RESEARCH

Report on an Educational Program

Department of Research and Accountability

BILINGUAL AND ENGLISH AS A SECOND LANGUAGE PROGRAM EVALUATION 2002–2003

Houston Independent School District

HOUSTON INDEPENDENT SCHOOL DISTRICT

Board of Education

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Executive Summary

Bilingual and English as a Second Language Program Evaluation
2002–2003

Program Description

Bilingual education in the Houston Independent School District (HISD) is an instructional program offered in elementary schools and selected middle schools for students whose native language is other than English (Spanish, Vietnamese, etc.) and who need to enhance their English language skills. The program is a combination of carefully structured sequences of basic skills in the student's native language with a gradual skill development in English. Beginning in prekindergarten, the program uses the English as a Second Language (ESL) methodology. By providing English Language Learners (ELLs) instruction in their native language, students are able to access the curriculum while acquiring English language skills. Students are then able to attain their grade level cognitive skills without lagging behind other students.

Bilingual education is a state required program, meeting the needs of ELL students and facilitating their integration into the regular school curriculum that ensures their access to equal educational opportunities. According to the Texas Education Code (TEC), every student in Texas with a home language other than English, and who is identified as a language minority must be provided an equal opportunity to participate in a bilingual education or ESL program (Chapter 29, Subchapter B 29.051).

The Texas Administrative Code (TAC) in Chapter 89, Subchapter BB. provides a framework of indicators for the implementation of a bilingual program. HISD was required to implement a Transitional Bilingual Program by the State Board of Education on May 11, 1991, under TAC Chapter 89, Subchapter A, of the State Plan for educating language minority children. Although the Transitional bilingual program model is mandated by the State Board of Education in compliance with state and federal statutes, two additional bilingual education program models are also used to teach language minority students in HISD. The three bilingual models used in HISD are the Transitional Bilingual Program (TBP), Developmental Bilingual Program (DBP) and Two-Way Bilingual Immersion Program (TWBIP).

Students in the Transitional Bilingual Program are instructed primarily in their native language in early grades with gradual increments of daily English instruction. Eligible students are then "transitioned" into English reading and other core subjects upon attaining literacy and cognitive skills in the native language, and demonstrating oral fluency and proficiency in the English language. Throughout this transition students maintain support in their native language.

In the Developmental program, students are able to fully develop and maintain their native language while learning English. Language arts and the content subjects are taught in the native language in the early grades, prekindergarten through third grade. However, English instruction begins in prekindergarten and increases gradually throughout the elementary grades. A level of proficiency in both languages with 50% native language and 50% English core curriculum should be reached in the fourth and fifth grades and above.

Full bilingualism and biliteracy is the goal in the Two-Way program. An equal number of Spanish-speaking ELL students and English-speaking Spanish Language Learner students (SLL) are taught together so both groups should reach this goal. In the early grades, beginning in kindergarten, all participating students receive primarily Spanish instruction in language arts and the content subjects. Students in kindergarten also begin instruction in English, which gradually increases throughout the elementary grades. Eventually, students should reach a level of proficiency in both languages that leads to a 50% native language and 50% English core curriculum in the fourth, fifth, sixth grades and beyond.

English as a Second Language programs are offered in HISD for students whose native language is

other than English, and who need to develop and enhance their English language skills. The ESL program consists of an intensive program of English instruction in all subjects, focusing on the language arts through the use of ESL methodology. Commensurate with the student's level of language proficiency, ESL services provide gradual English instruction at the elementary levels and/or English-only instruction at the secondary levels.

An annual evaluation of the educational performance of ELL students is required by all school districts in the State of Texas where a bilingual education or ESL program is conducted. The report must analyze the extent to which students become proficient in English; the number of students who exit the bilingual and ESL programs; and the frequency, scope, and results of the professional development offered to teachers and instructional aides.

The purpose of this evaluation was to provide program administrators with student academic progress, information on educational practices, as well as any additional data that would help evaluate the quality of the bilingual/Transitional and ESL programs. The dual language programs, Developmental and Two-Way, were analyzed in a separate evaluation. As required by Texas Education Code, this report addressed several variables such as academic performance; reading proficiency; oral language proficiency; dropout, retention, and attendance rate comparisons; staff development and instructional quality. The Multilingual Department in HISD identifies participating students by their status in the program. The four groups utilized to identify status are grouped as follows:

- Current bilingual, Pre-Exit, and ESL students;
- Former and monitored bilingual, Pre-Exit, and ESL students;
- Identified language minority students not served in a bilingual/Pre-Exit or ESL program; and,
- Regular education students.

In addition to examining several variables across the four groups, district comparisons were also made among the dropout, retention, and attendance indicators. Three comparison groups were reported as required by the Office of Civil Rights (OCR) in the annual program evaluation for HISD for the 2002–03 school year. These comparisons included the following:

- Current bilingual (including Two-Way Bilingual Program) or ESL students vs. language minority students not served;
- Regular education students vs. exited bilingual (including TBP) or ESL students; and,
- Regular education students vs. current bilingual (including TBP) or ESL students being served.

Ten research questions were addressed in the evaluation utilizing the above variables and comparison groups. The research questions were divided into five areas for analysis. The first five questions addressed the performance of current bilingual, pre-exit and ESL students. Questions six through eight examined the performance of exited bilingual, Transitional, and ESL students. Questions nine and ten addressed dropout, retention, attendance rates and staff development.

1. What number and percent of current bilingual, pre-exit, and English as a Second Language students were enrolled and assessed with the Texas Assessment of Academic Skills (TAAS), Texas Assessment of Knowledge and Skills (TAKS), the Aprenda, and the Stanford in 2002 and 2003?

2. What was the passing rates for current bilingual, pre-exit, and ESL students on the Texas Assessment of Knowledge and Skills (TAKS) between Spring 2002 and 2003?

3. What was the change in Normal Curve Equivalents for current bilingual, pre-exit and ESL students on the Stanford and Aprenda between Spring 2002 and 2003?

4. What number and percent of current bilingual, pre-exit, and English as a Second Language (ESL) students were rated at each proficiency level on the Spring 2002 and 2003 Reading Proficiency Test in English (RPTE)?

5. What was the difference in the percent of current bilingual, pre-exit, and English as a Second Language students rated at each proficiency level on the Reading Proficiency Test in English (RPTE) between Spring 2002 and 2003?

6. What number and percent of monitored and former bilingual and ESL students were enrolled and

assessed with the TAAS in the Spring of 2002 and the TAKS in the Spring of 2003?

7. What were the passing rates for monitored and former bilingual and ESL students on the English TAAS 2002 and TAKS 2003?

8. What was the change in Normal Curve Equivalents for monitored and former bilingual and ESL students on the Stanford between Spring 2002 and 2003?

9. How do the following groups of English Language Learner (ELL) students and Non-ELL students compare on dropout, retention, and attendance between 1997–1998, 1998–1999, 1999–2000, 2000–2001 and 2001-2002 : bilingual /ESL vs. ELL students not receiving bilingual /ESL services, regular education vs. exited bilingual /ESL, and regular education vs. bilingual /ESL ELL students?

10. What was the scope and frequency of the training provided for bilingual teachers, English as a Second Language teachers, administrators, program coordinators, instructional aides, and parents in 2002–2003?

Findings

Performance of Current Bilingual, Transitional, & ESL Students

- Overall, the number of current ELL students enrolled and assessed in bilingual (Spanish) in 2003 decreased.

- The number of current English Language Learners enrolled and assessed in the pre-exit phase and ESL programs (English) increased from the previous year.

- The English TAKS 2003 passing rates of current bilingual students ranged from 34% in grade 8 to 88% at grade 3 in reading, and from 34% in grade 8 to 95% at grade 3 in mathematics. Third grade students demonstrated the highest passing rates on the English TAKS in both reading and mathematics.

- The Spanish TAKS 2003 passing rates of bilingual students ranged from 78% in grade 5 to 89% at grade 6 in reading, and from 60% at grade 6 to 85% at grade 3 in mathematics. Reading passing rates for current bilingual students were higher than mathematics passing rates at all grade levels tested.

- The English TAKS 2003 passing rates of pre-exit students ranged from 45% at grade 5 to 67% in grade 4 in reading, and from 53% in grade 6 to 78% at grades 4 in mathematics. Mathematics passing rates for pre-exit students were higher than the reading passing rates in reading.

- The number of pre-exit students tested with the English TAKS increased in 2003. Approximately 89% of pre-exit students were tested on the English TAKS in 2003, decreasing from 91% in 2002. In addition, 95% of pre-exit students were tested on the Stanford in both 2002 and 2003.

- The English TAKS 2003 passing rates of current ESL students ranged from 15% at grade 10 to 67% at grade 3 in reading, and from 18% in grade 9 to 77% at grade 3 in mathematics. Reading and mathematics passing rates were low in both the middle and high school levels.

- Test scores showed slight increases and decreases in reading, mathematics, and language for current bilingual students who were administered the Stanford from the Spring of 2002 to 2003, except for grade 4 where a 10 NCE point decrease was observed.

- Scores decreased across all grade levels in all subjects tested for pre-exit students who were administered the Stanford from 2002 to 2003.

- From the Spring 2002 to Spring 2003 administrations of the Stanford subtests, slight decreases within 1 to 5 points from the previous year's NCE scores were observed for current ESL students across grades 1–11.

- Current bilingual students in grades 1 through 8 who were administered the Aprenda had slight increases and decreases in NCEs from 2002-2003 ranging from 1 to 8 NCEs. Reading and language NCE losses were not as large as the NCE losses at grades 6,7 and 8 in mathematics.

- Pre-exit program students in grades 3 taking the Aprenda had gains in NCEs but grades 4 and 5 had losses in all three areas tested.

- Current bilingual students in grades 1 through 5 who were administered the Aprenda scored in the average or above average range (NCE of 44 or higher) in reading, mathematics and language. Bilingual student in grades 6,7 and 8 scored below average (NCE of 43 and below) in mathematics.

- Pre-exit program students in grades 3 through 5 taking the Aprenda scored in the average or above average range in reading, mathematics and language.

- Approximately 5,199 ESL students were not tested on the English TAKS in 2003, while 1,156 students were not tested on the Stanford. The percent of ESL students not tested on the TAKS increased from 34% in 2002 to 41% in 2003.

- Across most grade levels, ESL students in grades K-11 taking the 2003 Stanford indicated a below average range in reading, an average range at grades 1-5 and below average range at grades 6 through 11 in mathematics, and a below average range in language. Of ESL students in grades 1-11, only first grade ESL students scored in the average range in reading, mathematics and language.

- Percentages of students scoring in the Advanced level of reading proficiency increased between the 2002 and 2003 administrations of the RPTE for pre-exit program students.

- The number of students who were placed at the Beginning level of the RPTE after four years in a U.S. school decreased from 2,116 students in 2002 to 1,580 in 2003 or 536 fewer students.

Performance of Exited (Monitored & Former) Bilingual, Pre-Exit, & ESL Students

- Monitored bilingual students enrolled in HISD in 2003 decreased from the previous years and monitored ESL enrollment increased.

- The number of former bilingual and ESL students enrolled increased from 2002 to 2003.

- The English TAKS 2003 passing rates of monitored bilingual students ranged from 50% in grade 10 to 95% at grades 3 in reading; and from 38% at grade10 to 95% in grade 4 in mathematics.

- The English TAKS 2003 passing rates for monitored ESL students ranged from 35% in grade 11 to 94% at grade 3 in reading, and from 39% in grade 9 to 95% in grade 3 in mathematics.

- Passing rates on the 2003 TAKS of former bilingual students ranged from 70% in grade 11 to 100% at grades 3 in reading; and from 70% at grade11 to 100% in grade 3 in mathematics.

- TAKS 2003 passing rates of former ESL students ranged from 59% in grade 11 to 100% at grades 3 in reading; and from 59% at grade 9 to 100% in grade 3 in mathematics.

- Monitored and former, bilingual and ESL students had NCE scores on the Stanford reading and mathematics subtests within the above average range of performance in the early grade levels (1-5), average range in the middle grade levels (6-8), and below average range in the upper grade levels (9-11).

Dropout / Retention / Attendance Rates

- ELL students in bilingual or ESL programs had lower dropout rates, lower retention rates, and higher attendance rates than regular education students across most years between 1997–98 and 2001–02.

- Students who exited the bilingual and ESL programs had lower dropout rates, lower retention rates, and higher attendance rates than regular students between 1997–98 and 2001–02.

Staff Development and Training

- Over 150 staff development and personnel training sessions were provided to bilingual and ESL program participants. Sixty were aimed toward ESL teachers, and 63 were focused on bilingual teachers.

Recommendations

1. Forty one percent (n= 5,199) English as a Second Language students were not tested with the TAKS in 2003. Principals, district offices and the Multilingual Department need to monitor LPAC testing decisions to ensure that state and local TAKS exception guidelines are followed.

2. Bilingual pre-exit students instructed in English were tested with the Spanish TAKS (n= 112) and Aprenda (n=127) in 2003. Principals, district supervisors and Multilingual staff need to monitor testing practices and language of assessment for these students.

3. English Language Learners in the ESL program grades 1-11 demonstrated low performance in both the TAKS and the Stanford. Curriculum and teaching strategies need to be addressed for these students.

4. Training sessions coordinated by the Multilingual Department staff with various HISD departments were well attended by teachers, administrators, instructional aides and parents. Continue to provide quality staff training as required by the Texas Education Agency in District Effectiveness and Compliance guidelines to impact as many Multilingual Program participants as possible.

Bilingual and English as a Second Language Program Evaluation 2002–2003

Purpose: *To comply with the Texas Administrative Code (TAC) § 89.1265(b) rules of the State Board of Education and the Commissioner of Education, which states that "annual reports of educational performance shall reflect the academic progress in either language of the limited English proficient students, the extent to which they are becoming proficient in English, the number of students who have been exited from the bilingual education and English as a second language programs, and the number of teachers and aides trained and the frequency, scope, and results of the training."*

Design: *Non-experimental, descriptive, retrospective study.*

Population: *Current, monitored, and former participants of HISD's bilingual education program or English as a second language program.*

Methods: *Retrospective study using quantitative and qualitative data.*

Findings: *The bilingual and ESL programs demonstrated high passing rates at most grade levels on the 2003 TAKS; however, NCE losses were found across most grade levels on the Stanford/Aprenda between 2002 and 2003. The percent of ESL students not tested on the TAKS increased from 34% in 2002 to 41% in 2003. The Reading Proficiency Test in English results indicated that bilingual pre-exit students are progressing through the proficiency levels. Exited bilingual and ESL students had very high passing rates at most grade levels of the TAKS; while exited bilingual and ESL students indicated decreasing NCE scores on the Stanford. Overall, current and exited ELL students had lower dropout rates, lower retention rates, and higher attendance rates, when compared to regular education students. Over 150 staff development sessions were provided to bilingual and ESL program participants.*

Conclusions: *The bilingual and ESL programs were effective in increasing performance of English Language Learners as demonstrated by the test scores of the 10,317 students who were exited from the program.*

Introduction

Program Description

According to Texas state policy (§ 29.051), local education agencies must provide an opportunity for all students to become competent in speaking, reading, writing, and comprehending the English language. The state holds that the mastery of basic English language skills precludes effective participation in the state's educational program. Furthermore, the state contends that programs that teach English to limited English proficient (LEP) students can meet the needs of those students and facilitate their integration into the regular school curriculum. Every student in Texas with a home language other than English, and who is identified as a language minority must be provided an equal opportunity to participate in a bilingual education or English as a second language (ESL) program (ibid.).

Bilingual education in the Houston Independent School District (HISD) is an instructional program offered in elementary schools and selected middle schools for students whose native language is other than English (Spanish, Vietnamese, etc.) and who need to enhance their English language skills.

English as a Second Language programs are offered in HISD for students whose native language is other than English and who need to develop and enhance their English language skills. The ESL program consists of an intensive program of English instruction in all subjects, focusing on the language

arts through the use of ESL methodology. Commensurate with the student's level of language proficiency, ESL services provide gradual English instruction at the elementary levels and/or English-only instruction at the secondary levels.

Program History

Bilingual education was established as a federal policy for economically disadvantaged language minority students in 1968 through the Bilingual Education Act, Title VII of the Elementary and Secondary Education Act. The *Lau vs. Nichols* case in 1974 opened the door for students to be taught in English or their native language when the Supreme Court ruled that an identical education did not constitute an equal education. Congress passed the Equal Educational Opportunity Act, which extended the *Lau* decision to all schools nationwide. Amendments were made to Title VII in 1978 that included the transitional nature of native language instruction, the expansion of eligibility to ELLs, and the permission of English-speaking students to be enrolled in bilingual programs. In 1982, the *Plyler vs. Doe* case enabled illegal immigrant children to not be denied by the state to be excluded from public schools.

As a result of the *No Child Left Behind (NCLB) Act of 2001*, signed by President Bush in January of 2001, bilingual education programs across the country must shift their focus toward helping limited English proficient (LEP) children learn English. The following changes to bilingual education programs have occurred as a result of NCLB:

- NCLB attempts to ensure that LEP children have the same chance to learn English as other students by changing the focus of bilingual education programs. The former Bilingual Education and Immigrant Education programs are consolidated into a single flexible program with a focus on helping LEP students learn English.
- NCLB monitors the progress of LEP students by requiring students to be tested for reading and language arts in English after they have attended school in the United States for three consecutive years.
- Under NCLB, parents must be notified when their child is in need of English language instruction, and NCLB allows parents to ensure that their children's teachers are fluent in English, including written and oral communication skills, and any other language used by the program.

Purpose of the Evaluation Report

The purpose of the current report was to comply with Texas Administrative Code (§ 89.1265(b)), which states that "annual reports of educational performance shall reflect the academic progress in either language of the limited English proficient students, the extent to which they are becoming proficient in English, the number of students who have been exited from the bilingual education and English as a second language programs, and the number of teachers and aides trained and the frequency, scope, and results of the training." In light of this requirement, the following research questions were addressed:

1. What number and percent of current bilingual, pre-exit, and English as a Second Language students were enrolled and assessed with the Texas Assessment of Academic Skills (TAAS), Texas Assessment of Knowledge and Skills (TAKS), the Aprenda, and the Stanford in 2002 and 2003?
2. What was the passing rates for current bilingual, pre-exit, and ESL students on the Texas Assessment of Knowledge and Skills (TAKS) between Spring 2002 and 2003?
3. What was the change in Normal Curve Equivalents for current bilingual, pre-exit and ESL students on the Stanford and Aprenda between Spring 2002 and 2003?
4. What number and percent of current bilingual, pre-exit, and English as a Second Language (ESL) students were rated at each proficiency level on the Spring 2002 and 2003 Reading Proficiency Test in English (RPTE)?
5. What was the difference in the percent of current bilingual, pre-exit, and English as a Second Language students rated at each proficiency level on the Reading Proficiency Test in English (RPTE) between Spring 2002 and 2003?
6. What number and percent of monitored and former bilingual and ESL students were enrolled and assessed with the TAAS in the Spring of 2002 and the TAKS in the Spring of 2003?
7. What were the passing rates for monitored and former bilingual and ESL students on the English TAAS 2002 and TAKS 2003?
8. What was the change in Normal Curve Equivalents for monitored and former bilingual and ESL students on the Stanford between Spring 2002 and 2003?
9. How do the following groups of English Language Learner (ELL) students and Non-ELL students

compare on dropout, retention, and attendance between 1997–1998, 1998–1999, 1999–2000, 2000–2001 and 2001-2002 : bilingual /ESL vs. ELL students not receiving bilingual /ESL services, regular education vs. exited bilingual /ESL, and regular education vs. bilingual /ESL ELL students?

10. What was the scope and frequency of the training provided for bilingual teachers, English as a Second Language teachers, administrators, program coordinators, instructional aides, and parents in 2002–2003?

Review of Literature

How long it takes for English Language Learners (ELLs) to learn English is perhaps one of the greatest concerns to policy makers in education and school administrators at the federal, state and local levels. In addition to the length of time that these students are allowed to receive special support, the type of support or language of instruction is also a critical element. However, decisions are often made as to the length of time a student is permitted to receive special services without recognizing the characteristics or learning needs of the individual. While education policies and practices are not explicitly linked to testing and assessment policies, more research has indicated that the decision of placement of English Language Learners is most likely not based on the assessment measures (Garcia, 2000). Research studies concluding that bilingual education programs are most effective in increasing students' standardized test scores in English are growing stronger and more consistent with time (Greene, 1998).

An enormous variety of teaching methods, learning situations, and education issues are investigated by the U.S. Department of Education through research and development funding. In addition, the Office of Educational Research and Improvement (OERI) informs educators in the improvement of our nation's schools by funding and managing a national agenda of educational research, development, and dissemination initiatives. One such study, funded by the U.S. Department of Education through OERI, indicated that young children do not learn a second language effortlessly. In addition, these children do not learn faster because of more exposure to the new language. They become more orally fluent than their academic competency. In fact, these children require many years to reach grade-level academic ability in their new language (Berman, 1997).

Thomas and Collier (1997) presented a cumulative report of several studies conducted by the researchers over the past ten years. To the "how long" question, they concluded that the native language schooling is a key variable and, "that there is no shortcut to the development of cognitive academic second language proficiency and to academic achievement in the second language." Evidently, the process of learning another language takes "a long, time." (Thomas & Collier, 1997).

The long-term linguistic and academic achievement of language minority students in U.S. public schools was analyzed from 1985 to 2001 in a second study conducted by Thomas and Collier (2001). By providing various school district views of policy decision-making of ELLs, the researchers attempted to answer current policy questions of the federal and state governments. Urgency for answering these questions was due to the fact that this demographic group of ELLs is projected to consist of forty percent of all school-age students by the year 2030. To date, this group remains regrettably under-educated.

Findings from this study concluded that academic achievement of a second language is strongly connected to the length of time the student receives formal instruction in their native language. Parents who refuse bilingual/ESL services (parental denials to bilingual/ESL services) for their children should be informed that their child will fall behind academically, as research has strongly suggested. While assessment measures alone do not show to be adequate evaluations for students' understanding of specific subject matter knowledge (August & Hakuta, 1997), standardized tests provided generalizations for Thomas and Collier (2001) to assess group performances across school districts throughout the nation.

Schools that seem to exhibit exemplary bilingual programs have a unique approach to teaching English to English Language Learners and still provide the core academic material. These schools developed English Language Learner programs by responding specifically to their school's demographic makeup, to the parents' preferences, to their district and state's political agenda, as well as their school's education plan (Nelson, 1996). Thomas & Collier (2001) found the Houston Independent School District to make "a very compelling case for U.S. school reform efforts to address language minority students' needs through strong (not watered down), effective, enrichment bilingual programs."

Methods

Data Collection

Data collected for this report included student enrollment and performance of HISD bilingual/ESL students. Bilingual students included those in the regular bilingual program and those in the pre-exit phase of the bilingual program. Student enrollment and individual identification numbers were collected from the Texas Education Agency (TEA) Public Education Information Management System (PEIMS). Student performance on four assessment instruments were collected from the following: the Texas Assessment of Knowledge and Skills (TAKS), the Stanford Achievement Test Series, Ninth Edition, (Stanford 9), the Aprenda: La Prueba de Logros en Español. In regards to Reading in English, the number and percent of all students attaining each proficiency level of the Reading Proficiency Test in English (RPTE) was included. Additional performance data were collected from the HISD's Schools Administrative Student Information (SASI) database system and the District Evaluation Report on Dropout, Retention, and Attendance Performance of LEP and NonLEP Students (HISD, 2002) regarding student dropout, retention, and attendance.

Assessment Instruments

The Texas Assessment of Knowledge and Skills (TAKS) is a state mandated, criterion-referenced test administered for the first time in the spring 2003 as a means to monitor student performance. The English language version measures academic achievement in reading at grades 3 through 9, English Language Arts at 10 and 11, writing at grades 4 and 7, social studies at grades 8,10 and 11 and science at grades 5,10 and 11. Passing the exit TAKS will be required for graduation at the 11th grade starting in the 2004 school year. The Spanish language version measures the performance of students in reading and mathematics in grades 3 through 6, at grade 4 in writing and at grade 5 in Science. The Spanish version of the TAKS is a translation of the English version.

The Stanford 9 is a norm referenced, standardized achievement test in English used to assess the level of learning that has taken place as a result of exposure to specific learning experiences in an educational environment. Students take the Stanford or the Aprenda according to their language of Reading/Language Arts instruction. These tests are also given as a nontarget language assessment to ELL students in grades 1 through 6 participating in a dual language program. The following subtests on the Stanford 9 are included in this report: Reading, Mathematics, and Language for grades 1 through 12, where data was available.

The Aprenda is a Spanish-language tests used to assess students who receive reading instruction in Spanish. The Aprenda was developed by Harcourt Educational Measurement, the same company that developed the Stanford. However, the Aprenda is not a translation of the Stanford. Rather, the structure and content are aligned with those of the Stanford but development and referencing are completed in order to provide culturally relevant material for Spanish-speaking student populations across the United States. The following Aprenda subtests are included in this report: Reading, Mathematics, and Language for grades 1 through 12.

The Reading Proficiency Test in English (RPTE) was administered to ELL students in grades 3 through 12, since the first administration HISD in 2000. The RPTE is a statewide, standardized measure of how well ELL students are learning to read in English. It was developed as a need to measure the progress of ELL students for whom TAKS tests were not yet appropriate. Measuring ability to read in English, the RPTE takes into account the way students learn a second language. The RPTE is designed to link closely to TAKS by measuring TAKS reading objectives and related Texas Essential Knowledge and Skills (TEKS) student expectations. Along with TAKS in English and Spanish, the RPTE provides a comprehensive assessment system for ELL students.

All students who take Reading Proficiency Test in English (RPTE) are given a proficiency rating based on their RPTE scale score. Students at the Beginning level of reading proficiency are typically new to the English language. Because their English is so limited, their comprehension quickly breaks down when they try to read texts that are written for non-ELL students at their grade level. Students at the Intermediate level have a somewhat larger English vocabulary and a basic sense of the structure of the English language. Overall, these students can read and understand simple texts on familiar topics with some success, although they still have difficulty with materials written for native English speakers at their grade level. Students at the Advanced level are becoming fairly functional readers of English. They may still have difficulty with certain words and structures compared to their native English-speaking peers, but with assistance

they can usually understand materials written for their grade level.

For students in grades 7 through 12, dropout rate was calculated for the district by dividing the number of students enrolled at the end of the year by the number of students who dropped out. Retention rate was calculated for students in grades 1 through 12 by dividing the number of students in last year's grade by the number of students in the current year's grade. Students in grades 1 through 12 were also used to calculate the attendance rate for the district which was the number of days students were enrolled by the number they attended.

In addition, electronic data was collected from the HISD Multilingual Department to include staff development and training opportunities. Various types of training classes, subjects covered, number of participants, and scope of training were included in the documents for all bilingual and ESL program participants.

Participants

The Houston Independent School District (HISD) had a total student population of 211,762 in the 2002–2003 school year, as reported in the Texas Eduction Agency (TEA) , Pupil Education Information Management System (PEIMS) data files. Districtwide,61,410 (29%) were identified as English Language Learners (ELLs) and eligible to receive bilingual and/or ESL instruction. Of the English Language Learners in the district, there were 38,546 (63%) bilingual, 16,826 (27%) ESL students and 6,038 (10%) parent denials or students identified as needing bilingual special education. In addition, 57,725 (94%) of the ELL students were Hispanic and 57,111 (93%) were economically disadvantaged.

Data Analysis

Achievement data were used as performance indicators in the evaluation of the program. Performance data in the 2001–02 and 2002–03 school years were analyzed. The English and Spanish Texas Assessment of Academic Skills (TAAS) 2002, Texas Assessment of Knowledge and Skills (TAKS) 2003 performance was indicated by the percentage of students passing the reading and mathematics subtests. Difference between TAAS and TAKS was not calculated due to differences in test construction and difficulty.

On the Aprenda and Stanford, Normal Curve Equivalents (NCEs) were reported for the reading, mathematics and language subtests. NCEs are equal-interval normalized standard score scales with a mean of 50 and a standard deviation of 21.06. The Normal Curve Equivalents (NCEs) were presented in ranges of performance, within HISD. A range with an NCE from 1 to 44 demonstrated below average performance, from 45 to 55 demonstrated an average performance, and from 56 to 100 designated an above average range of performance.

When evaluating the Reading Proficiency Test in English (RPTE) , the number and percent of students attaining the Beginning, Intermediate, or Advanced proficiency levels in English reading were included. Data from Spring 2002 were reported and compared to the Spring 2003 test results. The number of years students attended a U.S. school was also used in comparison to the level of English reading proficiency. Students who had attended a U.S. school for four or more years and were placed at the Beginning level of the Reading Proficiency Test in English were presented by program (bilingual or ESL).

In addition, this report analyzed the dropout, retention, and attendance rates of Houston Independent School District's (HISD's) bilingual education program (including Development and Two-Way Bilingual Programs), English as a Second Language (ESL) and regular education program. This data was collected in the 1997-98 school year as baseline data and has been reported for the past four years. Districtwide, dropout rate was presented for students in grades 7 through 12; while retention and attendance were presented for grades 1 through 12. Three comparison groups were generated from HISD's Schools Administrative Student Information (SASI) database system for analysis. Attendance, retention and dropout data collected were analyzed by the following three comparison groups: 1 English Language Learners (ELL) students in the program vs. ELL students not instructed in the program; 2 non-ELL students vs. Exited ELL students; 3 non-ELL students vs. ELL students in the program.

Data analysis of professional development opportunities within the Multilingual Department was conducted to include frequency counts of bilingual/ESL, Gifted and Talented, Special Education and regular edcuation teachers. Frequency counts were also reported for administrators, instructional aides, coordinators and parents. The scope and frequency of training opportunities were provided by instructional supervisors and coordinators who collected data for the 2002–03 school year and reported results to the multilingual department. Data collected for the aca-

demic year was entered into a database which was archived for audits.

Results

Performance for Current Bilingual, Pre-Exit, and ESL Students

What number and percent of current bilingual, pre-exit, and ESL students were enrolled and assessed with the TAAS, TAKS, Aprenda, and Stanford in Spring 2002 and 2003?

The number and percent of current bilingual, pre-exit, and ESL students enrolled and assessed on the Spring 2003 Texas Assessment of Knowledge and Skills (TAKS) was compared to the Spring 2002 Texas Assessment of Academic Skills (TAAS) results, as shown in **Table 1.** The enrollment numbers reflect all students eligible for testing in grades 3-11 for the TAKS and 3-8 and 10 for the TAAS.

Of students participating in the bilingual education program, 76% were tested with the Spanish TAKS in Spring 2003, increasing by 10 percentage points from the previous year. An additional 15% of bilingual students were tested on the English TAKS during the Spring 2003 administration, decreasing by 9 percentage points from the 2002 administration. Ten percent of students in the bilingual program were not tested in both 2002 and 2003. Students who were not tested may have been recent arrivals into the country who were not literate in either language and were exempted from testing.

When examining the percent of students in the pre-exit phase of the bilingual program, the majority were tested with the English TAKS in 2003 since these students receive their reading instruction in English. In 2003, 89% were tested in English versus 91% in 2002. Only 4% were tested with the Spanish TAKS in 2003 while 4% were tested in 2002. In addition, 7% of the pre-exit students were not tested in 2003, increasing by 2 percentage points from the 2002 administration.

Bilingual students enrolled and assessed on the Stanford, in addition to the English TAKS, reflected students who were in the pre-exit phase of the bilingual program. While these students were coded as English Language Learners and served in bilingual classrooms, they had transitioned to a level of English language proficiency that allowed them to be tested in English. Teachers and members of the school's Language Proficiency Assessment Committee (LPAC) were the contributing decision-makers for the students to be tested in English.

The number of ESL students assessed on the English TAKS was 59%, a 7 point decline from the previous year. ESL students who were not tested in 2003 increased from 34% in 2002 to 41% in 2003.

The number and percent of current bilingual, pre-exit, and ESL students enrolled and assessed on the Spring 2003 Aprenda and Stanford compared to the Spring 2002 are detailed in **Table 2**. The number of students in the bilingual program tested on the Aprenda in 2003 decreased from 2002; however, the percent tested increased from 83% in 2002 to 90% in 2003. The percent of bilingual students tested on the Stanford decreased from 14% in 2002 to 8% in 2003. Students eligible for testing in grades 1 through 12 were included in the enrollment figures for 2002 and 2003.

For the 2003 Stanford administration, there were 2,706 pre-exit students tested on the Stanford versus 1,455 students tested in 2002. Ninety-five percent of pre-exit students were tested with the Stanford both in 2002 and 2003. The percent of pre-exit students tested

Table 1: Current Bilingual,Pre-Exit, and English as a Second Language (ESL) Students Enrolled and Assessed on TAAS in 2002 and TAKS in 2003

	Enrollment			TAAS 2002		TAKS 2003	
Program	2002	2003	Language	N	% Tested	N	% Tested
Bilingual	13,544	10,597	Spanish	9,002	66	8,008	76
			English	3,218	24	1,538	15
			Not Tested	1,324	10	1,051	10
Pre-Exit	1,523	2,854	Spanish	59	4	112	4
			English	1,386	91	2,548	89
			Not Tested	78	5	194	7
ESL	9,671	12,745	Spanish	45	0	12	<1
			English	6,337	66	7,534	59
			Not Tested	3,289	34	5,199	41

Note: Includes students tested in grades 3-11.

Table 2: Current Bilingual, Pre-Exit, and English as a Second Language (ESL) Students Enrolled and Assessed on Aprenda or Stanford in 2002 and 2003

	Enrollment			2002		2003	
Program	2002	2003	Test	N	% Tested	N	% Tested
Bilingual	26,192	22,832	Aprenda	21,677	83	20,574	90
			Stanford	3,646	14	1,913	8
			Not Tested	869	3	345	2
Pre-Exit	1,527	2,856	Aprenda	62	4	127	4
			Stanford	1,455	95	2,706	95
			Not Tested	10	1	23	1
ESL	15,223	14,750	Aprenda	102	1	68	<1
			Stanford	13,214	87	13,526	92
			Not Tested	1,907	13	1,156	8

Note: Includes students tested in grades 1-11.

with the Aprenda remained the same for both years at 4 percent . The percent of students not tested in 2003 remained the same as 2002 with 1% in both years.

The majority of ESL students eligible for testing in 2003 and 2002 were tested on the Stanford. Ninety-two percent of ESL students were tested with the Stanford in 2003 with an increase of five percent from the 2002 administration. Aprenda testing for ESL students in 2003 was less than one percent. ESL students not tested in 2003 on either the Aprenda or Stanford was 8% which was a decrease of 5 percent points from the 2002 test administration.

What were the passing rates for current bilingual, pre-exit, and ESL students on the TAAS for Spring 2002 and TAKS for Spring 2003?

The number and percent of current bilingual, pre-exit, and ESL students who were administered and passed the English and Spanish TAKS in Spring 2003 and TAAS 2002 are presented in **Tables 3–7**. All students eligible for testing on the English and Spanish TAKS are included in the tables. In Spring 2002 and 2003, there were no bilingual students taking the English TAAS or TAKS above grade 8. ESL students who took the English TAAS in 2002 and TAKS in 2003 are shown.

The English TAKS was administered for the first time in 2003 and therefore the test results for this year are considered baseline. Comparison of TAKS scores to the TAAS test score results cannot be made because the two tests are different. The percent of bilingual students passing the TAAS in 2002 and the TAKS in 2003 by grade level can be found in Table 3. Passing rates of current bilingual students of the TAAS ranged from 47% to 93% in reading and from 66% to 97% in mathematics. The passing rates for current bilingual students on the TAKS ranged form 34 % to 88% in reading and from 28% to 95% in mathematics. Grade 5 had the most students taking the reading and mathematics subtests in 2002 and 2003. The highest passing rates for both years occurred at the 3rd grade. Bilingual students at the 7th and 8th grade level had the lowest passing rates in both reading and mathematics for both years.

The number of bilingual program students taking the Spanish TAKS across grade levels decrease from 2002 to 2003. Table 4 shows the percent of bilingual students passing the Spanish TAAS in 2002 ranged from 81% to 89% in reading and from 88 to 96% in mathematics. The percent of bilingual students passing the Spanish TAKS in 2003 ranged from 78% to 89% in reading and from 60 to 85% in mathematics. The largest number of students taking the Spanish test occurred at the 3rd grade with 4,909 student taking the TAAS in 2002 and 4,999 taking the TAKS in 2003. TAKS results for 2003 indicate a need to review instructional strategies for the 78% passing rates of 5th grade students in reading and the mathematics passing rate of 60% for 6th grade students.

As seen in Table 5, greater numbers of pre-exit students were administered the English TAKS in 2003 than the English TAAS in 2002. The number of bilingual students tested at the fourth grade level doubled from 748 in 2002 to 1,467 students in 2003. The passing rate on the 2002 TAAS for pre-exit students ranged from 89% to 97% in reading and from 79% to 98% in mathematics. Passing rates on the 2003 TAKS ranged from 45% to 67% in reading and 53% to 78% in mathematics. Low passing rates on the TAKS 2003 were found at the 5th grade level in reading and the 6th grade level in mathematics. Spanish

Table 3: English Texas Assessment of Knowledge and Skills Number Taking and Percent Passing for Current Bilingual Students Instructed in Spanish (YB), 2002 and 2003

	Reading				Mathematics			
	TAAS 2002		TAKS 2003		TAAS 2002		TAKS 2003	
Grade	N	%	N	%	N	%	N	%
3	218	89	172	88	220	89	172	95
4	1,025	93	169	73	1,030	95	167	84
5	1,679	82	1072	49	1,688	97	1080	70
6	202	81	50	54	202	95	52	56
7	47	57	40	45	48	79	39	28
8	47	47	35	34	47	66	35	34

Table 4: Spanish Texas Assessment of Knowledge and Skills Number Taking and Percent Passing for Current Bilingual Students Instructed in Spanish (YB), 2002 and 2003

	Reading				Mathematics			
	TAAS 2002		TAKS 2003		TAAS 2002		TAKS 2003	
Grade	N	%	N	%	N	%	N	%
3	4,909	85	4,999	85	4,907	92	4,990	85
4	3,213	82	2,575	86	3,217	95	2,582	78
5	802	89	353	78	797	96	352	70
6	78	81	81	89	78	88	82	60

Table 5: English Texas Assessment of Knowledge and Skills Number Taking and Percent Passing for Current Pre-Exit Students Instructed in English (YP), 2002 and 2003

	Reading				Mathematics			
	TAAS 2002		TAKS 2003		TAAS 2002		TAKS 2003	
Grade	N	%	N	%	N	%	N	%
3	29	97	*	*	29	79	*	*
4	748	93	1,467	67	756	96	1,472	78
5	513	89	963	45	519	98	969	70
6	95	91	118	53	96	98	120	53

*Less than 5 students tested.

Table 6: Spanish Texas Assessment of Knowledge and Skills Number Taking and Percent Passing for Current Pre-Exit Students Instructed in English (YP), 2002-2003

	Reading				Mathematics			
	TAAS 2002		TAKS 2003		TAAS 2002		TAKS 2003	
Grade	N	%	N	%	N	%	N	%
3	9	89	24	100	9	100	25	100
4	38	89	55	84	39	97	55	87
5	12	100	33	82	12	92	35	63

Table 7: English Texas Assessment of Knowledge and Skills Number Taking and Percent Passing for Current English as a Second Language Students (YE), 2002 and 2003

	Reading				Mathematics			
	TAAS 2002		TAKS 2003		TAAS 2002		TAKS 2003	
Grade	N	%	N	%	N	%	N	%
3	612	81	701	67	623	82	724	77
4	675	84	609	63	688	90	616	72
5	908	81	921	50	942	92	932	69
6	1,279	52	1,141	41	1,299	77	1,178	40
7	1,116	53	889	41	1,137	69	910	24
8	927	61	873	38	936	69	888	25
9			1,494	22			1,506	18
10	820	61	785	15	808	67	997	30
11	275	49	121	17	173	46	466	26

TAKS 2003 passing rates shown in Table 6 were above 80% passing in both reading and mathematics except for 6th grade mathematics subtest where only 63% of the students passed the test. The number of pre-exit students tested in Spanish was slightly over 100 students at grades 3-5. These students began their instruction in English reading but were tested with the Spanish TAKS because they were transitioned too early and were still dominate in Spanish as reflected by their test language. Language Assessment Proficiency Committees need to review students carefully before they transition a student into English reading because the language of instruction should match the language of the test they are administered. Pre-exit students should be tested in English since their reading instruction is in English.

As shown in Table 7, the number of ESL students taking the English TAKS in 2003 decreased across each grade, with the exception of grade 3,5 and 9 in reading and grades 3, 9,10 and 11 in mathematics. The TAAS passing rates in 2002 ranged from 49% to 84% in reading and 46 to 92% passing in mathematics. The passing rates for the 2003 TAKS indicated passing rates of 15% to 67% in reading and 18% to 77% in mathematics. TAKS 2003 test scores indicate a need to review the performance of middle and high school students because their passing rates were very low in both reading and mathematics.

What was the change in Normal Curve Equivalents for current bilingual, pre-exit, and ESL students on the Stanford and Aprenda between Spring 2002 and 2003?

Tables 8–12 detail the number of current bilingual students taking the Stanford and Aprenda in Spring 2002 and 2003. These tables also show the performance of current bilingual, pre-exit, and English as a Second Language (ESL) students as indicated by the Normal Curve Equivalents (NCEs) on the reading, mathematics and language subtests for both years. The difference between the 2002 and 2003 NCEs is delineated for the same students. Students eligible for testing in grades 1 through 12 are included in the

Table 8: Stanford Normal Curve Equivalents (NCE) for Current Bilingual Students Instructed in Spanish (YB), in 2002 and 2003

	N Taking Reading		Reading			Mathematics			Language		
	2002	2003	2002	2003		2002	2003		2002	2003	
Grade	N	N	NCE	NCE	Dif.	NCE	NCE	Dif.	NCE	NCE	Dif.
1	101	111	50	54	4	49	57	8	51	56	5
2	75	48	38	47	9	46	57	11	35	46	11
3	235	174	42	42	0	55	52	-3	46	46	0
4	1,108	142	43	33	-10	55	45	-10	54	44	-10
5	1,810	165	32	30	-2	49	47	-2	41	40	-1
6	219	37	31	33	2	45	40	-5	39	35	-4
7	49	21	25	21	-4	36	38	2	29	27	-2
8	48	19	22	16	-6	29	24	-5	24	19	-5

Table 9: Stanford Normal Curve Equivalents for Current Pre-Exit Students Instructed in English (YP), 2002 and 2003

	N Taking Reading		Reading			Mathematics			Language		
	2002	2003	2002	2003		2002	2003		2002	2003	
Grade	N	N	NCE	NCE	Dif.	NCE	NCE	Dif.	NCE	NCE	Dif.
3	29	*	43	*		52	*		45	*	
4	785	1,527	43	35	-8	56	49	-7	54	46	-8
5	537	1,042	34	30	-4	51	46	-5	44	38	-6
6	101	133	31	29	-3	47	39	-8	41	34	-7

*Less than 5 students tested

Table 10: Stanford Normal Curve Equivalents for Current ESL Students (YE), 2002 and 2003

	N Taking Reading		Reading			Mathematics			Language		
	2002	2003	2002	2003		2002	2003		2002	2003	
Grade	N	N	NCE	NCE	Dif.	NCE	NCE	Dif.	NCE	NCE	Dif.
1	975	1,188	55	53	-2	50	50	0	52	51	-1
2	721	715	42	39	-3	50	45	-5	38	35	-2
3	746	880	38	36	-2	49	45	-4	43	39	-4
4	846	784	37	34	-3	48	46	-2	48	43	-5
5	1,155	1,142	31	31	0	45	45	0	39	39	0
6	1,805	1,701	26	25	-1	37	37	0	31	30	-1
7	1,788	1,555	21	19	-3	34	33	-1	27	26	-1
8	1,510	1,562	20	19	-1	29	28	-1	27	24	-3
9	2,182	2,198	19	18	-1	34	33	-1	26	24	-2
10	975	1,271	19	18	-1	35	34	-1	26	25	-1
11	509	530	21	19	-2	34	32	-2	29	26	-3

tables.

The range of normal curve equivalent scores for current bilingual students in grades 2 through 8 in reading 2003 were from 16 to 54 NCEs, as show in Table 8. First and second grade students were in the average range while, third through eighth grade scores fell just below the average range of performance. NCEs for bilingual students taking the 2003 Stanford 9 mathematics subtest had standard scores ranging from 24 to 57, with grades 6, 7 and 8 falling below the average range of performance and grades 1 through 5 in the average range. NCEs in 2003 were lower than 2002 NCEs across each grade in mathematics, except for grades 1, 2, and 7. Finally, bilingual students taking the language 2003 subtest demonstrated scores that ranged from 19 to 56 NCEs. Grades 5 through 8 fell below the average range of performance, while grades 1 through 4 were within the average range. Although bilingual students in grade 4 had a decreasing NCE of 54 in 2002 to 44 in 2003, students in grade 2 increased from 35 to 46 NCEs.

The majority of Stanford test scores showed mixed gains and losses in reading, mathematics, and language for current bilingual students from the Spring of 2002 to Spring 2003. Gains were solely observed at grade 1,2 and 6 in reading, grades 1, 2 and 7 in mathematics, and grades 1 and 2 in language.

The Stanford data for pre-exit students by grade level is detailed in Table 9. More students were administered the Stanford in 2003 than in 2002. In the 2003 administration of the Stanford, students in grades 4 and 5 represented twice as many students than the previous year.

Pre-exit students in grades 4,5 and 6 demonstrated losses in NCEs between the 2002 and 2003 administration in all subjects. The largest decrease in NCEs occurred at the 4th grade level in reading and language and at grade 6 in mathematics.

The number of current ESL students taking the Stanford in Spring 2002 and 2003 are detailed in Table 10. This table also shows the performance of current ESL students as indicated by the NCEs on the reading, mathematics and language subtests for both years. Lastly, the difference between the 2002 and 2003 NCEs is delineated for the same students.

The total number of English as a Second Language students taking the Stanford increased from 13,212 in 2002 to 13,504 in 2003. Although the total number taking the test has increased between the 2002 and 2003 administrations, grades 2,4,5,6 and 7 show de-

creasing numbers. The largest proportion of ESL students taking the Stanford continued to be in grades 5 through 9.

The Stanford 9 2003 scores for English as a Second Language (ESL) students ranged from 18 to 53 Normal Curve Equivalents in reading, 29 to 50 NCEs in mathematics, and 24 to 51 NCEs in language. All grade levels in reading, except grade 1, had NCEs that were below average in range of performance. Grades 6 through 11 were below average in mathematics while students in grades 1 through 5 fell within the average range of performance. ESL students taking the language subtest had NCEs below the average range in grades 2 through 11. Students in grades 1 had NCEs in the average range of performance.

From the Spring 2002 to the Spring 2003 administration of the Stanford 9, small losses of one to five NCEs points were observed in reading, mathematics and language at nearly all grade levels. No change in Normal Curve Equivalents were observed in grades 5 reading, grades 1, 5, and 6 mathematics and grade 5 language. Attention should be given to ESL students in high school 9-11 where the NCE scores were the lowest.

Aprenda 2003 Normal Curve Equivalent scores for bilingual students are presented in Table 11. Approximately the same number of students were tested in Spanish in 2003 and 2002. Current bilingual students taking the Aprenda in 2003 had NCEs that ranged from 50 to 64 in reading, 34 to 58 in mathematics, and 42 to 56 in language. Reading scores showed students in grades 1 through 8 falling above the average range of performance except for grades 4 and 8 which fell in the average range of performance.

In mathematics, grades 7 and 8 had below average NCEs for 2003 while grades 1 through 6 had NCEs falling in the average range of performance in 2003. Additionally, each grade had a lower NCE in mathematics in 2003 than in 2002. Stanford scores for language showed that bilingual students in 2003 had NCEs in the above average range for grades 1 and 2, in the average range in grades 3 through 5 and below average in grades 7 and 8.

There were more students tested in the pre-exit phase of the bilingual program in 2003 than in 2002 with the Aprenda, as shown in Table 12. Normal Curve Equivalent scores for this group of 112 students were all in the average or above average range of performance in reading, mathematics and language. However, testing these students with the Apenda is of concern because these students have been transitioned from Spanish reading to English reading. Instruction for these students is in English but testing was conducted in Spanish. School staff through the Language Proficiency Assessment Committee (LPAC) have determined that student would be tested in Spanish and not

Table 11: Aprenda Normal Curve Equivalents (NCE) for Current Bilingual Students (YB), 2002 and 2003

	N Taking Reading		Reading			Mathematics			Language		
	2002	2003	2002	2003		2002	2003		2002	2003	
Grade	N	N	NCE	NCE	Dif.	NCE	NCE	Dif.	NCE	NCE	Dif.
1	6,109	6,114	57	58	1	50	49	-1	55	55	0
2	5,886	5,758	56	57	1	55	58	3	54	56	1
3	5,189	5,316	56	58	3	55	53	-2	50	51	1
4	3,462	2,807	55	54	-1	53	52	-1	54	52	-2
5	895	431	62	64	2	55	54	-1	48	46	-2
6	92	81	58	60	2	45	39	-6	46	46	-2
7	26	28	54	56	2	42	33	-9	45	42	-3
8	18	39	55	50	-5	42	34	-8	42	42	0

Table 12: Aprenda Normal Curve Equivalents (NCE) for Current Pre-Exit Students (YP), 2002 and 2003

	N Taking Reading		**Reading**			**Mathematics**			**Language**		
	2002	**2003**	**2002**	**2003**		**2002**	**2003**		**2002**	**2003**	
Grade	**N**	**N**	**NCE**	**NCE**	**Dif.**	**NCE**	**NCE**	**Dif.**	**NCE**	**NCE**	**Dif.**
3	10	24	63	67	4	62	68	6	49	57	8
4	38	68	53	51	-2	57	52	-5	57	48	-9
5	13	35	69	59	-10	53	52	-1	52	47	-5

English their language of instruction because these students were not prepared to make the trasition.

What number and percent of current bilingual, pre-exit, and ESL students were rated at each proficiency level on the Spring 2002 and 2003 Reading Proficiency Test in English (RPTE)?

The number and percent of current bilingual, pre-exit, and ESL students assessed and rated on three proficiency levels on the Reading Proficiency Test in English (RPTE) 2002 and 2003 are illustrated in **Tables 13–15.** These results provided the second time that HISD has had to examine progress and change in English Reading proficiency because two consecutive years of scaled scores were available for analysis.

The RPTE was designed as a bridge to the English TAKS reading subtest. Each question assessed English proficiency and was related to a particular TAKS reading objective. According to the State of Texas and the State Board of Education, all ELLs, including those who are exempt from taking the TAKS as well as those who take either the Spanish or English version of the TAKS, must take the RPTE.

As detailed in Table 13, the largest number bilingual students taking the RPTE were in grade 3. The majority of bilingual students in grade 3 placed in the Advanced level of reading proficiency in 2003 with 42%

Table 13: Bilingual Students (YB) by Grade at Each Proficiency Level of the Reading Proficiency Test in English in 2002 and 2003

	Total		Beginning					Intermediate					Advanced				
	2002	2003	2002		2003			2002		2003			2002		2003		
Gr.	N	N	N	%	N	%	Dif	N	%	N	%	Dif	N	%	N	%	Dif
3	5,502	5,435	1,651	30	1,341	25	-5	1,651	30	1,797	33	3	2,201	40	2,297	42	2
4	2,986	2,046	896	30	717	35	5	1,015	34	818	40	6	1,075	36	511	25	-11
5	1,476	977	354	24	299	31	6	399	27	301	31	4	723	49	377	39	-10
6	131	94	46	35	34	36	1	33	25	32	34	9	52	40	28	30	-10
7	26	46	11	42	29	63	21	6	23	8	17	-6	9	35	9	20	-15
8	39	61	17	44	30	49	5	12	31	10	16	-15	10	26	21	34	8

Table 14: Pre-Exited Students (YP) by Grade at Each Proficiency Level of the Reading Proficiency Test in English in 2002 and 2003

	Total		Beginning					Intermediate					Advanced				
	2002	2003	2002		2003			2002		2003			2002		2003		
Gr.	N	N	N	%	N	%	Dif	N	%	N	%	Dif	N	%	N	%	Dif
3	3,002	29	898	30	2	7	-23	885	29	7	24	-5	1,219	41	20	69	28
4	1,574	882	489	31	109	12	-19	530	34	341	39	5	555	35	432	49	14
5	722	570	195	27	53	9	-18	200	28	193	34	6	327	45	324	57	12
6	128	43	43	34	8	19	-15	33	26	16	37	11	52	41	19	44	3
7	28	0	13	46				6	21				9	32			
8	43	0	19	44				12	28				12	28			

Table 15: English as a Second Language Students (YE) by Grade at Each Proficiency Level of the Reading Proficiency Test in English in 2002 and 2003

	Total		Beginning					Intermediate					Advanced				
	2002	2003	2002		2003			2002		2003			2002		2003		
Grade	N	N	N	%	N	%	Dif.	N	%	N	%	Dif.	N	%	N	%	Dif.
3	830	842	108	13	108	13	0	224	27	259	31	4	498	60	475	56	-4
4	934	501	168	18	121	24	6	224	24	180	36	12	542	58	200	40	-18
5	939	640	150	16	107	17	1	216	23	205	32	9	573	61	328	51	-10
6	1,182	1,006	343	29	348	35	1	296	25	310	31	6	532	45	348	35	-10
7	1,208	984	387	32	382	39	7	302	25	261	27	2	519	43	341	35	-8
8	1,063	963	287	27	364	38	11	255	24	267	28	4	521	49	332	34	-15
9	1,351	1,304	635	47	537	41	-6	378	28	417	32	4	338	25	350	27	2
10	595	643	143	24	133	21	-3	167	28	190	30	2	286	48	320	50	2
11	258	278	28	11	24	9	-2	77	30	76	27	-3	152	59	178	64	5
12	122	107	9	7	7	7	0	31	25	34	32	7	82	67	66	62	-5

of all bilingual students. Thirty three percent of all bilingual students in grade 3 taking the RPTE were placed in the Intermediate and 25% in the Beginning levels. The percent of bilingual students in grades 4 through 6 who scored in the Advanced level of the RPTE decreased from 2002-2003. Grades 7 and 8 showed the highest percentages of students placing in the Beginning level for 2002 and 2003.

The largest number of pre-exit students in 2002 was in grade 3. The highest percentage of students placing in the Advanced level was in grade 3; grade 6 showed the highest percentage in the Beginning level. ESL students in grades 3,5 and 10 through 12 placed 50% or more students in the Advanced level of reading proficiency on the 2003 RPTE, while ESL students in grade 9 had the highest percentage 41% in the Beginning level.

What was the difference in the percent of current bilingual, pre-exit, and ESL students rated at each proficiency level on the Reading Proficiency Test in English (RPTE) between Spring 2002 and 2003?

The total number of bilingual students taking the RPTE decreased in grades 3 through 8 between 2002 and 2003, as indicated in Table 13. The percent of bilingual students who scored in the Beginning level of reading proficiency ranged from 25 % in grade 1 to 49 % in grade 8. Students placed in the Beginning level of reading proficiency in grade 1 decreased the percent of student placed by 5 percentage points between 2002 and 2003. Bilingual students who placed in the Intermediate level increased in the percent of students placed in grades 3 through 6, yet decreased in grades 7 and 8. All grade levels, except for grades 3 and 8, showed lower percentages of students in the Advanced level of reading proficiency between the 2002 and 2003 administrations. Bilingual students in grade 8 increased by 8 percentage points between 2002 and 2003 in the Advanced level.

The percent of students rated at the Beginning level in 2003 decreased across all grades of the pre-exit phase of the bilingual program, as shown in Table 14. The percent of students rated at the Beginning level of proficiency decreased by 23 percentage points in grade 3 and 15 percentage points in grade 6. At the Intermediate level of reading proficiency, students in grade 3 decreased by -5 percentage points and increased by 11 percentage points in grade 6. Of students who placed in the Advanced level, grade levels 3 through 6 demonstrated increases in the percent of students being placed at the Advanced level. Specifically, the highest percent of students placed in the Advanced level between 2002 and 2003 were in grade 3 where an increase of 28 percentage points from the previous year.

The number and percent of ESL students who scored at each level of the RPTE are found in Table 15 for the 2002 and 2003 administrations. Of the total number of ESL students taking the RPTE in 2003, grades 4 through 8 increased from the 2002 administration. The percent of students who placed in the Beginning level of reading proficiency increased between 2002 and 2003 in grades 3 through 8, while students in grades 9 and 11 were able to show a decrease in the number of students placed. ESL students in grades 3 and12 showed no change. The percent of ESL students who placed in the Intermediate level decreased in grade 11. The percent of students in grades 3 through 10 and 12 increased. ESL students in grade 4 increased by 12 percentage points between 2002 and 2003 on the Intermediate level of reading proficiency. ESL students who placed in the Advanced level of reading proficiency in 2003 showed lower percentages in grades 3 through 8 and 12 between the 2002 and 2003 administrations. ESL students in grade 11 increased 5 percentage points from 2002 to 2003 on the Advanced level.

Table 16 illustrates the number of bilingual and ESL students who placed at the Beginning level of Reading proficiency on the Spring 2003 RPTE and were also enrolled in a U.S. school for four or more years. The number of bilingual students includes all students participating in a bilingual program, Two-Way and the Developmental program. As Table 16 indicates, a significant number of students were placed

Table 16: Students in a U.S. School for Four or More Years at the Beginning Level of Reading on the RPTE by Program in Spring 2003

Grade	All Students N	Bilingual Program Students* N	ESL Program Students N	Not Coded ELL Students N
3	779	721	57	1
4	430	295	52	83
5	137	56	47	34
6	87	4	78	5
7	44	1	43	0
8	48	1	47	0
9	29	0	29	0
10	13	0	13	0
11	8	0	8	0
12	5	0	5	0
Total	**1,580**	**1,078**	**379**	**123**

in the Beginning level of reading after attending school for four or more years. Seven hundred twenty one, third grade students, who were in school for four or more years and scored on the Beginning level, were students in the bilingual program. In addition, 78 sixth grade students, who were in school for four or more years and scored on the Beginning level, were students in the ESL program. The number of students who were placed at the Beginning level of the RPTE after four years in a U. S. school decreased from 2,116 students in 2002 to 1580 in 2003 or 536 fewer students.

Performance for Exited (Monitored & Former) Bilingual, Pre-Exit, and ESL Students

What number and percent of monitored and former bilingual and ESL students were enrolled and assessed with the TAAS in the Spring of 2002 and TAKS in the Spring of 2003?

Tables 17 presents the number of bilingual and English as a Second Language (ESL) students enrolled in the monitoring phase. These students are no longer limited English proficient (LEP) and have exited the program. They are being monitored for a two year period to assure that their grades and test scores continue to qualify them as non-LEP. Approximately, 4,058 bilingual students and 6,259 ESL students were monitored in 2003. Staffing patterns at the elementary grades cause bilingual students who move in ESL at the 4 and 5 grade level to be exited out of ESL rather than bilingual. The number and percent of monitored bilingual and ESL students who were administered the TAAS 2002 and TAKS 2003 tests are presented. The number of students in the monitored phase has decreased for the bilingual program but increased for the ESL program. Overall, the percent of students tested in both categories has decreased.

The percent of monitored bilingual students, as indicated in Table 17, tested with the TAKS in 2003 was 87%, a decrease of eleven percentage points from 2002. There was also an eleven point increase in the percentage of students not tested. In 2003, 97% of the monitored ESL students were tested, a decrease of 1% compared to 2002. In addition, 3% were not tested in 2003 versus 2% of monitored ESL students in 2002.

Tables 18 presents the number of bilingual and ESL students enrolled in the former phase. These students completed the monitoring phase and were exited from the bilingual or ESL program. Approximately, 6,594 bilingual students and 5,083 ESL students were coded former in 2003.

Ninety four percent of former bilingual students were tested in 2003, which decreased by 3 percentage points from 2002. The percent not tested increased from 3% in 2002 to 6% in 2003. The percent of former English as a Second Language students tested in 2003 was 91%, showing a decrease of 4 percentage points from 2002. The percent of exited students not tested among former ESL students in 2003 was 9% compared to 5% in 2002.

The total enrollment for all exited students both monitored and former in 2002 was 15,507 and in 2003

Table 17: Monitored Bilingual and English as a Second Language (ESL) Students Enrolled and Assessed on TAAS in 2002 and TAKS in 2003

	Enrollment			TAAS-2002		TAKS-2003	
Program	2002	2003	Test	N	% Tested	N	% Tested
Monitored Bilingual	5,702	4,058	English	5,608	98	3,543	87
			Not Tested	94	2	515	13
Monitored ESL	3,648	6,259	English	3,560	98	6,045	97
			Not Tested	88	2	214	3

Table 18: Former Bilingual and English as a Second Language (ESL) Students Enrolled and Assessed on TAAS in 2002 and TAKS in 2003

	Enrollment			TAAS-2002		TAKS-2003	
Program	2002	2003	Test	N	% Tested	N	% Tested
Former Bilingual	3,793	6,594	English	3,698	97	6,175	94
			Not Tested	95	3	419	6
Former ESL	2,364	5,083	English	2,254	95	4,628	91
			Not Tested	110	5	455	9

it was 21,994. The total number of exited students from the bilingual and ESL programs increased by 6,487 students. The percent of students tested in 2002 with the TAAS compared to 2003 with the TAKS decreased.

What were the passing rates for monitored and former bilingual and ESL students on the Texas Assessment of Academic Skills (TAAS) 2002 and Texas Assessment of Knowledge and Skills (TAKS) 2003?

The number and percent of monitored and former bilingual and English as a Second Language (ESL) students who were administered and passed the English Texas Assessment of Academic Skills in Spring 2002 and Texas Assessment of Knowledge and Skills in the Spring of 2003, are detailed in **Tables 19** and **20**. There were 9,588 monitored bilingual and ESL students tested on the Spring 2003 TAKS. Monitored bilingual students comprised of 3,543 and monitored ESL students were a total 6,045.

The passing rates of monitored bilingual students on the TAKS 2003, as indicated in Table 19, ranged from 50% to 95% in reading, and from 38% to 95% in mathematics. The English TAKS 2003 passing rates for monitored ESL students ranged from 35% to 94% in reading, and from 39% to 95% in mathematics. Texas Assessment of Knowledge and Skills (TAKS) 2003 percent passing scores for monitored students were of concern at grades 6 and 10 in reading and grades 7 through 10 in mathematics. The passing rates may be low at these grade levels because this is the baseline year for the TAKS.

The former bilingual and ESL students, as detailed in Table 20, indicated a total of 10,803 students taking the reading subtest of the English TAKS in Spring 2003. Former bilingual and ESL students totaled 5,009 tested in Spring 2002. This shows twice as many students in the former category from 2002 to 2003. In the Spring of 2003, there were 6,175 former bilingual students and 4,628 former ESL students tested. There were 3,698 former bilingual and 2,254 former ESL students tested in the Spring of 2002.

Texas Assessment of Knowledge and Skills (TAKS) 2003 passing rates of former bilingual students ranged from 70% to 100% passing in reading and from 61% to 100% passing in mathematics. The English TAKS 2003 passing rates of former ESL students ranged from 59% to 100% in reading and from 59% to 100% in mathematics. Former bilingual and ESL students included students from grades 3 through 11.

Texas Assessment of Knowledge and Skills (TAKS) 2003 passing rates for bilingual students were low at grades 10 and 11 in reading and grades 7 through 11 in mathematics. Passing rates for English as a

Table 19: English Texas Assessment of Knowledge and Skills Number Taking and Percent Passing for Monitored Bilingual (MB) and English as a Second Language Students (ME), 2002 and 2003

		Reading				Mathematics			
		TAAS 2002		TAKS 2003		TAAS 2002		TAKS 2003	
Program	Grade	N	%	N	%	N	%	N	%
Monitored Bilingual	3	196	93	257	95	198	95	261	93
	4	479	97	382	90	479	97	381	95
	5	1,439	97	611	87	1,441	99	608	93
	6	1,863	89	1,229	80	1,862	96	1,229	71
	7	1,197	94	784	89	1,197	95	781	63
	8	434	96	170	92	434	95	170	69
	9			78	81			72	50
	10	0	-	32	50	0	-	32	38
Monitored ESL	3	387	95	477	94	388	95	482	95
	4	455	98	587	86	456	98	590	89
	5	553	96	760	81	555	99	759	85
	6	491	88	947	81	490	95	944	67
	7	533	91	1,005	85	530	91	1,000	52
	8	983	93	962	83	978	94	958	55
	9			788	64			793	39
	10	158	94	245	45	160	91	261	49
	11	17	82	274	35	22	68	286	49

Table 20: English Texas Assessment of Knowledge and Skills Number Taking and Percent Passing for Former Bilingual and English as a Second Language (ESL) Students in 2002 and 2003

		Reading				Mathematics			
		2002		2003		2002		2003	
Program	Grade	N	%	N	%	N	%	N	%
Former	3	7	100	5	100	7	100	6	100
Bilingual	4	56	98	98	93	55	96	99	92
	5	113	97	184	87	113	99	183	91
	6	476	96	418	89	476	97	418	80
	7	950	98	825	96	949	97	824	72
	8	1,330	99	1,374	97	1,329	98	1,373	77
	9			1,628	90			1,628	61
	10	766	99	1,064	72	766	97	1,108	69
	11	18	83	579	70	21	76	632	70
Former	3	*	*	10	100	*	*	10	100
ESL	4	45	100	157	97	44	100	159	94
	5	139	100	201	94	140	99	202	92
	6	274	95	436	92	273	97	436	81
	7	377	95	484	95	378	97	490	74
	8	552	99	687	94	551	97	686	72
	9			1,140	86			1144	59
	10	864	97	836	68	868	94	898	62
	11	42	83	677	59	51	57	764	62

Second Language students reflected a similar pattern as those found for bilingual students in grades 10 and 11 scoring low passing rates in reading and grades 7 through 11 having low passing rates in mathematics.

What was the change in Normal Curve Equivalents for monitored and former bilingual and ESL students on the Stanford between Spring 2002 and 2003?

Spring 2002 and 2003 Stanford performance data is indicated in **Tables 21–24.** The number and NCEs of bilingual and ESL, monitored and former students are shown for grades 1 through 12. Tables 21 and 22 display data from the reading subtest while Tables 23 and 24 present the mathematics subtest data, across all subgroups.

The total number of monitored bilingual students taking the reading subtest of the Stanford decreased from 22,810 in 2002 to 3,745 in 2003. Between these same two administrations, the number of monitored ESL students increased from 4,731 to 6,596.

The Stanford NCEs in reading shown in Table 21 for 2003 ranged from 31 to 64 for monitored bilingual students and from 30 to 59 for monitored ESL students. Monitored bilingual students in grades 1 and 2, performed in the above average range in 2003, average range in grades 3 through 5, and below average range in grades 6-11. Of the former bilingual students tested in 2003, grade 4 indicated above average

Table 21: Stanford Reading Normal Curve Equivalents (NCE) for Monitored Bilingual and English as a Second Language (ESL) Students in 2002 and 2003

	Monitored Bilingual					Monitored ESL				
	2002		2003			2002		2003		
Grade	N	NCE	N	NCE	Dif.	N	NCE	N	NCE	Dif.
1	20	66	11	64	-2	0	-	37	57	
2	682	57	171	56	-1	296	59	399	59	0
3	762	56	263	54	-2	394	56	484	56	0
4	1,270	53	384	52	-1	454	55	592	51	-4
5	2,508	49	613	50	1	564	48	773	48	0
6	3,355	46	1,233	42	-4	496	45	953	44	-1
7	3,281	48	789	43	-5	534	43	1,013	41	-2
8	3,516	45	171	43	-2	991	37	961	38	1
9	3,517	40	77	36	-4	639	31	809	31	0
10	2,043	41	32	31	-10	175	32	269	30	-2
11	1,837	42	12	34	-8	188	32	306	32	0

Table 22: Stanford Reading Normal Curve Equivalents (NCE) for Former Bilingual (YB) and English as a Second Language Students (YE), 2002 and 2003

	Former Bilingual					Former ESL				
	2002		2003			2002		2003		
Grade	N	NCE	N	NCE	Dif.	N	NCE	N	NCE	Dif.
3	7	56	7	48	-8	0	-	10	60	
4	57	56	98	55	-1	45	63	163	60	-3
5	113	57	185	54	-3	140	61	202	62	1
6	478	51	423	50	-1	271	55	437	54	-1
7	948	53	834	52	-1	379	55	492	53	-2
8	1,331	50	1,372	50	0	553	51	693	48	-3
9	1,491	42	1647	44	2	999	41	1164	41	0
10	793	44	1136	42	-2	906	40	942	40	0
11	639	45	688	46	1	809	42	808	42	0
12	7	33	7	32	-1	10	39	9	35	-4

performances, with students in grades 3 and 5 - 9 in the average range, and grades 10 and 12 in the below average range, as shown in Table 22.

Grades 1 through 4 and 6-11 of monitored bilingual students taking the Stanford reading decreased or showed no change between the NCE scores from the 2002 and 2003 administrations. Grades 1 through 7 and 9 through 11 decreased or showed no change among monitored ESL students. Former bilingual students indicated an increase in NCEs in grades 5, while former ESL students showed an increasing scores in grades 8. NCE scores were in the below average range mainly in the high school grades of 9 through 11.

Of the former bilingual students, NCEs in 2003 ranged from 32 to 55 and from 35 to 62 for the former ESL students, as detailed in Table 22. Former bilingual students in grade 4 performed in the above average range, grades 3, 5 through 9 indicated scores in the average range, while students in grades 10 through 12 had scores in the below average range. Similarly, former ESL students in grades 3 through 5 performed in the above average range, grades 6 through 8 were average, and grades 9 through 12 displayed below average NCEs.

In Table 23, the mathematics subtest of the Stanford for 2002 and 2003 is displayed for monitored bilingual and ESL students. Much like the total numbers for the reading subtest, the total number of monitored bilingual students decreased from 22,855 in 2002 to 3,141 in 2002. This decrease may be due to the students being removed from the 2003 file. Of the monitored ESL students, the total number increased from 4,741 in 2002 to 4,915 in 2003.

Normal Curve Equivalent (NCE) scores ranged from 39 to 62 for monitored bilingual students on the mathematics subtest and a range of 40 to 65 for the monitored ESL students. On the mathematics subtest

Table 23: Stanford Mathematics Normal Curve Equivalents (NCE) for Monitored Bilingual (YB) and English as a Second Language Students (YE), 2002 and 2003

	Monitored Bilingual					Monitored ESL				
	2002		2003			2002		2003		
Grade	N	NCE	N	NCE	Dif.	N	NCE	N	NCE	Dif.
1	20	65	1	56	-9	0	-	37	53	
2	684	61	130	62	1	296	64	398	65	1
3	761	62	196	60	-2	394	65	484	63	-2
4	1,272	62	320	62	0	455	64	593	60	-4
5	2,506	60	449	60	0	563	59	771	57	-2
6	3,359	54	1,090	51	-3	498	53	954	52	-1
7	3,275	50	696	47	-3	535	47	1,013	46	-1
8	3,517	45	142	46	1	989	40	961	41	1
9	3,539	48	73	46	-2	642	43	804	43	0
10	2,065	46	32	39	-7	176	45	267	40	-5
11	1,839	46	12	44	-2	193	43	305	42	-1

Table 24: Stanford Mathematics Normal Curve Equivalents (NCE) for Former Bilingual (YB) and English as a Second Language Students (YE), 2002 and 2003

	Former Bilingual					Former ESL				
	2002		2003			2002		2003		
Grade	N	NCE	N	NCE	Dif.	N	NCE	N	NCE	Dif.
3	7	68	6	53	-15	0	-	9	70	
4	57	64	78	62	-2	45	70	163	69	-1
5	113	66	153	63	-3	140	68	202	70	2
6	480	57	404	57	0	272	61	438	61	0
7	944	53	808	53	0	379	56	493	55	-1
8	1,333	48	1,294	48	0	553	51	692	48	-3
9	1,502	50	1,645	51	1	1,002	49	1,163	49	0
10	796	48	1,141	46	-2	920	45	942	44	-1
11	643	47	691	49	2	808	46	813	45	-1

of the Stanford, there was an increase in NCE score for both monitored bilingual and ESL students in grades 2 and 8. Decreases in mathematics NCE occurred at grades 3,6,7,10 and 11 for both bilingual and ESL monitored students.

Table 24 details the mathematics subtest of the Stanford for the former bilingual and ESL students in 2002 and 2003. The total number of former bilingual students increased from 5,875 in 2002 to 6,220 in 2003. In addition, the number increased for the former ESL students from 4,137 in 2002 to 4,915 in 2003.

Of the former bilingual students, NCEs ranged from 46 to 63 in 2003. Former ESL students had NCEs in 2003 ranging from 45 to 70 in the mathematics subtest. Grade 3 and 5 of the former ESL students indicated an NCE of 70, which was the highest NCE across all grades in the mathematics subtests among all former bilingual and ESL students. Every grade level of the former bilingual and English as a Second Language students showed decreasing scores or no change on the mathematics subtest of the Stanford in 2003 compared to 2002, except for 9 and 11 grade bilingual and 5th grade ESL.

How do the following groups of English Language Learners (ELLs) and Non-ELL students compare on dropout, retention, and attendance from 1997–1998 to 2000 - 2001: ELLs receiving instruction vs. ELL students not receiving bilingual services, regular education vs. exited bilingual ELLs, and regular education vs. bilingual/ESL ELLs?

Districtwide dropout, retention, and attendance were examined in **Tables 25–27.** The above subgroups (ELLs in the program, ELLs not in the program, regular education students, and exited ELLs) were compared to each other on the three accountability variables. Comparisons were presented across three and four years of data to show the aggregate trends. Bilingual students include all participants of the bilingual,pre-exit, two-way, and developmental programs.

For the districtwide dropout rates of these subgroups, ELL students in the program (ELL IP) and exited ELL students had a decreasing dropout rate from 1997–98 to 2000–2001. The dropout rate for regular education students (Non ELL) also decreased from the 1997–98 to the 2000–2001 school years. The dropout rate for ELLs not served in the bilingual or ESL program (ELL NP) increased between 1997–98 and 1999–2000 and then decreased between 1999-2000 and 2000-2001.

ELL students in the program had a retention rate less than both the ELLs not in the program and the Non ELL students between 1997–98 and 2001–02. From 1997–98 to 2001–02, ELLs not in the program had the highest retention rate each year when compared to all

Table 25: Dropout Comparisons 1997–1998 through 2000–2001

	Comparison 1		Comparison 2		Comparison 3	
Year	ELL IP	ELL NP	Non ELL	Exited ELL	Non ELL	ELL IP
1997–1998	3.0%	4.6%	3.0%	1.5%	3.0%	3.0%
1998–1999	3.0%	4.0%	4.0%	2.0%	4.0%	3.0%
1999–2000	2.0%	7.0%	3.0%	1.0%	3.0%	2.0%
2000–2001	2.0%	2.0%	1.0%	1.0%	1.0%	2.0%

Table 26: Retention Comparisons 1997–1998 through 2001–2002

	Comparison 1		Comparison 2		Comparison 3	
Year	ELL IP	ELL NP	Non ELL	Exited ELL	Non ELL	ELL IP
1997–1998	7.2%	9.2%	7.5%	7.5%	7.5%	7.2%
1998–1999	11.5%	13.9%	10.3%	9.0%	10.3%	11.5%
1999–2000	9.0%	15.0%	10.0%	8.0%	10.0%	9.0%
2000–2001	10.0%	15.0%	11.0%	9.0%	11.0%	10.0%
2001–2002	9.0%	14.0%	10.0%	8.0%	10.0%	9.0%

Table 27: Attendance Comparisons 1997–1999 through 2001–2002

	Comparison 1		Comparison 2		Comparison 3	
Year	ELL IP	ELL NP	Non ELL	Exited ELL	Non ELL	ELL IP
1997–1998	96.0%	93.5%	93.5%	96.6%	93.5%	96.0%
1998–1999	96.2%	93.5%	93.6%	96.8%	93.6%	96.2%
1999–2000	97.0%	94.0%	94.0%	95.0%	94.0%	97.0%
2000–2001	96.0%	94.0%	94.0%	95.0%	94.0%	96.0%
2001–2002	97.0%	95.0%	95.0%	95.0%	95.0%	97.0%

other groups. Exited ELL students had the lowest retention rate each year from 1998–99 to 2001–02 when compared to all other comparison groups.

The districtwide attendance rates were also similar in that ELL students in the program attended school at higher rates when compared to the other comparison groups between 1999–2000 and 2001–02. Each year from 1997–98 to 2001–02, ELL students not in the program and Non ELL students had the lowest attendance rates.

What was the scope and frequency of the training provided for bilingual teachers, ESL teachers, administrators, program coordinators, instructional aides, and parents in 2002–2003?

During the 2002–03 school year, over 150 individual staff development training sessions were coodinated by the Multilingual staff. **Table 28** lists the audiences and the number of participants attending sessions for the 2001-02 and 2002-03 academic year. Of the opportunities provided to teachers, 31 were specifically for ESL and 30 were for bilingual education teachers. A few examples illustrating the scope of staff development and training provided for bilingual teachers included "Project Clear - Bilingual Spanish Content Areas", " Guided Reading Training", "ESL component of the Bilingual Program. ESL staff development "ESL strategies for Early Childhood LEP Students", "ESL ExCET preparation", "Modifications and ESL Grading" and "ESL program Guidelines".

While teachers were provided with the majority of staff development opportunities, school administrators were also provided with a range of opportunities, most of which were the same as the teachers. Of the 60 offerings for administrators, 13 meetings were specifically for the bilingual supervisors of each district. There were 34 training sessions provided for school coordinators and 12 to teacher aides. The scope of training for coordinators and teacher aides ranged from "LPAC Training," "District Effectiveness and Compliance Documentation," and "End of Year LPAC Training." In addition, dual language coordinator meetings were held monthly during the school year.

The number of training sessions provided to parents was increased in 2003 compared to that provided the previous year. There were 48 opportunities for parents to attend training sessions in 2003 compared to 12 the previous year. Thirty seven of the parent meetings were focused on the school processes of LPAC placement of LEP students or LPAC exit of LEP students at the end of the school year. Several of the meetings were centered on providing the parent with information regarding school registration, testing guidelines and graduation requirements. Individual meeting

Table 28: Number of Participants Attending Training Sessions Coordinated by the Multilingual Department Staff in 2002-2003

Audience	Number Attending
Teachers:	
Bilingual Education	1156
English as a Second Language	560
Gifted and Talented	18
Regular	332
Special Education	54
Administrators	440
Coordinators	131
Instructional Aides	90
Parents	287
Teachers	2,148

were held in specific district offices to update parents regarding the progress students were making in a specific pilot program either dual language or development.

Feedback by staff development attendees was reflected in the training evaluation forms when provided. These forms mostly reflected whether the training and staff development sessions were interesting and engaging and whether the content of the presentation during the training was clear and understandable.

Discussion

President George W. Bush redefined the federal role in K-12 education based on the belief that the achievement gap between disadvantaged and minority students and their peers can be closed. The No Child Left Behind Act of 2001 was created to address this belief. Four basic principles have arisen from the Act whereby proven teaching methods are to be emphasized, options for parents are to be expanded, flexibility and local control are to be increased, and program results will be based on stronger accountability measures (U.S. Department of Education, 2002). While President Bush promotes change, some schools across the nation are currently providing exemplary bilingual programs. Specifically, HISD exhibits a unique approach to teaching English to ELL students while still providing the core academic material. By responding specifically to the demographic makeup, parental preferences, the district and state political agenda, and HISD's own education plan, an effective bilingual program was created (Thomas & Collier, 2001).

This evaluation report sought to provide useful information to program administrators who examine the effectiveness and continuing needs of the HISD Multilingual Program. As required by TEC, an annual evaluation of the academic progress of students in the program, as well as the program's educational practices, will assist in determining the quality of the program. This report addressed several variables such as academic performance; reading proficiency; oral language proficiency; dropout, retention, and attendance rate comparisons; and staff development and instructional quality of the HISD Multilingual Department for the 2002–03 school year.

Current bilingual, pre-exit, and ESL students on the Spring 2003 TAKS consisted of 10,597 students from the bilingual program, 2,854 students from the pre-exit phase of the bilingual program, and 12,745 students from the ESL program. Students who took the Stanford or Aprenda in 2003 had increasing enrollment numbers for pre-exit students from the 2002 administrations. More pre-exit students tested on the English TAKS and the Stanford in 2003. A small number of students (127) in the pre-exit phase of the bilingual program tested on the Spanish TAAS. While the percent of students remained the same this concern needs to be addressed. In addition, a large number of ESL students were not tested in 2003 on the TAKS and Stanford/Aprenda, which also creates concern and would require attention by all program administrators.

The majority of current bilingual and pre-exit students in the elementary grades had 70% or higher passing rates on the TAKS, while the students in middle school had passing rates lower than 70%. The majority of bilingual, pre-exit, and ESL students across all grade levels demonstrated decreasing NCE scores between the 2002 and 2003 Stanford/Aprenda administrations in reading, mathematics, and language. Bilingual students taking the Stanford indicated an average range of performance in mathematics and a below average range of performance in reading and language across most grade levels in 2003. Pre-exit students on the Stanford reflected an average or below average range of performance across most grade levels in 2003 on each subtest. ESL students taking the Stanford indicated average performance in mathematics in the elementary grades and below average performance in middle and high school grades. ESL students had below average range of performance in reading and language across most grades in 2003, except for grade 1 which had average performance.

The Reading Proficiency Test in English reflected higher percentages of pre-exit students in the Advanced level of reading proficiency in 2003 than the percentages placed in the Advanced level in 2002. Fewer pre-exit students were placed in the Beginning level in 2003 versus 2002 across most grade levels. This pattern of improvement was not evident for the bilingual or ESL program students. Designed to measure how well students learn to read in English, increasing numbers in the Advanced placement of students across years certainly indicates positive trends in the progress of pre-exit program students. Multilingual staff needs to monitor the ESL instructional strategies being utilized in the bilingual and ESL classes and assure the appropriate amount of time is being dedicated to ESL instruction. According to the RPTE results, a significant number of students were enrolled in a U.S. school for four years or more and were still placed at the Beginning level of reading proficiency. The majority of

these students by program were in grade 3 where 721 were bilingual, and in grade 6 where 78 were ESL.

Students who exited from the bilingual/pre-exit or ESL program were mainstreamed into the regular education program where they were coded as monitored or former participants. Monitored bilingual students who took the TAKS in 2003 had decreasing enrollment numbers; whereby monitored ESL students had increasing enrollment numbers from the 2002 administration. Monitored bilingual students were above 80% passing on the reading TAKS at all grade level except the 10 grade and in the elementary grades in mathematics. ESL monitored students had 80% or higher passing rates except at the high school level in reading and in the elementary grades in mathematics. The same pattern of high passing rates were found for the former bilingual and ESL students on the TAKS reading and mathematics subtests except for some low scores at the high school level.

Monitored and former, bilingual and ESL students had NCE scores at or above the 44th NCE (average or above average performance) on the Stanford reading and mathematics subtests in 2003 at all the elementary grades. Scores below the 44th NCE occurred primarily at the middle and high school grade levels. Change in NCE from 2002 to 2003 for both the monitored and former bilingual and ESL students either stayed the same or increased or decreased by one or two NCEs.

Overall trends observed over time regarding dropout, retention, and attendance rates indicated that ELL students in the bilingual and ESL programs had lower dropout rates and higher attendance rates than regular education students. The retention rates of ELL students in the bilingual and ESL programs was also lower in four of the five years analyzed with the regular education students. In addition, exited students from the bilingual and ESL programs displayed lower dropout rates, lower retention rates, and higher attendance rates when compared to regular education students. Therefore, ELL students in the bilingual and ESL programs are attending school and staying in school more than regular education students, when given the opportunity to gain access to the curriculum through appropriate languages of instruction.

Professional development offered by the Multilingual Department reached numerous target audiences in the 2002–03 school year. Over 150 individual staff development training sessions were offered for teachers. Sixty offerings were attended by bilingual education teachers and 60 were attended by ESL teachers. The number of parent opportunities increased from the previous year with parents attending 33% of the 150 training sessions offered by the Multilingual department.

By presenting program data on the current as well as exited bilingual and ESL students, educators become more aware of the progress LEP students are making while they are in the program as well as when they exit the program. This evaluation found that HISD's bilingual, pre-exit, and ESL students demonstrated overall growth in student performance at most grade levels while they were instructed in the program. This evaluation also found that exited bilingual/pre-exit and ESL students performed very well once they reached the monitoring and former phase of the program. With the new federal mandates of No Child Left Behind, additional accountability through testing will continue to improve the achievement of LEP students.

Recommendations

1. Forty one percent (n=5,199) English as a Second Language students were not tested with the TAKS in 2003. Principals, district offices and the Multilingual Department need to monitor LPAC testing decisions to ensure that state and local TAKS exception guidelines are followed.

2. Bilingual pre-exit students instructed in English were tested with the Spanish TAKS (n=112) and Aprenda (n=127) in 2003. Principals, district supervisors and Multilingual staff need to monitor testing practices and language of assessment for these students.

3. English Language Learners in the ESL program grades 1-11 demonstrated low performance in both the TAKS and the Stanford. Curriculum and teaching strategies need to be addressed for these students.

4. Training sessions coordinated by the Multilingual Department staff with various HISD departments were well documented and attended by teachers, administrators, instructional aides and parents. Continue to provide quality staff training as required by the Texas Education Agency in District Effectiveness and Compliance guidelines to impact as many Multilingual Program participants as possible.

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