

MEMORANDUM

October 24, 2022

TO: Sonya Monreal
Executive Director, Multilingual Programs

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

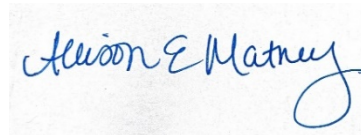
SUBJECT: **2022 PRE-EXIT EB STUDENT PERFORMANCE REPORT**

The Houston Independent School District offers two primary bilingual programs for Spanish-speaking emergent bilinguals (EBs). 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 2021–2022 school year.

Key findings include:

- A total of 1,898 emergent bilinguals were in the pre-exit phase of TBP in 2021–2022, a decrease from 2,148 in the previous year.
- Students in the pre-exit phase outperformed other EB students on the reading, mathematics, and science portions of the English STAAR 3-8, as well as on the TELPAS.
- Results from the STAAR showed that pre-exit students outperformed the district in reading (+7 percentage points), mathematics (+14 percentage points), and science (+4 percentage points).
- All three groups showed large improvements in STAAR 3-8 performance in 2022 compared to 2021. Pre-exit students had larger gains than did either other EB students or the district overall.
- Only nineteen percent of first-year pre-exit students met the recommended readiness criteria for acceptance into the pre-exit phase, and this was a decline from the 43 percent figure observed in 2021.
- Students who had not met the acceptance criteria (but who were nonetheless considered pre-exit) showed markedly lower English language proficiency and STAAR reading performance and were less likely to have exited EB status even eight 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: Millard L. House II

Shawn Bird, Ed.D.

Khechara Bradford



RESEARCH

Educational Program Report

**PRE-EXIT EMERGENT BILINGUAL STUDENT PERFORMANCE
ENGLISH STAAR AND TELPAS
2021 – 2022**



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PRE-EXIT EMERGENT BILINGUAL STUDENT PERFORMANCE REPORT: STAAR AND TELPAS 2021–2022

Executive Summary

Program Description

Emergent bilingual¹ (EB) students are students who are not proficient in English and who must be provided the option of either a bilingual or an ESL program. EBs who are 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 that would indicate the student is ready for mostly English-language instruction. In this phase, English instruction is emphasized while introduction and reinforcement of new concepts are done in the primary language. The pre-exit phase is intended to serve as a transitional phase until the student achieves full English proficiency and can be reclassified as non-EB. This report summarizes data from EBs who are in the pre-exit phase of the district's Transitional Bilingual Program (grades 3 through 5).

Highlights

- A total of 1,898 EB students were coded as pre-exit in 2021–2022, a decrease from 2,148 in 2020–2021 and the sixth consecutive year in which there has been an enrollment decline.
- Pre-exit students outperformed other EB students on the reading, mathematics, and science portions of the STAAR (English version), with gaps ranging from 12 to 15 percentage points.
- Pre-exit students showed performance advantages compared to the district on STAAR reading (+7 percentage points), mathematics (+14 points), and science (+4 points).
- All groups showed large improvements in STAAR performance in 2022 compared to 2021. Pre-exit students had larger gains than did either other EB students or the district overall.
- TELPAS results showed that 31% of pre-exit students scored at the highest level of English language proficiency (Advanced High) in 2022, compared to 16% for other EBs. They also showed more progress, with 41% showing gains in proficiency versus 32% for all other EBs.
- Analysis of data from first-year pre-exit students showed that there continues to be a widespread lack of adherence to district readiness indicators for acceptance into the pre-exit phase. Overall, only 19% of first-year pre-exit students met the established readiness indicators, a decline from the 43% figure reported in 2021.
- Pre-exit students who had actually met the readiness indicators performed much better than did those who had not, as reflected in 2022 TELPAS and STAAR scores.
- There was also evidence confirming that students who had not meet the pre-exit readiness indicators are much less likely to successfully exit EB status in subsequent years.

Recommendations

1. It is crucial that campus leaders establish and maintain systems to identify and track students who have the potential to enter the pre-exit phase only if they have met the specified performance criteria in the previous school year. Campus leadership teams should support the LPAC as they monitor the academic and linguistic progress of all EBs each year. This will ensure that students in early grades meet the established readiness indicators before participating in the pre-exit phase of the Transitional Bilingual program. The Multilingual Programs Department should continue to collaborate with the campus staff to disseminate and use the findings to create an instructional plan to meet the linguistic and academic needs of the EBs with significant performance deficits on TELPAS and STAAR. If the above recommendations are not in place, the Pre-exit students are far less likely to reclassify and exit EB status.
2. The Multilingual Program Department in collaboration with campus leadership teams should continue to ensure that the indicators for of the Pre-exit readiness are met as outlined in the [Multilingual Programs Guidelines 2022-2023](#) under the Language of Instruction Framework p. II-2. 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 provide appropriate native language support, students in the Pre-Exit Phase will receive instruction from a Bilingual certified teacher, as outlined in the Multilingual Programs Guidelines 2022-2022 p. II-4. (*Use link above*) If this is not the case, the campus principal will submit a completed Alternative Language Program/Recruiting Activities form to the Multilingual Programs Department which will serve as documentation of the proposed alternative bilingual program and projected recruitment plan. On behalf of campuses that are unable to staff bilingual classrooms with appropriately certified teachers, the Multilingual Programs Department will request from the commissioner of education an exception for the bilingual education program and approval to offer an alternative language program as per 19 TAC §89.1207(a).

Introduction

Emergent bilingual (EB) students can be in either an ESL program or in one of the district’s two main bilingual programs (transitional or dual language). In the bilingual programs instruction is 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 5.² 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 EB students who participated in the pre-exit phase of the district’s transitional bilingual programs (grades 3 through 5) in 2021–2022.

An illustration of the normal progression through the transitional bilingual program is provided in **Figure 1**. Students who enter the program in pre-kindergarten or kindergarten will normally receive some Spanish-language instruction through grade 5. In the pre-exit phase or strand, EBs 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 2021–2022, would be admitted on the basis of performance in the previous school year (i.e., 2020–2021).

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

Expectations

* English learners are expected to make at least one level of growth in English proficiency, annually, in the areas of Listening, Speaking, Reading, and Writing as documented in TELPAS.
 * Continuously enrolled English learners are expected to meet reclassification criteria by their fifth year in US schools starting with first grade.

	PK	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Transitional Bilingual	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 ESL/ELD 30-45 min	English ESL/ELD 30-45 min	English Science ESL/ELD 30-45 min	English Social Studies Science ESL/ELD 45 min	English Social Studies Science ESL/ELD 75 min	English Social Studies Science ESL/ELD 75 min	English Social Studies Science ESL/ELD 75 min
	Ancillary	Ancillary	Ancillary	Ancillary	Ancillary	Ancillary	Ancillary

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

* Students normally transitional bilingual program in PK/K and continue through 5th grade
 * They have the option of switching to the pre-exit phase in grades 3 through 5
 * However, they must meet certain readiness criteria to be accepted into the pre-exit phase
 * These criteria are summarized in **Table 1** (p. 4)

	3rd Grade	4th Grade	5th Grade
Pre-Exit Phase or Strand	Strategic Spanish Support*	Strategic Spanish Support*	Strategic Spanish Support*
	English Reading Language Arts Mathematics Social Studies Science Ancillary	English Reading Language Arts Mathematics Social Studies Science Ancillary	English Reading Language Arts Mathematics Social Studies Science Ancillary

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

Source: Multilingual Programs Department Guidelines 2021-2022

Table 1. Transition Indicators for Admission into Pre-Exit Phase/Strand for 2021–2022

Entering Grade	Criteria (Based on 2020–2021 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

EB students in the pre-exit phase of the district's bilingual programs were identified using 2021–2022 IBM Cognos and Public Education Information Management System (PEIMS) databases. A summary of enrollment figures for EB 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 EBs in grades 3 through 5 with valid State of Texas Assessments of Academic Readiness (STAAR), or Texas English Language Proficiency Assessment System (TELPAS) results from 2021–2022 were included in analyses for this report. There were 1,898 students coded as pre-exit in 2021–2022. This compares to 2,148 in 2020–2021, a decrease of 12%. Note that pre-exit student enrollment has declined each year since 2015–2016 (see **Appendix A**, p. 10). This decline is presumably due to the introduction and more consistent application of transition indicators for pre-exit admission.

Data Collection & Analysis

Results for pre-exit EB students from the STAAR 3–8 and TELPAS assessments were analyzed at the district and campus levels. English STAAR results are reported and analyzed for 1,898 pre-exit students on the reading, mathematics, writing, and science tests (grades 3–5 only). For each test, the percentage of students who met standard is shown (Approaches Grade Level standard for 2021–2022). For STAAR, only results from the regular versions are included (i.e., no data from Alternate 2 assessments are reported). Note that the "regular" version of the STAAR is now administered to students who previously would have taken either an accommodated or linguistically-accommodated version of these exams.

TELPAS results are reported and analyzed for pre-exit students on two indicators. One measure reflects attainment, i.e., the overall level of English language proficiency exhibited by EBs. For this indicator, the percent of students at each proficiency level is presented. A second TELPAS indicator reflects progress, i.e., whether students gained one or more levels of English language proficiency between testing in 2021 and 2022. For this indicator, the percent gaining at least one proficiency level is reported. **Appendix B** (see p. 11) provides further details on each of the assessments analyzed for this report.

Table 2. EB Enrollment by Bilingual Program and Grade Level, 2021–2022

Program	PK	K	1	2	3	4	5	6
Transitional	3,416	3,628	3,677	3,728	3,137	2,028	980	58
Pre-Exit	0	0	0	0	419	723	668	88
Dual Language	780	1,008	999	840	922	816	557	192
Alternative Bilingual	1	3	116	142	250	935	1,795	67
Mandarin Bilingual	34	28	22	9	11	12	9	4
Arabic Bilingual	30	25	26	21	24	8	16	15
French Bilingual	31	37	13	7	13	5	8	0

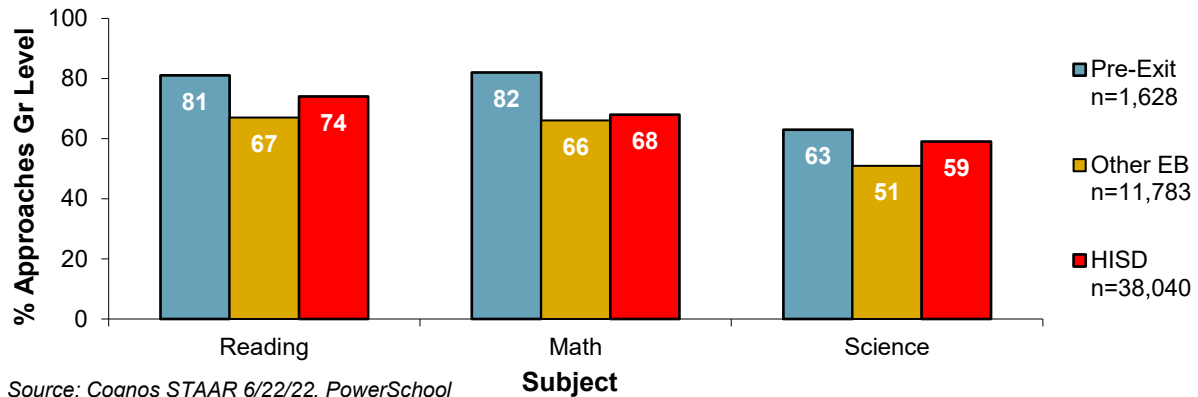
Source: Cognos Data Warehouse 5/31/22

Results

STAAR

Figure 2 shows the mean percentage of students who met the Approaches Grade Level standard on the English STAAR in 2022. Results are shown for pre-exit students, other EB students, and all students districtwide.

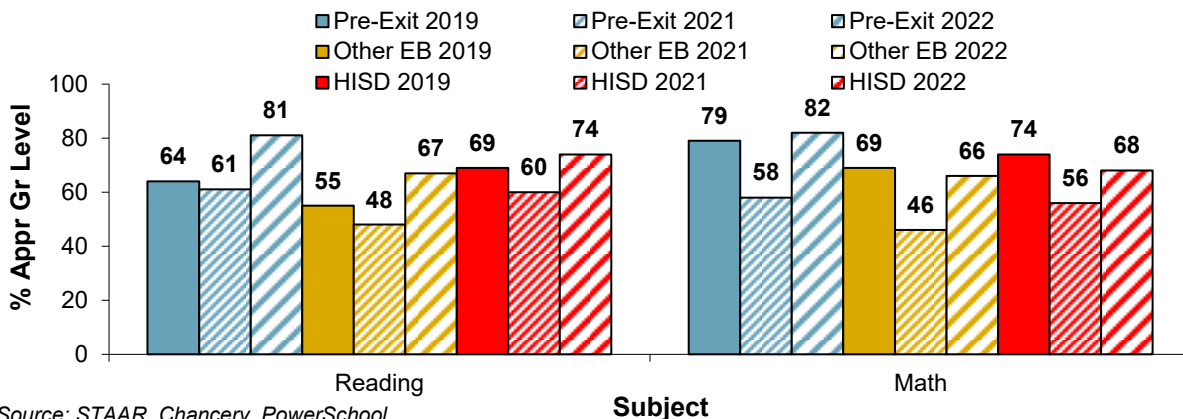
Figure 2. Pre-Exit EB English STAAR Performance in 2022 (Percentage of Students Who Met the Approaches Grade Level Standard), by Subject (Other EB and HISD Overall Results Included for Comparison, Grades 3–5 Only)



Source: Cognos STAAR 6/22/22, PowerSchool

- Pre-exit student performance was above that of the district in reading, mathematics, and science (+7, +14, and +4 percentage points, respectively).
- Pre-exit students had higher passing rates than other EBs in all subjects, with advantages ranging from 12 to 15 percentage points. More detailed STAAR performance data can be found in **Appendix C** (see p. 12), including grade-level results, the number of students tested, and data for 2021.
- **Figure 3** shows STAAR reading and mathematics results for pre-exit students and other EB students for 2019, 2021, and 2022 (STAAR data were unavailable in 2020 due to the COVID outbreak).
- Passing rates in both reading and mathematics increased in 2022, and this was true for all three groups of students. Increases were larger for EB students than for the district.

Figure 3. Percentage of Pre-Exit EB Students Who Met Approaches Grade Level Standard on English STAAR 2019, 2021, & 2022 (Reading and Mathematics, Other EB and HISD Overall Results)



Source: STAAR, Chancery, PowerSchool

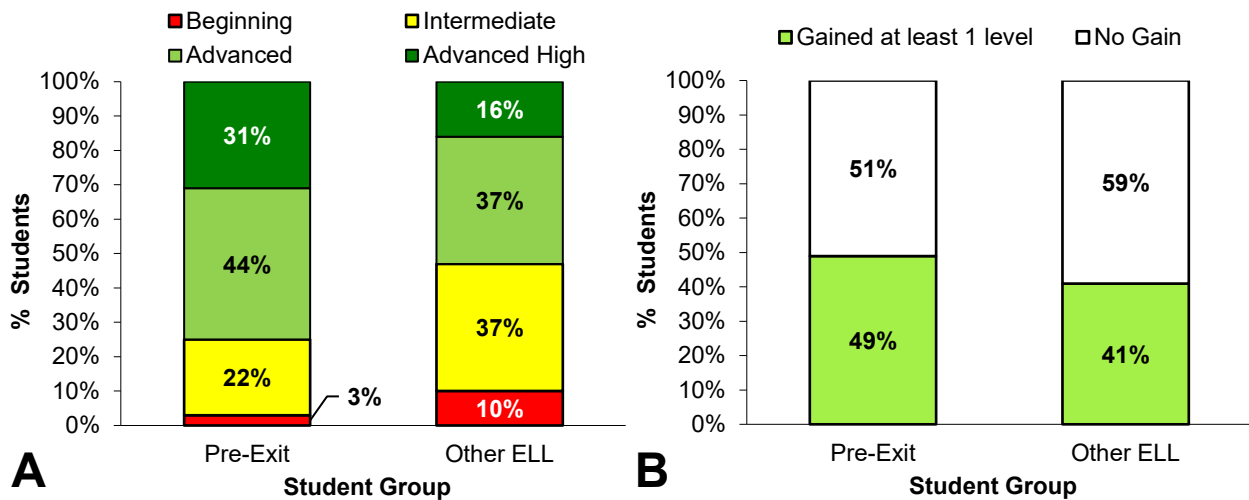
- In reading, all three groups showed improved passing rates compared to those seen pre-COVID. Mathematics performance was not as consistent, with other EBs and the district still lagging pre-COVID levels while pre-exit students showed a slight improvement.

TELPAS

Figure 5 shows TELPAS performance for pre-exit students. Shown are the percentages of students scoring at each proficiency level on the TELPAS in 2022, as well as the percentage of students who made gains in proficiency between 2021 and 2022. Other EB results are included for comparison.

- A higher percentage of pre-exit students scored Advanced High (31% vs. 16%) and a smaller percentage scored at the Beginning or Intermediate levels in 2021 (25% vs. 47%) than EBs who were not in the pre-exit phase (see Figure 5; for further details see **Appendix D**, p. 13).
- A higher percentage of pre-exit students made progress in 2022 than did other EB students from the district overall (Figure 5b, 49% vs. 41%; see also **Appendix E**, p. 13).

Figure 5. Pre-Exit Student TELPAS Performance 2022: A. Percent of Students at Each Proficiency Level, B. Percent of Students Showing Gains In Proficiency (Grades 3–5 Only)



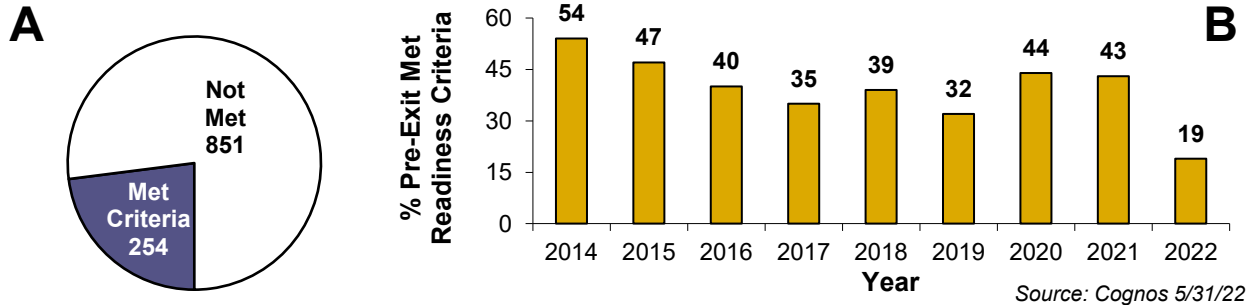
Source: TELPAS data file 8/1/22, PowerSchool

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** (p. 7).

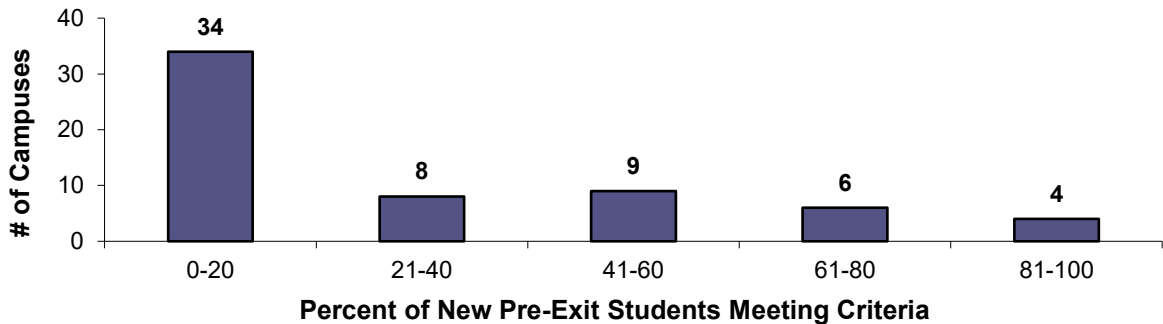
- Overall, only 19% of first-year pre-exit students met the stated readiness criteria, and this was a decrease from the 43% observed in 2020–2021 (see **Figure 6**).
- The percentage of new pre-exit students who met the readiness criteria has declined from a peak of 54% in the first year these criteria were implemented (see **Figure 6b**).

Figure 6. Percentage of 3rd Through 5th-Grade Students Who Started Pre-Exit Phase in 2021–2022, and Who Met the Grade Level Readiness Indicators Required by the District



- Of the 61 campuses with new (as of 2021–2022) pre-exit students in grades 3–5, only four of them had at least 81% of students who met the stated readiness criteria (see **Figure 7**), and the majority of campuses (34 of 61) had 20% 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, 2021–2022



- New pre-exit students who had met the readiness criteria performed much better on the TELPAS (see **Figure 8**). Fifty-four percent of students who met the criteria scored Advanced High (versus 21% for students who did not meet the criteria) and 58% showed progress in English proficiency

Figure 8. TELPAS Performance of Students Who Either Met or Did Not Meet Pre-Exit Readiness Indicators: A. Overall Proficiency Level in 2022, B. Percentage of Students Making Gains in Proficiency Between 2021 and 2021

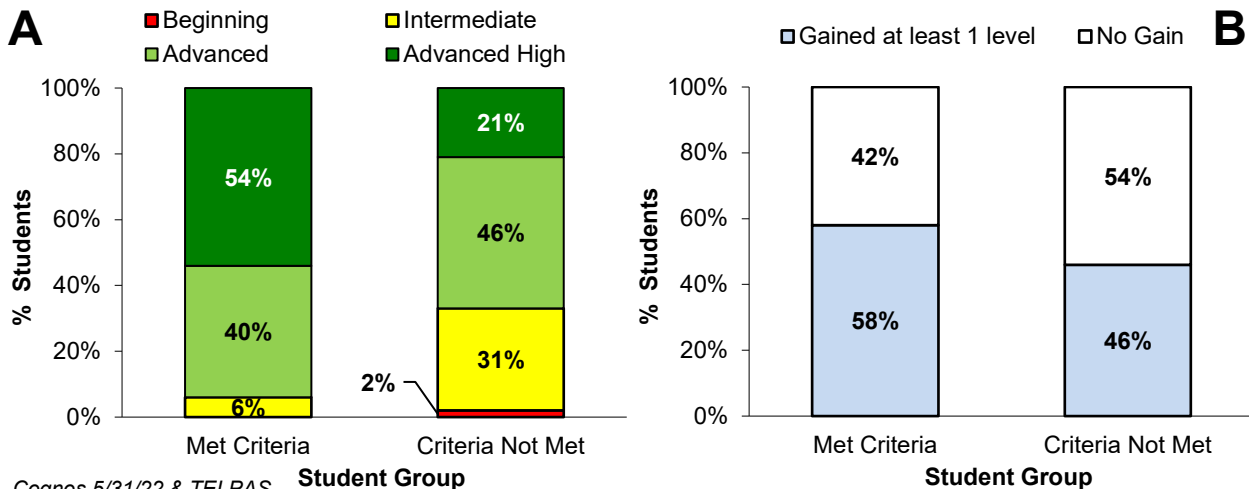
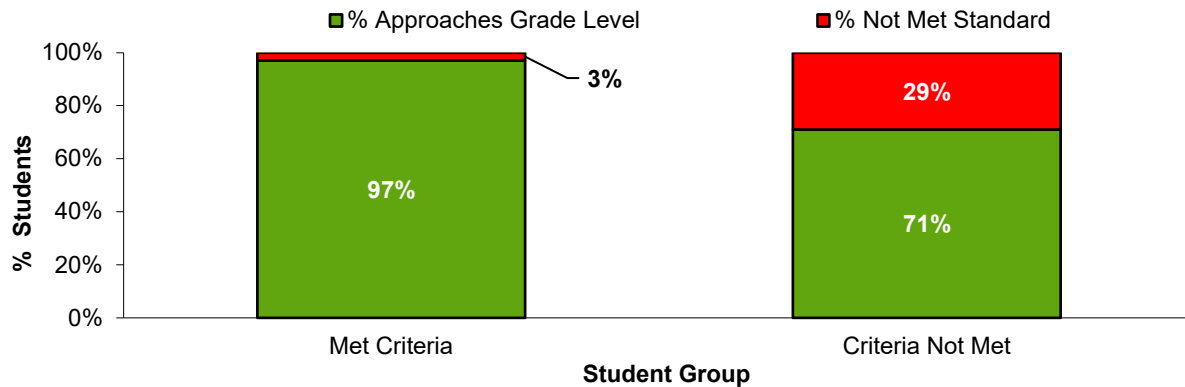


Figure 9. 2022 STAAR English Reading Performance of Students Who Either Met or Did Not Meet Pre-Exit Readiness Criteria



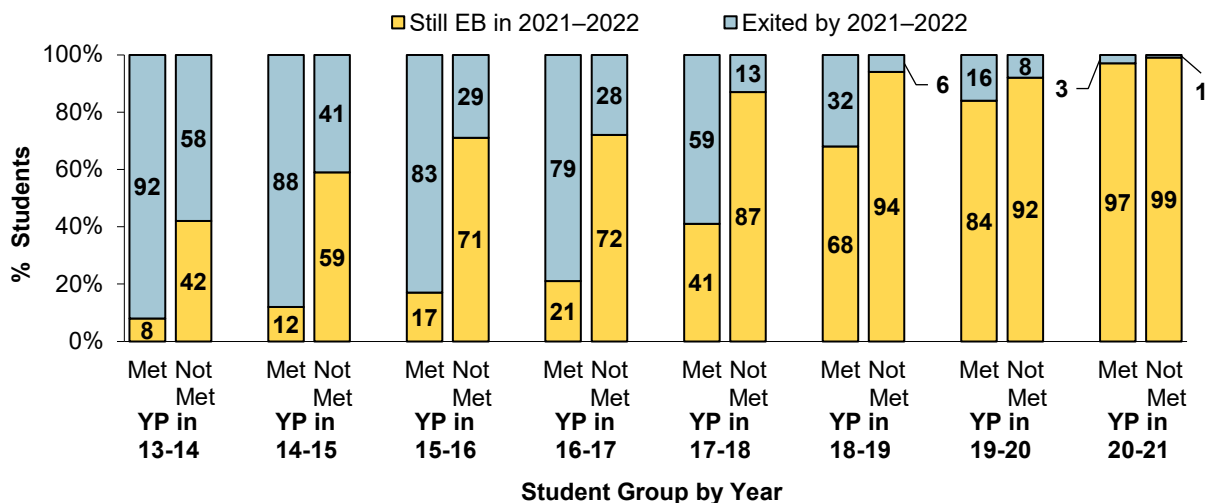
compared to the previous year (versus 46% for students not meeting criteria). **Appendix F** (p. 15) shows further details, including a breakdown of performance by language domain.

- Analogous results from the STAAR English reading assessment are shown in **Figure 9**. Pre-exit students who had met the eligibility criteria in 2022 had a much higher passing rate (97%) than did those who did not (71%).

Are pre-exit students who meet the readiness indicators successful in being reclassified as non-EBs?

- **Figure 10** shows the percentage of students entering the pre-exit phase in 2013–2014 through 2020–2021, who had been reclassified as non-EB as of 2/10/22. 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 more likely to have been reclassified as non-EB by 2021–2022 if they had met the pre-exit readiness criteria which were applicable when they first entered pre-exit status.

Figure 10. Percentage of First-Year Pre-Exit students From 2014 through 2021 Who Had Been Reclassified as Non-EB as of 2/10/22, Based on Whether They Did or Did Not Meet the Readiness Indicators



- Even students who entered the pre-exit phase as long ago as the 2013–2014 school year were more likely to have been reclassified as non-EB (92 percent) if they had met the relevant pre-exit readiness criteria, whereas only 58 percent of students who had not met the readiness criteria that same year had been reclassified.

Discussion

In HISD, EB 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 EB reclassification criteria. Performance on the STAAR and TELPAS showed that pre-exit EBs scored higher than did other EBs who were not in the pre-exit phase. There was no performance gap on the STAAR for pre-exit EBs relative to the district in reading, mathematics, or science. STAAR reading and mathematics passing rates improved in 2022 for pre-exit students, more than was the case for other EBs, or for the district overall. English language proficiency results from the TELPAS showed that more pre-exit students scored at the highest level of English proficiency (31% vs. 16%) compared to other EB students. Finally, more pre-exit students showed progress on the TELPAS between 2021 and 2022 (41% vs. 32%).

Only 19% of students who started the pre-exit phase in 2021–2022 met the recommended acceptance criteria. This is problematic, since there is 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. They are also less likely to successfully meet reclassification criteria in subsequent years. Hence It is crucial that the Multilingual Programs Department disseminate these findings to campuses with pre-exit students, and continue to emphasize the importance of following the guidelines for acceptance of students into the pre-exit phase.

Endnotes

1. The current accepted terminology is to refer to “emergent bilingual” students (EB) rather than English learners (EL). Previously used terms which referred to this student group also included English language learners (ELL) and limited English proficient (LEP). All these labels could be used interchangeably but EB is the currently preferred nomenclature.
2. 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. Beginning in 2012, 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). In the 2021–2022 school year, there were 18 students inappropriately coded as pre-exit due to the fact that they were at a grade level in a dual-language campus that did not allow for this. These students were excluded from the population of pre-exit students considered in the present report.

Appendix A

Pre-Exit Student Enrollment 2015–2016 Through 2021–2022

School Year	# Pre-Exit Students
2015-2016	7,800
2016-2017	7,393
2017-2018	6,081
2018-2019	4,875
2019-2020	3,367
2020-2021	2,148
2021-2022	1,898

Source: Cognos Data Warehouse, grades 3-6 only.

Appendix B

Explanation of Assessments Included in Report

Pre-exit EB performance on two assessments is included in this report; the State of Texas Assessments of Academic Readiness (STAAR, English version) and the Texas English Language Proficiency Assessment System (TELPAS).

The STAAR is a state-mandated, criterion-referenced assessment used to measure student achievement. Pre-exit EB students are assessed in English. The STAAR measures academic achievement in reading and mathematics at grades 3–8; writing at grades 4 and 7; social studies in grade 8; and science at grades 5 and 8. STAAR results for pre-exit students are reported for reading, mathematics, writing, and science.

The STAAR Level II Phase-in 1 Satisfactory standard (used for 2012 to 2015) was increased to the Level II Satisfactory progression standard in 2016, and was to increase each year until 2021–2022. However, by commissioner's rule, that planned annual increase was overruled, and for 2017 and subsequent years the standards in place for 2016 were retained (albeit relabeled as "Approaches Grade Level") in order to provide consistency for district's looking to assess growth in student achievement. 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.

The TELPAS is an English language proficiency assessment which is administered to all EB 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 EB 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 Pre-Exit Students with HISD for Comparison: Number Tested and Percent Who Met the Approaches Grade Level Standard by Grade Level and Subject

Program	Grade	Enrollment		Reading				Mathematics			
		2021 N	2022 N	2021		2022		2021		2022	
				# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.
Pre-Exit	3	354	419	270	61	369	79	270	57	373	79
	4	777	723	651	59	646	81	648	55	647	83
	5	977	668	785	63	613	82	784	61	629	82
	Total	2,108	1,810	1,706	61	1,628	81	1,702	58	1,649	82
Other EB	3	6,383	6,138	2,704	48	2,823	66	2,946	45	3,021	63
	4	5,850	5,898	3,430	43	4,048	66	3,438	40	4,149	64
	5	5,395	5,809	3,901	52	4,912	69	3,842	51	4,951	71
	Total	17,628	17,845	10,035	48	11,783	67	10,226	46	12,121	66
HISD	3	15,551	15,024	9,166	59	11,216	73	9,447	51	11,431	66
	4	15,715	15,158	10,364	56	12,813	72	10,364	56	12,913	65
	5	15,955	15,352	11,095	65	14,011	76	10,983	59	14,027	72
	Total	47,221	45,534	30,625	60	38,040	74	30,794	56	38,371	68

Program	Grade	Enrollment		Writing ⁺				Science			
		2021 N	2022 N	2021		2022		2021		2022	
				# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.
Pre-Exit	3	354	419	0	*	-	-	0	*	0	*
	4	777	723	641	42	-	-	0	*	0	*
	5	977	668	0	*	-	-	793	45	645	63
	Total	2,108	1,810	641	42	-	-	793	45	645	63
Other EB	3	6,383	6,138	0	*	-	-	0	*	0	*
	4	5,850	5,898	3,441	31	-	-	0	*	0	*
	5	5,395	5,809	0	*	-	-	4,074	35	5,159	51
	Total	17,628	17,845	3,441	31	-	-	4,074	35	5,159	51
HISD	3	15,551	15,024	0	*	-	-	0	*	0	*
	4	15,715	15,158	10,379	44	-	-	0	*	0	*
	5	15,955	15,352	0	*	-	-	11,223	49	14,285	59
	Total	47,221	45,534	10,379	44	-	-	11,223	49	14,285	59

Source: STAAR student data files, Chancery, PowerSchool

* Scores not reported for fewer than 5 students

+ STAAR writing discontinued in 2022

Appendix D

TELPAS Performance for Pre-Exit Students for 2022: Number Tested and Number and Percentage of Students at Each Proficiency Level, by Grade Level

Program	Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		AH 2021	Composite Score
			N	%	N	%	N	%	N	%		
Pre-Exit	3	413	11	3	95	23	193	47	114	28	25	3.0
	4	713	23	3	175	25	318	45	200	28	25	2.9
	5	658	12	2	127	19	278	42	241	37	28	3.1
	Total	1,784	46	3	397	22	789	44	555	31	27	3.0
Other EL	3	5,840	563	10	2,460	42	2,066	35	751	13	12	2.5
	4	5,646	659	12	2,165	38	2,024	36	798	14	12	2.5
	5	5,509	463	8	1,680	30	2,151	39	1,215	22	20	2.7
	Total	16,995	1,685	10	6,305	37	6,241	37	2,764	16	14	2.6

Source: TELPAS 8/1/22, PowerSchool

* Scores not reported for fewer than 5 students

Appendix E

TELPAS Performance for Pre-Exit Students for 2022: Number Tested and Number and Percentage of Students Gaining 1, 2, 3, or 1 or More Proficiency Levels, by Grade Level

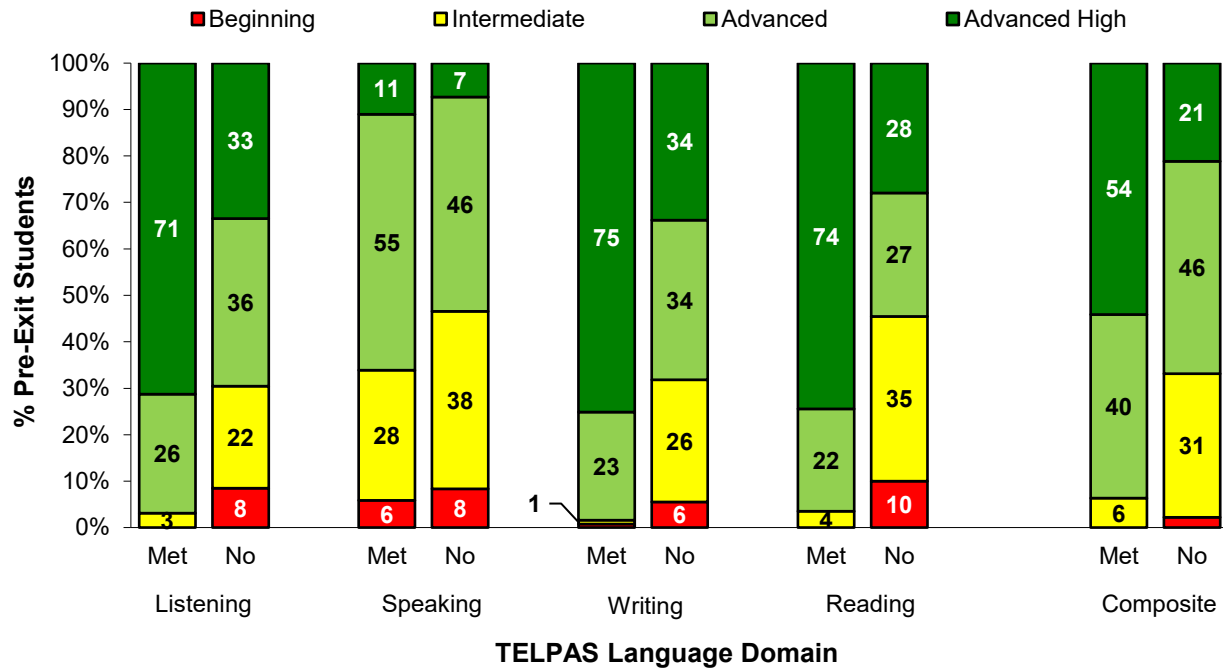
Program	Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		Gained 2021
			N	%	N	%	N	%	N	%	
Pre-Exit	3	391	215	55	23	6	0	0	238	61	46
	4	645	236	37	14	2	0	0	250	39	33
	5	583	294	50	13	2	0	0	307	53	45
	Total	1,619	745	46	50	3	0	0	795	49	41
Other EL	3	4,805	2,042	42	125	3	0	0	2,167	45	37
	4	4,601	1,400	30	46	1	0	0	1,446	31	22
	5	4,353	1,908	44	94	2	0	0	2,002	46	38
	Total	13,759	5,350	39	265	2	0	0	5,615	41	32

Source: TELPAS 8/1/22, PowerSchool

* Scores not reported for fewer than 5 students

Appendix F

**TELPAS Performance for First-Year Pre-Exit Students in 2022:
Percent of Students at Each Proficiency Level,
by Language Domain and Whether They Had Met the Readiness Criteria**



The TELPAS results shown in Figure 8 confirm previous findings that pre-exit students do better on the TELPAS if they had successfully met the recommended readiness criteria before being admitted into the pre-exit phase. Students who had not met these criteria do not do as well.

The data shown in the above chart represent a further exploration of this finding, in the form of an examination of how this pattern holds up across the four language domains represented by the TELPAS. All four domains show clear differences between the performance of students who either met or did not meet these criteria.