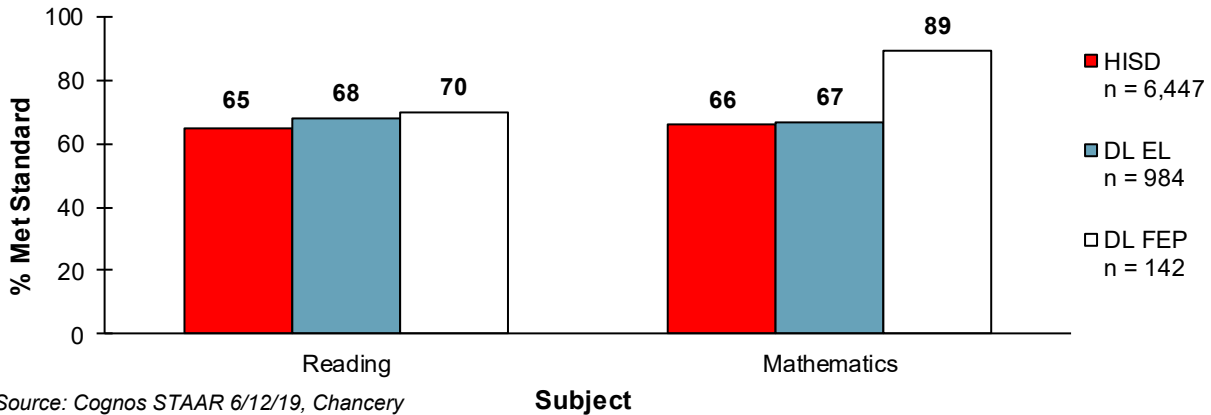


Figure 9. Spanish STAAR Performance of EL and FEP Students in the DLBP Program, 2019: Percent Meeting Approaches Grade Level Standard in Reading and Mathematics

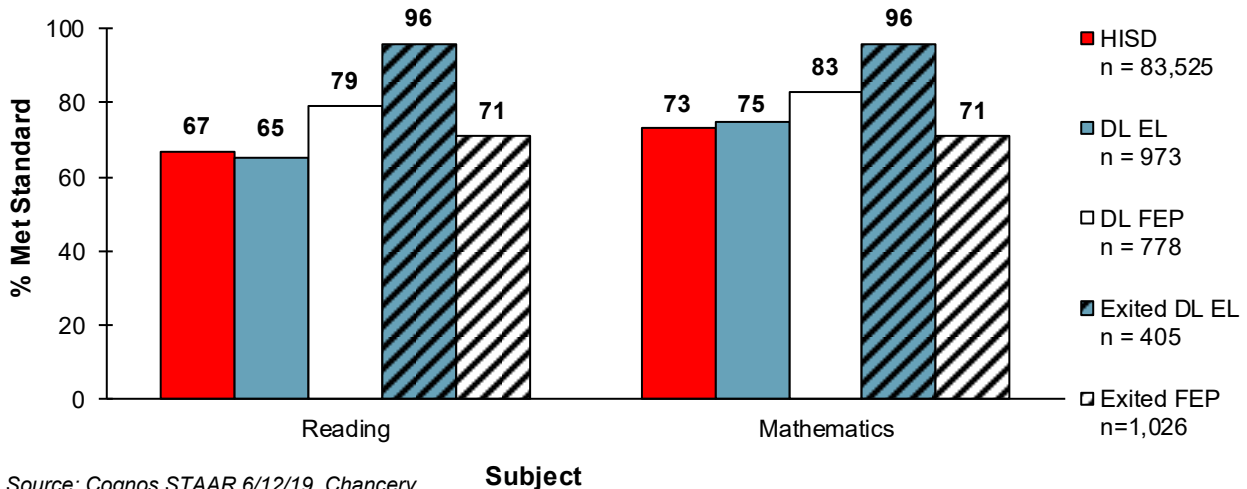


Source: Cognos STAAR 6/12/19, Chancery

What was the academic performance of fluent English speakers in the dual-language program?

- The goal of the DL program is for students to achieve full bilingualism and biliteracy. Data have already been presented on the performance of current and former ELs in the program. In this section, data are reported for students with fluent English proficiency (FEP) who participated in the DL program during 2018–2019, as well as those who may have participated previously.
- Spanish-language STAAR results show that fluent English speakers (n = 142) had higher passing rates than did Spanish-speaking DL students on the reading and mathematics tests (see **Figure 9**).
- The passing rate for DL EL students was slightly higher in both reading and mathematics compared to all students districtwide who took the Spanish language STAAR.
- English STAAR results (see **Figure 10**) show that FEP students (n = 778) also did better than current DL EL students in both reading and mathematics.
- Exited FEP students and exited DL students each had higher passing rates than the district overall on English STAAR reading, while exited FEP students were lower than the district in mathematics.

Figure 10. English STAAR Performance of EL and FEP Students in the DLBP Program, 2019: Percent meeting Approaches Grade Level Standard in Reading and Mathematics



Source: Cognos STAAR 6/12/19, Chancery

Table 2. Number and Percent of Students Subject to Disciplinary Actions in 2018–2019

Student Group	Number Enrolled *	Number of Incidents (Duplicated)				Number & Percent of Students (Unduplicated)	
		ISS	OSS	DAEP/JJAEP	Total	# Students	Total
Dual Language	6,655	1	6	0	7	6	0.09
Non-ELs	72,230	494	1,772	46	2,312	1,274	1.76
Other Bilingual	29,620	68	156	6	230	161	0.54

* Includes students enrolled at any point during school year

Source: Cognos Chancery Ad Hoc Database

- Exited DL EL students had the highest passing rates of all comparison groups, even higher than that of native English speaking FEP students (both current and exited FEPs).

Did dual-language students differ from other students in terms of school attendance/discipline?

District student attendance and discipline data from 2018–2019 were analyzed to determine whether there was any evidence of a difference between the patterns shown by DL students and others in the district.

- Student attendance records for 2018–2019 showed that the average attendance rate for DL students was 96.9%, which did not differ from comparable rates for other bilingual students or non-EL students in grades PK to 5 (rates for both groups also 96.9%).
- Student discipline data were extracted from district records using the appropriate PEIMS Disciplinary Action Codes (grades PK to 5 only).
- As **Table 2** shows, a total of six DL students received some type of disciplinary action in 2018–2019, equivalent to only 0.09% of all DL students enrolled in PK-5. Comparable rates for other bilingual students and non-ELs were also low (0.54% and 1.76% respectively), but were still significantly greater than that observed for DL students ($p < .00001$).

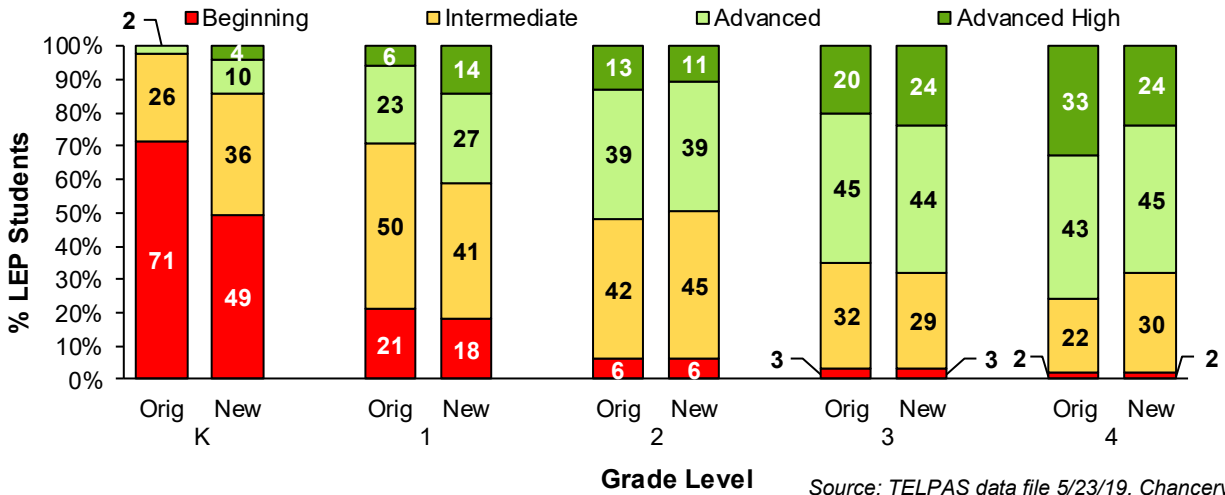
What was the frequency and scope of professional development activities provided to teachers and staff serving dual-language students?

Data provided by e-TRAIN indicated that 164 staff development training sessions pertaining to dual-language education were coordinated by the Multilingual Programs Department during the 2018–2019 school year. These sessions, summarized in **Appendix I** (p. 22), were attended by total of 1,090 teachers and other district staff. Note that individuals may have been counted more than once if they attended multiple events (the unduplicated staff count was 566). A full record of professional development activities can be obtained from the Multilingual Programs Department.

Does student English language proficiency differ for those in the newer program campuses compared to the original dual-language campuses?

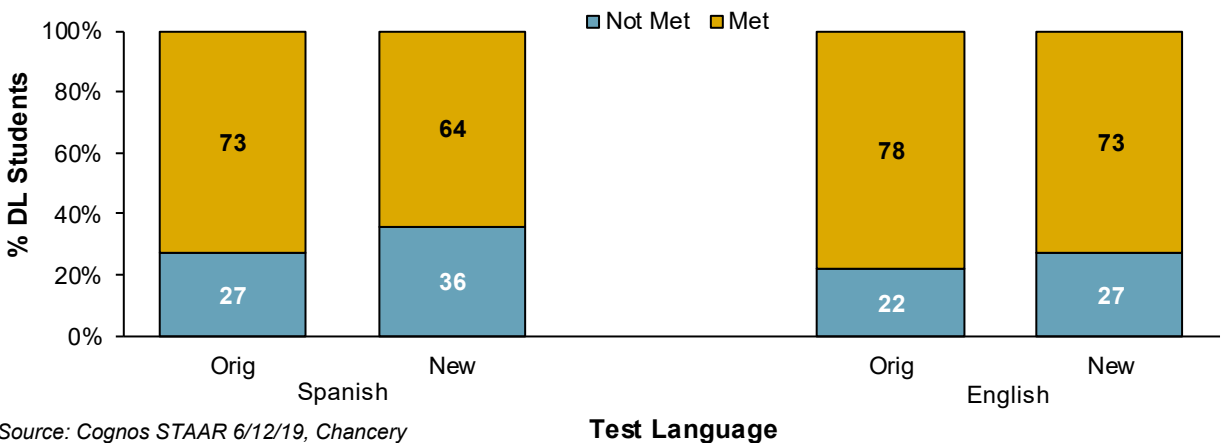
The expansion of the DL program began in 2013–2014. There are now two cohorts of new DL campuses where incoming DL students have reached 3rd-grade or higher, and thus have data from the STAAR 3–8 assessment. In addition, all DL campuses have students tested on the TELPAS as early as kindergarten. In this section, performance of students in the original 16 DL campuses is compared to that of students from the newer programs, in order to see whether there are any systematic differences between them in academic achievement or overall English language proficiency.

Figure 11. TELPAS Composite Proficiency Ratings for Original Versus New DL Campuses, 2019



- **Figure 11** shows the TELPAS proficiency ratings for DL students from the original campuses (established 2013–2014 or earlier) and those from the newer campuses (established 2014–2015 or later). Results are shown for grades K through 4 only.
- Performance of the two cohorts of campuses appears to be very similar in grades 2 through 4. However, in grades K and 1, the newer DL campuses have slightly higher English proficiency, and this advantage was statistically significant ($p < .0001$). Thus it does not appear that expansion of the DL program has negatively affected student English proficiency.
- **Figure 12** (below) shows STAAR reading results for DL students from the original campuses (established 2013–2014 or earlier) and those from the newer campuses (established 2014–2015 or later). Only data from grades 3 and 4 are included, since the DL program in the newer programs only reached 4rd-grade this school year.
- On both the Spanish and English-language STAAR, DL students from the original campuses had higher passing rates than did students from the newer DL campuses. For the Spanish STAAR results, this difference was statistically significant ($p < .002$).

Figure 12. STAAR Reading Performance of Original Versus New DL Campuses, 2019: Percentage Meeting or Not Meeting Approaches Grade Level Standard



Appendices J.1 through **J.6** (pp. 23-32) provide summaries of student performance at the various DL campuses. Shown are results for Spanish-speaking DL students in classes with native English-speakers (YT), Spanish-speaking DL students in classes where there were no native English speakers (YO), and native English-speakers enrolled in the DL program (NT).

Discussion

Beginning in 2013–2014, new campuses were added to the DL program, with the program at these newer campuses phased in starting at lower grade levels. At this point, most of these newer campuses have implemented the DL program through at least 3rd-grade. The evidence reviewed here does indicate that the dual-language program in HISD provides ELs with the support needed to succeed academically. ELs who have participated in DL acquire English-language proficiency while in the programs, and outperform the district average on the STAAR and STAAR EOC assessments once they have successfully met exit criteria. Native English speakers (FEPs) involved in the program also do well. There appears to be no evidence that the newer DL campuses differ in any significant way from the more established campuses, in terms of student performance and outcomes. Based on these results, it would appear that the HISD Multilingual Programs Department is fulfilling its mission to ensure that ELs achieve their full academic potential. Now that the expanded DL program has reached grades where the STAAR is offered, it will be easier to monitor the program's success on a regular basis.

Endnotes

1. Three other campuses offer what are labeled as "dual-language" programs, but they are not covered in the present report. These include a Mandarin Language Immersion program, an Arabic Immersion program, and a French Dual-Language program at E. White ES. Each of these three programs fall administratively under the Office of Advanced Academics, and not the Multilingual Programs Department, and they do not follow the time and content guidelines specified for Dual-language programs (as outlined in the Multilingual Programs Guidelines for 2016–2017). No data from these three campuses are included in any records showing enrollment or performance of dual-language students in this report.
2. The dual-language model proposes that approximately equal numbers of fluent and non-fluent English speakers should be enrolled in the class, but practitioners in the field stress that this ratio should be used as a heuristic and not an absolute rule. Ratios of 60:40 and even 70:30 may be considered appropriate under some circumstances. It should not be assumed that a functional dual-language program requires exactly equal number of students from both language groups (Collier, personal communication).
3. Nine campuses that had offered DL in 2017-2018 (Northline, Kashmere Gardens, Anderson, Dogan, R.P. Harris, E. White, Cage, Highland Heights, and Zavala ES) changed to Transitional Bilingual for the current year.
4. Note that all districtwide performance data includes results from ELs enrolled in the dual-language programs, as well as all other comparison groups (e.g., monitored and former ELs).

References

- U.S. Department of Education. (2002). No Child Left Behind Act of 2001. Retrieved from <http://www.nochildleftbehind.gov>.
- U.S. Department of Education. (2015). Every Student Succeeds Act of 2015. Retrieved from <https://www.congress.gov/bill/114th-congress/senate-bill/1177/text>.

Appendix A

Campuses Offering Dual-Language Programs (DL), 2018–2019

Campus	Date Started	Grades Served	EL Enrolled 2018–2019											Total EL	# NT	
			PK	K	1	2	3	4	5	6	7	8	HS			
Briscoe ES	↑	PK, K, 1, 2, 3	14	22	17	23	8	18							102	9
Emerson ES		PK, K, 1, 2	41	44	61	60									206	7
Helms ES		PK, K, 1, 2, 3, 4, 5	34	25	36	21	30	27	22						195	249
Herod ES		K, 1, 2, 3, 4, 5		11	15	17	19	13	15						90	49
Herrera ES		K, 1, 2, 3, 4, 5		52	62	63	65	52	17						311	32
Sherman ES	Prior to	PK, K, 1, 2, 3	22	27	30	34	36								149	58
Twain ES	2013-14	K, 1, 2, 3, 4, 5		7	11	12	1	6	5						42	88
Wharton K-8		PK, K, 1, 2, 3, 4, 5, 6, 7, 8	24	38	34	34	27	25	22	5	3				212	265
Burbank MS		6, 7, 8								128	149	117			394	6
Meyerland PVA MS		6, 7, 8													0	15
Heights HS		9, 10, 11, 12													0	22
Daily ES	↑	K, 1, 2, 3, 4, 5		22	19	16	17	17	14						105	33
DeAnda ES		PK, K, 1, 2, 3, 4	43	67	67	78	45	34							334	156
Law ES	2013-14	PK, K, 1, 2, 3, 4, 5	18	15	21	17	24	21	22						138	126
B Reagan Ed Ctr		K, 1, 2, 3		39	44	63	58								204	10
Ashford ES	↑	PK, K, 1, 2, 3, 4	28	31	20	31	17	17							144	51
Burnet ES		K, 1, 2, 3, 4		42	51	46	45	52							236	74
Coop ES		PK, K, 1, 2, 3, 4	43	52	36	45	55	50	2						283	111
Gregg ES	2014-15	K, 1, 2, 3, 4		10	21	25	35								91	13
McNamara ES		K, 1, 2		17	20	17									54	10
Memorial ES		PK, K, 1, 2, 3	12	12	15	17	23	9							88	47
Shearn ES		PK, K, 1, 2, 3, 4	49	33	25	34	13	12							166	80
Whidby ES	↓	PK, K, 1, 2, 3, 4	8	9	12	6	6	8							49	57
Browning ES	↑	K, 1, 2, 3		32	31	30									93	87
Condit ES		K, 1, 2, 3		9	10	11	10								40	57
Davila ES		PK, K, 1, 2, 3	23	26	21	18	16								104	52
Durham ES		PK, K, 1, 2, 3, 4	25	29	30	18	19	23							144	156
Elrod ES		PK, K, 1, 2, 3	37	51	81	57	56	1							283	73
Farias ECC	2015-16	PK	68												68	17
Franklin ES		PK, K, 1, 2	36	39	35	29	43		2						184	6
JR Harris ES		PK, K, 1, 2, 3	23	23	36	35	46								163	82
Hobby ES		PK, K, 1, 2, 3	37	54	45	49	49								234	130
Kelso ES		PK, K, 1, 2	21	13	24	26			1						85	21
Laurenzo ECC		PK	84												84	87
Love ES	↓	PK, K, 1, 2, 3	19	19	29	32	20								119	110

Source: Multilingual Programs Department, IBM Cognos 5/1/19

* NT students are native English-speakers enrolled in DL

Appendix A (continued)

Campuses Offering Dual-Language Programs (DL), 2018–2019

Campus	Date Started	Grades Served	EL Enrolled 2018-2019											Total EL	# NT *	
			PK	K	1	2	3	4	5	6	7	8	HS			
Mading ES	↑	PK, K, 1, 2, 3		11	9	9	9								38	75
C Martinez ES		PK, K, 1, 2, 3	12	16	35	22	12								97	102
Patterson ES		PK, K, 1, 2, 3	64	79	75	62	69								349	88
Pugh ES		PK, K, 1, 2	32	23	27	21									103	105
Robinson ES	2015-16	PK, K, 1, 2, 3	31	42	39	50	34								196	93
Roosevelt ES	↓	PK, K, 1, 2, 3	16	37	33	35	20								141	92
Scarborough ES		PK, K, 1, 2, 3	36	60	63	60	61								280	140
Wainwright ES		PK, K, 1, 2, 3	25	26	27	37	35								150	102
Hamilton MS		6, 7, 8									16	7			23	34
Durkee ES	↑	K, 1, 2		51	45	43	1			3					143	23
Moreno ES		2016-17	K, 1		24	12	1								37	69
Black MS		↓	6												0	1
Hogg MS			6, 7										2			2

Source: Multilingual Programs Department, IBM Cognos 5/1/19

* NT students are native English-speakers enrolled in DL

Note: Meyerland PVA MS, Black MS, and Heights HS had no EL students coded as being in the dual-language program, according to the Chancery SMS records. Instead it appears that students at these campuses were coded as participating in an ESL program. Nevertheless, since there were students at each campus coded as being English-speaking participants in DL it is assumed that their EL DL students were coded incorrectly. Rather than alter the official records, it was decided to provide DL enrollment counts based on what was actually recorded in Chancery for 2018–2019.

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 as of 2017 the standards which were 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 2018–2019 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 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

Spanish STAAR Performance of Dual-language and Other Bilingual Students: Number Tested and Percent Meeting Approaches Grade Level Standard by Grade Level, Subject, and Year

Program	Grade	Enrollment*		Spanish Reading				Spanish Mathematics			
		2018	2019	2018		2019		2018		2019	
		N	N	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.
Other	3	3,742	3,615	3,204	72	2,912	69	3,204	75	2,940	72
Bilingual	4	1,677	1,990	1,114	63	1,309	58	1,080	74	1,291	65
	5	322	659	88	55	134	70	83	36	129	49
Total		5,741	6,264	4,406	69	4,355	65	4,367	74	4,360	69
Dual Language	3	861	1024	584	68	704	68	369	66	354	65
	4	315	385	242	67	242	68	186	76	182	67
	5	117	125	39	77	38	84	39	90	50	86
Total		1,293	1,534	865	68	984	68	594	71	586	67

Source: STAAR student data files, Chancery

* Indicates fewer than five students tested

* Enrollment figures shown in Table 3 include all EL students enrolled in bilingual programs, but do not include students enrolled in the pre-exit phase of the Transitional Bilingual program. District guidelines specify that EL students in this pre-exit phase are tested using the English STAAR only, not the Spanish version. Also excluded are students enrolled in the Mandarin, Arabic, and French bilingual programs, who are all tested in English.

Appendix D

English STAAR Performance of Dual-Language Bilingual Program (DL) Students: Number Tested and Percentage Meeting Approaches Grade Level Standard by Grade Level, Subject, and Year

Program	Grade	Enrollment		English Reading				English Mathematics			
		2018		2018		2019		2018		2019	
		N	N	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.
Current DL	3	861	1024	274	66	316	75	489	72	665	75
	4	315	385	70	50	142	74	126	79	202	77
	5	117	125	78	83	88	78	78	91	74	88
	6	132	149	132	53	149	49	132	68	149	71
	7	112	159	110	45	159	54	111	59	159	63
	8	99	119	99	52	119	55	85	91	92	84
	Total	1,636	1,961	763	59	973	65	1,021	74	1,341	75
Other Bilingual	3	4,678	4,363	1,374	71	1,340	68	1,382	84	1,335	84
	4	4,144	3,964	2,795	50	2,346	61	2,902	75	2,453	73
	5	3,257	2,900	3,012	58	2,609	54	3,051	78	2,642	76
	6	26	28	26	46	28	25	26	77	28	68
	7	9	4	9	89	4	25	9	78	4	75
	8	5	1	4	*	0	--	3	33	0	--
	Total	12,119	11,260	7,220	57	6,327	60	7,373	78	6,462	76
Exited DL	3	75	90	57	98	68	99	69	100	75	100
	4	37	132	33	97	121	94	33	97	127	91
	5	10	45	10	90	45	98	10	90	45	96
	6	67	58	67	96	58	95	67	100	58	97
	7	61	62	60	97	62	98	58	97	58	100
	8	85	52	83	98	51	94	36	86	23	96
	Total	335	439	310	97	405	96	273	97	386	96
Exited Other Bilingual	3	166	115	155	98	106	100	157	97	106	99
	4	426	417	419	96	409	98	419	98	411	96
	5	834	909	827	96	904	97	827	96	904	98
	6	1,207	1,131	1,189	84	1,124	87	1,188	91	1,124	92
	7	1,479	1,139	1,471	88	1,128	91	1,386	85	1,057	89
	8	1,730	1,426	1,710	91	1,421	93	1,152	88	889	92
	Total	5,842	5,137	5,771	90	5,092	93	5,129	91	4,491	93
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 fewer than five students tested

Appendix E

English STAAR Performance of Dual-Language and Other Bilingual Students in Other STAAR Subjects: Number Tested and Percent Meeting Approaches Grade Level Standard by Subject and Year (2018 and 2019)

Subject & Year	Current DL		Current Other Bil		Exited DL		Exited Other Bil		HISD	
	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.
English Writing 2018	175	35	2,856	44	92	95	1,889	86	28,871	56
English Writing 2019	283	57	2,362	52	182	94	1,536	91	27,921	61
Change		+22		+8		-1		+5		+5
English Science 2018	214	75	3,087	60	89	93	2,476	87	29,463	67
English Science 2019	227	73	2,681	56	99	90	2,247	91	29,157	68
Change		-2		-4		-3		+4		+1
English Soc Studies 2018	99	45	4	50	82	78	1,711	72	13,021	54
English Soc Studies 2019	119	51	0	--	51	88	1,414	75	13,200	57
Change		+6		--		+10		+3		+3

** Indicates fewer than five students tested*

Appendix F

STAAR End-of-Course Performance of Exited (Monitored and Former) DL Students: Number Tested and Number and Percentage who Met the Approaches or Meets Grade Level Standards (2019 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	Exited DL	67	3	4	64	96	47	70
	Other Exited Bil	1,659	173	10	1,486	90	1,149	69
	HISD	14,739	3,762	26	10,977	74	7,364	50
Biology	Exited DL	83	0	0	83	100	72	87
	Other Exited Bil	1,693	94	6	1,599	94	1,212	72
	HISD	14,725	3,102	21	11,623	79	7,566	51
English I	Exited DL	81	8	10	73	90	64	79
	Other Exited Bil	1,721	310	18	1,411	82	1,129	66
	HISD	17,056	8,024	47	9,032	53	6,712	39
English II	Exited DL	110	15	14	95	86	81	74
	Other Exited Bil	1,880	307	16	1,573	84	1,244	66
	HISD	16,595	7,018	42	9,577	58	7,092	43
U.S. History	Exited DL	99	1	1	98	99	88	89
	Other Exited Bil	1,601	45	3	1,556	97	1,346	84
	HISD	12,134	1,320	11	10,814	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 career (see Appendix B). In other words, for some students, the actual passing standard applied might be slightly lower than the standard required for most students, 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 G

Composite TELPAS Results: Number and Percent of Students at Each Proficiency Level in 2019, by Grade Results Shown Separately for DL and Other Bilingual Students

DL Students										
Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		Composite Score
		N	%	N	%	N	%	N	%	
K	1,216	679	56	407	33	92	8	38	3	1.5
1	1,307	247	19	574	44	340	26	146	11	2.2
2	1,285	76	6	562	44	496	39	151	12	2.5
3	1,011	31	3	306	30	446	44	228	23	2.8
4	380	8	2	97	26	166	44	109	29	2.9
5	125	2	2	22	18	41	33	60	48	3.2
6	146	5	3	28	19	77	53	36	25	2.9
7	157	15	10	39	25	55	35	48	31	2.9
8	117	6	5	32	27	47	40	32	27	2.9
Total	5,744	1,069	19	2,067	36	1,760	31	848	15	2.4

All Other Bilingual Students										
Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		Composite Score
		N	%	N	%	N	%	N	%	
K	3,842	2,824	74	903	24	90	2	25	1	1.3
1	4,091	1,661	41	1,871	46	453	11	106	3	1.7
2	4,014	491	12	1,973	49	1,225	31	325	8	2.3
3	4,291	249	6	1,530	36	1,636	38	876	20	2.7
4	3,918	277	7	1,352	35	1,575	40	714	18	2.7
5	2,860	140	5	751	26	1,158	40	811	28	2.9
6	24	0	0	11	46	12	50	1	4	2.6
7	3	0	0	1	33	1	33	1	33	2.7
8	0	0	0	0	0	0	0	0	0	--
Total	23,043	5,642	24	8,392	36	6,150	27	2,859	12	2.2

Source: TELPAS data file 5/23/19, Chancery

* Indicates fewer than five students tested

Appendix H

TELPAS Yearly Progress: Number and Percent of Students Gaining One or More Levels of English Language Proficiency in 2019, by Grade: Results Shown Separately for DL and Other Bilingual Students

DL Students									
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	%
1	1,249	618	49	183	15	29	2	830	66
2	1,241	506	41	52	4	1	0	559	45
3	976	438	45	18	2	0	0	456	47
4	367	137	37	5	1	0	0	142	39
5	117	68	58	1	1	0	0	69	59
6	140	50	36	0	0	0	0	50	36
7	137	58	42	0	0	0	0	58	42
8	106	42	40	0	0	0	0	42	40
Total	4,333	1,917	44	259	6	30	1	2,206	51

All Other Bilingual Students									
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	%
1	3,720	1,569	42	207	6	22	1	1,798	48
2	3,727	1,672	45	364	10	24	1	2,060	55
3	4,061	1,809	45	94	2	0	0	1,903	47
4	3,740	1,073	29	30	1	0	0	1,103	29
5	2,744	1,222	45	45	2	0	0	1,267	46
6	23	4	17	0	0	0	0	4	17
7	1	1	100	0	0	0	0	1	100
8	0	0	0	0	0	0	0	0	0
Total	18,016	7,350	41	740	4	46	<1	8,136	45

Source: TELPAS data file 5/23/19, Chancery

* Indicates fewer than five students tested

Appendix I

Summary of Professional Development Training Attended by Teachers in the Dual-language Bilingual Program, 2018–2019

Course Title	Type	Total Attendance	# Sessions
Bilingual/DL Dual Language Summit - K-12	COURSE	113	1
DL Culturally & Linguistically Responsive Day 1 - K-12	COURSE	42	1
DL Culturally & Linguistically Responsive Day 2 - K-12	COURSE	22	1
DL Developing Writers - PK-2	COURSE	58	3
DL Oral Language Development - PK-1	COURSE	45	3
DL Strengthening Bilingual Workstations - PK	COURSE	37	3
DL Writing Academic Purposes - 3-5	COURSE	8	2
DL Writing in Balanced Literacy Part 1 - PK	COURSE	9	2
DL Writing in Balanced Literacy Part 2 - PK	COURSE	13	2
Dual Language New Teacher Academy - PK-5	COURSE	123	6
Dual Language Essentials - Grades PK-5	COURSE	37	2
Biliteracy Development I - PK	COURSE	20	2
Biliteracy Development I - K-2	COURSE	35	3
Biliteracy Development I - 3-5	COURSE	24	4
Language Transfer - PK-2	COURSE	45	3
Language Transfer - 3-5	COURSE	37	5
Dual Language Resources Overview - PK-5	COURSE	81	2
GLAD 4-Day Classroom Demonstration - PK-5	COURSE	75	4
GLAD Follow-Up - PK-5	COURSE	36	3
Interactive Word Walls - PK-5	COURSE	30	2
Cross-Linguistic Connections - PK-5	COURSE	32	3
Effective Preview-View-Review (PVR) - PK-5	COURSE	34	3
Sheltered Instruction in Dual Language - PK-5	COURSE	30	2
Dual Language Essentials - 6-12	COURSE	2	1
Facilitating Language Transfer - 6-12	COURSE	3	1
Translanguaging for Biliteracy - 6-12	COURSE	4	1
Dual Language Academic Literacy - 6-12	COURSE	6	1
Dual Language Essentials (Online)	ONLINE	89	98
TOTAL		1,090	164

Source: Multilingual Department, e-TRAIN

Appendix J.1 Spanish STAAR Grades 3-5 Reading Performance of Dual-Language Bilingual Program (DL) Students by Campus (2019 Data)

Campus	Number of Students Tested												Percent Met Approaches Grade Level																							
	YT						YO						NT						YT						YO						NT					
	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total				
Ashford ES	9	2		11													89	50		82																
Briscoe ES	1			1													*			*																
Burnet ES	34	20		54													71	35		57																
Condit ES	8			8													75			75																
Coop ES	52	43	1	96					10	8		18					60	63	*	61					70	38		56								
Daily ES	11	12	7	30													82	58	100	77																
Davila ES					15			15													73			73												
DeAnda ES	8	21		29													88	95		93																
Durham ES	11	10		21					2			2					64	50		57					*			*								
Durkee ES					1			1					1			1					*			*												
Elrod ES	52	1		53													85	*		85									*			*				
Franklin ES					28			28													61			61												
Gregg ES	24			24													58			58																
Harris JR ES	34			34													56			56																
Helms ES	21	24	5	50					9	12	1	22					76	54	80	66									56	67	*	64				
Herod ES	14	9		23					5	1		6					64	89		74					60	*		67								
Herrera ES	16	17		33	47	34		81	4			4					94	94		94					72	88		79	*			*				
Hobby ES	44			44													57			57																
Law ES	20	11	22	53					1			1					75	27	86	70					*			*				*				
Love ES	12			12					1			1					67			67					*			*				*				
Martinez C ES	4			4													*			*																
Memorial ES	6	2		8													67	*		50																
Patterson ES	35			35													63			63																
Reagan Ed Ctr PK-8					37			37													59			59												
Robinson ES	20			20													60			60																
Roosevelt ES	10			10													100			100																
Scarborough ES	37			37													59			59																

* Indicates fewer than five students tested

Appendix J.1 (continued)
Spanish STAAR Grades 3-5 Reading Performance of Dual-Language Bilingual Program (DL) Students by Campus
 (2019 Data)

Campus	Number of Students Tested										Percent Met Approaches Grade Level																								
	YT					YO					NT					YT					YO					NT									
	3	4	5	Total		3	4	5	Total		3	4	5	Total		3	4	5	Total		3	4	5	Total		3	4	5	Total						
Shearn ES	1	5		6												*	60		67																
Sherman ES	35			35		7			7							51			51		43										43				
Twain ES	1	5		6		10	7		17		*	40		50					50		90	100									90	100			
Wainwright ES	25			25							64			64					64																
Wharton ES	27	25		52		30	33		63		81	84		83					83		70	67									70	67			
Whidby ES	4	1		5							*	*		80					80																

Appendix J.2
English STAAR Reading Performance of Dual-Language Bilingual Program (DL) Students by Campus
(2019 Data): Number tested and Percent Met Approaches Grade Level Standard

Campus	Number of Students Tested												Percent Met Approaches Grade Level																							
	YT						YO						NT						YT						YO						NT					
	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total				
Ashford ES	8	15		23									4	3	1	8	63	67		65					*	*	*	*	88							
Briscoe ES	7	18		25									3	4		7	57	67		64					*	*	*	*	71							
Browning ES													1			1									*	*	*	*	*							
Burnet ES	10	32		42									11	4		15	90	78		81					82	*	*	*	80							
Condit ES	2			2									14			14	*			*					100					100						
Coop ES	3	7	1	11									14	4		18	*	57	*	55					71	*	*	*	78							
Daily ES	6	5	7	18									4	4	6	14	50	80	71	67					*	*	*	83	86							
Davila ES													10			10									80					80						
DeAnda ES	37	13		50									23	22	21	66	97	92		96					78	95	100	100	91							
Durham ES	8	13		21									23	14		37	38	62		52					83	79			81							
Durkee ES												2	2												*	*	*	*	*							
Elrod ES	4			4									4				*		*	*																
Franklin ES																																				
Gregg ES	11			11									1			1	64			64					*	*	*	*	*							
Harris JR ES	12			12									20			20	75			75					65					65						
Helms ES	9	3	17	29									22	17	25	64	78	*	88	86					91	88	96	92	92							
Herod ES	5	4	15	24									1	4	6	11	0	*	53	46					*	*	*	100	82							
Herrera ES													1	2	4	7				94	94				*	*	*	*	100							
Hobby ES	5			5									35	1		36	20			20					43	*	*	*	44							
Kelso ES													6			6			*	*					67					67						
Law ES	4	9		13									17	16	11	44	*	89		85					53	50	36	48	48							
Love ES	8			8									14			14	75			75					64					64						
Mading ES	9			9									15			15	100			100					67					67						
Martinez C ES	8			8									9			9	63			63					100					100						
McNamara ES													1			1									*	*	*	*	*							
Memorial ES	16	7		23									5	6		11	100	86		96					100	100				100						

Appendix J.2 (continued)
English STAAR Reading Performance of Dual-Language Bilingual Program (DL) Students by Campus
(2019 Data): Number tested and Percent Met Approaches Grade Level Standard

Campus	Number of Students Tested												Percent Met Approaches Grade Level																																											
	YT						YO						NT						YT						YO						NT																									
	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total																												
Moreno ES													1	1	1	2																																								
Patterson ES	34			34					12			12													85			85									83			83																
Pugh ES											1	1																																												
Reagan Ed Ctr PK-8									20			20					2			2									85			85																								
Robinson ES	14			14					12	1		13					12	1		13					57			57									83	*		85																
Roosevelt ES	10			10					8	1		9					8	1		9					100			100									100	*		100																
Scarborough ES	24			24									35	1		36			1	36					79			79									74	*		75																
Shearn ES	12	7		19					12	8		20					12	8		20					100			100									42	75		55																
Sherman ES													1	1		2																					*	*		*																
Twain ES			1	5	6				6	8	13	27					6	8	13	27					100			83									83	100	100	96																
Wainwright ES	10			10					13			13					13			13					60			60									69			69																
Wharton ES			21	21									40			40				40					76			76									75	75		75																
Whidby ES	2	7		9					10	10		20					10	10		20					43			44									40	80		60																

Campus	Number of Students Tested												Percent Met Approaches Grade Level																																							
	YT						YO						NT						YT						YO						NT																					
	6	7	8	Total	6	7	8	Total	6	7	8	Total	6	7	8	Total	6	7	8	Total	6	7	8	Total	6	7	8	Total																								
Black MS													1			1																																				
Burbank MS	128	149	117	394					1	1	4	6					1	1	4	6					49	51	55	52									*	*	*	100												
Hamilton MS	16	7		23					11	10	13	34					11	10	13	34					100			65									73	90	92	85												
Hogg MS			2	2					19	17	15	51					19	17	15	51					*			*									79	100	67	82												
Meyerland MS									3	5	7	15					3	5	7	15																	*	100	100	100												
Wharton ES	5	3		8					14	12	19	45					14	12	19	45					*			63									86	100	95	93												

* Indicates fewer than five students tested

Appendix J.3

Spanish STAAR Grade 3-5 Mathematics Performance of Dual-Language Bilingual Program (DL) Students by Campus

Campus	Number of Students Tested										Percent Met Approaches Grade Level																								
	YT					YO					NT					YT					YO					NT									
	3	4	5	Total		3	4	5	Total		3	4	5	Total		3	4	5	Total		3	4	5	Total		3	4	5	Total						
Ashford ES		3		3																															
Burnet ES	16	22		38												50	55		53																
Coop ES	4	4	1	9												*	*	*	67																
Daily ES	11	12	7	30							82	58	86	73							67				67										
Davila ES					15																														
DeAnda ES		1		1												*	*		*																
Durham ES	1	18		19							*	61		63												*	*	*	*	*					
Durkee ES					1	1	1		2																										
Elrod ES	49	1		50							82	*		82							45				45										
Franklin ES					22											71			71																
Gregg ES	24			24												60	64	83	70							*	88	90	89	*					
Helms ES	10	25	18	53		1	16	10	27							60	64	83	70							*	88	90	89	*					
Herod ES	2	1		3		1	1		1							*	*	*	*															*	
Herrera ES	16	16		32	49	35	84			6	100	100		100		78	71		75							100	*	*	100	*					
Hobby ES	27			27							33			33							45				45										
Kelso ES					1														*	*															
Law ES	19	10	22	51												68	40	91	73																
Love ES	9			9							1	1		1		67			67							*			*	*					*
Memorial ES	3	2		5												*	*		0																
Patterson ES	5			5							60			60							50				50										
Reagan Ed Ctr PK-8					6	6			6							56			56																
Robinson ES	9			9												*	*		*																
Scarborough ES	3			3																															
Sherman ES	2			2												*	*		*																
Twain ES	1	5		6							12	7	19	19		*	60		67							100	100		100	100					
Wainwright ES	23			23							52			52																					
Wharton ES	27	25		52		30	33		63		70	76		73							93	76			93										
Whidby ES		2		2							*	*		*					*																

* Indicates fewer than five students tested

Appendix J.4
English STAAR Mathematics Performance of Dual-Language Bilingual Program (DL) Students by Campus
(2019 Data): Number Tested and Percent Met Approaches Grade Level Standard

Campus	Number of Students Tested										Percent Met Approaches Grade Level																			
	YT					YO					NT					YT					YO					NT				
	3	4	5	Total		3	4	5	Total		3	4	5	Total		3	4	5	Total		3	4	5	Total		3	4	5	Total	
Ashford ES	17	14		31		4	3	1	8		4	3	1	8		94	93		94		*	*	*			*	*	*		75
Briscoe ES	8	18		26		3	4		7		3	4		7		88	56		65		*	*	*			*	*	*		71
Browning ES								1	1																					*
Burnet ES	28	30		58		11	4		15		11	4		15		86	83		84										80	
Condit ES	10			10		14			14		14			14		80			80											100
Coop ES	51	46	1	98		24	12		36		24	12		36		86	65	*	77										83	
Daily ES	6	5	7	18		4	4	6	14		4	4	6	14		83	80	71	78								*	*	100	86
Davila ES						10			10		10			10																90
DeAnda ES	45	33		78		23	22	21	66		23	22	21	66		93	91		92										94	
Durham ES	17	5		22		25	14		39		25	14		39		53	40		50										79	
Durkee ES						2	2				2	2																		*
Elirod ES	7			7		1			1		1			1		86			86								*		*	
Franklin ES			2	2	21	21																					86			*
Gregg ES	11			11		1			1		1			1		82			82								*		*	
Harris JR ES	46			46		20			20		20			20		59			59										60	
Helms ES	20	2	4	26		30	13	16	59		30	13	16	59		85	*		85										95	
Herod ES	17	12	15	44		6	4	6	16		6	4	6	16		65	83	73	73										100	
Herrera ES		1	17	18				1	4	5				1	4	5			10								*	*	100	
Hobby ES	22			22		35	1		36		35	1		36		77			77										44	
Kelso ES						6			6		6			6															83	
Law ES	5	10		15		18	16	11	45		18	16	11	45		80	90		87										73	
Love ES	11			11		14			14		14			14		64			64										71	
Mading ES	9			9		15			15		15			15		100			10										80	
Martinez C ES	12			12		9			9		9			9		58			58										89	
McNamara ES						1			1		1			1													*		*	
Memorial ES	19	7		26		5	6		11		5	6		11		79	86		81								100	100	100	

Appendix J.4 (continued)
English STAAR Mathematics Performance of Dual-Language Bilingual Program (DL) Students by Campus
(2019 Data): Number Tested and Percent Met Approaches Grade Level Standard

Campus	Number of Students Tested												Percent Met Approaches Grade Level																							
	YT						YO						NT						YT						YO						NT					
	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total								
Moreno ES																																				
Patterson ES	64			64				12			12										80			80					100			100				
Pugh ES												1			1																					
Reagan Ed Ctr PK-8									51		51				2																					
Robinson ES	25			25				12			12	1			13																					
Roosevelt ES	20			20				8			8	1			9																					
Scarborough ES	58			58				35			35	1			36																					
Shearn ES	13	12		25				12			12	8			20																					
Sherman ES	33			33				8			8	1			9																					
Twain ES		1	5	6				4			4	8			13																					
Wainwright ES	12			12				13			13				13																					
Wharton ES			21	21								40			40																					
Whidby ES	6	6		12				10			10	10			20																					
Campus	6	7	8	Total	6	7	8	Total	6	7	8	Total	6	7	8	Total	6	7	8	Total	6	7	8	Total	6	7	8	Total	6	7	8	Total				
Black MS												1			1																					
Burbank MS	128	149	91	368					1	1	1	3																								
Hamilton MS	16	7		23				11	10	4	25																									
Hogg MS			1	1				19	13	12	44																									
Meyerland MS								3	5	5	13																									
Wharton ES	5	3		8				14	12		26																									

* Indicates fewer than five students tested

Appendix J.5

TELPAS English Language Proficiency of Dual-Language Bilingual Program (DL) Students by Campus (2019 Data)

Campus	Number Tested										Proficiency Levels (Percent)													
	YT					YO					YT					YO								
	Tested	#B	#A	#AH	#A	Tested	#B	#A	#AH	#A	Tested	#B	#A	#AH	%B	%A	%AH	%B	%A	%AH				
Ashford ES	111	15	48	31	17						79	11	25	28	15	14	43	28	15					
Briscoe ES	87	12	32	31	12										14	37	36	14						
Browning ES	92	16	40	27	9									17	43	29	10							
Burbank MS	384	26	89	168	101									7	23	44	26							
Burnet ES	230	40	85	69	36									17	37	30	16							
Condit ES	40	13	8	17	2									33	20	43	5							
Coop ES	239	50	89	78	22									21	37	33	9							
Daily ES	104	32	32	32	8									31	31	31	8							
Davila ES											79	11	25	28	15	14	32	35	19					
DeAnda ES	288	69	95	91	33									24	33	32	11							
Durham ES	119	25	46	31	17									21	39	26	14							
Durkee ES	1	*	*	*	*						137	55	37	27	18	*	*	*	*	40	27	20	13	
Elrod ES	244	39	107	68	30									16	44	28	12							
Emerson ES	20	2	6	8	4						138	36	56	30	16	10	30	40	20	26	41	22	12	
Franklin ES	40	32	6	1	1						104	14	43	42	5	80	15	3	3	13	41	40	5	
Gregg ES	89	8	52	22	7									9	58	25	8							
Hamilton MS	23	0	4	7	12									0	17	30	52							
Harris JR ES	140	28	53	43	16									20	38	31	11							
Helms ES	161	24	47	63	27									15	29	39	17							
Herod ES	90	14	25	26	25									16	28	29	28							
Herrera ES	103	17	19	24	43						207	54	92	41	20	17	18	23	42	26	44	20	10	
Hobby ES	196	26	81	61	28									13	41	31	14							
Hogg MS	2	*	*	*	*									*	*	*	*							
Kelso ES	1	*	*	*	*						63	15	29	13	6	*	*	*	*	24	46	21	10	
Law ES	116	19	40	38	19									16	34	33	16							
Love ES	99	7	39	37	16									7	39	37	16							
Mading ES	37	3	11	11	12									8	30	30	32							
Martinez C ES	79	15	34	19	11									19	43	24	14							

* Indicates fewer than five students tested

Appendix J.5 (continued)
TELPAS English Language Proficiency of Dual-Language Bilingual Program (DL) Students by Campus (2019 Data)

Campus	Number Tested										Proficiency Levels (Percent)							
	YT					YO					YT			YO				
	Tested	#B	#I	#A	#AH	Tested	#B	#I	#A	#AH	%B	%I	%A	%AH	%B	%I	%A	%AH
McNamara ES	54	13	18	21	2						24	33	39	4				
Memorial ES	70	7	15	30	18						10	21	43	26				
Moreno ES	35	8	19	8	0						23	54	23	0				
Patterson ES	281	13	81	11	74						5	29	40	26				
Pugh ES	73	21	18	25	9						29	25	34	12				
Reagan Ed Ctr PK-8	22	4	10	8	0	179	47	75	46	11	18	45	36	0	26	42	26	6
Robinson ES	163	28	85	38	12						17	52	23	7				
Roosevelt ES	124	21	47	34	22						17	38	27	18				
Scarborough ES	242	90	86	55	11						37	36	23	5				
Shearn ES	117	10	48	29	30						9	41	25	26				
Sherman ES	124	44	51	27	2						35	41	22	2				
Twain ES	41	6	13	12	10						15	32	29	24				
Wainwright ES	124	22	57	37	8						18	46	30	6				
Wharton ES	188	6	66	72	44						3	35	38	23				
Whidby ES	40	11	5	19	5						28	13	48	13				

* Indicates fewer than five students tested

Appendix J.6

TELPAS Yearly Progress of Dual-Language Bilingual Program (DL) Students by Campus

Campus	Number of Students						Percent of Students			
	YT			YO			YT		YO	
	Cohort	#Gain	#No Gain	Cohort	#Gain	#No Gain	% Gain	% No Gain	% Gain	% No Gain
Ashford ES	73	35	38				48	52		
Briscoe ES	65	38	27				58	42		
Browning ES	59	42	17				71	29		
Burbank MS	348	134	214				39	61		
Burnet ES	181	100	81				55	45		
Condit ES	30	19	11				63	37		
Coop ES	179	73	106				41	59		
Daily ES	66	25	41				38	62		
Davila ES				49	24	25			49	51
DeAnda ES	212	120	92				57	43		
Durham ES	89	43	46				48	52		
Durkee ES	1	*	*	85	50	35	*	*	59	41
Elrod ES	184	82	102				45	55		
Emerson ES	17	10	7	92	74	18	59	41	80	20
Franklin ES	2	*	*	102	35	67	*	*	34	66
Gregg ES	77	25	52				32	68		
Hamilton MS	23	14	9				61	39		
Harris JR ES	116	74	42				64	36		
Helms ES	134	70	64				52	48		
Herod ES	74	46	28				62	38		
Herrera ES	86	71	15	171	84	87	83	17	49	51
Hobby ES	137	76	61				55	45		
Hogg MS	2	*	*				*	*		
Kelso ES	1	*	*	45	24	21	*	*	53	47
Law ES	96	46	50				48	52		
Love ES	79	37	42				47	53		
Mading ES	26	14	12				54	46		
Martinez C ES	63	33	30				52	48		
McNamara ES	36	23	13				64	36		
Memorial ES	57	38	19				67	33		
Moreno ES	12	10	2				83	17		
Patterson ES	203	113	90				56	44		
Pugh ES	48	29	19				60	40		
Reagan Ed Ctr PK-8	21	17	4	133	59	74	81	19	44	56
Robinson ES	114	45	69				39	61		
Roosevelt ES	86	43	43				50	50		
Scarborough ES	174	60	114				34	66		
Shearn ES	84	48	36				57	43		
Sherman ES	96	41	55				43	57		
Twain ES	32	22	10				69	31		
Wainwright ES	94	40	54				43	57		
Wharton ES	147	81	66				55	45		
Whidby ES	31	17	14				55	45		

* Indicates fewer than five students tested