

MEMORANDUM

November 6, 2020

TO: Anna White
Executive Director, Multilingual Programs

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

SUBJECT: **2020 ESL STUDENT PERFORMANCE REPORT**

The Houston Independent School District offers two different English as a Second Language (ESL) programs for language minority students. One of these is a Content-Based ESL (CB-ESL) program where ESL methodology is used to deliver English instruction across a variety of subject areas. The second is a Pullout ESL program (PO-ESL) where students attend special intensive language classes for part of the day, separate from their regular all-English classes. Content-Based ESL is mainly used in the elementary grades, while Pullout-ESL is primarily a secondary-level program. Attached is a report summarizing the performance of students who were in these two ESL programs during the 2019–2020 school year. Included in the report are findings from district interim assessments of academic achievement, specifically the district-level assessments (DLAs) and the Renaissance 360 (R360).

Key findings include:

- A total of 8,965 students were in the Content-Based ESL program in 2019–2020 (up from 8,515 in 2018–2019), with 21,848 students in the Pullout ESL program (up from 20,079 in 2017–2018). An additional 3,441 were considered Alternative ESL by virtue of being instructed by a teacher who was not yet ESL certified.
- All three groups of ESL students did not perform as well as those in the district on the DLAs or the R360, although this pattern did vary by assessment subject.
- On the DLAs for grades 3–8, students in CB-ESL performed better than those in PO-ESL, while on the DLA for EOC subjects there was insufficient data from CB-ESL students to detect any pattern.
- Performance gaps for ESL students were eliminated for those ESL students who had been reclassified and were no longer considered EL. Exited students from both CB-ESL and PO-ESL outperformed the district average on all DLA subjects.
- On the R360, students in CB-ESL had a higher percentage at the At/Above Benchmark level, and fewer at the Urgent Intervention level, than did either those in PO-ESL or those considered Alt-ESL. All three groups did worse than the district overall, with exited ESL students outperforming the district.

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

A handwritten signature in black ink, appearing to read "Kelly Atney", followed by a horizontal line and the letters "AEM" in a sans-serif font.

Attachment

cc: Grenita Lathan Yolanda Rodriguez Khalilah Campbell



RESEARCH

Educational Program Report

**ENGLISH AS A SECOND LANGUAGE
STUDENT PERFORMANCE REPORT
2019 - 2020**



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ENGLISH AS A SECOND LANGUAGE STUDENT PERFORMANCE REPORT: ENGLISH STAAR AND TELPAS 2019–2020

Executive Summary

Program Description

The Houston Independent School District (HISD) offers two main ESL programs for students whose native language is not English and who need to develop and enhance their English language skills (English Language Learners, or ELs). The Content-Based ESL model (CB-ESL) consists of an intensive program of English instruction in all subject areas with instruction delivered through the use of ESL methodology, commensurate with the student's level of English proficiency. The district also offers a Pullout ESL model (PO-ESL), where students are served with an ESL language program for part of each day but are in a mainstream instructional setting in other subject areas. The main difference between Content-Based and Pullout ESL is that for the former, all content area instruction comes from an ESL certified teacher (as specified under Texas Education Code §29.061(c)). Whereas, for the latter, Reading/English language arts instruction must come from an ESL certified teacher, otherwise the student is in a mainstream instructional setting for other content areas. There is also a third group of ESL students, those who are participating in one of the district's ESL programs but who are paired with an English Language Arts (ELAR) teacher who is not ESL certified. Starting in 2019–2020, the district was required to identify any ESL students in this situation, and designate them as Alternative ESL students (Alt-ESL). This report contains summaries of enrollment and academic performance for students in CB-ESL and PO-ESL, as well as those now categorized as Alt-ESL.

Highlights

- During the 2019–2020 school year, there were 8,965 students receiving ESL instruction using the CB-ESL model, and 21,848 receiving instruction using the PO-ESL model. An additional 3,441 were considered Alternative ESL.
- All three groups of ESL students did not perform as well as those in the district overall on the District Level Assessments (DLAs) or R360, although this pattern did vary by assessment subject.
- On the DLA for grades 3–8, students in CB-ESL performed better than those in PO-ESL, while on the DLA for EOC subjects there was insufficient data from CB-ESL students to detect any particular pattern.
- Students who were Alt-ESL in general performed at levels similar to that of students in CB-ESL, with the exception of STAAR 3-9 reading, where they had a lower passing rate.
- The performance gaps for ESL students relative to the district were eliminated for those ESL students who had been reclassified and were no longer considered EL.
- Both exited CB-ESL students and exited PO-ESL students performed better than the district average across nearly all measures on the DLA for grades 3–8 and DLA for EOC subjects.
- On the R360, students in CB-ESL had a higher percentage at the At/Above Benchmark level, and fewer at the Urgent Intervention level, than did either those in PO-ESL or those considered Alt-ESL (both reading and mathematics). All three groups did worse than the district overall.

- Exited ESL students did better than the district overall, particularly at the elementary (grades K-5) level.
- Comparing R360 MOY to BOY scores, a higher percentage of CB-ESL students showed improvement compared to PO-ESL and Alt-ESL students. This difference appeared to be modulated by school level effects, suggesting that differential enrollment by grade level somewhat distorts these group differences when grade is ignored.

Recommendations

1. The higher performance and gains by CB-ESL students shows the importance of instruction by certified teachers in all content areas. The district should take appropriate efforts to ensure that teachers of ESL students are both ESL certified and trained in sheltered instruction methodology.
2. The Multilingual Programs team will ensure that the Principal, LPAC Administrator in collaboration with the Sheltered Instruction (SI) Coach monitor the implementation of linguistic accommodations for English learners.
3. During scheduled campus visits, Multilingual Programs staff shall work with principals and their leadership teams in order to ensure that campuses with appropriately certified teachers are implementing a Content-based ESL program, based on district guidelines. Campuses should be guided in data analysis, EL needs assessment, goal setting, and EL action plan development in order to enhance language services and improve EL academic achievement.
4. Collaboration between the Curriculum & Instruction and the Multilingual Programs departments should result in the development of curricula that include the English Language Proficiency Standards for all content areas.
5. The implementation of the Sheltered Instructional Strategies should continue across the entire district for all students learning in their second language. To support this effort, the Curriculum and Instruction Department should continue to provide teachers with access to Literacy Routine training while the Multilingual Programs Department continues to provide supplemental professional development aligned to the Literacy Routines.
6. Principal appointed SI Coach for campuses reporting ESL waivers and/or bilingual exceptions will be key to ensuring English learners have the support necessary to succeed. The Multilingual Programs team will support and build capacity in SI Coaches throughout the year to ensure that the coaches have the expertise to provide campus administrators and teachers with professional development related to EL needs and supports, feedback and development for teachers of ELs, and oversee the implementation of the EL instructional plan for the campus.

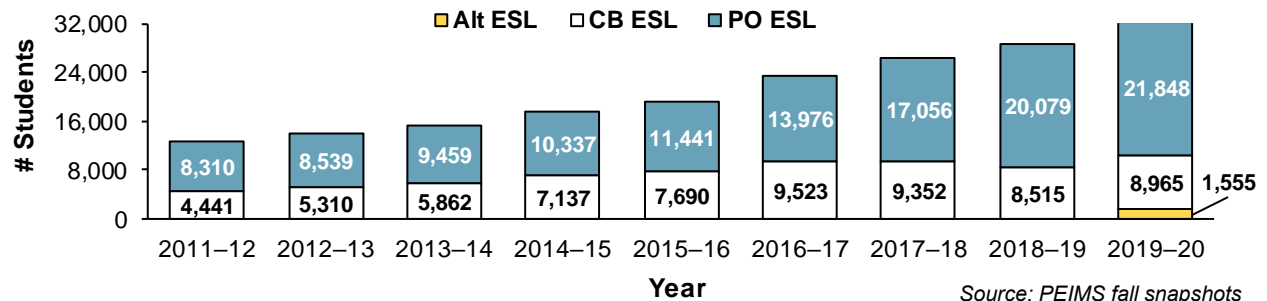
Introduction

The Houston Independent School District (HISD) offers two English as a second language (ESL) programs for students whose native language is not English and who need to develop and enhance their English language skills (English Learners, or ELs). The Content-Based ESL model (CB-ESL) consists of an intensive program of English instruction in all subject areas with instruction delivered through the ESL methodology, commensurate with the student’s level of English proficiency. The district also offers a Pullout ESL model (PO-ESL), where students are served with an ESL language program for part of each day while remaining in a mainstream instructional arrangement in the other content areas. In middle and high school, PO-ESL means that students are receiving the minimal support of one or more ESL/English Language Arts (ELA) courses (see **Appendix A**, p. 13 for details). The main difference between Content-Based and Pullout ESL is that for the former, all content area instruction comes from an ESL certified teacher (as specified under Texas Education Code §29.061(c)). Whereas, for the latter, Reading/English language arts instruction must come from an ESL certified teacher, otherwise the student is in a mainstream instructional setting for other content areas.

In some cases, students in one of the district’s ESL programs may be paired with an English Language Arts (ELAR) teacher who is not ESL certified. When that is the case, the district is required to request an ESL waiver from TEA. Starting in 2019–2020, the district was required to identify any ESL students in this situation and code them as Alternative ESL (Alt-ESL). This report also includes a separate accounting of these students as well as those in the two previously described programs. Note that these students also existed in previous years, but they would simply have been considered to be CB or PO-ESL regardless of the fact that an ESL exception had been requested. Alt-ESL does not represent a special program; students so identified are receiving instruction based on one of the existing ESL programs.

The purpose of this report is to provide program staff with a detailed examination of ELs enrolled in the district’s ESL programs. The report includes data concerning the number of students enrolled in ESL, as well as information on their academic progress in English (District Level Assessment benchmark tests and Renaissance 360 beginning and middle-of-year performance).

Figure 1. EL Enrollment by ESL Program Type, 2010–2011 to 2019–2020



Methods

Participants

ELs in the Content-Based and Pullout ESL programs, as well as those considered Alternative ESL, were identified using 2019–2020 Chancery Student Management System (SMS), IBM Cognos, and Public Education Information Management System (PEIMS) databases. Enrollment figures for ELs in the programs is shown in **Figure 1**. The majority of ESL students are served under the PO-ESL program (21,848), with fewer students served under the CB-ESL program (8,965). Only 1,555 students were considered Alt-ESL. Total ESL enrollment has increased each year since 2011–2012.

Figure 2. ESL Student Enrollment by ESL Program and Grade Level, 2019–2020

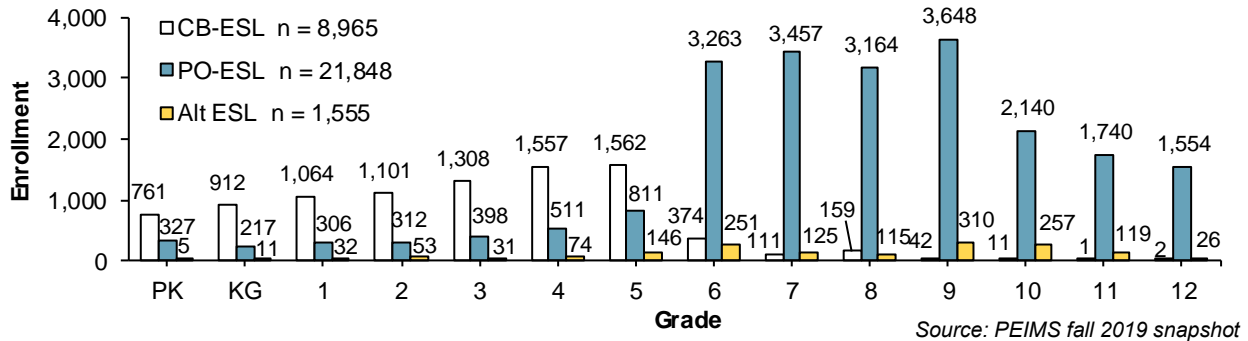


Figure 2 shows ESL enrollment by program and grade level. As can be seen, CB-ESL is more common in the elementary grades, whereas PO-ESL is more common at the secondary level.

Table 1 provides a breakdown of the six most common home languages of students enrolled in ESL, for the period 2012–2013 to 2019–2020. This includes a separate count for students at the elementary and secondary level. Note that Spanish is the most common language for ESL students, even at the elementary level. The number of Spanish-speakers in ESL has increased by over 600 percent since 2012–201, with a 97 percent increase at the secondary level. Arabic is the second most common language for ESL students at both grade levels. Another point to note is that whereas Mandarin is the third most common language for elementary ESL students, it does not rank among the top six languages at the secondary level. The opposite is true for Swahili.

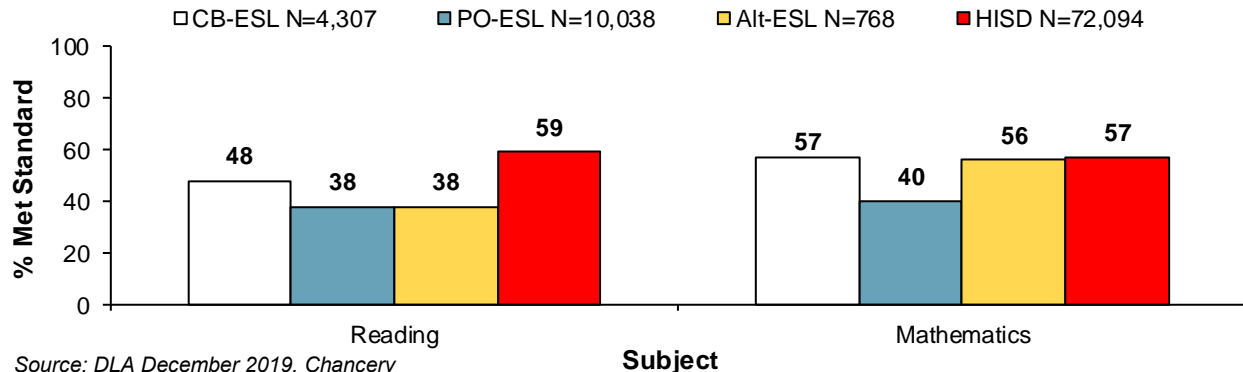
Data Collection & Analysis

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.

**Table 1. ESL Student Enrollment by Home Language and Grade Level, 2012–2013 to 2019–2020
The Six Most Common Home Languages Used**

Grade Level	Home Language	School Year							
		12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20
PK-5	Spanish	1,061	1,528	2,240	3,125	4,808	6,569	7,550	7,641
	Arabic	462	520	643	684	710	706	656	590
	Mandarin	217	229	241	215	231	253	217	225
	Vietnamese	233	184	177	156	241	247	247	197
	Pashto	6	3	15	44	95	144	194	194
	Telugu	66	74	96	102	131	149	166	176
	Other	1,386	1,550	1,617	1,845	1,962	2,123	2,094	2,124
6-12	Spanish	9,186	9,770	11,000	11,446	13,759	14,741	15,987	18,131
	Arabic	174	211	248	294	321	317	322	300
	Swahili	97	125	120	140	199	209	215	218
	Vietnamese	97	101	86	87	94	95	99	101
	Pashto	0	0	0	11	25	39	62	81
	Tigrinya	23	39	52	51	56	52	56	59
	Other	693	835	806	792	728	695	729	776

Source: PEIMS fall snapshots

Figure 3. ESL Student Grade 3-8 DLA Percent Met Approaches Grade Level Standard by ESL Program and Subject, 2020

Source: DLA December 2019, Chancery

District-level assessments (DLAs) are STAAR-like curriculum-based assessments created by HISD’s Curriculum Department. HISD uses the DLAs as a benchmark assessment for all STAAR-tested grades/courses, and administers these during a December testing window. The DLAs are 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). The present report includes DLA results for reading and mathematics (English and Spanish) for grades 3-8, and for the five EOC subjects.

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 was 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.¹ (see **Appendix B**, p. 14 for more explanation).

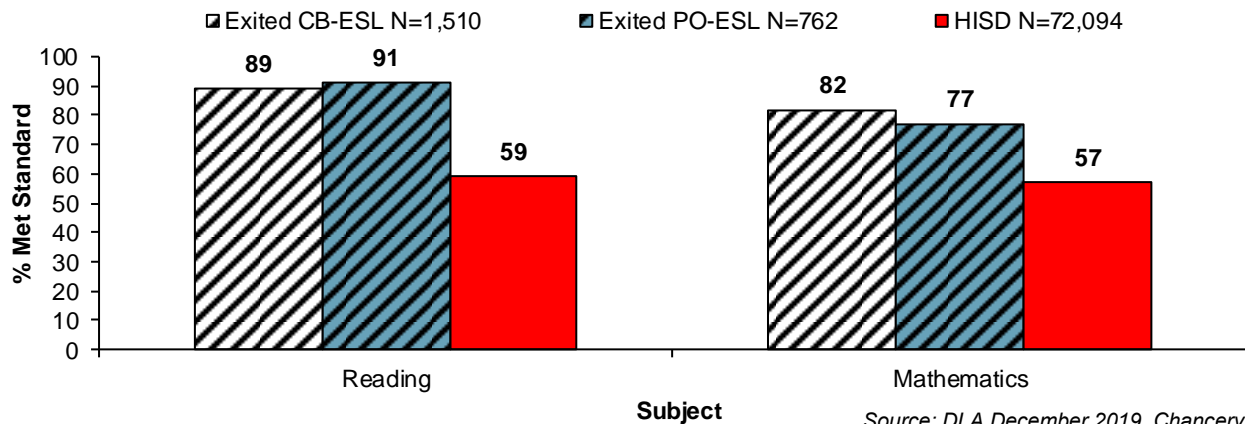
Results

DLA Grades 3-8

- **Figure 3** shows the percent of students who met the passing standard (Approaches Grade Level) for the reading and mathematics sections of the grade 3-8 DLA assessment in 2020 (December testing window). For further details, including performance by grade level, see **Appendix C** (p. 17).
- CB-ESL performance exceeded that of PO-ESL in both reading and mathematics. Students coded as Alt-ESL had the same performance level as PO-ESL in reading, but were almost the same as CB-ESL in mathematics.
- All groups of ESL students were lower than the district in reading (gaps of 11, 21, and 21 percentage points, respectively), whereas only PO-ESL was significantly lower than the district in mathematics (gap of 17 percentage points).
- DLA results for exited ESL students (**Figure 4**, see p. 6) show that students who had exited CB-ESL exceeded the district on reading and mathematics in 2020, as did those who had exited PO-ESL. Exited CB-ESL students also had higher passing rates than did students from PO-ESL in mathematics (5 percentage points), but not reading (-2 percentage points).

ENGLISH AS A SECOND LANGUAGE STUDENT PERFORMANCE REPORT 2019–2020

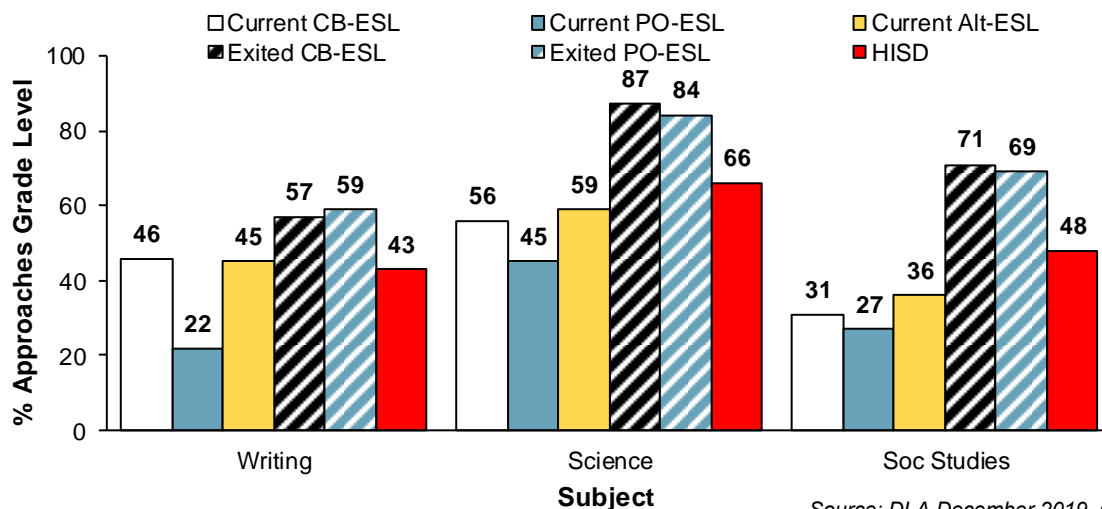
Figure 4. Exited ESL Student Grade 3-8 DLA Percent Met Approaches Grade Level Standard by ESL Program and Subject, 2020



Source: DLA December 2019, Chancery

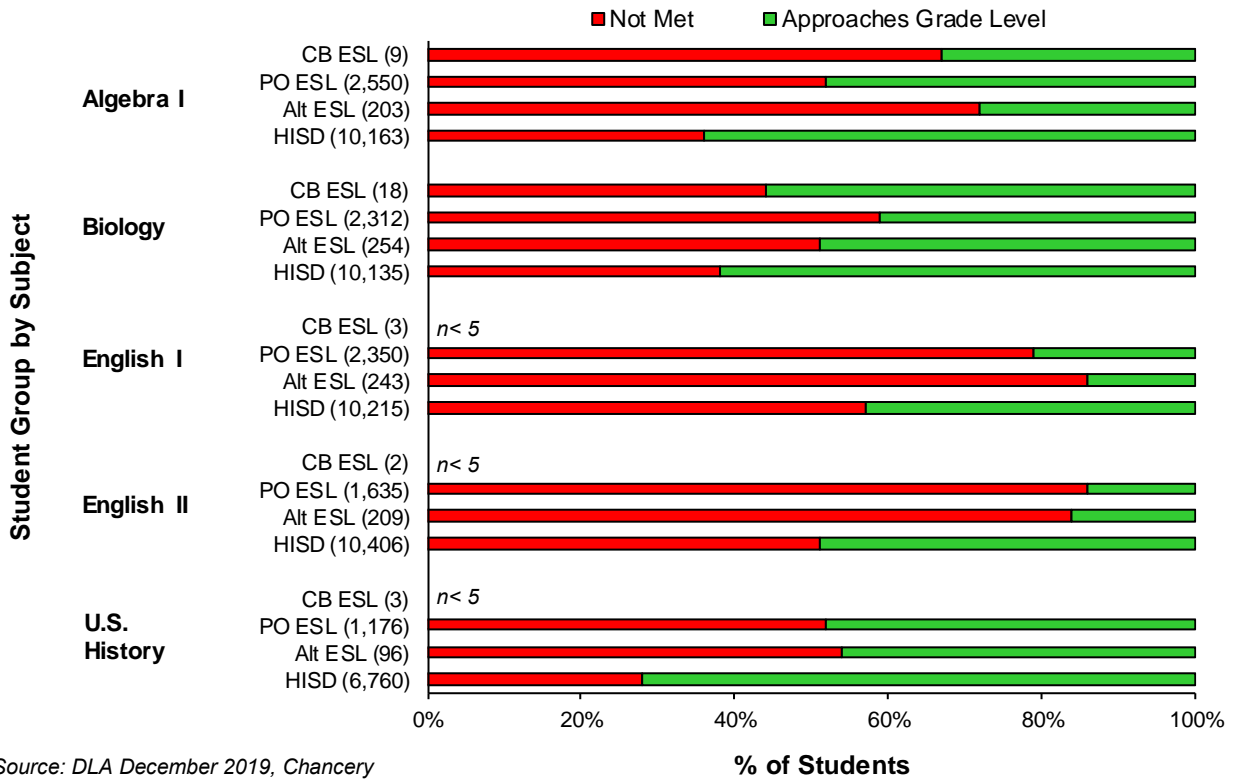
- **Figure 5** (below) shows DLA results from the three other STAAR subjects (writing, science, and social studies). Results are shown for both current and exited ESL students, as well as the district overall (see **Appendix D** for further details, p. 18).
- Results showed that CB-ESL did better than PO-ESL students in all three subjects, with advantages ranging from 4 to 24 percentage points. Students considered Alt-ESL performed slightly lower than those in CB-ESL in reading (-1 percentage point), but exceeded their performance in science and social studies (+2 and +5 percentage points, respectively).
- All ESL students were lower than the district on the science and social studies assessments, both CB-ESL and Alt-ESL students had better scores than the district in writing.
- Exited ESL students did better than the district, with advantages ranging from +14 to +23 percentage points. Exited CB-ESL did better than exited PO-ESL in science (+3) and social studies(+2 percentage points), but were slightly lower in reading (-2 percentage points).

Figure 5. Grade 3-8 DLA Writing, Science, and Social Studies: Percent Met Approaches Grade Level Standard by ESL Program and Subject, 2020



Source: DLA December 2019, Chancery

Figure 6. ESL Student DLA Percent Met Approaches Grade Level Standard by ESL Program and EOC Subject, 2020

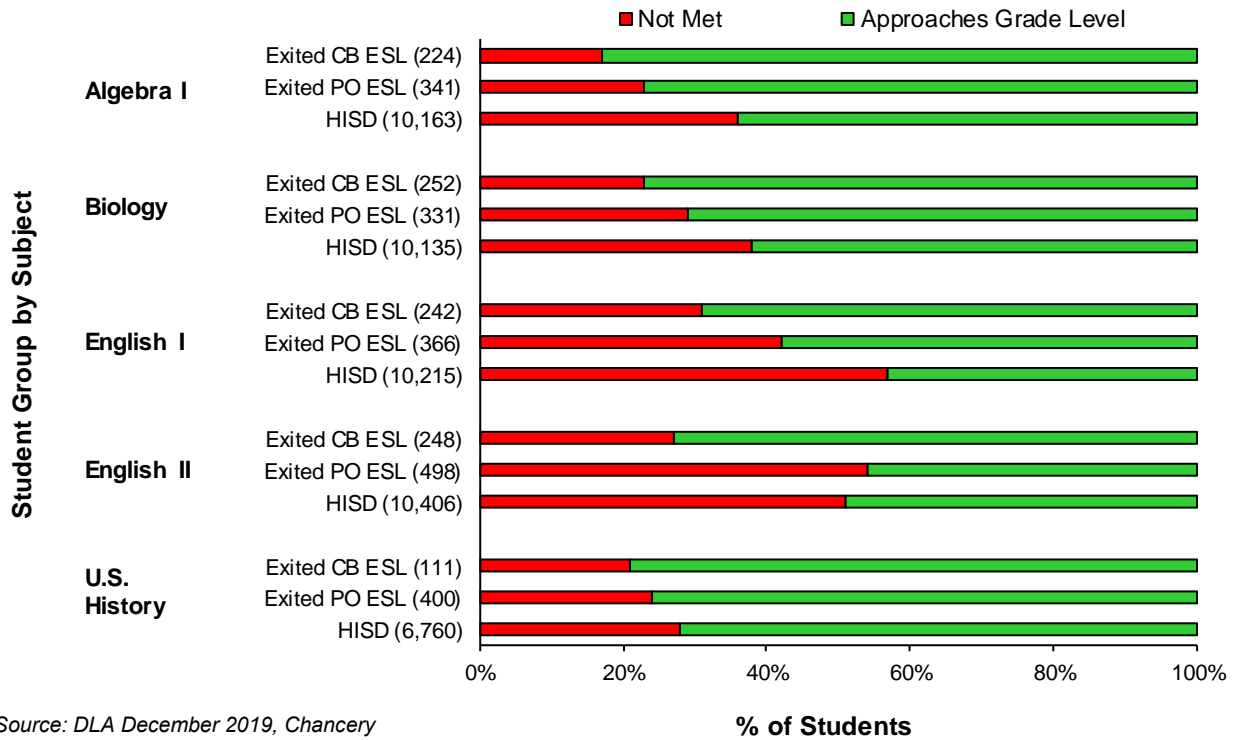


Source: DLA December 2019, Chancery

DLA EOC Subjects

- **Figure 6** shows results for current ESL students on the DLA assessments in the EOC subjects (see also **Appendix E**, p. 19). Tests included Algebra I, Biology, English I and II, and U.S. History. For each test, the figure shows the percentage of students who met the Approaches Grade Level standard for 2019–2020 (green). Red indicates the percentage of students who failed to meet this standard (number tested in parentheses).
- All three groups of ESL students (CB-ESL, PO-ESL, and Alt-ESL) had fewer students who met standard or better, and more who failed to meet standard, than did the district overall (only 14% to 21% of ESL students passed English I or II).
- Relative performance of the ESL groups was variable, with each group scoring either better or lower than the other two, depending on the subject of the assessment.
- **Figure 7** (see p 8) shows DLA performance in EOC subjects for ESL students who had exited EL status. HISD’s overall results are included for comparison (see also Appendix E).
- Students who had previously been in CB-ESL had higher passing rates than did HISD overall or those who had previously been in PO-ESL, and this was true for all subjects.
- Exited PO-ESL students had higher passing rates than the district in four of five subjects, scoring lower than the district only in English II (-3 percentage points).

Figure 7. Exited ESL Student DLA Percent Met Approaches Grade Level Standard by ESL Program and EOC Subject, 2020

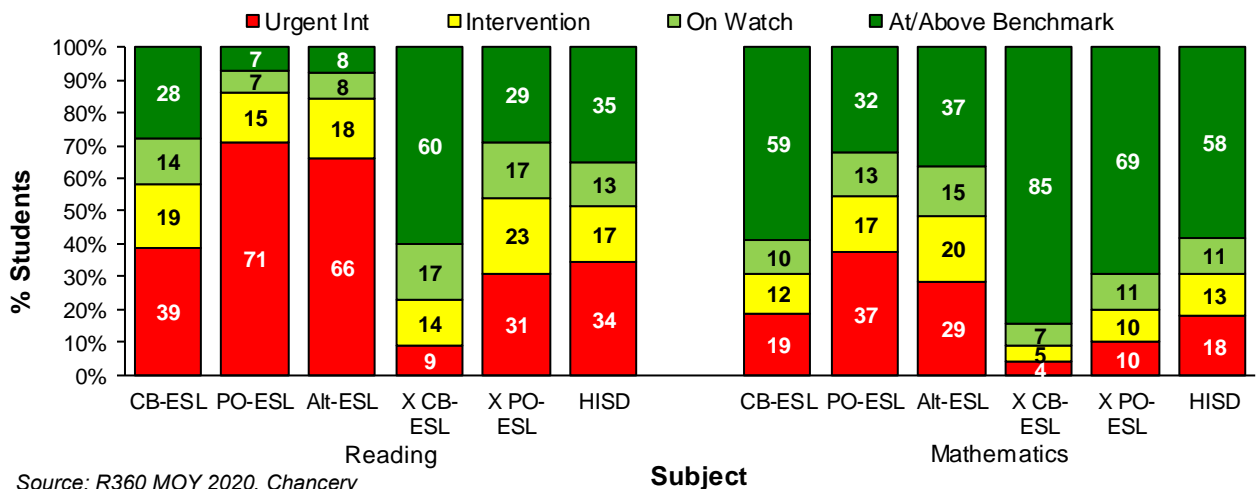


Source: DLA December 2019, Chancery

R360

- This section summarizes R360 performance for students in ESL. Two different sets of analyses are included. The first summarizes the percentage of students who scored at each of the four intervention levels during the MOY testing window (January of 2020). The second set of analyses reports the percentage of students who either improved or regressed in terms of their performance level, between the BOY and MOY testing windows in 2019–2020.
- Figure 8** shows the percentage of students at each intervention level in the R360 reading and mathematics assessments. Results are shown for both current and exited ESL students (grades K–12).

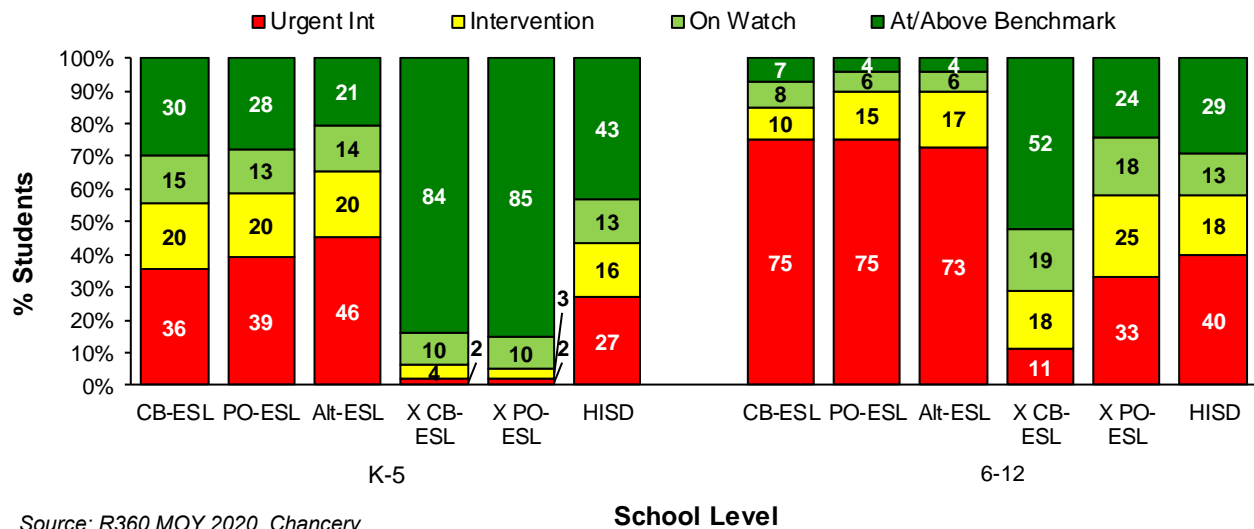
Figure 8. ESL Student R360 Performance 2020: Percent of Students at Each Intervention Level by ESL Program and Subject, Current and Exited ELs Included



Source: R360 MOY 2020, Chancery

- Students in CB-ESL had a higher percentage who scored At/Above Benchmark level, with fewer at the Urgent Intervention level, than did either those in PO-ESL or those considered Alt-ESL. This was true for both reading and mathematics
- All three groups did worse than the district overall.
- Exited CB-ESL students did better than the district in both subjects, while exited PO-ESL students did better than the district in mathematics but with mixed results for reading (fewer students At/ Above Benchmark but also fewer at the Urgent Intervention Level).
- Further details including grade level data can be seen in **Appendix F** (p. 20).

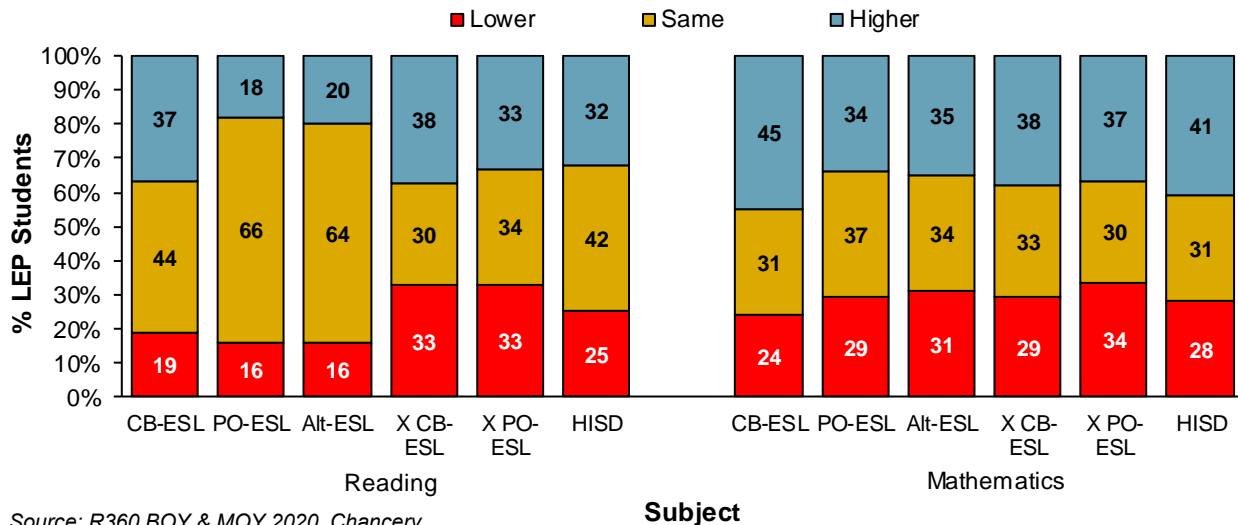
Figure 9. ESL Student R360 Performance 2020: Percent of Students at Each Intervention Level by ESL Program and School Level, Current and Exited ELs Included (R360 Reading)



Source: R360 MOY 2020, Chancery

- A further exploration of the R360 MOY performance is shown in **Figure 9** (above), which focuses on reading results but separates the data based on school level (K–5 vs. 6–12).
- It can be seen that at both school levels, current ESL students do worse than the district overall, but that ESL students do particularly poorly at the secondary level; about 75 percent of secondary ESL students were at the Urgent Intervention level in reading based on MOY testing, with only 4–7 percent at the At/Above benchmark level (see also **Appendix G**, p. 21).
- Exited ESL students still in elementary school did very well, with about 85 percent scoring at the At/ Above benchmark level. Exited ESL students at the secondary level still did well, but CB-ESL and PO-ESL are not equivalent. Exited CB-ESL performed better than the district (more students At/ Above benchmark and fewer at Urgent Intervention levels). However, exited PO-ESL results are mixed (fewer students At/Above Benchmark but also fewer at the Urgent Intervention Level).
- **Figure 10** (p. 10) 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 current as well as exited ESL students. 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.

Figure 10. ESL Student R360 BOY-MOY Performance Change 2020: Percent of Students Scoring Higher, Lower, or the Same in MOY Testing, by ESL Program and Subject, Current and Exited ELs Included



Source: R360 BOY & MOY 2020, Chancery

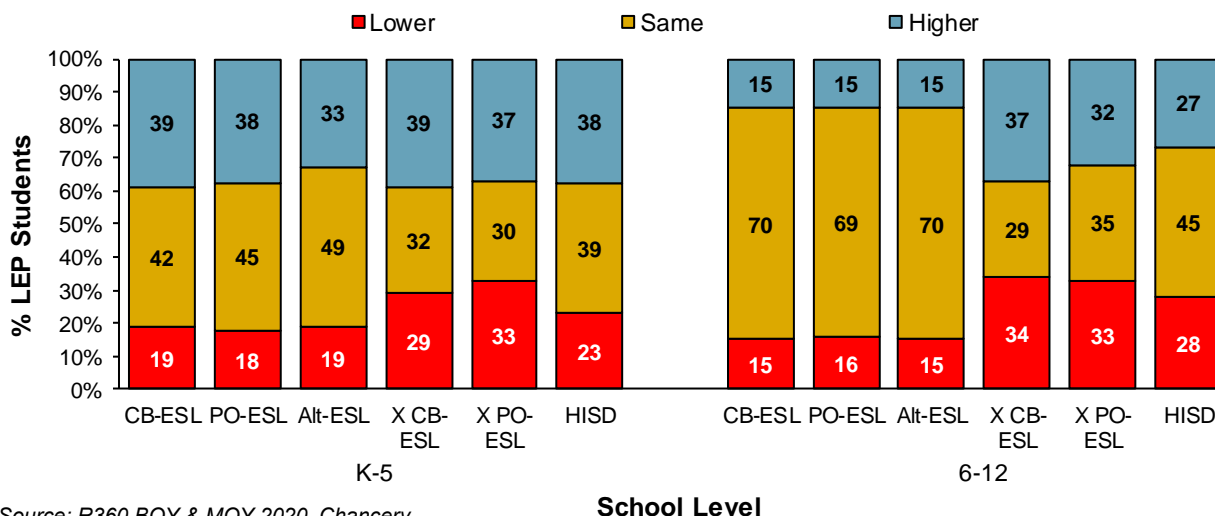
Note: Change from BOY-MOY defined as change in percentile rank; “higher” = gain of 5 percentage points or more, “lower” = decline of 5 percentage points or more, “same” = change of 4 percentage points or less.

- A higher percentage of CB-ESL students showed improved performance in MOY testing, compared to PO-ESL and Alt-ESL students. This was true for both reading and mathematics.
- CB-ESL outperformed the district overall, with a higher percentage showing improvements and fewer students showing declines in performance. PO-ESL and Alt-ESL showed smaller gains than the district in both subjects.
- Exited ESL students showed a mixed pattern compared to other groups, but it is important to note that exited ESL students started from a higher baseline to begin with (see Figures 8 and 9).
- Finally, **Figure 11** (see p. 11) shows change in performance between BOY-MOY by school level (reading only) for the same student groups.
- Looked at in this manner, the differences between the three groups of ESL students largely disappears. CB-ESL, PO-ESL, and Alt-ESL appear to be far more similar to one another than the data in Figure 10 would indicate, suggesting that the relative size of enrollments in the programs by school level somewhat distorts their overall performance when grade level is ignored as a variable.
- It does appear to be the case that secondary-level ESL students show less change BOY to MOY than do district students overall; about 70 percent of secondary ESL students changed by less than four percentage points, compared to 45 percent for the district.

Discussion

The district provides two different ESL programs for ELs: Content-Based ESL and Pullout ESL. A third group of students are considered Alternative ESL, when an ESL waiver is required. Direct comparison of the two main programs is difficult, given that enrollment is largely a function of grade level (see Figure 2), and this is correlated with a number of factors (e.g., years a student has been EL). However, data

Figure 11. ESL Student R360 BOY-MOY Performance Change 2020: Percent of Students Scoring Higher, Lower, or the Same in MOY Testing, by ESL Program and School Level, Current and Exited ELs Included (R360 Reading)



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.

from interim assessments administered during 2019–2020 showed that students in the CB-ESL program performed slightly better than those in the PO-ESL program on both district DLA and R360. Results from a school level analysis of R360 data showed that this pattern was modulated to some extent by differential enrollment by grade level. Specifically, when data were broken down by school level (grades K–5 vs. 6–12) the performance advantage for CB-ESL students was reduced, but not eliminated entirely.

Results for exited ESL students showed students from both programs did well relative to the district, indicating that ESL students were capable of closing the performance gap relative to the district, with exited CB-ESL students doing better than exited PO-ESL students on some measures but doing less well on others. Results from analysis of DLA and R360 data are consistent with patterns observed in previous years when STAAR 3-8 and EOC data were available.

Performance of secondary level ESL students remains a cause for concern, as passing rates for current ESL students were low on the DLA English I and English II assessments, and very few ESL students reached the At/Above Benchmark threshold on R360 reading. In addition, English I and II are required for students to graduate, and low passing rates in these subjects suggest that long-term outcomes for secondary ELs are questionable. Both the Multilingual Programs Department and Curriculum should work together to address these issues.

One significant limitation of the present report is that the available student performance data represent a snapshot of where students were as of the pre-COVID environment. It is unclear how effectively the various program models were implemented over the last two and one-half months that followed school closures, when classes were limited to distance or online learning. As of the time of publication of this report, it is unclear what the learning environment will be for the 2020–2021 school year. Quite apart from analyses which report on the relative performance of the three ESL models under consideration, a significant amount of attention will need to be directed to documentation of program implementation and fidelity if students are forced to engage in online learning for any protracted period of time in the next school year.

Endnotes

1. TEA now uses the terms “reclassified” or “reclassification” to refer to students who have met the criteria needed to indicate that they are now English proficient. For continuity with previous years, the present report continues to use terms such as “exited EL” to refer to these students, but it should be understood that “reclassified” and “exited” are equivalent terms in this context.

Appendix A

Some Background on District ESL Programs

The Texas Education Code (§ 29.051) requires school districts to provide every language minority student with the opportunity to participate in a bilingual or other special language program. Texas Administrative Code (BB § 89.1205) further specifies that all elementary schools must offer a bilingual program to English Learners (ELs) whose home language is spoken by 20 or more students in any single grade level across the entire district. If an EL student's home language is spoken by fewer than 20 students in any single grade level across the district, elementary schools must provide an English as a Second Language (ESL) program, regardless of the students' grade levels, home language, or the number of such students.

As a result of these two requirements, the district has offered two different types of ESL programs for its EL students, both of which are state-approved. Mainly at the elementary level, Content Based ESL (CB-ESL) offers English language support to EL students who do not have access to a bilingual education program. In CB-ESL, instruction within content areas is delivered using ESL methodologies. Instruction of students in CB-ESL is from a teacher who is certified in ESL as required under the Texas Education Code (TEC §29.061(c)). The CB-ESL model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.

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

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

Starting in 2019–2020 there is a third group of ESL students. Students are considered to be "Alternative ESL" in cases where they are receiving instruction under one of the programs currently offered, but the ELAR teacher lacks proper ESL certification. In these cases, the district is forced to request a waiver from TEA. The current year is the first in which such students are explicitly labelled and tracked, but they have existed in the past whenever such waivers were needed. Previously, they were considered to be either CB or PO-ESL, but new state rules require that students in this situation be specifically identified. The term "alternative ESL" should be interpreted not as referring to any special program offered by the district, but merely as indicating that the ESL program the student is participating in (CB or PO-ESL) is being provided by a teacher who is not ESL certified. A major objective of the present report is to document whether the lack of ESL certification has a measurable negative impact on EL students. One critical issue to consider is whether the uncertified teacher is trained in and utilizing sheltered instruction techniques, and whether such training can mitigate any problems associated with delivery of ESL services.

Appendix B

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 B (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.

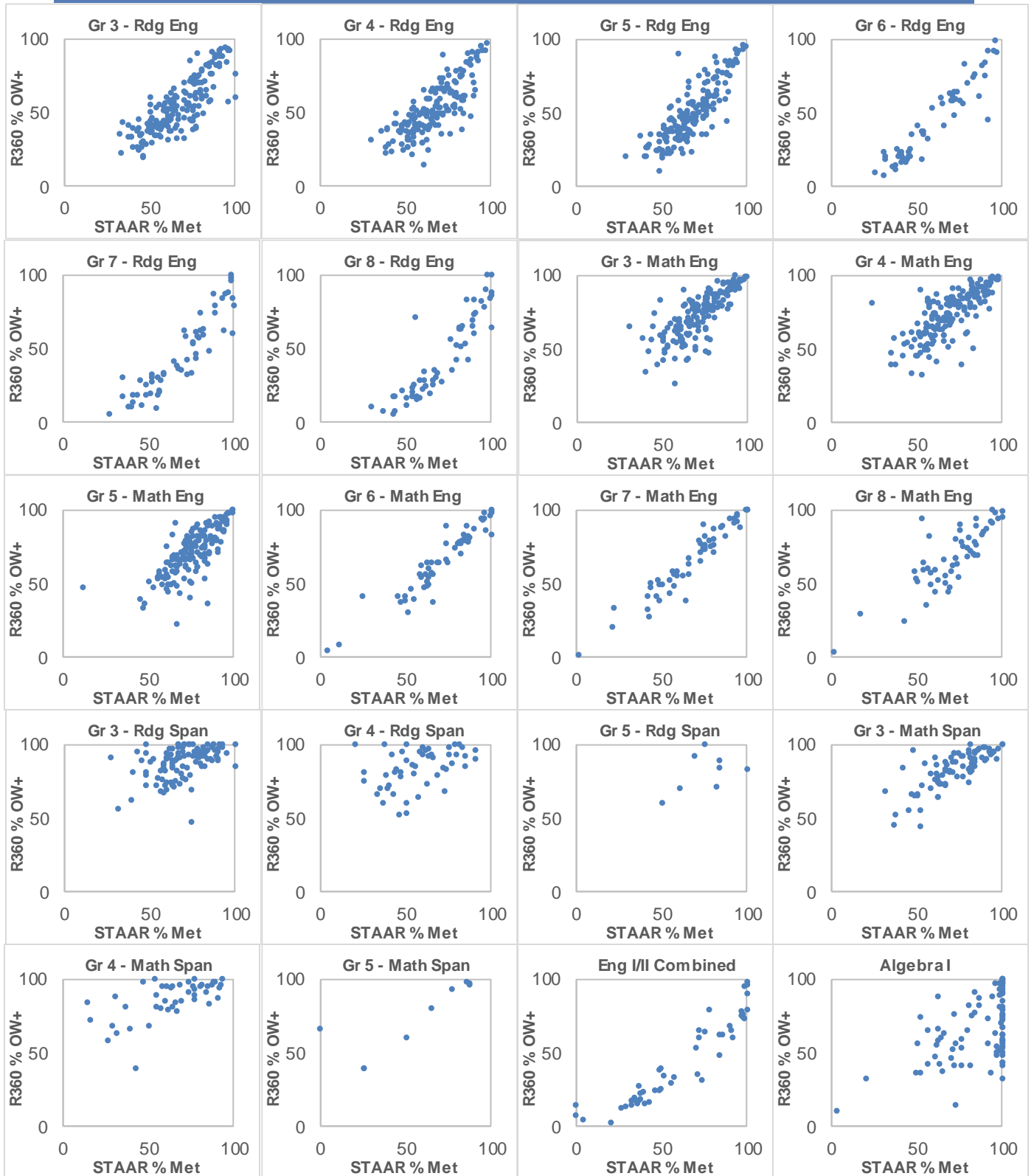
Table B1. Correlation Between STAAR 3-8 and EOC Performance, and Results for Comparable R360 Assessments, 2019–2020 School Year

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 B (continued)

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



Appendix C

**English Grade 3-8 DLA Performance of CB-ESL, PO-ESL and Alt-ESL Students,
with HISD for Comparison: 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
Content- Based ESL	3	1,311	1,150	42	12	5	1,153	46	16	5
	4	1,643	1,465	49	22	9	1,453	61	29	14
	5	1,664	1,434	55	24	8	1,446	63	30	11
	6	308	204	30	4	2	200	53	15	4
	7	98	30	30	3	0	32	31	16	0
	8	149	24	46	21	0	23	35	9	0
	Total	5,173	4,307	48	19	7	4,307	57	25	10
	Pullout ESL	3	390	361	36	8	1	345	46	17
4		499	460	46	20	11	416	60	30	13
5		785	709	49	22	8	721	60	28	11
6		3,348	2,853	23	3	0	2,710	46	9	1
7		3,447	2,917	34	10	2	2,913	43	14	3
8		3,212	2,738	53	16	5	2,488	19	5	1
Total		11,681	10,038	38	11	3	9,593	40	12	3
Alternative ESL		3	65	62	40	15	5	61	33	13
	4	108	104	52	24	14	101	61	32	14
	5	173	144	46	14	3	150	49	26	15
	6	258	253	28	2	0	247	79	35	14
	7	128	116	28	14	3	113	49	12	2
	8	93	89	48	9	1	80	21	4	0
Total	825	768	38	11	4	752	56	24	10	
Exited Content- Based ESL	3	136	123	94	46	23	125	82	47	19
	4	200	193	94	62	40	188	94	71	48
	5	321	284	93	73	43	282	90	66	35
	6	491	293	78	26	6	276	84	46	16
	7	543	368	86	47	15	356	83	46	14
	8	356	249	92	60	26	163	47	16	3
Total	2,047	1,510	89	52	24	1,390	82	50	22	
Exited Pullout ESL	3	24	24	100	63	17	24	92	67	33
	4	49	49	94	78	45	48	96	75	44
	5	104	102	98	82	44	99	95	74	35
	6	137	113	83	37	8	110	94	69	30
	7	187	146	86	49	18	142	85	46	13
	8	366	328	93	55	18	213	49	18	1
Total	867	762	91	56	22	636	77	48	19	
HISD	3	16,226	11,941	52	19	9	1,223	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
	6	13,466	10,300	43	12	2	9,892	62	23	6
	7	13,947	10,587	57	27	10	10,426	57	24	6
	8	13,691	10,698	75	39	14	8,422	30	10	1
Total	90,686	72,094	59	28	12	58,424	57	25	9	

Source: DLA student data files December 2019, Chancery

* indicates < 5 students tested

Appendix D

English Grade 3-8 DLA Performance of ESL Students in other STAAR subjects: Number Tested and Percent Meeting Approaches Grade Level Standard by Subject and Year (2020 Data)

Subjectr	Current CB-ESL		Current PO-ESL		Current Alt-ESL		Exited CB-ESL		Exited PO-ESL		HISD	
	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.
En Writing 2020	1,453	46	3,225	22	215	45	546	57	182	59	23,399	43
En Science 2020	1,494	56	3,318	45	229	59	489	87	384	84	24,158	66
En Soc Studies 2020	26	31	2,619	27	84	36	230	71	312	69	10,098	48

Source: DLA student data files December 2019, Chancery

Appendix E

DLA Performance of CB-ESL, PO-ESL, and Alt-ESL Students in End-of Course Subjects: Number Tested, And Number and Percentage Who Met the Approaches Grade Level Standard or Meets Grade Level Standard (2020 Data Only)

	Student Group	# Tested	Fail		Approaches Grade Level		Meets Grade Level	
			N	% Stu	N	% Stu	N	% Stu
Algebra I	CB-ESL	9	6	67	3	33	2	22
	PO-ESL	2,550	1,335	52	1,215	48	502	20
	Alt-ESL	203	147	72	56	28	11	5
	Exited CB-ESL	224	37	17	187	83	126	56
	Exited PO-ESL	341	77	23	264	77	137	40
	HISD	10,163	3,640	36	6,523	64	3,197	31
Biology	CB-ESL	18	8	44	10	56	3	17
	PO-ESL	2,312	1,369	59	943	41	261	11
	Alt-ESL	254	130	51	124	49	35	14
	Exited CB-ESL	252	57	23	195	77	121	48
	Exited PO-ESL	331	97	29	234	71	116	35
	HISD	10,135	3,824	38	6,311	62	2,890	29
English I	CB-ESL	3	*	*	*	*	*	*
	PO-ESL	2,350	1,854	79	496	21	201	9
	Alt-ESL	243	209	86	34	14	10	4
	Exited CB-ESL	242	76	31	166	69	116	48
	Exited PO-ESL	366	152	42	214	58	117	32
	HISD	10,215	5,804	57	4,411	43	2,595	25
English II	CB-ESL	2	*	*	*	*	*	*
	PO-ESL	1,635	1,399	86	236	14	111	7
	Alt-ESL	209	176	84	33	16	15	7
	Exited CB-ESL	248	66	27	182	73	139	56
	Exited PO-ESL	498	267	54	231	46	125	25
	HISD	10,406	5,334	51	5,072	49	3,272	31
U.S. History	CB-ESL	3	*	*	*	*	*	*
	PO-ESL	1,176	611	52	565	48	235	20
	Alt-ESL	96	52	54	44	46	19	20
	Exited CB-ESL	111	23	21	88	79	50	45
	Exited PO-ESL	400	95	24	305	76	158	40
	HISD	6,760	1,893	28	4,867	72	2,733	40

Source: DLA student data files December 2019, Chancery

Appendix F

**R360 Performance for CB-ESL, PO-ESL, and Alt-ESL 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
Content- Based ESL	K-5	7,698	5,503	36	20	15	30	6,380	16	12	10	62
	6-12	586	534	75	10	8	7	547	55	13	7	25
	Total	8,284	6,037	39	19	14	28	6,927	19	12	10	59
Pullout ESL	K-5	2,500	1,916	39	20	13	28	2,151	15	12	12	61
	6-12	18,687	15,801	75	15	6	4	13,940	40	18	14	28
	Total	21,187	17,717	71	15	7	7	16,091	37	17	13	32
Alt ESL	K-5	466	384	46	20	14	21	416	24	14	15	48
	6-12	1,133	1,002	73	17	6	4	756	32	23	14	31
	Total	1,599	1,386	66	18	8	8	1,172	29	20	15	37
Exited CB ESL	K-5	722	696	2	4	10	84	702	1	2	3	93
	6-12	2,732	2,131	11	18	19	52	1,577	5	6	9	81
	Total	3,454	2,827	9	14	17	60	2,279	4	5	7	85
Exited Pullout ESL	K-5	200	196	2	3	10	85	196	0	1	2	98
	6-12	3,480	2,161	33	25	18	24	1,279	11	11	13	65
	Total	3,680	2,357	31	23	17	29	1,475	10	10	11	69
HISD	K-5	97,707	56,364	27	16	13	43	64,592	14	12	10	64
	6-12	93,331	69,001	40	18	13	29	52,617	23	14	13	50
	Total	191,038	125,365	34	17	13	35	117,209	18	13	11	58

Source: R360 MOY student data file 2020, Chancery

Appendix G

R360 Performance for CB-ESL, PO-ESL, and Alt-ESL 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
Content- Based ESL	K-5	7,698	5,145	19	42	39	6,000	24	30	46
	6-12	586	476	15	70	15	490	24	51	24
	Total	8,284	5,621	19	44	37	6,490	24	31	45
Pullout ESL	K-5	2,500	1,829	18	45	38	2,082	25	27	48
	6-12	18,687	13,494	16	69	15	11,822	29	39	32
	Total	21,187	15,323	16	66	18	13,904	29	37	34
Alt ESL	K-5	466	346	19	49	33	380	32	28	41
	6-12	1,133	888	15	70	15	705	30	38	32
	Total	1,599	1,234	16	64	20	1,085	31	34	35
Exited CB ESL	K-5	722	683	29	32	39	688	19	40	41
	6-12	2,732	2,052	34	29	37	1,511	33	29	37
	Total	3,454	2,735	33	30	38	2,199	29	33	38
Exited Pullout ESL	K-5	200	196	33	30	37	196	15	49	36
	6-12	3,480	1,917	33	35	32	1,124	37	26	37
	Total	3,680	2,113	33	34	33	1,320	34	30	37
HISD	K-5	97,707	51,953	23	39	38	60,527	25	30	45
	6-12	93,331	61,455	28	45	27	46,562	32	33	36
	Total	191,038	113,408	25	42	32	107,089	28	31	41

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