

MEMORANDUM

October 18, 2021

TO: Anna White
Executive Director, Multilingual Programs

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

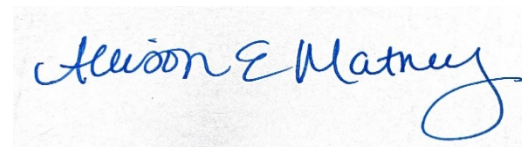
SUBJECT: **2021 ESL STUDENT PERFORMANCE REPORT**

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 2020–2021 school year. Included in the report are findings from assessments of academic achievement and English language proficiency, including results from the English STAAR, STAAR EOC, and the TELPAS.

Key findings include:

- A total of 8,224 students were in the Content-Based ESL program in 2020–2021 (down from 8,965 in 2019–2020), with 21,195 students in the Pullout ESL program (down from 21,848 in 2019–2020). An additional 1,040 were considered Alternative ESL by virtue of being instructed by a teacher who was not yet ESL certified.
- Students in ESL programs did not perform as well as district students overall on the STAAR or STAAR EOC assessments.
- On the STAAR for grades 3-8, students in CB-ESL had higher passing rates than those in PO-ESL, but on the EOC assessments the opposite was the case.
- On the TELPAS, students in Content-Based ESL showed higher overall English proficiency in 2021 than those in Pullout ESL, and also showed a higher rate of progress.

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



AEM

Attachment

cc: Millard L. House
Dr. Richard Cruz
Dr. Khalilah Campbell



RESEARCH

Educational Program Report

ENGLISH AS A SECOND LANGUAGE
STUDENT PERFORMANCE REPORT
2020 – 2021



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ENGLISH AS A SECOND LANGUAGE STUDENT PERFORMANCE REPORT: ENGLISH STAAR AND TELPAS 2020–2021

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. Since 2019–2020, the district has been 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 2020–2021 school year, there were 8,224 students receiving ESL instruction using the CB-ESL model, 21,195 receiving instruction using the PO-ESL model, and 1,040 students in Alternative ESL.
- Students in ESL programs did not perform as well as district students overall on the State of Texas Assessments of Academic Readiness (STAAR) or STAAR End-of-Course (EOC) exams.
- On the STAAR for grades 3–8, students in CB-ESL performed better than those in PO-ESL, while on the EOC exams, PO-ESL had higher passing rates in each subject.
- Both CB-ESL and PO-ESL students showed declines in STAAR reading performance in 2021 compared to 2019 (-4 and -3 percentage points, respectively) but these were smaller than the decline shown by the district (-8 percentage points). All groups showed sizeable declines in STAAR mathematics (range of -20 to -27 percentage points).
- The performance gaps for ESL students relative to the district were eliminated for ESL students who had been reclassified as non-EL. Both reclassified CB-ESL students and reclassified PO-ESL students performed better than the district average across all measures on the STAAR 3–8 and EOC exams.
- On the Texas English Language Proficiency Assessment System (TELPAS), CB-ESL had slightly more students rated at the Advanced level or higher, but also had more students rated at the Beginning level, than did PO-ESL.

- Students in CB-ESL showed higher rates of progress in English proficiency between 2020 and 2021, compared to students in PO-ESL (38 percent showing gains compared to 26 percent for PO-ESL and Alt ESL).

Recommendations

1. The higher performance and gains by students participating in a Content-based ESL program shows the importance of instruction by certified teachers in all content areas. The district should continue appropriate efforts to ensure that teachers of ESL students are both ESL certified and trained in Sheltered Instruction (SI) methodology.
2. The Area Office Administrators and Multilingual Programs Department should continue to work with school leadership to ensure that campuses are appropriately staffed with ESL certified teachers based on district guidelines. Campuses should be guided in data analysis, EL linguistic and academic needs, and goal setting to enhance language services and improve EL academic achievement.
3. Collaboration between the Curriculum & Development and the Multilingual Programs departments should lead to the development of curricula that can be differentiated for ELs at various stages of English proficiency. This is especially important at the secondary level where ELs continue to struggle to meet standard on STAAR English I and II.
4. The implementation of the sheltered instruction strategies should continue across the entire district for all students learning in their second language. To support this effort, the Curriculum & 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 content-based language instruction.
5. The identification of Sheltered Instruction (SI) Coaches on campuses where teachers of ELs are not ESL certified is key to ensuring that they have the support needed to appropriately teach ELs. The Multilingual Programs Department should continue to support and build capacity in all SI Coaches throughout the year. This will ensure that the SI Coaches have the expertise to provide campus administrators and teachers with PD related to EL linguistic and academic needs, provide feedback for teachers of ELs, as well as develop, implement, and monitor an EL Instructional Plan.

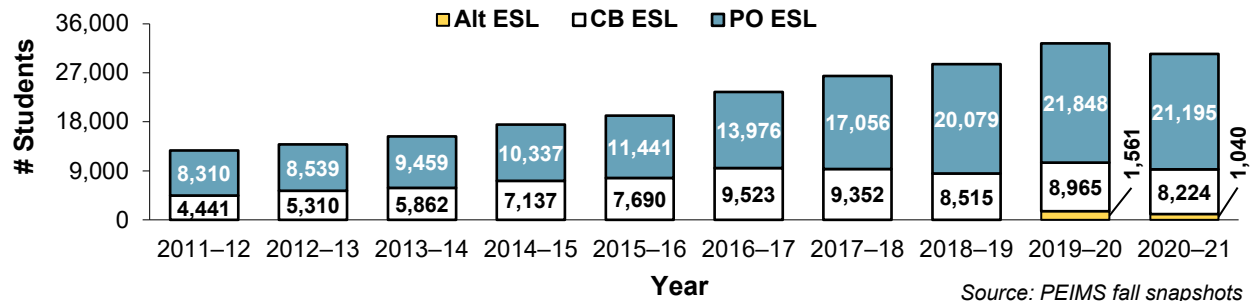
Introduction

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. 11 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. As of 2019–2020, the district is 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 (STAAR and STAAR-EOC), and level of English-language proficiency (TELPAS).

Figure 1. EL Enrollment by ESL Program Type, 2011–2012 to 2020–2021



Methods

Participants

ELs in the Content-Based, Pullout, and Alternative ESL program were identified using 2020–2021 PowerSchool Student Management System (SMS), IBM Cognos, and Public Education Information Management System (PEIMS) databases. Enrollment figures for the programs are shown in **Figure 1**. The majority of ESL students are served under the PO-ESL program (21,195), with fewer students served under the CB-ESL program (8,224). Only 1,040 students were enrolled in Alt-ESL. Total ESL enrollment increased each year since 2011–2012, but 2020–2021 saw a general decline in district enrollment.

Figure 2. ESL Student Enrollment by ESL Program and Grade Level, 2020–2021

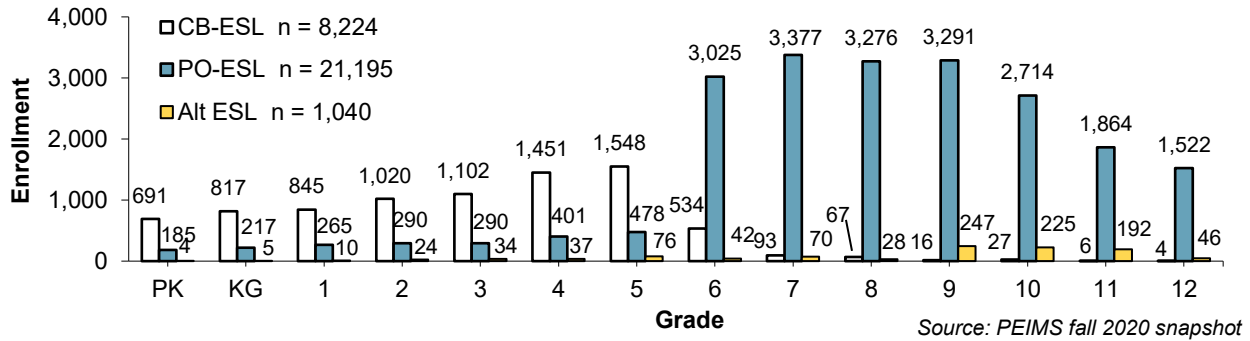


Figure 2 shows ESL enrollment by program and grade level. As can be seen, CB-ESL is more common in the elementary grades, whereas PO-ESL is more common at the secondary level.

Table 1 provides a breakdown of the six most common home languages of students enrolled in ESL, for the period 2013–2014 to 2020–2021. 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 elementary-level Spanish-speakers in ESL has increased by over 300 percent since 2013–2014, 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 and Telugu are among the most common language for elementary ESL students, neither rank among the top six languages at the secondary level. The opposite is true for Swahili and Farsi.

Data Collection & Analysis

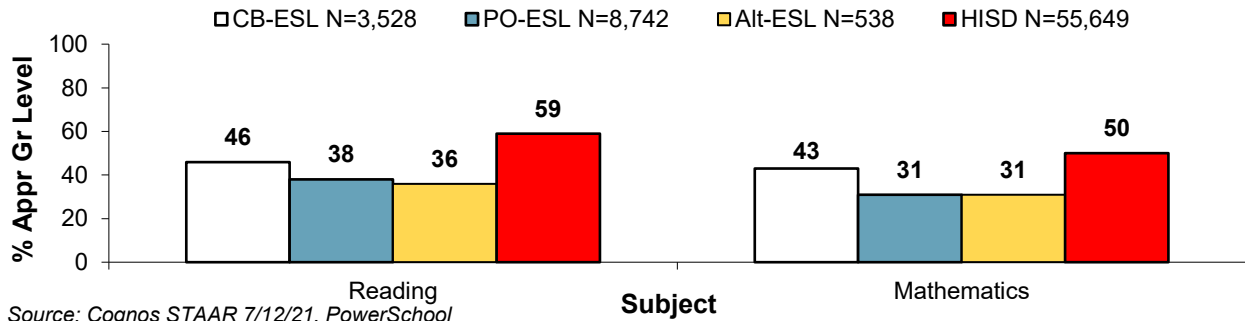
EL performance on three assessments is included in this report; the State of Texas Assessments of Academic Readiness (STAAR) for grade 3–8, the STAAR End-of-Course (EOC) for students taking high school courses, and the Texas English Language Proficiency Assessment System (TELPAS). All ESL students in HISD are assessed using the English versions of the STAAR assessments, so no Spanish STAAR results are included in this report. All ESL students in grades K through 12 with valid STAAR, STAAR-EOC, or TELPAS test results from 2020–2021 were included in the analyses for this report.

Table 1. ESL Student Enrollment by Home Language and Grade Level, 2013–2014 to 2020–2021 The Six Most Common Home Languages Used

Grade Level	Home Language	School Year							
		13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
PK-5	Spanish	1,528	2,240	3,125	4,808	6,569	7,550	7,874	6,435
	Arabic	520	643	684	710	706	656	625	519
	Vietnamese	184	177	156	241	247	247	197	219
	Mandarin	229	241	215	231	253	217	225	192
	Pashto	3	15	44	95	144	194	207	182
	Telugu	74	96	102	131	149	166	178	178
	Other	1,550	1,617	1,845	1,962	2,123	2,094	2,194	2,068
6-12	Spanish	9,770	11,000	11,446	13,759	14,741	15,987	19,269	19,235
	Arabic	211	248	294	321	317	322	305	225
	Swahili	125	120	140	199	209	215	230	176
	Vietnamese	101	86	87	94	95	99	107	115
	Pashto	0	0	11	25	39	62	82	83
	Farsi	26	26	38	38	48	48	58	61
	Other	887	856	844	802	724	767	823	771

Source: PEIMS fall snapshots

Figure 3. ESL Student STAAR Percent Met Approaches Grade Level Standard by ESL Program and Subject, 2021



Source: Cognos STAAR 7/12/21, PowerSchool

STAAR results are reported for the reading, mathematics, writing, science, and social studies tests (first administration only). For each test, the percentage of students who passed (met Approaches Grade Level standard or higher) is shown. For STAAR EOC, the percent of students who met standard (Approaches Grade Level at Student Standard) are reported for English I and II, Algebra I, Biology, and U.S. History. For both STAAR and EOC, only results from the regular versions are included (i.e., no data from Alternate 2 assessments are reported). Note that the "regular" version of both the STAAR and EOC assessments is now administered to students who previously would have taken either an accommodated or linguistically-accommodated version of these exams. Accordingly, where data from 2016 or earlier is reported, data have been adjusted to include results from these versions of the STAAR and EOC (see **Appendix B**, p. 12 for more explanation).

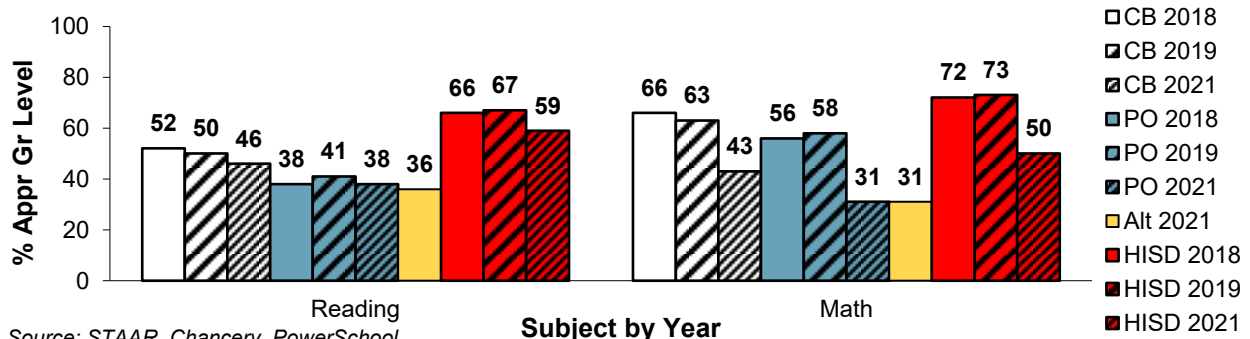
TELPAS results are reported and analyzed for two indicators. The first reflects attainment, i.e., the overall level of English language proficiency exhibited by ELs. For this indicator, the percent of students at each proficiency level is presented. The second TELPAS indicator reflects progress, i.e.,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

Results

STAAR

- **Figure 3** (above) shows the percent of students who met the passing standard (Approaches Grade Level) for the reading and mathematics sections of the STAAR in 2021. Further details, including performance by grade level and results for 2019¹ can be seen in **Appendix C** (p. 13).
- CB-ESL students' performance exceeded that of PO-ESL students in reading and mathematics.

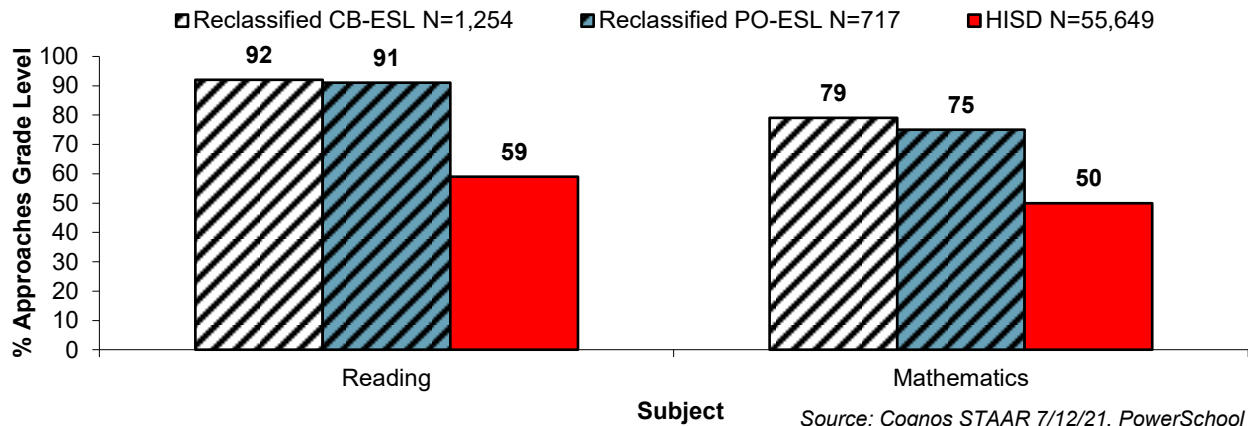
Figure 4. ESL Student STAAR Percent Met Approaches Grade Level Standard by ESL Program and Subject, 2018, 2019, & 2021



Source: STAAR, Chancery, PowerSchool

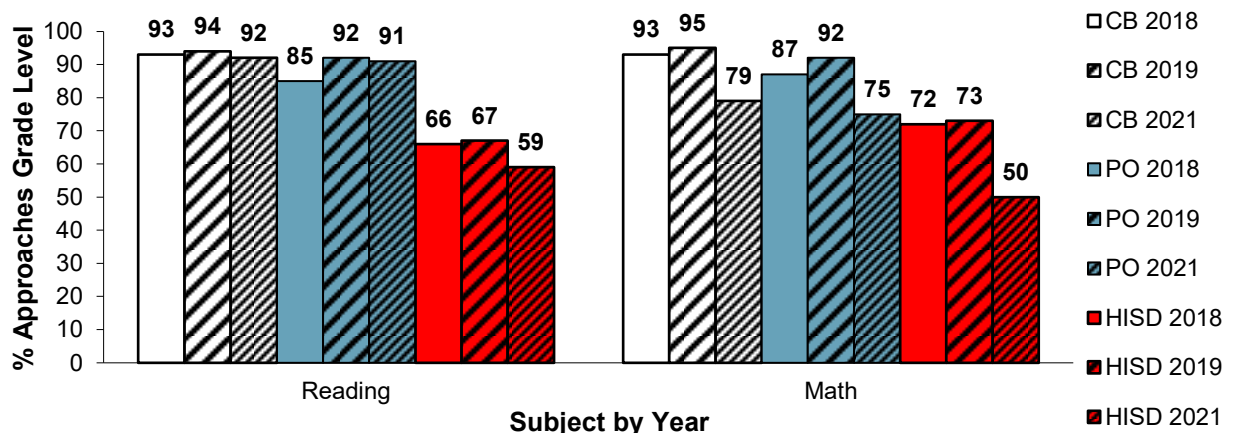
ENGLISH AS A SECOND LANGUAGE STUDENT PERFORMANCE REPORT 2020–2021

Figure 5. Reclassified ESL Student STAAR Percent Met Approaches Grade Level Standard by ESL Program and Subject, 2021



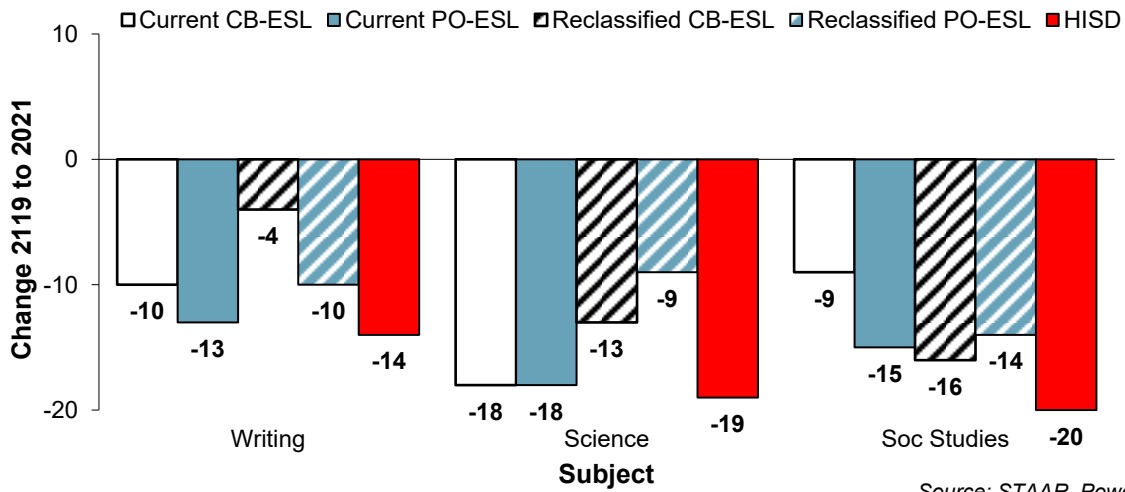
- Both groups of ESL students were lower than the district in reading (gaps of 13 and 21 percentage points, respectively) as well as in mathematics (gaps of 7 and 19 percentage points, respectively).
- **Figure 4** (see p.5) shows STAAR results for ESL students for 2018 to 2021. Both CB-ESL and PO-ESL students declined in reading between 2019 and 2021 (-4 and -3 percentage points, respectively). However, the decrease shown by the district was greater (-8 percentage points), so the overall performance gap for ESL students compared to the district was smaller in 2021 than in 2019.
- Passing rates in mathematics also decreased, and these were larger than the declines observed for reading. CB-ESL students showed a smaller decrease (-20 percentage points) than the district (-23 percentage points), while PO-ESL students showed a larger decline (-27 percentage points).
- STAAR results for reclassified ESL students (**Figure 5** above) show that students who had been CB-ESL exceeded the district in reading and mathematics in 2021, as did those who had been PO-ESL. Reclassified CB-ESL students also had higher passing rates than students from PO-ESL.
- **Figure 6** (below) shows STAAR results for reclassified ESL students over the period 2018 to 2021. Both groups have been consistently higher than HISD overall.

Figure 6. Reclassified ESL Student STAAR Percent Met Approaches Grade Level Standard by ESL Program and Subject, 2018, 2019, & 2021



Source: STAAR, Chancery, PowerSchool

Figure 7. STAAR Writing, Science, and Social Studies: Change in Percent Students Meeting Approaches Grade Level Standard from 2019 to 2021



- STAAR passing rates declined in 2021 but the declines were smaller for reading than for mathematics, and smaller for reclassified ESL students than for the district overall.
- **Figure 7** (above) shows STAAR results from the three other STAAR subjects (writing, science, and social studies). Specifically, this chart shows the change in the percentage of students who met standard between 2019 and 2021 (see **Appendix D** for further details, p. 14).

Figure 8. ESL Student STAAR EOC Percent Met Approaches Grade Level Standard by ESL Program and Subject, 2021

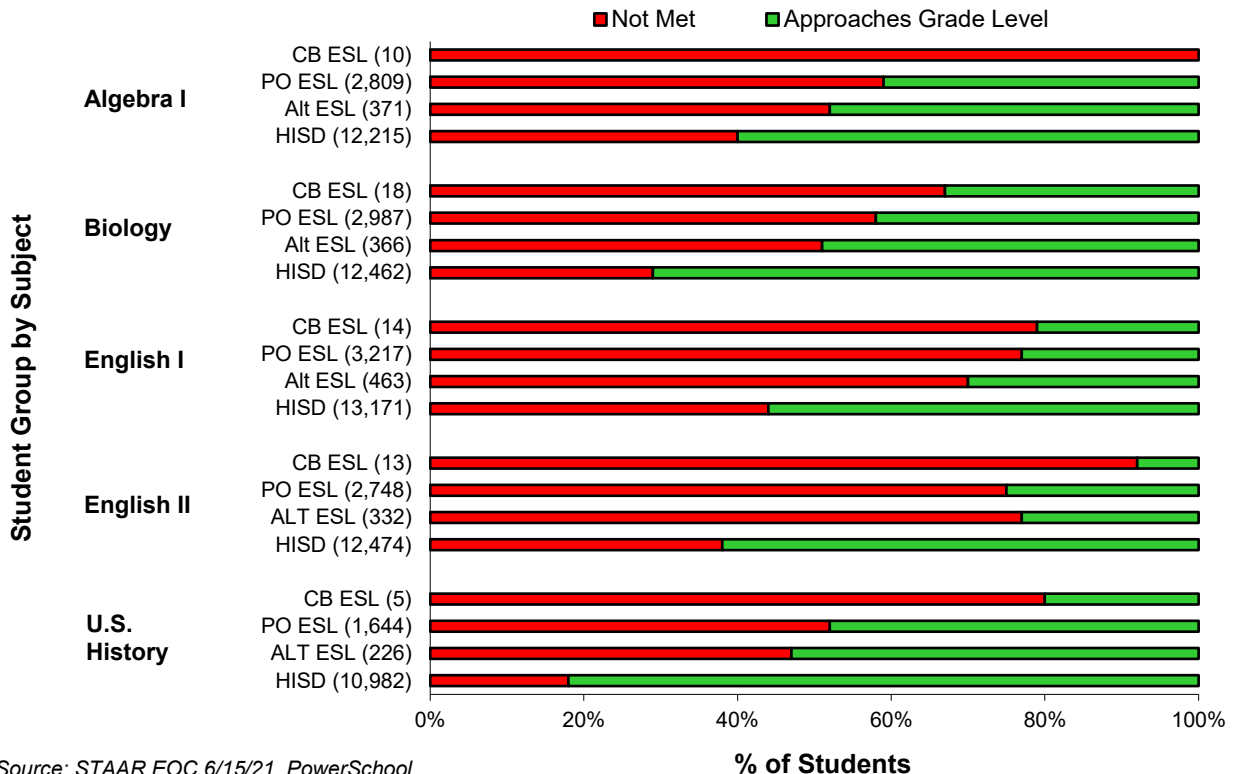
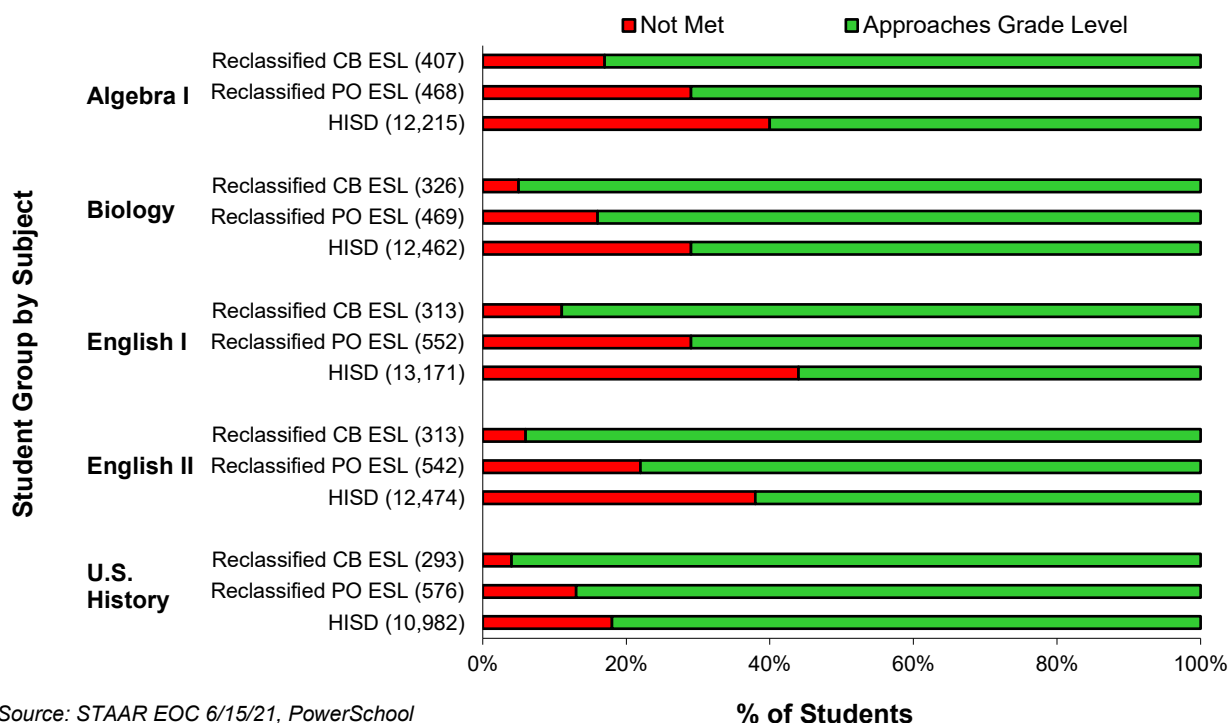


Figure 9. Reclassified ESL Student STAAR EOC Percent Met Approaches Grade Level Standard by ESL Program and Subject, 2021



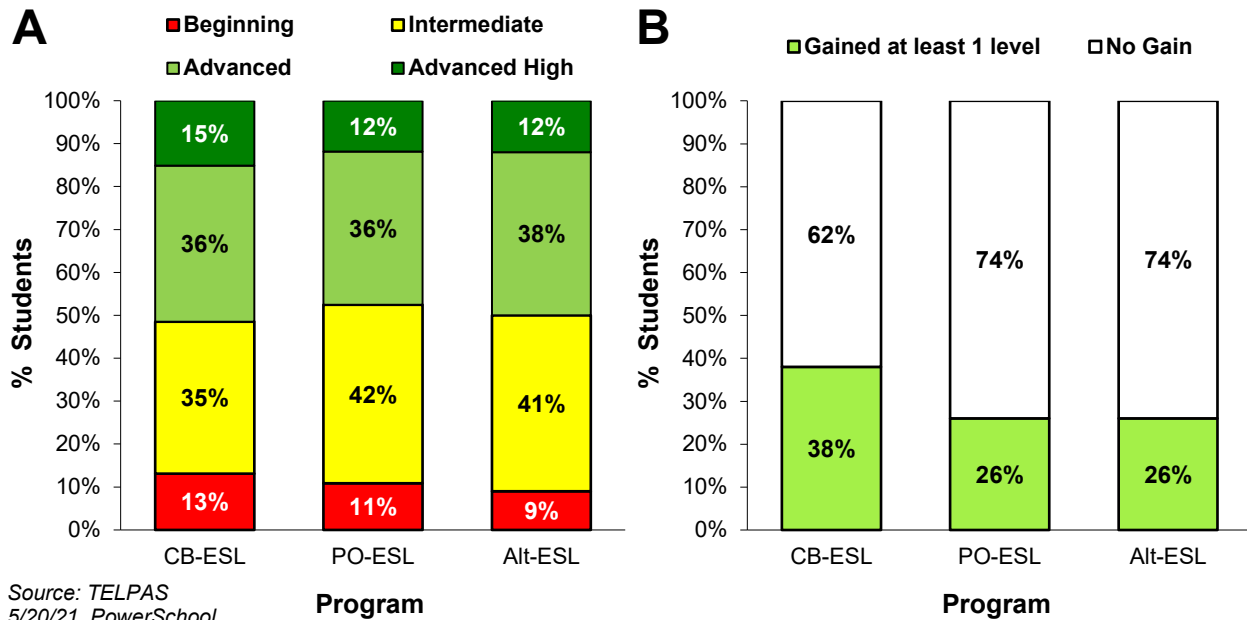
Source: STAAR EOC 6/15/21, PowerSchool

- Results showed lower passing rates in all three subjects in 2021 for each group. Decreases were greater for the district overall than for either current or reclassified ESL students, and this was the case for each subject.
- Current ESL students showed larger decreases than reclassified ESL students for writing and science. For social studies, current PO-ESL students showed a greater decrease than reclassified PO-ESL students. However, current CB-ESL students showed a smaller decline than reclassified CB-ESL students.

STAAR EOC

- **Figure 8** (see p.7) shows results for current ESL students on the STAAR EOC assessments (see also **Appendix E**, p. 15). 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 2020–2021 (green). Red indicates the percentage of students who failed to meet this standard (number tested in parentheses).
- All ESL groups (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, with particularly low passing rates in English I or II.
- **Figure 9** (above) shows STAAR EOC performance for ESL students who had exited EL status. HISD overall results are included for comparison (see also Appendix E).
- Students who had previously been in either CB-ESL or PO-ESL had higher passing rates than did HISD overall, and this was true for all subjects. Furthermore, reclassified CB-ESL students had higher passing rates than did reclassified PO-ESL students (also true for all subjects).

Figure 10. ESL Student TELPAS Performance 2021: A. Percent of Students at Each Proficiency Level by ESL Program, B. Percent of Students Making Gains in Proficiency



TELPAS

- This section summarizes TELPAS performance for students in ESL programs. Shown are the percentages of students scoring at each proficiency level on the TELPAS as well as the percentages of students who made gains in proficiency between 2020 and 2021.
- Overall, the CB-ESL program had more students at the Advanced level or better than the other two ESL groups (51% vs. 48% and 50%, respectively) and fewer at the Beginning or Intermediate levels in 2021 (see **Figure 10a**, p. 9).
- The CB-ESL program also had a higher percentage of students who made progress in 2021 (38%) than did PO-ESL or Alt ESL (26% for both groups; see **Figure 10b**, p. 9).
- Further details including grade level data can be seen in **Appendices F and G** (pp. 16-17).

Discussion

The district provides two different ESL programs for ELs: Content-Based ESL and Pullout ESL. Also offered is an Alternative ESL program in cases where the teacher is not ESL certified and 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, performance data from 2020–2021 showed that students in the CB-ESL program performed slightly better than those in the PO-ESL program across some assessments (STAAR reading, mathematics, writing, and science, TELPAS proficiency and progress), while PO-ESL performed better than CB-ESL on other measures (STAAR EOC all subjects). Results for reclassified 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 reclassified CB-ESL students doing better than reclassified PO-ESL students on both the STAAR 3–8 and EOC assessments.

Regarding growth in ESL student performance, it is difficult to interpret STAAR 3-8 or EOC results in terms of reductions in performance gaps. This is due to the fact that overall passing rates in all STAAR and most EOC subjects declined for all groups in 2021 compared to the most recent year for which data were available. These declines in performance were likely due to the disruption caused by the COVID-19 outbreak and the fact that many student did not attend classes in person during the 2020–2021 school year. However, it is worth noting that performance declines for ESL students in STAAR reading were smaller than those shown by district students overall.

Students who were considered Alternative ESL did not differ from the two main ESL student groups in a consistent manner. On STAAR 3-8 reading, they had a lower passing rate than either CB-ESL or PO-ESL, but on the EOC assessment, they had higher passing rates in most subjects. TELPAS overall proficiency was comparable to that of the other two groups, while yearly progress was lower than for students in CB-ESL (but equivalent to students in PO-ESL). Additional data will need to be collected in the future to determine whether students in Alternative ESL show a clear pattern compared to those in the district's two ESL programs.

Performance on the STAAR EOC English I and II assessments remains a cause for concern, as passing rates for current ESL students remained low. Passing one of these tests is one of the criteria for being reclassified to non-EL status in grades 9 and 10. With passing rates this low, most ELs at these grade levels will not be able to be reclassified. 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 the Curriculum and Development Department should work together to address these issues.

Endnotes

- ¹ STAAR 3-8 and EOC exams were not administered in the spring of 2020 due to school closures caused by the COVID-19 pandemic. Because of this, data from 2019 are reported in order to illustrate trends in student performance across time.

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

The STAAR is a state-mandated, criterion-referenced assessment used to measure student achievement. STAAR measures academic achievement in reading and mathematics in grades 3–8; writing at grades 4 and 7; social studies in grades 8; and science at grades 5 and 8. The STAAR Level II Phase-in 1 Satisfactory standard (used for 2012 to 2015) was increased to the Level II Satisfactory progression standard in 2016, and was to increase each year until 2021–2022. However, by commissioner's rule, that planned annual increase was overruled, and for 2017 and subsequent years the standards in place for 2016 were retained (albeit relabeled as "Approaches Grade Level") in order to provide consistency for districts looking to assess growth in student achievement. However, it does remain true that different passing standards applied for the years 2012–2015 as compared to 2016 or later. Students taking the STAAR grades 3–8 assessments now have to answer more items correctly to "pass" the exams than in 2015 or earlier.

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

The 2015–2016 academic year also saw the introduction of a new "Student Standard" for EOC exams. This measure is what is reported here for the EOC results ("Approaches Grade Level at Student Standard"). Under the Student Standard, all students taking EOC exams are not necessarily held to the same passing standard. Instead, the passing standard applicable is determined by the standard that was in place when a student first took any EOC assessment. This standard is to be maintained throughout the student's school career. Thus, for students who first tested prior to 2015–2016, the Student Standard is the Level II: Satisfactory Phase-in 1 Standard for 2012–2015. For students who first tested in 2015–2016 or later, it is equivalent to the 2016 Progression Standard. For context, in 2017–2018 only 7.7 percent of EOC results were scored using the older standards. By 2018–2019, this number fell to 0.8 percent, and in 2020–2021 it was 0.01 percent (9 tests of 61,302 scored).

The TELPAS is an English language proficiency assessment which is administered to all EL students in kindergarten through twelfth grade, and which was developed by the Texas Education Agency (TEA) in response to federal testing requirements. Proficiency scores in the domains of listening, speaking, reading, and writing are used to calculate a composite score. Composite scores are in turn used to indicate where EL students are on a continuum of English language development. This continuum, based on the stages of language development for second language learners, is divided into four proficiency levels: Beginning, Intermediate, Advanced, and Advanced High. In grades K–1, all language domains are scored via holistic ratings of trained observers. In Grades 2–12, only writing is scored by holistic ratings, while listening, speaking, and reading are assessed via online technology.

Appendix C

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

Program	Grade	Enrollment		Reading				Mathematics			
		2019 N	2021 N	2019		2021		2019		2021	
				# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.
Content-Based ESL	3	1,125	1,076	1,076	56	875	48	1,076	67	877	43
	4	1,305	1,384	1,245	53	1,156	45	1,245	62	1,160	40
	5	1,511	1,513	1,397	53	1,199	52	1,423	70	1,194	52
	6	280	245	276	25	173	28	274	41	171	39
	7	79	85	76	17	68	9	77	17	67	6
	8	92	68	91	9	57	5	92	15	57	7
	Total	4,392	4,371	4,161	50	3,528	46	4,187	63	3,526	43
	Pullout ESL	3	494	310	467	62	265	48	470	75	268
4		788	420	735	54	357	44	751	68	359	39
5		966	506	891	53	418	51	913	74	412	49
6		3,257	3,681	3,217	32	2,937	33	3,220	57	2,926	37
7		3,071	3,317	3,036	42	2,435	37	2,986	52	2,427	25
8		2,773	3,176	2,727	39	2,330	40	2,527	56	2,150	24
Total		11,349	11,410	11,073	41	8,742	38	10,867	58	8,542	31
Alternative ESL		3		91			83	52			83
	4		54			48	44			48	29
	5		99			82	48			84	50
	6	n/a	78	n/a		62	18	n/a		62	29
	7		225			138	30			149	18
	8		196			128	31			115	20
	Total		743			538	36			541	31
	Reclassified Content-Based ESL	3	149	96	147	99	84	94	147	99	84
4		302	177	298	95	147	97	298	97	147	86
5		512	249	506	97	209	96	506	96	209	89
6		575	294	569	87	214	86	569	93	211	85
7		374	495	363	94	308	92	330	92	262	71
8		385	518	371	95	292	93	225	92	157	57
Total		2,297	1,829	2,254	94	1,254	92	2,075	95	1,070	79
Reclassified Pullout ESL		3	37	26	37	100	22	91	37	100	22
	4	82	48	82	98	39	100	82	99	39	100
	5	140	102	140	98	98	94	140	99	98	93
	6	166	114	166	89	97	94	166	96	97	90
	7	322	315	317	93	236	88	294	89	220	64
	8	480	332	470	90	225	90	329	89	127	59
	Total	1,227	937	1,212	92	717	91	1,048	92	603	75
	HISD	3	17,058	15,551	12,736	69	9,166	59	13,134	74	9,447
4		17,317	15,715	14,906	68	10,364	56	15,072	70	10,364	56
5		16,795	15,955	15,933	70	11,095	65	15,986	78	10,983	59
6		14,025	13,392	13,638	59	8,813	52	13,544	72	8,785	52
7		13,440	13,488	13,009	68	8,258	60	12,417	69	7,760	41
8		13,755	14,108	13,303	71	7,953	62	10,592	72	6,193	34
Total		92,390	88,209	83,525	67	55,649	59	80,745	73	53,532	50

Source: STAAR student data files, Chancery, PowerSchool

* indicates < 5 students tested

Appendix D

English STAAR Performance of ESL Students in other STAAR Subjects: Number Tested and Percent Meeting Approaches Grade Level Standard by Subject and Year (2019 and 2021)

Subject & Year	Current CB-ESL		Current PO-ESL		Current PO-ESL		Reclassified CB-ESL		Reclassified PO-ESL		HISD	
	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.
En Writing 2019	1,321	42	3,769	38	-	-	662	92	399	87	27,921	61
En Writing 2021	1,223	32	2,833	25	208	16	461	88	279	77	18,861	47
Change		-10		-13				-4		-10		-14
En Science 2019	1,514	50	3,618	46	-	-	875	92	590	88	29,157	68
En Science 2021	1,246	32	2,702	28	190	25	491	79	325	79	18,815	49
Change		-18		-18				-13		-9		-19
En Soc Studies 2019	90	9	2,691	28	-	-	374	83	469	72	13,200	57
En Soc Studies 2021	56	0	2,292	13	97	13	285	67	224	58	7,732	37
Change		-9		-15				-16		-14		-20

Source: STAAR student data files, Chancery, PowerSchool

Appendix E

**STAAR End-of-Course Performance of CB-ESL, PO-ESL, and Alt-ESL Students:
Number Tested, And Number and Percentage Who Met the Approaches Grade Level
Standard or Meets Grade Level Standard (Spring 2021 Data Only,
All Students Tested Including Retesters)**

	Student Group	# Tested	Fail		Approaches Grade Level		Meets Grade Level	
			N	% Stu	N	% Stu	N	% Stu
Algebra I	CB-ESL	10	10	100	0	0	0	0
	PO-ESL	2,809	1,670	59	1,139	41	363	13
	Alt-ESL	371	194	52	177	48	56	15
	Reclassified CB-ESL	407	69	17	338	83	212	52
	Reclassified PO-ESL	468	138	29	330	71	153	33
	HISD	12,215	4,893	40	7,322	60	3,384	28
Biology	CB-ESL	18	12	67	6	33	2	11
	PO-ESL	2,987	1,731	58	1,256	42	415	14
	Alt-ESL	366	187	51	179	49	47	13
	Reclassified CB-ESL	326	15	5	311	95	244	75
	Reclassified PO-ESL	469	73	16	396	84	243	52
	HISD	12,462	3,603	29	8,859	71	5,412	43
English I	CB-ESL	14	11	79	3	21	3	21
	PO-ESL	3,217	2,466	77	751	23	370	12
	Alt-ESL	463	326	70	137	30	61	13
	Reclassified CB-ESL	313	34	11	279	89	238	76
	Reclassified PO-ESL	552	158	29	394	71	285	52
	HISD	13,171	5,752	44	7,419	56	5,536	42
English II	CB-ESL	13	12	92	1	8	1	8
	PO-ESL	2,748	2,054	75	694	25	347	13
	Alt-ESL	332	254	77	78	23	38	11
	Reclassified CB-ESL	313	20	6	293	94	267	85
	Reclassified PO-ESL	542	118	22	424	78	329	61
	HISD	12,474	4,724	38	7,750	62	6,191	50
U.S. History	CB-ESL	5	4	80	1	20	0	0
	PO-ESL	1,644	848	52	796	48	323	20
	Alt-ESL	226	106	47	120	53	40	18
	Reclassified CB-ESL	293	11	4	282	96	233	80
	Reclassified PO-ESL	576	76	13	500	87	329	57
	HISD	10,982	1,957	18	9,025	82	6,494	59

Source: STAAR EOC 6/15/21, PowerSchool Note: HISD percentages may differ from district EOC report due to rounding error

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

Appendix F

**TELPAS Performance for CB-ESL, PO-ESL, and Alt-ESL Students: Number Tested and Number and Percentage of Students at Each Proficiency Level by Grade Level
(Data from 2021, with 2020 Results Shown in Shaded Column)**

Program	Grade Level	Tested	Beginning		Intermediate		Advanced		Advanced High		AH 2020	Composite Score
			N	%	N	%	N	%	N	%	%	
Content Based ESL	K	799	299	37	264	33	163	20	73	9	6	2.0
	1	823	113	14	301	37	239	29	170	21	26	2.5
	2	822	89	11	367	45	289	35	77	9	14	2.4
	3	881	55	6	349	40	355	40	122	14	30	2.7
	4	1,112	68	6	386	35	473	43	185	17	27	2.7
	5	1,254	82	7	341	27	562	45	269	21	29	2.8
	6	146	26	18	47	32	52	36	21	14	18	2.4
	7	68	25	37	34	50	5	7	4	6	*	1.8
	8	52	27	52	19	37	5	10	1	2	-	1.6
	9	8	4	50	0	0	2	25	2	25	<1	2.3
	10	13	5	38	7	54	1	8	0	0	-	1.5
	11	3	1	33	1	33	1	33	0	0	*	2.0
	12	2	2	100	0	0	0	0	0	0	-	1.2
Total		5,983	796	13	2,116	35	2,147	36	924	15	23	2.5

Program	Grade Level	Tested	Beginning		Intermediate		Advanced		Advanced High		AH 2020	Composite Score
			N	%	N	%	N	%	N	%	%	
Pullout ESL	K	204	175	86	27	13	1	0	1	0	0	1.2
	1	244	75	31	108	44	45	18	16	7	18	1.9
	2	275	28	10	155	56	79	29	13	5	24	2.3
	3	278	13	5	110	40	113	41	42	15	50	2.7
	4	365	11	3	183	50	132	36	39	11	17	2.5
	5	418	12	3	146	35	193	46	67	16	30	2.8
	6	2,563	185	7	1038	40	1036	40	304	12	20	2.6
	7	2,255	185	8	877	39	965	43	228	10	20	2.6
	8	2,317	196	8	923	40	910	39	288	12	25	2.6
	9	2,035	241	12	915	45	626	31	253	12	10	2.5
	10	1,685	244	14	724	43	530	31	187	11	15	2.5
	11	1,103	129	12	519	47	326	30	129	12	16	2.5
	12	848	66	8	356	42	303	36	123	15	18	2.6
Total		14,590	1,560	11	6,081	42	5,259	36	1,690	12	17	2.5

Program	Grade Level	Tested	Beginning		Intermediate		Advanced		Advanced High		AH 2020	Composite Score
			N	%	N	%	N	%	N	%	%	
Alternative ESL	K	10	1	10	5	50	4	40	0	0	0	2.3
	1	23	4	17	13	57	3	13	3	13	27	2.1
	2	51	3	6	30	59	17	33	1	2	22	2.3
	3	82	2	2	23	28	44	54	13	16	32	2.8
	4	45	1	2	20	44	18	40	6	13	28	2.7
	5	84	8	10	31	37	29	35	16	19	25	2.6
	6	71	5	7	35	49	26	37	5	7	*	2.4
	7	132	18	14	57	43	46	35	11	8	-	2.4
	8	93	9	10	43	46	33	35	8	9	*	2.5
	9	304	36	12	117	38	113	37	38	13	55	2.6
	10	228	14	6	106	46	83	36	25	11	-	2.6
	11	165	13	8	56	34	64	39	32	19	-	2.7
	12	55	1	2	18	33	27	49	9	16	-	2.8
Total		1,343	115	9	554	41	507	38	167	12	25	2.6

Source:
TELPAS
7/20/21,
PowerSchool

Appendix G

TELPAS Performance for CB-ESL, PO-ESL, and Alt-ESL Students: Number Tested and Number and Percentage of Students Gaining 1, 2, 3, or 1 or More Proficiency Levels by Grade Level (Data from 2021, with 2020 Results in Shaded Column)

Program	Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		% Gained* 2020
			N	%	N	%	N	%	N	%	
Content Based ESL	1	459	205	45	43	9	2	<1	250	54	65
	2	383	110	29	9	2	0	0	119	31	37
	3	248	89	36	3	1	0	0	92	37	52
	4	322	84	26	3	1	0	0	87	27	40
	5	422	151	36	7	2	0	0	158	37	50
	6	46	13	28	0	0	0	0	13	28	32
	7	6	0	0	0	0	0	0	0	0	*
	8	2	1	50	0	0	0	0	1	50	-
	9	1	0	0	0	0	0	0	0	0	*
	10	0	0	-!	0	-!	0	-!	0	-!	-
	11	0	0	-!	0	-!	0	-!	0	-!	-
	12	0	0	-!	0	-!	0	-!	0	-!	-
	Total		1,889	653	35	65	3	2	<1	720	38
Pullout ESL	1	46	29	63	9	20	0	<1	38	83	55
	2	104	46	44	3	3	0	0	49	47	58
	3	41	15	37	0	0	0	0	15	37	70
	4	43	18	42	0	0	0	0	18	42	29
	5	78	25	32	2	3	0	0	27	35	50
	6	764	158	21	5	1	0	0	163	21	37
	7	445	100	22	0	0	0	0	100	22	45
	8	376	88	23	0	0	0	0	88	23	48
	9	315	62	20	3	1	0	0	65	21	25
	10	642	164	26	2	0	0	0	166	26	33
	11	340	89	26	6	2	0	0	95	28	40
	12	231	53	23	1	0	0	0	54	23	34
	Total		3,425	847	25	31	1	0	0	878	26
Alt ESL	1	19	7	37	1	5	0	0	8	42	65
	2	34	8	24	1	3	0	0	9	26	67
	3	54	22	41	0	0	0	0	22	41	43
	4	13	2	15	0	0	0	0	2	15	46
	5	29	8	28	0	0	0	0	8	28	49
	6	32	8	25	0	0	0	0	8	25	*
	7	24	5	21	0	0	0	0	5	21	-
	8	29	6	21	0	0	0	0	6	21	*
	9	78	7	9	0	0	0	0	7	9	55
	10	2	2	100	0	0	0	0	2	100	-
	11	28	11	39	0	0	0	0	11	39	-
	12	2	0	0	0	0	0	0	0	0	-
	Total		344	86	25	2	1	0	0	88	26

Source:
TELPAS
7/20/21,
PowerSchool