

MEMORANDUM

October 12, 2020

TO: Anna White
Executive Director, Multilingual Programs

FROM: Allison Matney, Ed.D.
Officer, Research and Accountability

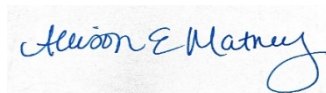
SUBJECT: **2020 PRE-EXIT EL STUDENT PERFORMANCE REPORT**

The Houston Independent School District offers two primary bilingual programs for Spanish-speaking English learners (ELs). In the Transitional Bilingual program (TBP), students may move into a pre-exit phase of bilingual education so long as they meet certain performance criteria. In this pre-exit phase, predominantly English-language instruction is used in core subject areas. Attached is a report summarizing the performance of students who were in the pre-exit phase of the district's Transitional Bilingual program during the 2018–2019 school year.

Key findings include:

- A total of 3,367 English learners were in the pre-exit phase of TBP in 2019–2020, a decrease from 4,875 in the previous year.
- Students in the pre-exit phase outperformed other EL students on the reading, mathematics, writing, and science portions of the English DLAs, with gaps ranging from +9 to +16 percentage points.
- Results from the DLAs showed that pre-exit students outperformed the district in reading (+3 percentage points), mathematics (+8 points), and writing (+2 points), but were lower in science (-1 percentage point).
- On the R360, there was a higher percentage of pre-exit students at the At/Above Benchmark level, and fewer at the Urgent Intervention level, compared to other EL students. This was true for both reading and mathematics.
- Program compliance continues to be an issue, as data indicated that only 44 percent of first-year pre-exit students had met the recommended criteria for acceptance into the pre-exit phase in 2019–2020. However, this was a significant improvement over the figure for the previous school year (32 percent).
- Students who had not met the acceptance criteria (but who were nonetheless considered pre-exit) showed markedly lower performance on both DLAs and the R360, and were less likely to have exited EL status even six years after beginning the pre-exit phase.

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



AEM

Attachment

cc: Grenita Lathan Yolanda Rodriguez Khalilah Campbell



RESEARCH

Educational Program Report

**PRE-EXIT ENGLISH LEARNER STUDENT PERFORMANCE
ENGLISH STAAR AND TELPAS
2019 - 2020**



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PRE-EXIT EL STUDENT PERFORMANCE REPORT: STAAR AND TELPAS 2019–2020

Executive Summary

Program Description

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

Highlights

- A total of 3,367 EL students were coded as pre-exit in 2019–2020, a decrease from 4,875 in 2018–2019 and the fourth consecutive year in which there has been an enrollment decline.
- Pre-exit students outperformed other EL students on the reading, mathematics, writing, and science portions of the DLAs for grades 3-8 (English version), with gaps ranging from 9 to 16 percentage points.
- Pre-exit students showed performance advantages compared to the district on STAAR reading (+3 percentage points), mathematics (+8 points), and writing (+2 points), but had a lower passing rate in science (-1 percentage point).
- On the R360, pre-exit students had a higher percentage of students at the At/Above Benchmark level, and fewer at the Urgent Intervention level, compared to other EL students. This was true for both reading and mathematics.
- Pre-exit students did slightly worse than the district in reading, but did better than the district in mathematics.
- Comparison of R360 MOY to BOY scores revealed a mixed pattern, with pre-exit students doing slightly better than other ELs and the district overall in reading (i.e., more students showing improvement from BOY to MOY), but evidence that they showed less growth than comparison groups in mathematics.
- Analysis of data from first-year pre-exit students showed improvement in adherence to district readiness indicators for acceptance into the pre-exit phase. Overall, 44% of first-year pre-exit students met the established readiness indicators, an increase from the 32% figure reported in the previous year.
- Pre-exit students who had actually met the readiness indicators performed much better than did those who had not, as reflected in 2020 DLA and R360 scores.
- There was also evidence confirming previous observations that students who had not meet the pre-exit readiness indicators are much less likely to successfully exit EL status in subsequent years.

Recommendations

1. It is crucial that students enter the pre-exit phase only if they have met the specified performance criteria in the previous school year. In 2019–2020, it was reported that 44% of new pre-exit students met the readiness criteria, the highest it has been since 2014–2015. However, there are still 56% of new students who did not meet the readiness criteria to participate in the pre-exit phase of the Transitional Bilingual Program. Campus Language Proficiency Assessment Committee (LPAC) administrators need to monitor the academic and linguistic progress of all ELs each year so that students who enter U.S. schools in early grades meet the established readiness indicators before participating in the pre-exit phase of the Transitional Bilingual program. The Multilingual Programs department shall share the data from the District Level Assessment (DLA) and the Renaissance 360 norm-referenced assessment data, to communicate that students who do not meet the pre-exit readiness criteria are far less likely to exit EL status, in order to underscore the impact that improper student placement has on EL academic success.
2. Multilingual will continue monitoring of campus compliance in the application of the pre-exit readiness indicator. Campuses should adhere to the pre-exit readiness criteria recommendations found in the district [Multilingual Program Guidelines](#). Academic achievement of students participating in the pre-exit phase should be reviewed for each campus, to ensure that the appropriate performance indicators are being utilized to screen students for entry into the pre-exit phase according to district guidelines. In addition, reports for each campus should be generated for monitoring throughout the year, with customized data to be reviewed with the Schools Office.
3. In order to continue to provide appropriate native language support, the Multilingual Programs department should ensure that teachers serving students in the pre-exit phase should all be bilingual certified. If this is not the case, an exception to the Bilingual Education program must be filed with the district to be included in the required TEA Bilingual Education Exception and/or ESL Waiver Application, if necessary.

Introduction

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

Students in the Transitional program (who entered the program in prekindergarten or kindergarten) have the option of entering the *pre-exit phase or strand* in grades 3 through 5 if they meet certain performance criteria.¹ In the pre-exit phase, English instruction is emphasized, with introduction and reinforcement of new concepts done in the primary language. This report summarizes data from EL students who participated in the pre-exit phase of the district’s Transitional Bilingual Programs (grades 3 through 5) in 2019–2020.

An illustration of the normal progression through the Transitional bilingual program is provided in **Figure 1**. Students who enter the program in prekindergarten or kindergarten will normally receive some Spanish-language instruction through grade 5. In the pre-exit phase or strand, ELs have all subjects taught in English, with only supplemental Spanish instruction for concept development.

Students are admitted to the pre-exit strand in grades 3 to 5 only if certain criteria are met, as illustrated in **Table 1** (p.4). Note that a student who was admitted into the pre-exit phase in 2019–2020 would be admitted on the basis of performance in the previous school year (i.e., 2018–2019).

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

Expectations

- * Students will make at least one level of growth in English proficiency on an annual basis in the areas of Listening, Speaking, Reading, and Writing as documented in TELPAS.
- * Continuously enrolled English learners should meet reclassification criteria by their fifth year in US schools.

YL

PK	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Spanish Literacy Mathematics Social Studies Science	Spanish Reading & Language Arts Mathematics Social Studies Science	Spanish Reading & Language Arts Mathematics Social Studies	Spanish Reading & Language Arts Mathematics	Spanish Reading & Language Arts Mathematics	Spanish Reading & Language Arts Mathematics	Spanish Reading & Language Arts Mathematics
English Ancillary 30-45 min ESL/ELD	English Ancillary 30-45 min ESL/ELD	English ESL Science Ancillary 30-45 min ESL/ELD	English ESL Social Studies ESL Science Ancillary 45 min ESL/ELD	English ESL Social Studies ESL Science Ancillary 75 min ESL/ELD	English ESL Social Studies ESL Science Ancillary 75 min ESL/ELD	English ESL Social Studies ESL Science Ancillary 75 min ESL/ELD

ESL= English as a Second Language, ELD=English Language Development

All transitional bilingual students are considered YL until meeting the following criteria:

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

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

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

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

Fifth Grade Pre-Reclassification Phase Readiness Indicators Based on Fourth Grade Data

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

YP

3rd Grade	4th Grade	5th Grade
Strategic Spanish Support*	Strategic Spanish Support*	Strategic Spanish Support*
English TBP/Pre-Exit ESL Reading TBP/Pre-Exit ESL Language Arts ESL Mathematics ESL Social Studies ESL Science Ancillary	English TBP/Pre-Exit ESL Reading TBP/Pre-Exit ESL Language Arts ESL Mathematics ESL Social Studies ESL Science Ancillary	English TBP/Pre-Exit ESL Reading TBP/Pre-Exit ESL Language Arts ESL Mathematics ESL Social Studies ESL Science Ancillary

Notes

*Strategic Spanish Support is not a course and does not require a grade.

Source: Multilingual Programs Department Guidelines 2019-2020

Table 1. Transition Indicators for Admission into Pre-Exit Phase/Strand for 2019–2020

Entering Grade	Criteria (Based on 2018–2019 Assessments)
Grade 3 Indicators	Student scores Advanced or Advanced High on TELPAS Reading AND TELPAS Writing
Grade 4 & 5 Indicators	Student passes 3 rd or 4 th grade Spanish STAAR Reading (depending on grade) AND Student scores Advanced or Advanced High on TELPAS Reading AND TELPAS Writing

Source: HISD Multilingual Programs Guidelines

Methods

Participants

EL students in the pre-exit phase of the district's bilingual programs were identified using 2019–2020 IBM Cognos and Public Education Information Management System (PEIMS) databases. A summary of enrollment figures for EL students in the various programs is shown in **Table 2**. Note that enrollment in the Transitional bilingual program declines after grade 2, corresponding to an increase in the number of students coded as pre-exit in grade 3. All pre-exit ELs in grades 3 through 5 with valid results from either of two selected interim assessments (see below) were included in analyses for this report. There were 3,367 students coded as pre-exit in 2019–2020. This compares to 4,875 in 2018–2019, a decrease of 30.9%. Note that pre-exit student enrollment in 2016–2017 was 7,393, and in 2015–2016, it was 7,800. This decline is presumably due to the introduction of transition indicators for pre-exit admission.

Data Collection & Analysis

District student performance is usually evaluated in part based on results from statewide assessments. Specifically, 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). Since the district was forced to close in March of 2020 due to the COVID-19 outbreak, testing on these was incomplete and results are unavailable for 2019–2020. Instead, student performance on two district interim assessments are included in this report.

District-level assessments (DLAs) are STAAR-like curriculum-based assessments created by HISD's Curriculum Department. HISD uses the DLA's as a benchmark assessment for all STAAR-tested grades/courses, and administers these during a December testing window. DLAs are intended to be cumulative assessments of student learning in preparation for STAAR, and DLA scores are highly correlated with performance on the actual STAAR assessment (Houston Independent School District, Student Assessment Department; personal communication, 1/8/2020). The present report includes DLA results in reading and mathematics in both English and Spanish.

Table 2. EL Enrollment by Bilingual Program and Grade Level, 2019–2020

Program	PK	K	1	2	3	4	5	6
Transitional	4,621	3,986	4,286	3,979	3,244	1,866	561	14
Pre-Exit	0	0	0	0	508	1,102	1,719	38
Dual Language	838	968	1,140	1,084	1,075	831	337	175
Cultural Heritage (Vietnamese)	10	0	22	13	9	0	0	0
Mandarin Bilingual	22	8	16	14	9	7	3	1
Arabic Bilingual	26	23	21	12	14	20	0	0
French Bilingual	18	11	19	7	9	0	0	0

Source: Cognos Data Warehouse 5/13/20

The second interim assessment included in this report is the Renaissance Star 360® (R360). This assessment is a comprehensive, nationally normed pre-K to grade 12 interim and formative assessment suite that is used for universal screening; progress monitoring; and evaluating student growth. The present report includes R360 results for reading and mathematics in both English and Spanish. For 2019–2020, only data for the BOY (9/3 through 9/24) and MOY (1/6 through 1/29) testing windows were available. For both assessments, All ESL students with valid assessment results from 2019–2020 were included in analyses for this report, as were all students who had participated in one of these programs but who had since exited EL status. **Appendix A** (see p. 11) provides further details on each of the assessments analyzed for this report.

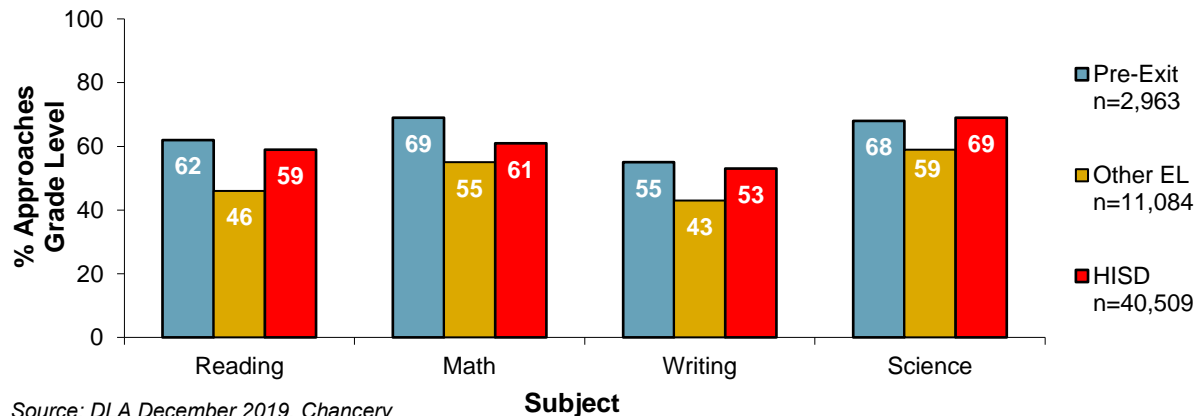
Results

DLA Grades 3-8

Figure 2 shows the mean percentage of students who met the Approaches Grade Level standard on the Grade 3-8 English DLA in 2020 (December testing window). Results are shown for pre-exit students, other EL students, and all students districtwide.

- Pre-exit student performance was superior to that of the district on all tests except science, with performance advantages ranging from 2 to 8 percentage points.
- Pre-exit students had higher passing rates than other ELs in all subjects, with advantages ranging from 9 to 16 percentage points. More detailed data on DLA performance can be found in **Appendix B** (see p. 14), including grade-level results and the number of students tested.

Figure 2. Pre-Exit EL Grade 3-8 English DLA Performance in 2020 (Percentage of Students Who Met the Approaches Grade Level Standard), by Subject (Other EL and HISD Overall Results Included for Comparison, Grades 3–5 Only)

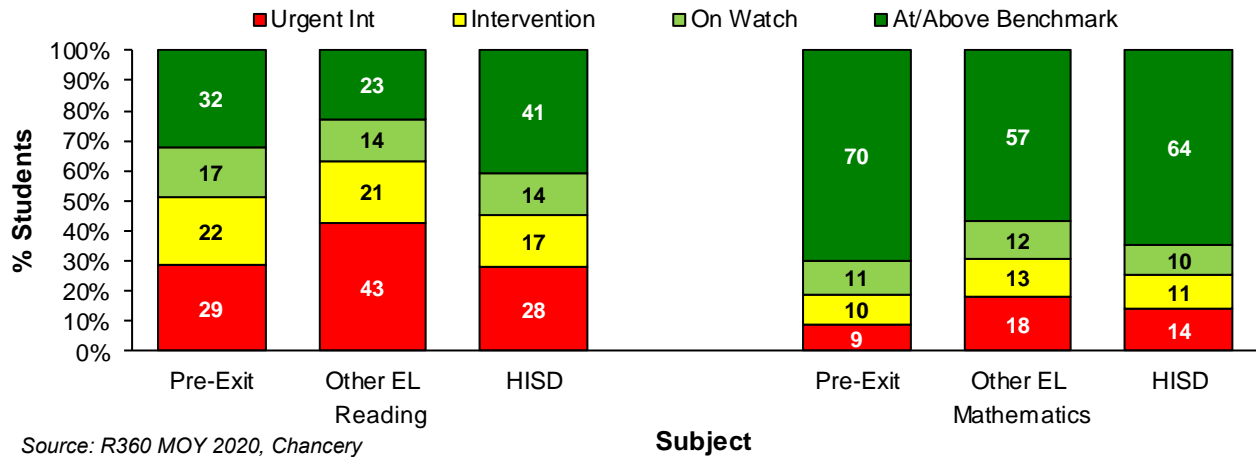


Source: DLA December 2019, Chancery

R360

- This section summarizes R360 performance for students in the pre-exit program. **Figure 3** (see p. 6) shows the percentage of students at each intervention level in the R360 reading and mathematics assessments. Results are shown for pre-exit students, other ELs, and all students districtwide (grades 3–5 only).
- Pre-exit students had a higher percentage of students at the At/Above Benchmark level, and fewer at the Urgent Intervention level, compared to other EL students. This was true for both reading and mathematics

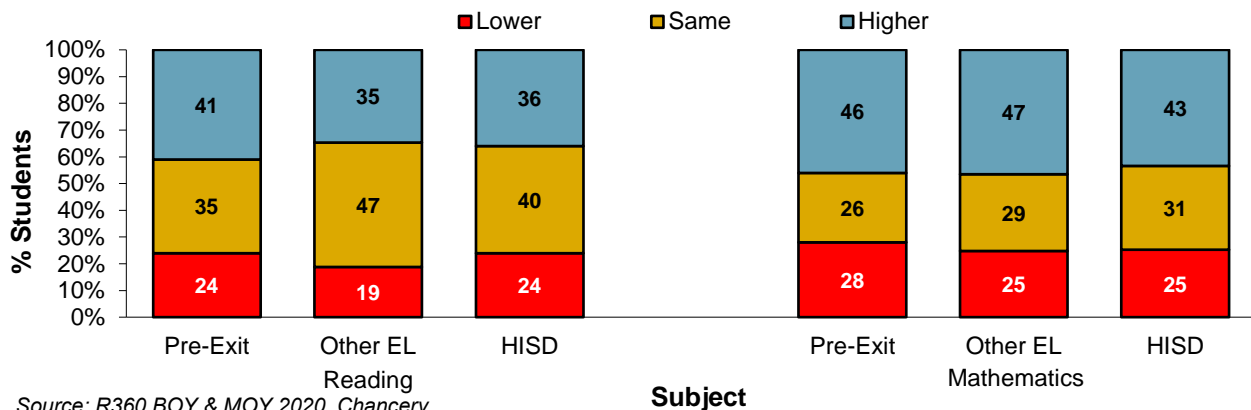
Figure 3. Pre-Exit Student R360 Performance 2020: Percent of Students at Each Intervention Level by Subject, Other ELs and Districtwide Results Included (Grades 3–5 Only)



Source: R360 MOY 2020, Chancery

- Pre-exit students did slightly worse than the district in reading, but did better than the district in mathematics (more students At/Above Benchmark and fewer at the Urgent Intervention Level). Further details including grade level data can be seen in **Appendix C** (p. 15).
- **Figure 4** summarizes data concerning changes in student performance on the R360 between BOY and MOY testing in 2019–2020. Results are shown for both reading and mathematics, and for pre-exit students, other ELs, and all students districtwide. For these analyses students were categorized as having scored higher at MOY than BOY, lower at MOY than BOY, or scored at the same level.
- Results of these analyses were mixed. Compared to students districtwide, pre-exit students had a higher percentage who improved their performance from BOY to MOY in both reading and mathematics. However, in mathematics, they also had a higher percentage who did worse in MOY testing.

Figure 4. Pre-Exit Student R360 BOY-MOY Performance Change 2020: Percent of Students Scoring Higher, Lower, or the Same in MOY Testing, by Subject, Other ELs and Districtwide Results Included (Grades 3–5 Only)



Source: R360 BOY & MOY 2020, Chancery

Note: Change from BOY-MOY defined as change in percentile rank; "higher" = gain of 5 percentage points or more, "lower" = decline of 5 percentage points or more, "same" = change of 4 percentage points or less.

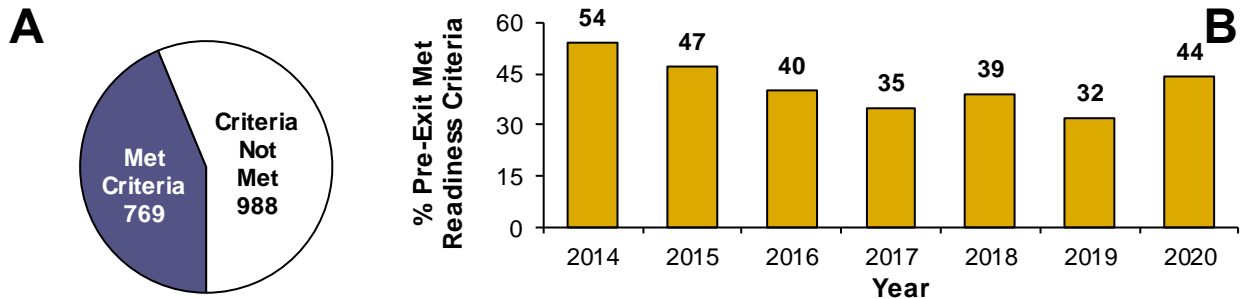
- A comparison of pre-exit students to other ELs showed a similar pattern of inconsistency. In reading, pre-exit students had a higher percentage than other ELs who either improved or did worse in MOY testing. In mathematics, pre-exit students did slightly less well than other ELs in terms of BOY-MOY change. For further details including grade level results see **Appendix D** (p. 16).

What percentage of students who entered the pre-exit phase met the readiness indicators?

Entry into the pre-exit phase is explicitly tied to the criteria summarized in Table 1 (p. 4). Students not meeting these criteria are not supposed to begin the pre-exit phase but instead remain in the Transitional Bilingual program. In previous years, it has been observed that many campuses were not in compliance with these guidelines. Accordingly, data from newly enrolled pre-exit students were analyzed to find out how well the criteria were applied in the current year. A summary of these data is shown in **Figures 6 and 7**.

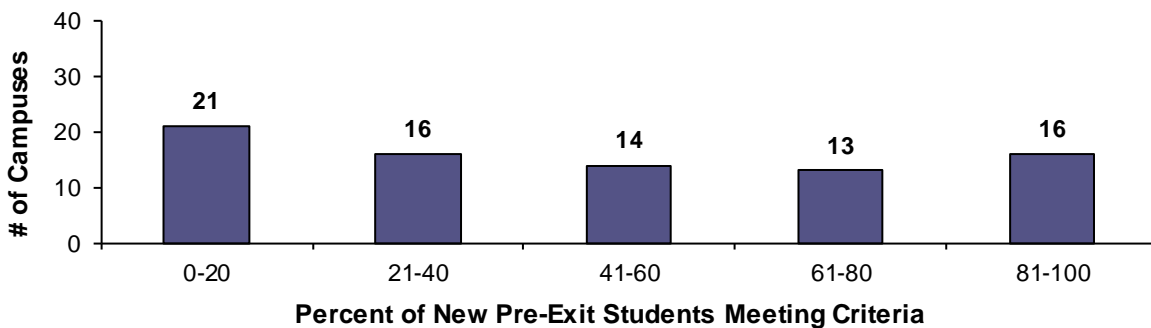
- Overall, 44% of first-year pre-exit students met the stated readiness criteria, and this was an improvement over the 32% observed in 2018–2019 (see **Figure 6**).
- The percentage of new pre-exit students who met the readiness criteria was the highest it has been since 2014–2015, the second year these eligibility criteria were implemented (see **Figure 6b**).

Figure 6. Percentage of 3rd Through 5th-Grade Students Who Started Pre-Exit Phase in 2019–2020, and Who Met the Grade Level Readiness Indicators Required by the District



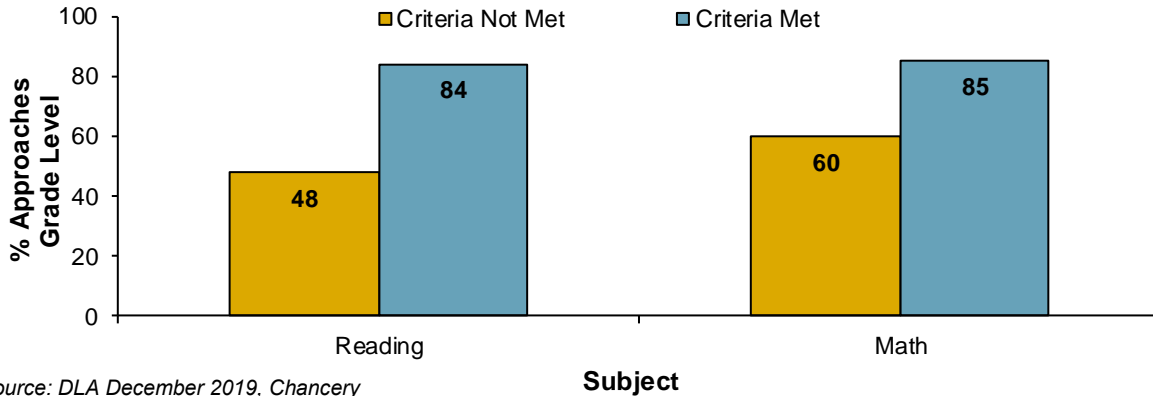
- Of the 80 campuses with new (as of 2019–2020) pre-exit students in grades 3–5, sixteen of them had at least 81% of students who met the stated readiness criteria (see **Figure 7**), and the majority of campuses (51 of 80) had 60% or fewer of new pre-exit students who met readiness criteria.

Figure 7. Counts of Campuses Grouped by the Percentage of New Pre-Exit Students Meeting the Readiness Criteria, 2019–2020



- **Figure 8** (see p. 8) shows the mean percentage of first-year pre-exit students who met the Approaches Grade Level standard on the English DLA in 2020 (December testing window). Data are segregated according to whether the student had or had not met the pre-exit eligibility criteria. Students who had met the readiness criteria performed better on both the reading and mathematics DLA tests.

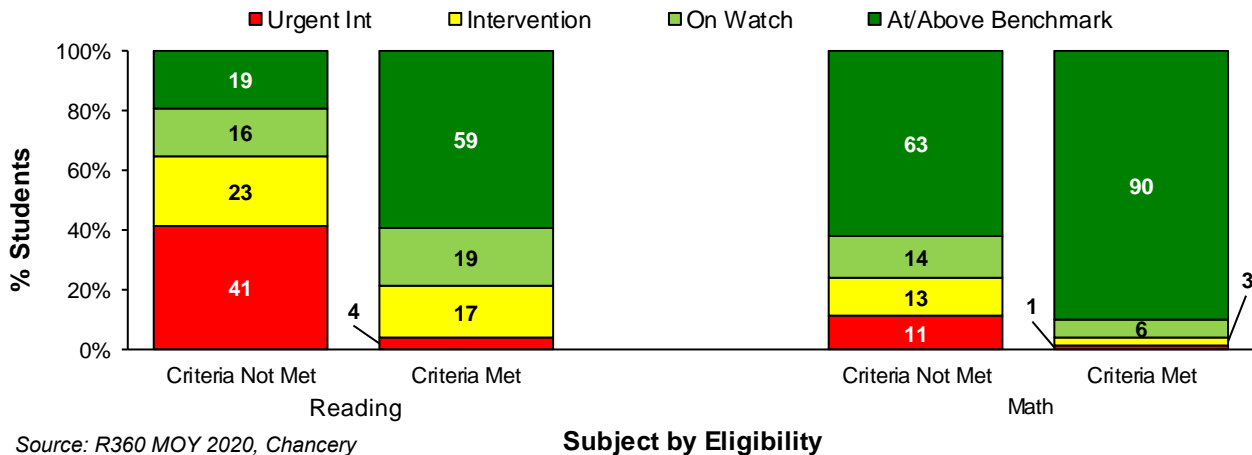
Figure 8. First-Year Pre-Exit EL Grade 3-8 English DLA Performance in 2020 (Percentage Meeting the Approaches Grade Level Standard), by Subject And Whether the Student Had Met Eligibility Criteria



Source: DLA December 2019, Chancery

- Analogous results from the R360 are shown in **Figure 9**. This chart shows the percentage of pre-exit students at each intervention level on the English reading and mathematics assessments (MOY testing window). Pre-exit students who had met the eligibility criteria had a higher percentage of students at the At/Above Benchmark level, and fewer at the Urgent Intervention level, compared to those who not met the criteria. This was true for both reading and mathematics

Figure 9. Pre-Exit Student R360 Performance 2020: Percent of Students at Each Intervention Level by Subject and Whether They Had Met Eligibility Criteria

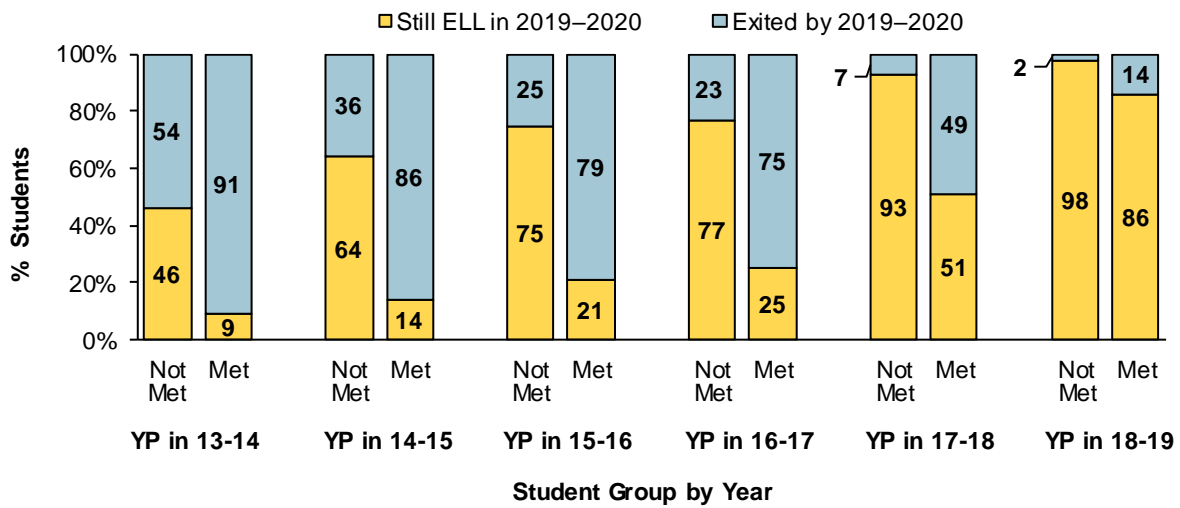


Source: R360 MOY 2020, Chancery

Are pre-exit students who meet the readiness indicators successful in exiting EL status?

- **Figure 10** (see p. 9) shows the percentage of students entering the pre-exit phase in 2013–2014 through 2018–2019, who had exited EL status as of 2/17/20. Data are broken down by whether the student had met the applicable readiness indicators for that year.
- For each cohort of new pre-exit students, results showed that students were far less likely to have exited EL status by 2019–2020 if they had not met the pre-exit readiness criteria which were applicable when they first entered pre-exit status.
- Even students who entered the pre-exit phase in the 2013–2014 school year were most likely to still be EL (46 percent) if they had not met the relevant pre-exit readiness criteria, whereas 91 percent of students who had met the readiness criteria that same year had exited EL status.

Figure 10. Percentage of First-Year Pre-Exit students From 2014 through 2019 Who Had Exited EL Status as of 2/17/20, Based on Whether They Did or Did Not Meet the Readiness Indicators



Discussion

In HISD, EL students in the Transitional bilingual education program receive both Spanish and English instruction in grades 3 through 5, but these students (as well as certain students in the Dual Language program) can enter a pre-exit phase of mostly English-language instruction if they meet certain performance criteria. Students in the pre-exit phase are expected to be, if not yet fully proficient in English, at least making progress toward being able to meet EL exit criteria. Performance on the STAAR and TELPAS was not available for this school year, but DLA and R360 results were consistent with previous findings; pre-exit ELs scored higher than other ELs who were not in the pre-exit phase. On the DLA STAAR, the performance gap relative to the district was eliminated in reading, writing, and science, but persisted for mathematics. On the R360, absolute performance levels in MOY testing showed that pre-exit students did better than other ELs, and they were slightly worse in reading while better in mathematics than district students overall.

Forty-four percent of students who started the pre-exit phase in 2019–2020 met the recommended acceptance criteria. This is an improvement over the previous year, and is an encouraging finding. In recent years, there has been a low rate of compliance observed in adherence to these criteria. Previous reports on pre-exit students have provided clear evidence that students who are not prepared to enter the pre-exit phase of the bilingual program (based on their failure to meet the entrance criteria) perform quite poorly on both tests of English language proficiency (TELPAS) and on the state-mandated STAAR assessment. The present findings on DLA STAAR and R360 are consistent with this. Such students are also less likely to successfully exit EL status in subsequent years. It is crucial that the Multilingual Programs Department continue to emphasize to campuses the importance of following the guidelines for acceptance of students into the pre-exit phase.

Endnotes

1. Students in a Dual Language (DL) program cannot enter the pre-exit phase unless they have transferred to a campus without a Dual Language program. In 2012 and again in 2014, the district began implementing revamped guidelines and a revised curriculum for Dual Language schools, which included new time and content allocations for English and Spanish instruction.

This coincided with an expansion of the program to new campuses. At these new DL campuses, implementation of the revised DL program has occurred gradually, beginning in prekindergarten and kindergarten, and moving into higher grades as the original cohorts of students progressed. Based on this implementation timeline, students at DL campuses who do not belong to those original Dual Language cohorts, may enter the pre-exit phase once they reach 3rd, 4th, or 5th grade (assuming they meet the performance criteria), when the revised DL program is not yet offered at those grade levels (grades in which the Transitional Bilingual Program is being phased out).

Appendix A

Explanation of Assessments Included in Report

Annual district program reports usually utilize data from three main statewide assessments: State of Texas Assessments of Academic Readiness for grades 3–8 (STAAR 3-8), STAAR End-of-Course Assessments (STAAR EOC), and for English learners, results from the Texas English Language Proficiency Assessment System (TELPAS). Because of school closures caused by the COVID-19 outbreak, data from these was unavailable for the 2019–2020 school year. Instead it was decided to use results from two of the district’s interim assessments.

District-level assessments (DLAs or benchmarks) are STAAR-like curriculum-based assessments created by HISD’s Curriculum Department. They are administered both online and on paper. The district uses the DLA’s as a benchmark assessment for all STAAR-tested grades/courses, and administers these during a December testing window. DLA is intended to be a cumulative assessment of student learning in preparation for STAAR, and DLA scores are highly correlated with performance on the actual STAAR assessment (Houston Independent School District, Student Assessment Department; personal communication, 1/8/2020). Data from the DLAs provide school leaders, and teachers key formative information regarding student learning. These data can also inform the evaluation of program effectiveness, use of instructional resources, staff development needs, and areas of curricular strengths and weaknesses.

DLA results for each grade and subject are scored as percent correct, and are then converted into STAAR-equivalent performance levels (i.e., Approaches Grade Level, Meets Grade Level, Masters). This conversion uses the most rigorous percent correct performance levels from the last four years of equivalent STAAR-tested grades/courses. Note that although the official testing window for the DLA’s is in December, campuses have the flexibility to administer the assessments whenever they see fit. The data analyzed for this report included results from 242,360 assessments administered in December, as well as an additional 20,049 that were administered in January. Students may take each assessment multiple times, but analyses used only the latest results for each student and subject.

The second interim assessment included in this report is the Renaissance Star 360 © (R360). This assessment is a comprehensive, nationally normed pre-K to Grade 12 interim and formative assessment suite that is used for universal screening; progress monitoring; and evaluating student growth. The R360 includes assessments in Early Literacy (EL), Reading, and Math in both English and Spanish. It is administered online in three different windows during the school year: beginning (BOY), middle (MOY) and at the end of the year (EOY). For 2019–2020, only data for the BOY (9/3 through 9/24) and MOY (1/6 through 1/29) testing windows was available. As with the DLAs, students may take each assessment multiple times, but only results from the latest test are included in this report.

Results for the R360 are reported as a percent correct, which is used to place the student into one of four categories: At/Above Benchmark, for students who scored at or above the 40th percentile rank score; On Watch for students who performed between the 25th and 39th percentiles, Intervention for students who performed between the 10th and 24th percentiles, and Urgent Intervention for students who performed below the 10th percentile rank score.

The R360 is also highly correlated with results from the STAAR assessments, as can be seen in summaries included within **Table B1** and in **Figure B1**. The analyses summarized here include results from R360 and STAAR administrations from the 2018–2019 school year. For R360, data from the MOY test-

Appendix A (continued)

ing window in 2018–2019 was used, and included results for both reading and math in English and Spanish. Campus-level results were analyzed, with the main variable being the percentage of students on each assessment who scored at the On Watch level or better (i.e., 25th percentile or better). For STAAR 3–8 and EOC exams, the main variable (again, summarized at the campus level) was the percentage of students who reached the Approaches Grade Level standard (English and Spanish reading and math for STAAR 3–8, English I/II combined and Algebra I for EOC). Table B1 shows the correlation coefficients between these two measures, while Figure B1 shows the scatterplots for the same data. It can be seen that the R360 and STAAR/EOC results are highly correlated. Where this pattern appears to break down is those cases where one or both measures were subject to a ceiling effect, specifically the Spanish language assessments and Algebra I.

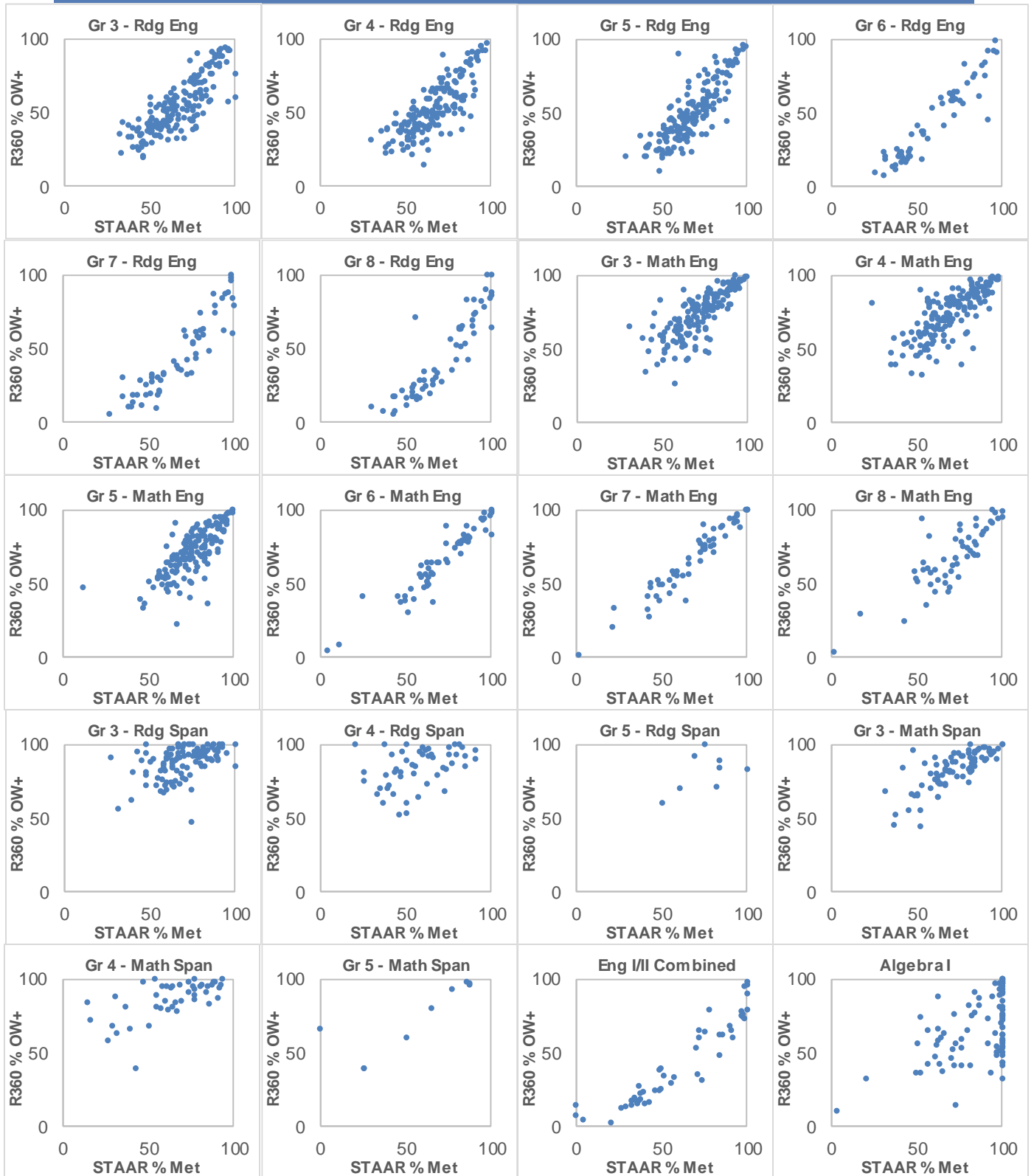
Table B1. Correlation Between STAAR 3-8 and EOC Performance, and Results for Comparable R360 Assessments, 2019–2020 School Year

Grade Level	Subject	Language	# Campuses	R360 % OW+	STAAR % Appr	r
3	reading	E	172	54.9	66.9	0.81
3	reading	S	107	88.0	69.3	0.45
3	math	E	171	74.2	71.8	0.77
3	math	S	83	83.3	71.9	0.77
4	reading	E	170	53.3	66.4	0.80
4	reading	S	50	84.2	57.1	0.40
4	math	E	169	73.5	68.9	0.73
4	math	S	45	86.6	63.6	0.61
5	reading	E	173	50.6	67.8	0.83
5	reading	S	8	81.3	75.5	0.48
5	math	E	173	72.1	76.7	0.75
5	math	S	9	74.6	55.8	0.84
6	reading	E	56	44.4	59.7	0.94
6	math	E	56	66.5	71.3	0.95
7	reading	E	58	45.9	68.4	0.92
7	math	E	57	67.4	68.4	0.96
8	reading	E	58	44.6	70.9	0.91
8	math	E	54	68.5	71.0	0.82
EOC	English I/II	E	49	43.5	60.0	0.93
EOC	Algebra I	E	96	67.7	87.1	0.51

Note: STAAR 3-8 and EOC results from spring 2019 (1st administration only for STAAR 3-8). R360 results are from the January 2019 testing window. Results are summarized at the campus level. Cases where results for both measures showed 0% are excluded from the analyses..

Appendix A (continued)

Figure B1. Scatterplots Showing Relationship Between STAAR 3-8 and EOC Performance and R360 Performance: Results for Spring 2019



Appendix B

English Grade 3-8 DLA Performance of Pre-Exit, Other ELs, and HISD Students: Number Tested and Percentage of Students At Each Performance Level by Grade Level and Subject (2020 Data)

Program	Grade	Enrollment 2020	Reading				Mathematics			
			# Tested	% Appr	% Met	% Masters	# Tested	% Appr	% Met	% Masters
Pre-Exit	3	508	433	68	18	7	437	67	29	9
	4	1,102	1,017	63	29	13	1,024	77	42	24
	5	1,719	1,513	59	27	9	1,537	64	31	11
	Total	3,329	2,963	62	27	10	2,998	69	34	15
Other EL	3	6,732	3,260	41	11	4	3,487	45	17	5
	4	5,962	3,912	47	20	9	3,843	61	28	13
	5	4,774	3,912	51	21	7	3,944	58	25	9
	Total	17,468	11,084	46	18	7	11,274	55	24	9
HISD	3	16,226	11,941	52	19	9	12,223	50	21	7
	4	16,646	13,747	59	31	18	13,634	67	35	18
	5	16,710	14,821	65	38	18	14,827	64	33	13
	Total	49,582	40,509	59	30	15	40,684	61	30	13

Program	Grade	Enrollment 2020	Writing				Science			
			# Tested	% Appr	% Met	% Masters	# Tested	% Appr	% Met	% Masters
Pre-Exit	3	508	0	--	--	--	0	--	--	--
	4	1,102	1,022	55	22	4	0	--	--	--
	5	1,719	0	--	--	--	1,572	68	33	8
	Total	3,329	1,022	55	22	4	1,572	68	33	8
Other EL	3	6,732	0	--	--	--	0	--	--	--
	4	5,962	3,853	43	18	5	0	--	--	--
	5	4,774	0	--	--	--	4,032	59	27	6
	Total	17,468	3,853	43	18	5	4,032	59	27	6
HISD	3	16,226	0	--	--	--	0	--	--	--
	4	16,646	13,472	53	26	8	0	--	--	--
	5	16,710	0	--	--	--	14,797	69	38	12
	Total	49,582	13,472	53	26	8	14,797	69	38	12

Source: DLA student data files December 2019, Chancery

Appendix C

R360 Performance for Pre-Exit, Other ELs, HISD Students: Number Tested and Number and Percentage of Students at Each Intervention Level by Grade Level (Data From January 2020 Testing Window)

Program	Grade	Enrollment 2020	English Reading					English Mathematics				
			# Tested	% UI	% I	% OW	% AB	# Tested	% UI	% I	% OW	% AB
Pre-Exit-	3	508	445	11	15	19	55	442	3	7	9	81
	4	1,102	1,034	23	22	17	38	1,029	6	8	11	75
	5	1,719	1,542	37	24	17	21	1,518	13	13	12	62
	Total	3,329	3,021	29	22	17	32	2,989	9	10	11	70
Other EL	3	6,732	3,847	36	20	15	29	3,781	17	11	12	61
	4	5,962	4,410	43	20	13	24	4,280	16	13	12	59
	5	4,774	4,261	48	22	13	16	4,165	22	15	12	52
	Total	17,468	12,518	43	21	14	23	12,226	18	13	12	57
HISD	3	16,226	12,825	26	16	14	45	12,713	14	10	10	66
	4	16,646	14,500	29	16	13	42	14,181	13	12	11	65
	5	16,710	15,388	30	19	15	37	15,142	15	12	10	62
	Total	49,582	42,713	28	17	14	41	42,036	14	11	10	64

Source: R360 MOY student data file 2020, Chancery

Appendix D

R360 Performance for Pre-Exit, Other EL, and HISD Students: Number Tested and Number and Percentage of Students Who Improved, Stayed the Same, or Showed Declines in Performance, by Grade Level (Data From September 2019 and January 2020 Testing Windows)

Program	Grade	Enrollment 2020	English Reading				English Mathematics			
			# Cohort	% Lower	% Same	% Higher	# Cohort	% Lower	% Same	% Higher
Pre-Exit-	3	508	409	19	25	56	406	22	30	48
	4	1,102	999	24	32	43	997	25	23	51
	5	1,719	1,472	25	40	36	1,486	31	28	41
	Total	3,329	2,880	24	35	41	2,889	28	26	46
Other EL	3	6,732	3,577	17	42	40	3,547	20	29	51
	4	5,962	4,114	18	47	35	4,021	24	27	49
	5	4,774	4,063	20	50	30	3,993	30	30	40
	Total	17,468	11,754	19	47	35	11,561	25	29	47
HISD	3	16,226	12,060	20	39	41	11,952	22	32	46
	4	16,646	13,575	24	40	35	13,337	24	30	47
	5	16,710	14,634	27	40	33	14,350	30	32	39
	Total	49,582	40,269	24	40	36	39,639	25	31	43

Source: R360 BOY & MOY student data file 2020, Chancery