

MEMORANDUM

October 13, 2014

TO: Board Members

FROM: Terry B. Grier, Ed.D.
Superintendent of Schools

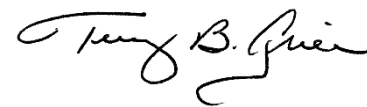
SUBJECT: **2014 BILINGUAL & ENGLISH AS A SECOND LANGUAGE PROGRAM
EVALUATION REPORT**

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The Texas Education Code (§ 29.051) requires school districts to provide every language minority student with the opportunity to participate in either a bilingual or English as a second language (ESL) program. Attached is the evaluation report summarizing the performance of students who participated in the district's bilingual and ESL programs during the 2013–2014 school year.

Included in the report are findings from assessments of academic achievement and English language proficiency for all students classified as English Language Learners (ELL), demographic characteristics of students served by these programs, and a count of how many students exited ELL status. The report also summarizes the professional development activities of staff involved with the bilingual and ESL programs.

A total of 40,329 ELL students participated in bilingual programs in 2013–2014, and an additional 15,321 in ESL programs. Results from the STAAR, STAAR EOC, and Stanford 10 assessments showed that students currently enrolled in a bilingual or ESL program performed less well than students districtwide, with performance gaps being smallest on mathematics assessments. Reading performance of current bilingual students improved from 2013 to 2014 on STAAR but declined on the Stanford 10, while that of ESL students declined on both assessments. However, students who had exited either program performed at or above the district average on most assessments and subjects. On the TELPAS, a higher percentage bilingual students than ESL students made gains in English language proficiency compared to the previous year. Finally, the number of students exiting from ELL status in 2013–2014 was 7,160, a seven percent increase from the previous year.



TBG

cc: Superintendent's Direct Reports
Gracie Guerrero
Chief School Officers
School Support Officers
Principals



RESEARCH

Educational Program Report

**BILINGUAL & ENGLISH AS A SECOND
LANGUAGE PROGRAM EVALUATION
2013 - 2014**



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BILINGUAL AND ENGLISH AS A SECOND LANGUAGE PROGRAM EVALUATION 2013–2014

Executive Summary

Program Description

The Houston Independent School District (HISD) currently offers three bilingual programs and two English as a Second Language (ESL) programs for English language learners (ELLs). These programs are intended to facilitate ELLs' integration into the regular school curriculum and to ensure access to equal educational opportunities. Bilingual programs are offered in elementary schools and selected middle schools for language-minority students who need to enhance their English-language skills. Beginning in pre-kindergarten, the bilingual programs provide ELLs with a carefully structured sequence of basic skills in their native language, as well as gradual skill development in English through ESL methodology. In bilingual programs, the native language functions to provide access to the curriculum while the student is acquiring English. Instruction in the native language assures that students attain grade-level cognitive skills without falling behind academically.

ESL programs are also offered to language-minority students at all grade levels who need to develop and enhance their English-language skills. ESL programs provide intensive English instruction in all subjects, with a focus on listening, speaking, reading, and writing through the use of ESL methodology.

The state of Texas requires an annual evaluation of bilingual and ESL programs in all school districts where these services are offered [TAC § 89.1265]. This report must include the following information:

- academic progress of ELLs;
- levels of English proficiency among ELLs;
- the number of students exited from bilingual and ESL programs; and
- frequency and scope of professional development provided to teachers and staff serving ELLs.

Highlights

- Current bilingual ELLs performed less well than district students overall on English reading and language measures (STAAR, STAAR-L, Stanford 10). This is not surprising given that ELLs are still in the process of acquiring English, but they did perform as well or better than the district in mathematics.
- Current ESL students also did not perform as well as the district average on all subjects tested (STAAR, STAAR-L, STAAR EOC, Stanford).
- Reading performance of current bilingual students improved from 2013 to 2014 on STAAR but declined on the Stanford 10, while that of ESL students declined on both assessments.
- Exited students from both bilingual and ESL programs performed better than the district average on most assessments and subjects.
- Reading performance of exited bilingual and ESL students improved between 2013 and 2014 on the both the STAAR and the Stanford 10.

- ESL students showed higher English language proficiency than bilingual students in grades K to 3, but for grades 4 through 6, bilingual ELLs showed more proficiency.
- 55% of students in bilingual programs, and 51% of those in ESL programs, showed improvement in their English language proficiency on TELPAS in 2013–2014, compared to the previous year.
- A total of 7,160 ELLs met the necessary proficiency criteria, and exited ELL status during the 2013–2014 school year. This was a 7% increase from the previous year.
- There were 151 staff development training sessions held in 2013–2014 for teachers, administrators, and other HISD staff, with a total attendance (duplicated) of 4,262.

Recommendations

1. The district should ensure that school administrators follow the approved time and content allocation for either the Transitional Bilingual Program or the Dual Language Program as appropriate, depending on campus designation. This is particularly important for those campuses that have just begun to offer the Dual language program.

Administrative Response

Interdepartmental collaboration has resulted in the implementation of the Dual Language program in 14 additional elementary schools for the 2014–2015 school year. The continued expansion of the program will ensure consistency in time and content allocation, training, and model implementation.

Additional scheduling support has been given to elementary and secondary campuses in the form of electronic guidance (Chancery course mask and scheduling template) to appropriately serve ELLs and monitor their progress.

The use of data to drive ELL instruction and programming has continued in 2013-2014. ELL campus reports, At-Risk reports, TELPAS Teacher reports, and comprehensive ELL assessment data have been disseminated to all campus leaders and personally discussed with Tier 3 and 4 campuses during ELL Instructional Focus visits at the start of the current school year.

End of Year Annual Reviews again took place in all district campuses to review the progress and placement recommendation for each ELL. This effort ensures that the academic and linguistic progress of each ELL is monitored and appropriate program placement is made for the following year.

Introduction

Texas state law requires that specialized linguistic programs be provided for students who are English language learners (ELL). These programs are intended to facilitate ELLs' integration into the regular school curriculum and ensure access to equal educational opportunities. According to the Texas Education Code, every student in Texas who is identified as a language minority with a home language other than English must be provided an opportunity to participate in a bilingual or other special language 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 such programs.

The Houston Independent School District (HISD) currently offers three bilingual programs and two English as a Second Language (ESL) programs for ELLs. Bilingual programs are offered in elementary schools and selected secondary schools for language-minority students who need to enhance their English-language skills. Beginning in prekindergarten, the bilingual programs provide ELLs with a carefully structured sequence of basic skills in their native language, as well as gradual skill development in English through ESL methodology. In bilingual programs, the native language functions to provide access to the curriculum while the student is acquiring English. Instruction in the native language assures that students attain grade-level cognitive skills without falling behind academically.

ESL programs are also offered to language-minority students at all grade levels who need to develop and enhance their English-language skills. ESL programs provide intensive English instruction in all subjects, with a focus on listening, speaking, reading, and writing through the use of ESL methodology. For the purpose of this report, "bilingual programs" refer to all three program models as a single unit. Similarly, "ESL programs" refer to both ESL program models as a single unit. Separate reports are available for a detailed examination of the various bilingual and ESL program models (Houston Independent School District, 2014a; 2014b, 2014c, 2014d). Further details on state requirements, and specific programs offered in HISD can be found in **Appendix A** (p 16).

Methods

Participants

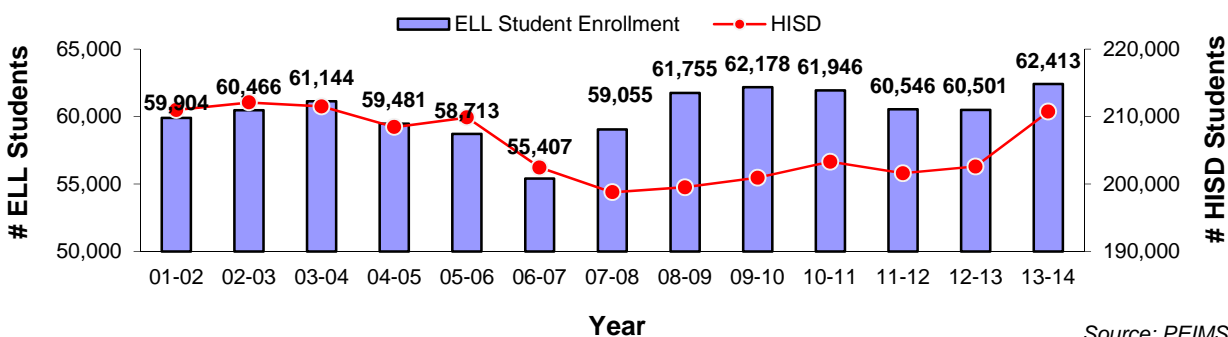
The total student population of HISD in October 2013 was 210,716, as reported in the PEIMS fall snapshot data file for the 2013–2014 school year. Thirty percent of the district were ELLs. Sixty-five percent of ELLs were served in bilingual programs, 25% were served in an ESL program, and 11% did not receive any special linguistic services (see **Table 1**, also **Appendix B**, p. 17). Data for 2013–2014 are shaded in blue.

Table 1. Number and Percent of ELL Students in HISD, 2011–2012 to 2013–2014

	Program	Number of Students			% of All Students			% of ELL Students		
		2012	2013	2014	2012	2013	2014	2012	2013	2014
Non-ELL ELL		141,048	142,085	148,303	70	70	70			
		60,546	60,501	62,413	30	30	30			
	<i>Bilingual</i>	41,505	39,801	40,329	21	20	19	69	66	65
	<i>ESL</i>	12,751	13,849	15,321	6	7	7	21	23	25
	<i>Not Served</i>	6,290	6,851	6,763	3	3	3	10	11	11
Total		201,594	202,586	210,716						

Source: PEIMS

Figure 1. The number of ELL students enrolled in HISD schools over the last thirteen years

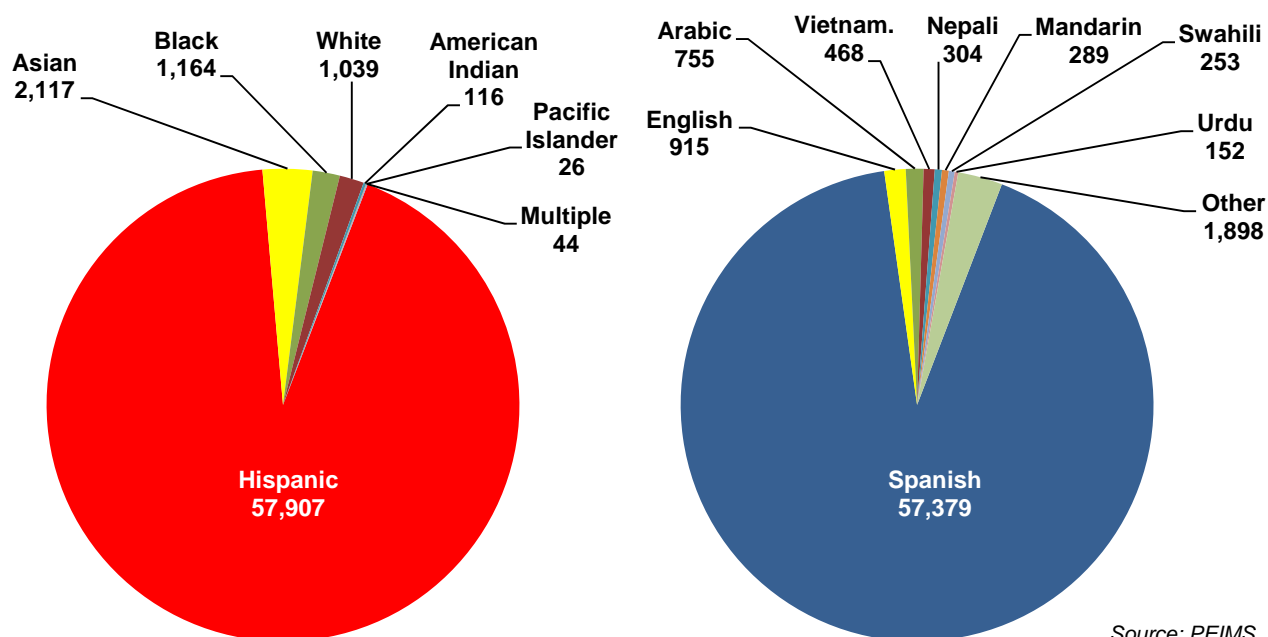


HISD had 62,413 ELLs in 2013–2014. As **Figure 1** shows, there was an increase in the ELL population from 2001–2002 through 2003–2004, and annual declines through 2006–2007. ELL enrollment rebounded over the past seven years, mirroring trends in overall HISD student population (district enrollment is represented by the solid red line). ELL enrollment increased by 1,912 in 2013–2014, but it has accounted for the same proportion of the district population (30%) in each of the past four years.

Figure 2 provides a demographic account of ELLs' ethnicity and home language. Ninety-three percent of ELLs in HISD were Hispanic. Students of Asian ethnicity made up the next largest group (3%). ELLs come to HISD from all over the world, and there are 80 different native languages among this group. Most ELLs (92%) were native Spanish speakers. Arabic was the next most commonly spoken native language, after English (88% of students who claimed English as their home language were Hispanic). Details shown in **Appendix C** (p. 18) reveal that the number of English, Swahili, Nepali, and Arabic speakers increased substantially in 2013–2014.

All bilingual or ESL students with valid assessment results from 2013–2014 were included in analyses for this report, as were all students who had participated in one of these programs but who had since exited ELL status. These latter students were defined as either monitored (student is in their first or second year after having exited ELL status), or former (student is three years or more post-ELL status).

Figure 2. ELL student ethnicity and home language, 2013–2014



Data Collection & Analysis

Results for students currently enrolled in bilingual or ESL programs were analyzed, as were data from students who had exited these programs and were no longer ELL. Data from the State of Texas Assessments of Academic Readiness (STAAR), STAAR-L (a linguistically accommodated version of STAAR given to ELLs meeting certain eligibility requirements), STAAR End-of-course (EOC), Aprenda 3, Stanford 10, and Texas English Language Proficiency Assessment System (TELPAS) were analyzed at the district level. Note that for certain student groups, data from some of these assessment may not be available. Comparisons were made between bilingual students, ESL students, and all students districtwide.

STAAR results are reported and analyzed for the reading and mathematics tests. For each test, the percentage of students who passed (met standard, Satisfactory Level II, Phase-in 1) is shown. STAAR-L results are reported for mathematics. For STAAR EOC, the percent of students who met standard are reported for English I and II, Algebra I, Biology, and U.S. History. Aprenda 3 and Stanford 10 results are reported (Normal Curve Equivalents or NCEs) for reading, mathematics, and language.

TELPAS results are reported for two indicators. One of these reflects attainment, i.e., the overall level of English language proficiency exhibited by ELLs. For this indicator, the percent of students at each proficiency level is presented. The second indicator reflects progress, i.e., whether students gained one or more levels of English language proficiency between testing in 2013 and 2014. For this second TELPAS indicator, the percent gaining one or more proficiency levels in the previous year is reported. **Appendix D** (p. 19) provides further details on each of the assessments analyzed for this report. Finally, professional development and training data were collected from the Multilingual Department, and ELL exits were obtained from Chancery records.

Results

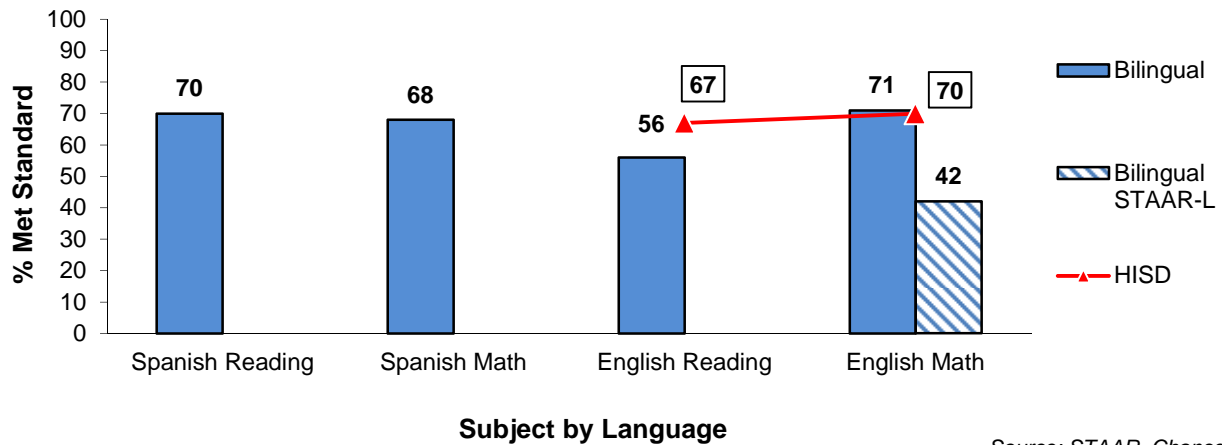
What was the academic progress of ELLs in bilingual and ESL programs?

STAAR

Figure 3 (see p. 6) shows the percent of current bilingual ELLs who met standard on the STAAR in 2014. Results for both the Spanish and English language versions of the tests are included. Results are shown for bilingual students, as well as all students districtwide¹. (Spanish-language districtwide results are not included, since these are identical to the bilingual Spanish-language results). Further details including performance by grade level can be found in **Appendices E** and **F** (pp. 20-21)

- A total of 13,718 current bilingual students took the reading portion of the STAAR, representing 97 percent of those enrolled. Of these, 44 percent completed the Spanish version, while 56 percent completed the English version.
- Performance of bilingual students on the Spanish STAAR reading test was slightly better than that for the mathematics test (70 vs. 68% student met standard).
- Performance on the English STAAR reading test for bilingual students was lower than that of the district, by 13 percentage points.

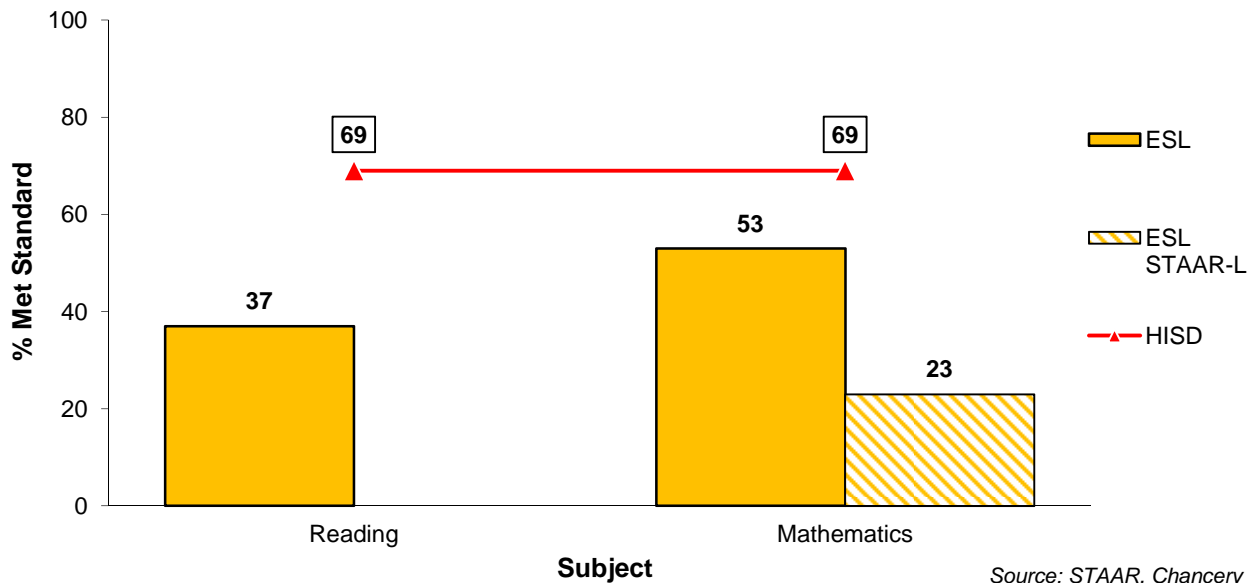
Figure 3. Percentage of students who met standard on STAAR and STAAR-L reading and mathematics tests, 2014, Grades 3-6: bilingual students, and all students districtwide (English STAAR only)



Source: STAAR, Chancery

- On the mathematics tests, bilingual students' STAAR results were higher than those of the district (by 1 percentage point), while STAAR-L performance was much lower than the district (by 28 percentage points).
- Bilingual students performance in mathematics was better on the STAAR than on the STAAR-L.

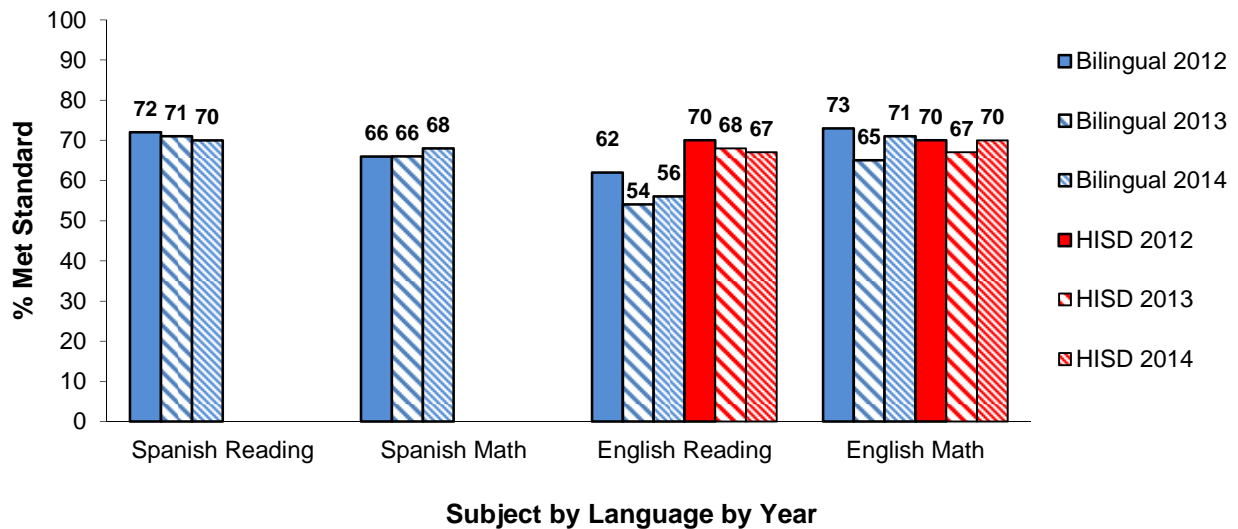
Figure 4. Percentage students who met standard on English STAAR and STAAR-L reading and mathematics tests, 2014, Grades 3-8: ESL students, and all students districtwide.



Source: STAAR, Chancery

- Data for ESL students showed that both STAAR and STAAR-L performance was well below district levels (see **Figure 4**, details also in **Appendix G**, p. 22).
- ESL students performed better on the STAAR mathematics test than on the STAAR-L mathematics test (+30 percentage points).

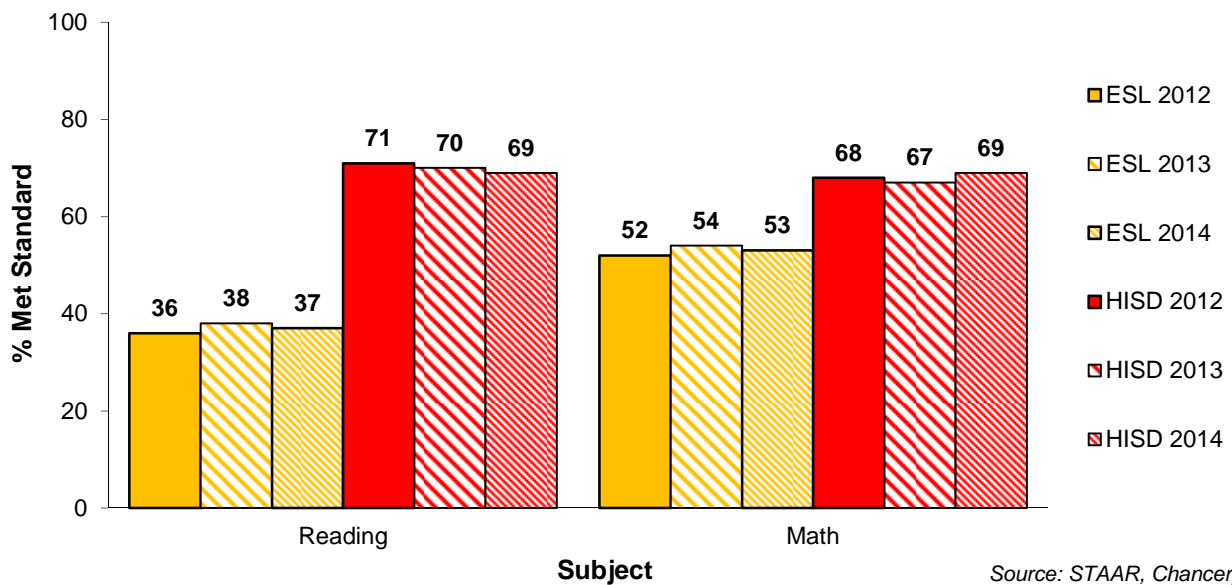
Figure 5. Percentage of students who met standard on STAAR reading and mathematics tests, 2012 to 2014, Grades 3-6: bilingual students, and all students districtwide (English STAAR only)



Source: STAAR, Chancery

- **Figure 5** compares bilingual student STAAR results for both 2012 through 2014. Spanish STAAR results declined slightly in reading, but improved by 2 percentage points in mathematics
- Between 2013 and 2014, bilingual students improved in both reading and mathematics on the English STAAR, and both changes exceeded comparable results for the district.

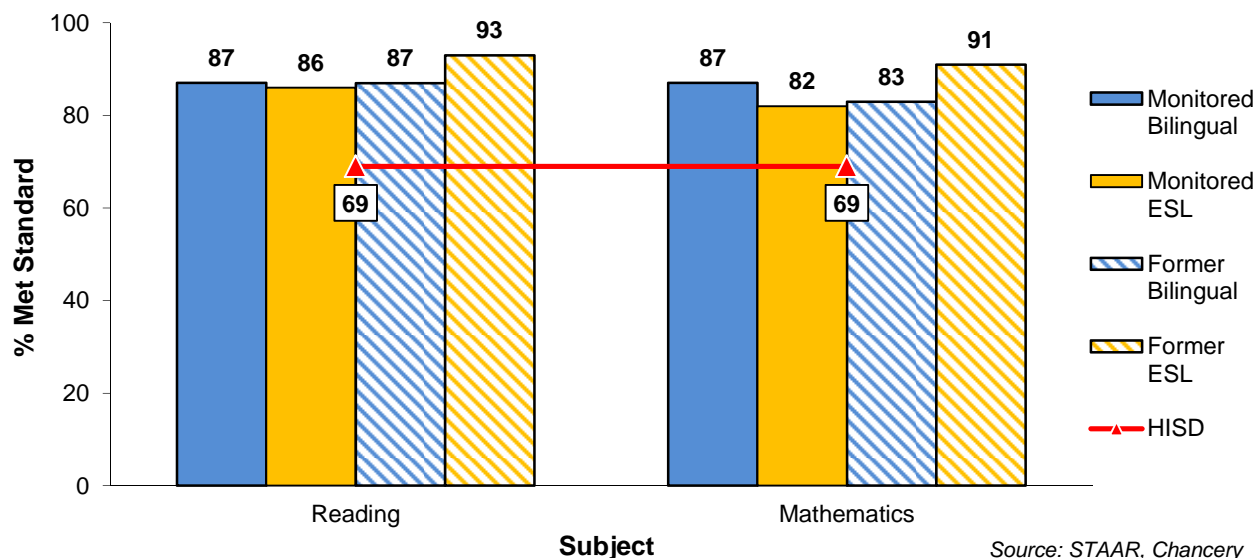
Figure 6. Percentage students who met standard on STAAR reading and mathematics tests, 2012 to 2014, Grades 3-8: ESL students, and all students districtwide.



Source: STAAR, Chancery

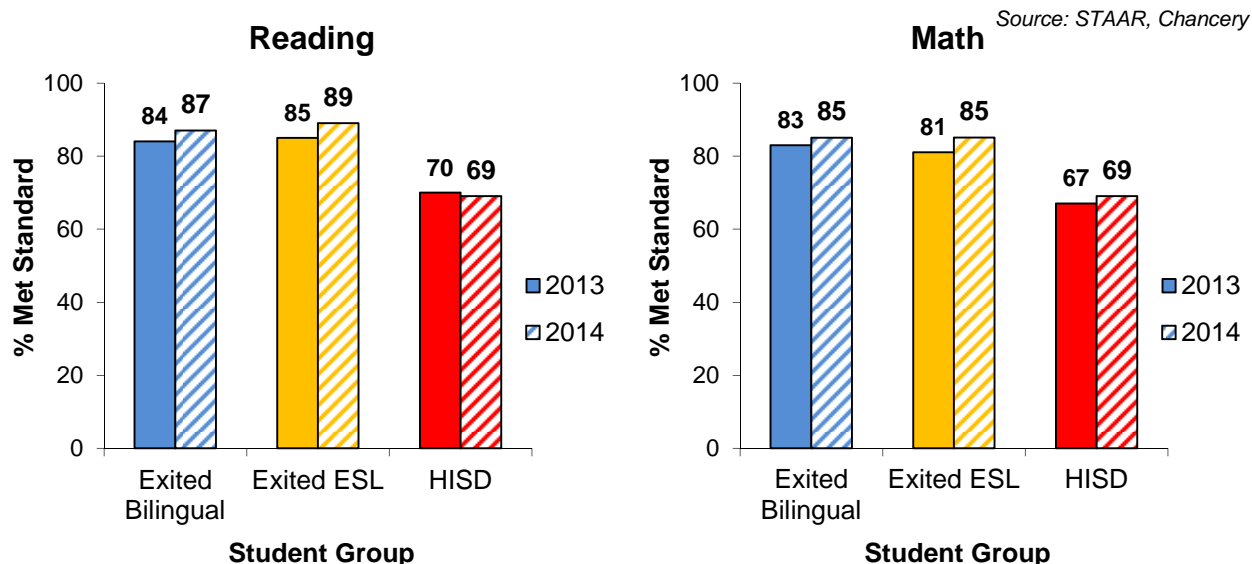
- Between 2013 and 2014, ESL student performance showed declines of 1 percentage point in both reading and mathematics, while district performance declined slightly in reading but improved in mathematics (see **Figure 6**, see also Appendix G).

Figure 7. Percentage of students who met standard on English STAAR reading and mathematics tests, 2014: monitored and former bilingual and ESL students, and all students districtwide



- Results for exited bilingual students² (see **Figure 7**) show that both monitored and former bilingual students performed better than the district on STAAR reading and mathematics.
- Monitored bilingual students did slightly better than monitored ESL students in both subjects, whereas former ESL students did better than bilingual students in reading (6 percentage points) and mathematics (8 percentage points).

Figure 8. Percentage of students who met standard on STAAR reading and mathematics tests, 2013 vs. 2014: exited bilingual and ESL students, and all students districtwide



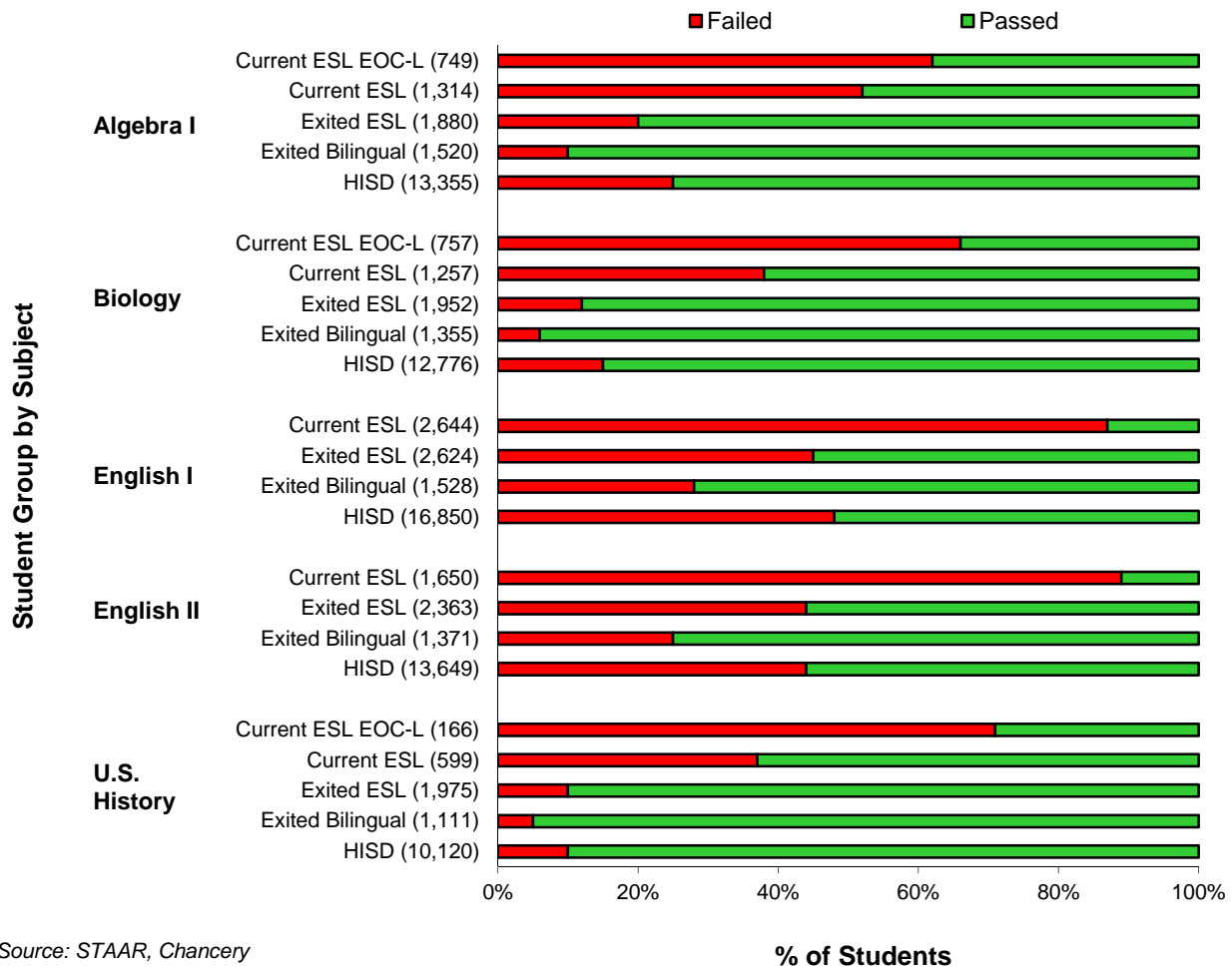
- Figure 8** compares the 2013 and 2014 STAAR performance of exited bilingual and ESL students.
- While district performance declined slightly in reading, exited (monitored and former) ESL and bilingual students improved in both subjects. Exited bilingual students improved by two percentage points in mathematics (the same as the district), but exited ESL students showed larger gains.

STAAR EOC

Figure 9 shows results for the STAAR-EOC assessment (see also **Appendix H**, p. 23). Shown are results for Algebra I, Biology, English I and II, and U.S. History. For each test, the figure shows the percentage of students who met the Satisfactory Phase-in 1 standard or higher (dark green). Red indicates the percentage of students who scored Unsatisfactory (number of students tested in parentheses).

- Current ESL students did not perform as well as the district, and this was true for all tests, with particularly low performance on English I and II.
- Current ESL students taking the STAAR EOC performed better than those taking the STAAR EOC-L, and this was true for all subjects where a linguistically-accommodated test was available.
- Exited bilingual students performed better than exited ESL students, as well as all students in the district, and this was true for all subjects.
- Exited ESL students did slightly better than the district on some subjects (Algebra I, Biology, English I), and were equivalent on others (English II, U.S. History).

Figure 9. STAAR-EOC percent of current and exited ESL students who met standard, by subject, 2014: Results are shown for all current or exited ESL students, exited bilingual students, as well as for the district overall

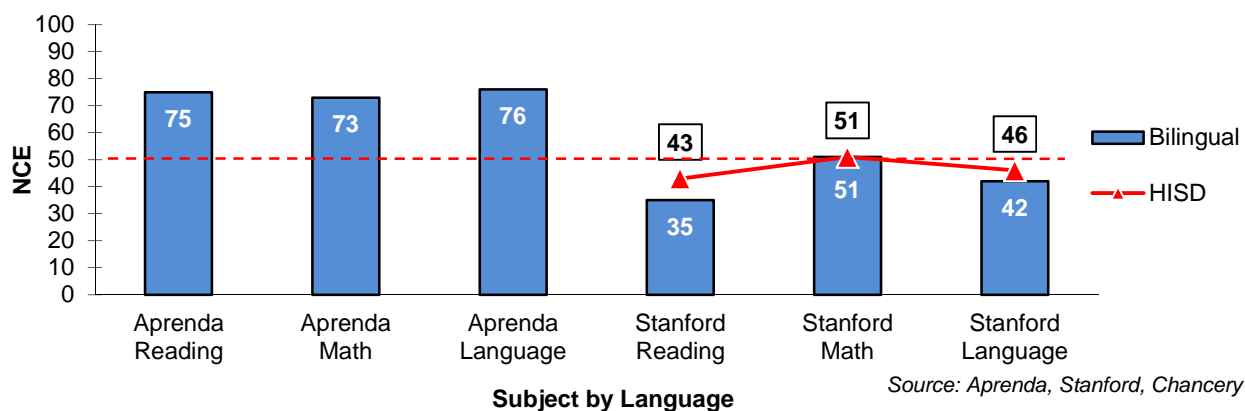


Source: STAAR, Chancery

Appendix 3 & Stanford 10

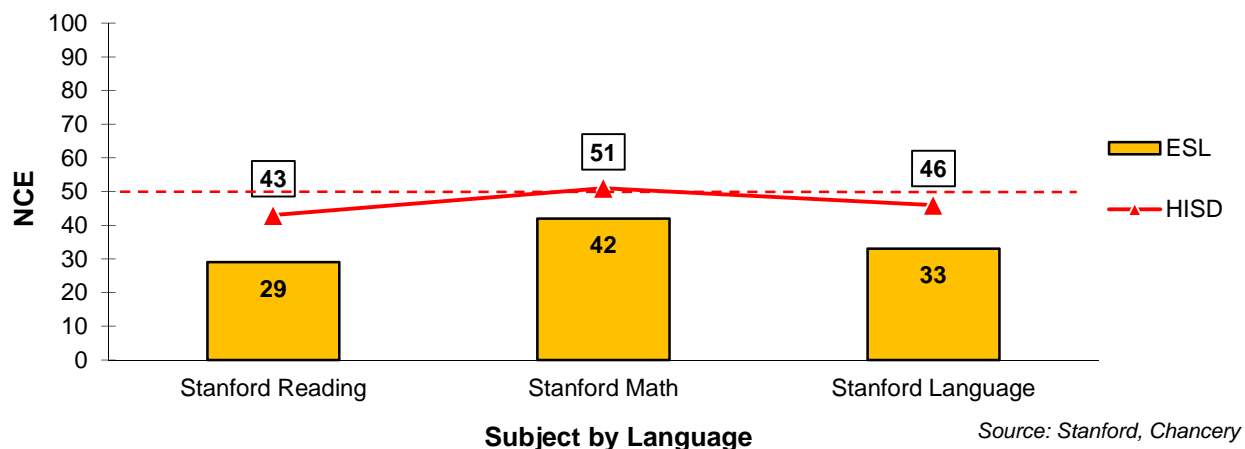
Figure 10 summarizes Aprenda 3 and Stanford 10 results of bilingual students for the 2013–2014 school year. Shown are mean NCE scores for the reading, mathematics, and language tests. Also included are results for all students districtwide. The dashed red line indicates an average NCE of 50.

Figure 10. Aprenda 3 and Stanford 10 Normal Curve Equivalents (NCEs) for bilingual students and students districtwide (Stanford only), 2014, grades 1-6: Reading, mathematics, and language



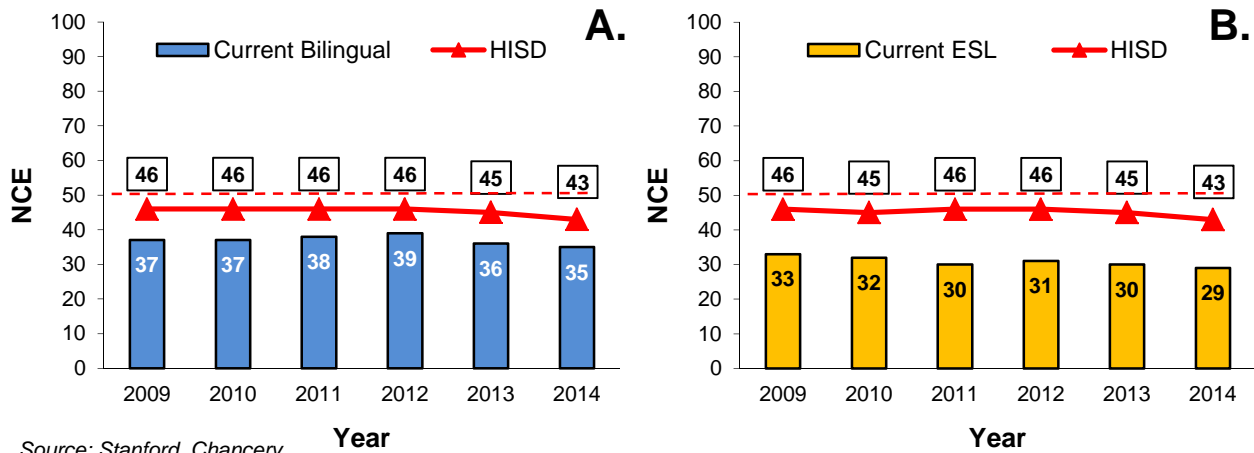
- On the Aprenda, students in bilingual programs were well above the expected average NCE of 50 in all subjects (see **Appendix I** for details including grade level results, p. 24).
- Bilingual student performance on the Stanford was much lower than for the Aprenda. Bilingual students had average NCE scores below the expected of 50 on reading and language, but were above average on mathematics (see also **Appendix J**, p. 25).
- Bilingual students were equal to district students on mathematics (each 51 NCE points), but there were gaps in reading (-8 NCE points) and language (-4 points).

Figure 11. Stanford 10 reading Normal Curve Equivalents (NCEs) for current ESL students and HISD students districtwide, 2014, grades 1-8: reading, mathematics, and language



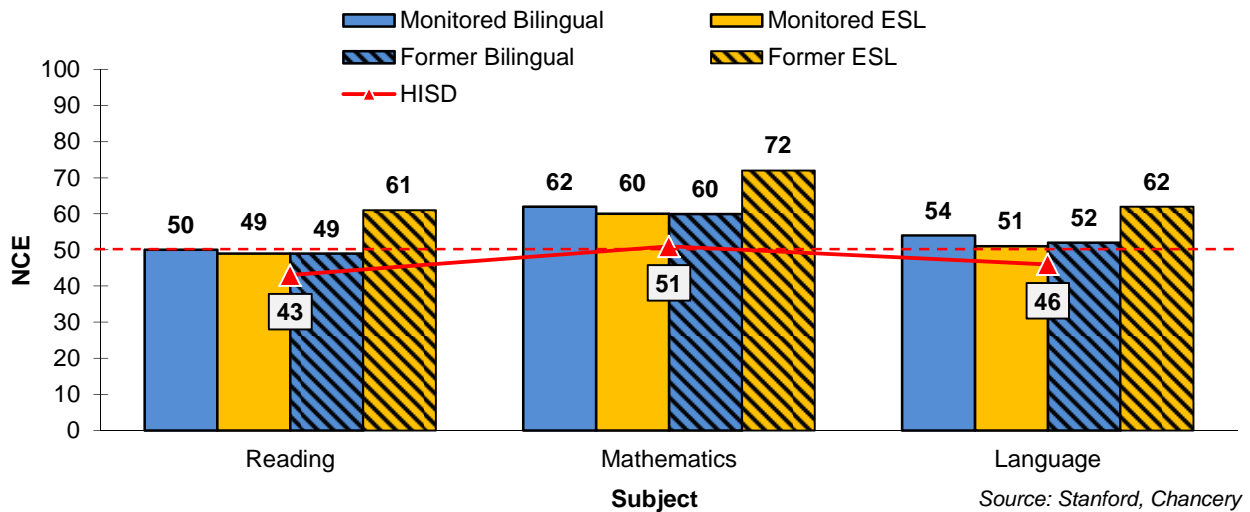
- Stanford performance for ESL students (see **Figure 11**) shows that ESL students performed below the level of the district in reading (gap of 14 NCE points), mathematics (9 points), and language (13 points; see also **Appendix K**, p. 26).

Figure 12. Stanford 10 reading Normal Curve Equivalents (NCEs) for Bilingual (A) and ESL students (B), as well as students districtwide, 2009 to 2014 (grades 1-8).



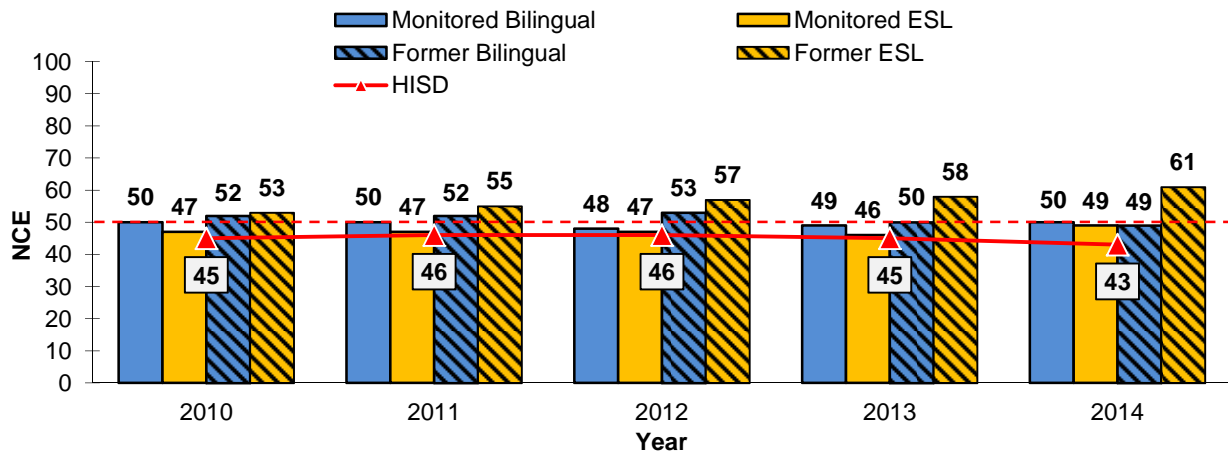
- **Figure 12** shows Stanford reading performance for bilingual and ESL students over a six-year period (2009 to 2014).
- The performance gaps for both bilingual and ESL students have changed only slightly over this time period (1 NCE point reduction for bilingual, 1 point increase for ESL).
- Both bilingual and ESL students, and the district as a whole, have shown declines in performance over the last two years.

Figure 13. Stanford 10 Normal Curve Equivalents (NCEs) for exited bilingual and ESL students, and students districtwide, 2014: Reading, mathematics, and language.



- Stanford results for monitored and former bilingual and ESL students show that both groups had higher average NCEs than did district students overall, in all subjects (see **Figure 13**).
- Comparable data are shown in **Figure 14** (see p. 12) for the period 2010 to 2014 (Stanford reading only). Exited bilingual and ESL students outperformed the district average in each year, with monitored bilingual, monitored ESL, and former ESL students each showing improvements in reading performance between 2013 and 2014.

Figure 14. Stanford Reading Normal Curve Equivalents (NCEs) for exited bilingual and ESL students, and all students districtwide, 2010 to 2014

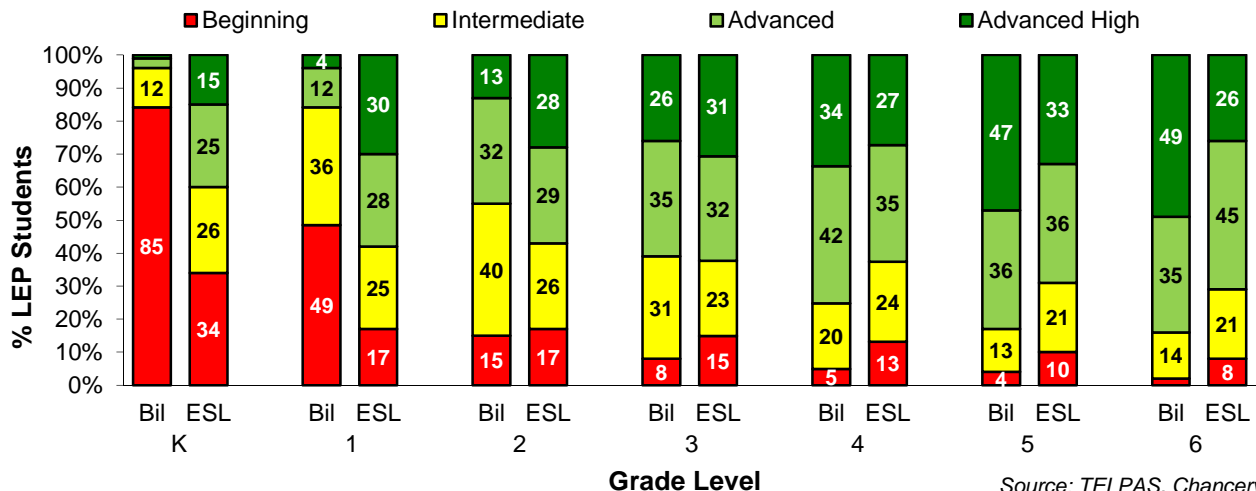


What were the levels of English language proficiency among ELLs in bilingual and ESL programs?

Figures 15 (below) and **16** (p.13) summarize TELPAS results for bilingual and ESL students. Figure 15 shows attainment, i.e., the percentage of students scoring at each proficiency level on the TELPAS. Figure 16 shows yearly progress, i.e. the percentage of students who made gains in English language proficiency between 2013 and 2014. Further details can be found in **Appendices L** and **M** (see pp. 27-28).

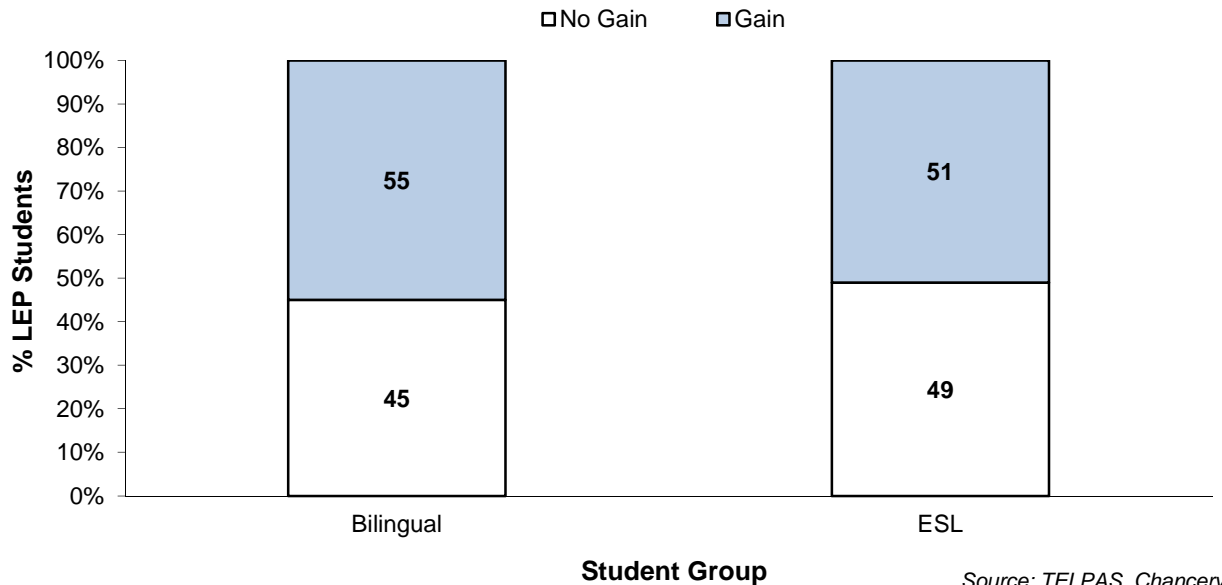
- Through grade 3, bilingual students had a higher percentage of students at the Beginning or Intermediate levels of proficiency (sections shaded red or yellow), and a lower percentage at Advanced or Advanced High levels (light or dark green), than did ESL (Figure 15).
- At grades 4 through 6, where bilingual students transition to predominantly English instruction, they showed more English proficiency than did ESL students (more of them Advanced or better).
- Students in bilingual programs showed slightly more progress/improvement in English proficiency between 2013 and 2014 than did those in an ESL program (see Figure 16).

Figure 15. TELPAS composite proficiency ratings for bilingual and ESL students, 2014



Source: TELPAS, Chancery

Figure 16. TELPAS yearly progress for bilingual and ESL students, 2014



How many ELLs were valedictorians or salutatorians in high school?

As evidence for the long-term success of ELLs from the bilingual and ESL programs, **Figure 17** shows the percentages of students from the graduating class of 2014 who were either exited ELLs, or who were never ELL at any time. Comparison data comes from the entire class of 2014.

- Of the 10,878 students in grade 12 during the 2013–2014 school year, 44% of them had been ELL at some point between kindergarten and 12th grade.
- Thirty-two percent of valedictorians had been ELLs, and 43% of salutatorians had been ELL. Thus, ELLs were slightly under-represented among valedictorians, but represented among salutatorians in proportion to their numbers in the HISD population.

Figure 17. Percentages of valedictorians and salutatorians (class of 2014) who were ever ELL

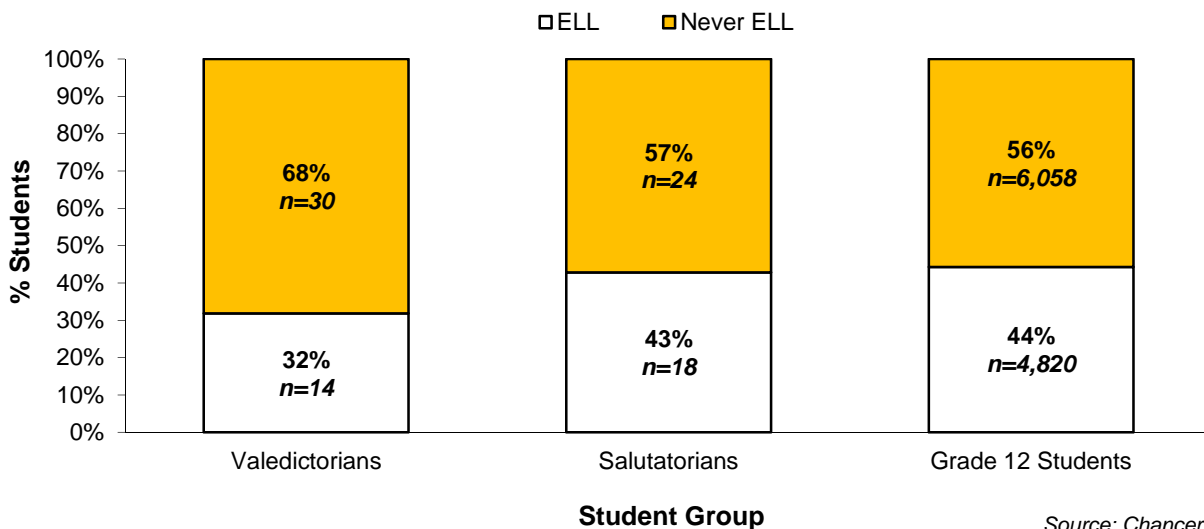
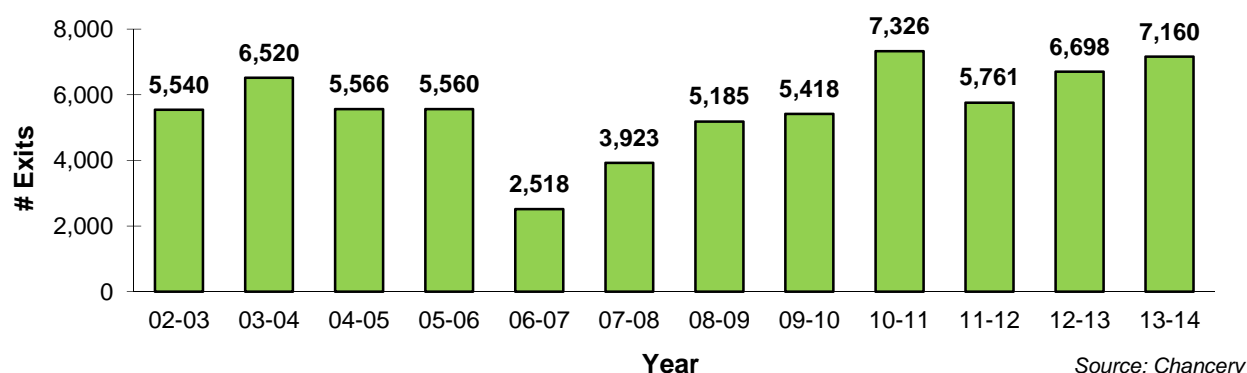


Figure 18. ELL student exits, 2002–2003 through 2013–2014



How many students successfully exited bilingual and ESL programs?

The district's Chancery system was used to identify all ELLs who met English proficiency criteria and were able to exit ELL status during 2013–2014. These data are shown in **Figure 18**.

- A total of 7,160 students exited ELL status in 2013–2014. This was an increase of 462 (7 percent) in comparison with the previous year's total.

What was the frequency and scope of professional development activities provided to teachers and staff serving ELLs?

Data provided by e-TRAIN indicated that 151 staff development training sessions were coordinated by the Multilingual Department during the 2013–2014 school year. These sessions, summarized in **Appendix N** (p. 29), covered compliance, program planning, and instruction/information. A total of 4,262 teachers and other district staff participated in one or more of these sessions. Note that individuals may have been counted more than once if they attended multiple events (the unduplicated staff count was 2,040). A full record of professional development activities can be obtained from the Multilingual Department.

Discussion

Various assessments (i.e., STAAR, STAAR EOC, and Stanford 10) show performance gaps for current ELLs relative to the district overall, which is unsurprising given that ELLs are still in the process of acquiring English. However, both the bilingual and ESL programs appear to lead to long-term benefits, as indicated by the elimination of performance gaps relative to the district for exited ELLs, on all of the aforementioned assessments. This suggests that bilingual and ESL programs in HISD provide ELLs with the support they need to achieve long-term academic success. While student performance data do indicate that the district's bilingual and ESL programs are having a positive impact on English language learners, further gains are needed. In particular, one area of concern should be the poor performance of current ESL students on the STAAR EOC assessments, particularly in English I and English II.

Two changes to the district's bilingual program occurred during the 2013–2014 school year. A new "Transitional" bilingual program offers more students the opportunity to enter a *pre-exit* phase in grade three, meaning that students may be able to exit ELL status earlier than was possible under previous programs. In addition, the dual-language immersion model has been expanded and will be offered at an additional 14 campuses in 2014–2015.

References

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Endnotes

- ¹ Note that all districtwide performance data includes results from ELLs as well as all other comparison groups (e.g., monitored and former ELLs).
- ² Categorizing an exited ELLs as having come from a bilingual or an ESL program can be a difficult or arbitrary process. Traditionally, the district's evaluation reports have categorized exited ELLs according to the identity of the program they were in during their last year under ELL status. Thus designating a student as "Former Bilingual" simply means that they were in a bilingual program during the school year before they exited LEP status.

Appendix A

Background on Bilingual and ESL Programs in Texas and HISD

Federal policy regarding bilingual education was first established in 1968 through Title VII of the Elementary and Secondary Education Act. The most recent update in federal policy came in 2001 through Title III of the *No Child Left Behind Act*. At the state level, the Texas Education Code (§29.053) specifies that districts must offer a bilingual program at the elementary grade level to English Language Learners (ELL) whose home language is spoken by 20 or more students in any single grade level across the entire district. If an ELL student's home language is spoken by fewer than 20 students in any single grade level across the district, elementary schools must provide an ESL program, regardless of the students' grade levels, home language, or the number of such students.

In compliance with state and federal statutes, HISD implemented the Traditional Bilingual Program, or TBP (TAC Chapter 89, Subchapter A of the State Plan for Educating Language Minority Children). While some form of bilingual program is mandated by the state board of education (TAC Chapter 89, Subchapter A of the State Plan for Educating Language Minority Children), HISD exceeds this mandate by implementing three bilingual education program models: a Transitional Bilingual Program (TBP), a Dual-Language Bilingual Immersion Program (DLP) for native Spanish speakers, and the Cultural Heritage Bilingual Program (CHBP) for students whose primary language is Vietnamese or Mandarin.

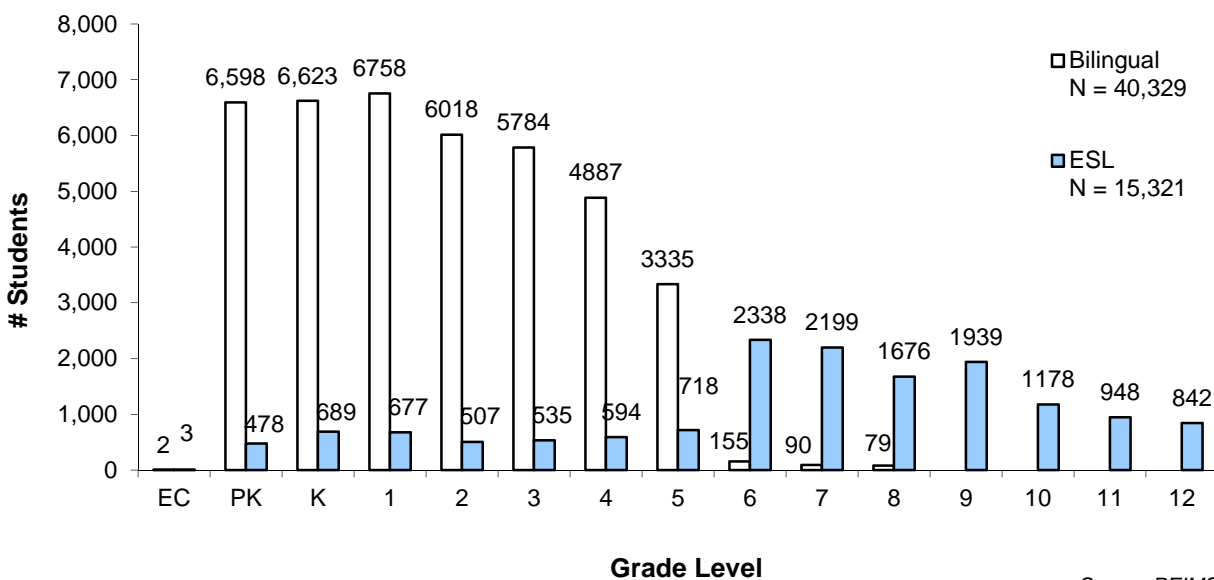
Bilingual programs primarily provide native language instruction in the early grades (PK–3) with gradual increments in daily English instruction in grades four through five. Students who have attained literacy and cognitive skills in their native language are gradually transitioned into English reading and other core subjects once they demonstrate proficiency in English. Throughout this transition, students maintain support in their native language. By grade six, most students who began in bilingual programs have either exited ELL status or have transferred to an ESL program. There is an exception to this protocol for recent immigrants or arrivals who enter the school system in grade 3 or later. These students may continue to receive program instruction in their native language for an additional period of time.

ESL programs are offered for students at all grade levels whose native language is not English and who need to develop and enhance their English language skills. The Content-Based ESL model consists of an intensive program of English instruction in all subject areas with instruction delivered through the use of ESL methodology. Commensurate with the student's level of English proficiency, the ESL program provides English-only instruction at both the elementary and secondary grade levels. The district also offers a Pullout ESL model, where students attend special intensive language classes for part of each day. In Pullout ESL, lessons from the English-language classes are typically not incorporated. Content-based ESL is mainly offered at the elementary level, while pullout ESL is offered at the secondary level.

APPENDIX B

Bilingual and ESL Program Enrollment by Grade Level, 2013–2014

This figure shows the enrollment totals for bilingual and ESL programs by grade level for the 2013–2014 school year. Note that for grades 5 and lower, the majority of ELL students are in a bilingual program. Beginning in grade 6 this pattern reverses, with ESL becoming the dominant program model.



Source: PEIMS

APPENDIX C

ELL Student Ethnicity and Home Language, 2013–2014

Ethnicity	Number	Percent	Home Language	Number	Percent	% Change From 2013
Hispanic	57,907	93%	Spanish	57,379	92%	+2%
Asian	2,117	3%	English*	915	1%	+70%
Black	1,164	2%	Arabic	755	1%	+14%
White	1039	2%	Vietnamese	468	1%	-11%
American Indian	116	<1%	Nepali	304	<1%	+10%
Pacific Islander	26	<1%	Mandarin	289	<1%	+7%
Multiple	44	<1%	Swahili	253	<1%	+19%
Total	62,413		Urdu	152	<1%	-4%
	Number	Percent	Other	1,898	3%	+8%
Econ Disadvantaged	58,272	93%	Total	62,413		

Source: PEIMS

* There were 915 ELL students who listed their home language as English on the Home Language Survey, but whom the LPAC classified as ELL. Eighty-eight percent of these individuals were Hispanic according to the PEIMS database.

Appendix D

Explanation of Assessments Included in Report

The STAAR is a state-mandated, criterion-referenced assessment used to measure student achievement. STAAR measures academic achievement in reading and mathematics in grades 3–8; writing at grades 4 and 7; social studies in grades 8; and science at grades 5 and 8. The STAAR-L is a linguistically accommodated version of the STAAR given to ELLs who meet certain eligibility requirements.

For high school students, STAAR includes end-of-course (EOC) exams in English language arts (English I, II), mathematics (Algebra I), science (Biology), and social studies (U.S. History). In 2013–2014, students in grades 9 through 11 took the EOC exams, while those in grade 12 continued to take the TAKS if they did not pass their exit-level exam. Because of the small number of students tested, TAKS data are not included in this report.

The Stanford 10 is a norm-referenced, standardized achievement test in English used to assess students' level of content mastery. Stanford 10 tests exist for reading, mathematics, and language (grades 1–8), science (3–8), and social science (grades 3–8). This test provides a means of determining the relative standing of students' academic performance when compared to the performance of students from a nationally-representative sample.

The Aprenda 3 is a norm-referenced, standardized achievement test in Spanish. It is used to assess the level of content mastery for students who receive instruction in Spanish. The reading, mathematics, and language subtests are included in this report for grades 1 through 6. Students take the Aprenda (Spanish) or Stanford (English) according to the language of their reading/language arts instruction. The Aprenda and Stanford tests were developed by Harcourt Educational Measurement (now Pearson, Inc.). However, the Aprenda is not simply a translation of the Stanford. The structure and content of the Aprenda are aligned with those of the Stanford, but development and referencing differ in order to provide culturally relevant material for Spanish-speaking student populations across the United States.

The TELPAS is an English language proficiency assessment which is administered to all ELL students in kindergarten through twelfth grade, and which was developed by the Texas Education Agency (TEA) in response to federal testing requirements. Proficiency scores in the domains of listening, speaking, reading, and writing are used to calculate a composite score. Composite scores are in turn used to indicate where ELL students are on a continuum of English language development. This continuum, based on the stages of language development for second language learners, is divided into four proficiency levels: Beginning, Intermediate, Advanced, and Advanced High.

Note that as of the 2013–2014 school year, scoring of the TELPAS was modified in a number of ways, which had the effect of reducing the overall performance levels relative to prior years (see district TELPAS report for details, Houston Independent School District, 2014e).

Appendix E

Spanish STAAR Performance of Bilingual Students: Number Tested and Percent Meeting Satisfactory Standard, by Grade Level, Subject, and Year (2013 and 2014)

Program	Grade	Enrollment*		Spanish Reading				Spanish Mathematics			
		2013	2014	2013		2014		2013		2014	
		N	N	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.
Current	3	4,858	4,750	4,201	73	4,371	71	4,216	66	4,284	68
Bilingual	4	2,081	1,868	1,748	65	1,635	68	1,752	65	1,614	68
	5	1,308	496	35	66	37	38	33	33	35	9
Total		8,247	7,114	5,984	71	6,043	70	6,001	66	5,933	68

Source: STAAR, Chancery

* Enrollment figures shown in Table 3 include all LEP students enrolled in bilingual programs, but do not include students enrolled in the pre-exit phase of the Transitional Bilingual program. District guidelines specify that LEP students in this pre-exit phase are tested using the English STAAR only, not the Spanish version. Also excluded are students enrolled in the Cultural Heritage Bilingual Program (including Vietnamese or Mandarin students), who are all tested in English.

Appendix F

English STAAR Performance of Bilingual Students: Number Tested and Percent Meeting Satisfactory Standard, by Grade Level, Subject, and Year (2013 and 2014)

Program	Grade	Enrollment		English Reading				English Mathematics			
		2013 N	2014 N	2013		2014		2013		2014	
				# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.
Current	3	5,428	5,837	1,138	70	1,374	70	1,100	73	1,419	78
Bilingual	4	4,721	4,863	2,781	51	3,064	57	2,788	65	3,060	67
	5	3,549	3,327	3,310	52	3,109	49	3,288	63	3,063	71
	6	139	138	124	44	128	57	116	64	123	75
Total		13,837	14,165	7,353	54	7,675	56	7,292	65	7,665	71
Current	3	28	50	No STAAR-L for Reading				28	46	50	58
Bilingual	4	38	59					38	42	59	37
STAAR-L	5	61	77					61	28	77	35
	6	11	6					11	27	6	33
Total		138	192					138	36	192	42
Monitored	3	85	70	78	96	63	95	78	96	63	97
Bilingual	4	510	387	479	93	379	93	478	92	379	89
	5	1,194	1,407	1,186	91	1,394	92	1,188	91	1,391	94
	6	1,943	1,787	1,906	73	1,759	86	1,908	82	1,767	86
	7	1,117	1,133	1,101	80	1,115	92	636	67	1,094	77
	8	122	220	121	85	216	83	95	77	148	82
Total		4,971	5,004	4,871	82	4,926	87	4,383	84	4,842	87
Former	3	2	0	2	*	0	*	2	*	0	*
Bilingual	4	43	35	42	93	35	97	42	98	35	100
	5	54	66	54	85	65	91	54	93	65	98
	6	118	207	111	82	203	89	111	84	203	90
	7	811	866	797	85	851	83	457	68	831	78
	8	1,242	1,681	1,233	91	1,661	88	836	84	1,193	84
Total		2,270	2,855	2,239	88	2,815	87	1,502	80	2,327	83
HISD	3	16,279	17,592	11,183	74	12,201	67	11,094	64	12,139	65
	4	16,050	16,638	13,179	64	13,875	66	13,104	64	13,787	65
	5	15,156	15,858	14,027	70	14,673	68	13,941	69	14,571	75
	6	13,374	13,478	12,390	64	12,453	68	11,931	70	12,091	73
	7	12,829	13,691	11,982	72	12,768	67	8,093	56	12,048	62
	8	12,592	13,250	11,779	77	12,414	75	12,401	76	9,464	72
Total		86,280	90,507	74,540	70	78,384	69	70,564	67	74,100	69

Source: STAAR, Chancery

* Indicates fewer than 5 students tested

Appendix G

English STAAR Performance of ESL Students: Number Tested and Percent Meeting Satisfactory Standard, by Grade Level, Subject, and Year (2013 and 2014)

Program	Grade	Enrollment		English Reading				English Mathematics			
		2013 N	2014 N	2013		2014		2013		2014	
				# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.
Current	3	458	610	421	53	553	55	312	61	408	65
ESL	4	539	689	470	47	640	52	354	60	517	56
	5	533	791	463	47	709	44	345	62	602	66
	6	2,390	2,439	2,162	32	2,244	38	1,950	56	1,917	55
	7	1,842	2,252	1,679	32	2,109	30	1,280	39	1,736	40
	8	1,825	1,747	1,682	43	1,644	31	1,292	60	1,236	55
Total		7,587	8,528	6,877	38	7,899	37	5,533	54	6,416	53
Current	3	110	164	No STAAR-L for Reading				110	44	164	45
ESL	4	118	137					118	37	137	33
STAAR-L	5	119	138					119	25	138	28
	6	244	354					244	28	354	21
	7	242	392					242	21	392	17
	8	290	366					290	21	366	17
Total		1,123	1,551					1,123	27	1,551	23
Monitored	3	114	126	109	98	122	100	109	99	122	97
ESL	4	72	97	66	91	89	94	66	92	89	91
	5	82	154	75	96	142	94	75	95	142	97
	6	146	139	126	77	124	88	128	81	124	85
	7	521	456	466	73	390	79	328	63	378	71
	8	1,040	734	966	81	669	85	776	77	517	79
Total		1,975	1,706	1,808	81	1,536	86	1,482	77	1,372	82
Former	3	1	1	1	*	1	*	1	*	1	*
ESL	4	93	76	91	96	76	97	91	95	76	100
	5	156	110	148	96	109	95	148	93	108	97
	6	200	172	193	95	164	96	193	94	164	98
	7	351	258	333	86	240	93	149	72	217	87
	8	531	396	517	93	372	91	306	85	235	85
Total		1,332	1,013	1,283	92	962	93	888	87	801	91
HISD	3	16,279	17,592	11,183	74	12,201	67	11,094	64	12,139	65
	4	16,050	16,638	13,179	64	13,875	66	13,104	64	13,787	65
	5	15,156	15,858	14,027	70	14,673	68	13,941	69	14,571	75
	6	13,374	13,478	12,390	64	12,453	68	11,931	70	12,091	73
	7	12,829	13,691	11,982	72	12,768	67	8,093	56	12,048	62
	8	12,592	13,250	11,779	77	12,414	75	12,401	76	9,464	72
Total		86,280	90,507	74,540	70	78,384	69	70,564	67	74,100	69

Source: STAAR, Chancery

* Indicates fewer than 5 students tested

Appendix H

**STAAR End-of-Course Performance of Bilingual and ESL Students:
Number Tested, And Number and Percentage Meeting the Phase-In I Standard (Left)
and Recommended Standard (Right),
(2014 Data Only, All Students Tested Including Retesters)**

			Phase-In I Standard				Recommended Standard			
	Student Group	# Tested	Fail		Pass		Fail		Pass	
			N	% Stu	N	% Stu	N	% Stu	N	% Stu
Algebra I	Current ESL EOC-L	749	467	62	282	38	668	89	81	11
	Current ESL	1,314	679	52	635	48	1,175	89	139	11
	Exited ESL	1,880	383	20	1,497	80	1,191	63	689	37
	Exited Bilingual	1,520	155	10	1,365	90	678	45	842	55
	HISD	13,355	3,356	25	9,999	75	8,620	65	4,735	35
Biology	Current ESL EOC-L	757	497	66	260	34	721	95	36	5
	Current ESL	1,257	480	38	777	62	1,137	90	120	10
	Exited ESL	1,952	242	12	1,710	88	1,189	61	763	39
	Exited Bilingual	1,355	75	6	1,280	94	636	47	719	53
	HISD	12,776	1,912	15	10,864	85	7,528	59	5,248	41
English I	Current ESL	2,644	2,297	87	347	13	2,553	97	91	3
	Exited ESL	2,624	1,188	45	1,436	55	1,915	73	709	27
	Exited Bilingual	1,528	424	28	1,104	72	800	52	728	48
	HISD	16,850	8,083	48	8,767	52	11,650	69	5,200	31
English II	Current ESL	1,650	1,464	89	186	11	1,608	97	42	3
	Exited ESL	2,363	1,049	44	1,314	56	1,675	71	688	29
	Exited Bilingual	1,371	338	25	1,033	75	663	48	708	52
	HISD	13,649	5,965	44	7,684	56	8,722	64	4,927	36
U.S. History	Current ESL	166	118	71	48	29	156	94	10	6
	Current ESL EOC-L	599	222	37	377	63	521	87	78	13
	Exited ESL	1,975	199	10	1,776	90	1,200	61	775	39
	Exited Bilingual	1,111	51	5	1,060	95	556	50	555	50
	HISD	10,120	1,033	10	9,087	90	5,539	55	4,581	45

Source: STAAR, Chancery

Note: HISD percentages may differ from district EOC report due to rounding error

Appendix I

Aprenda Performance of Bilingual Students: Number Tested and Mean Normal Curve Equivalent (NCE), by Grade Level, Subject, and Year (2013 and 2014)

Program	Grade	# Tested		Reading			Mathematics			Language		
		2013	2014	2013	2014	Δ	2013	2014	Δ	2013	2014	Δ
		N	N	NCE	NCE		NCE	NCE		NCE	NCE	
Current	1	5,859	6,259	78	77	-1	71	71	0	74	74	0
Bilingual	2	5,536	5,585	76	78	2	74	73	-1	77	76	-1
	3	4,290	4,375	74	74	0	76	75	-1	82	81	-1
	4	1,768	1,633	70	70	0	80	80	0	70	70	0
	5	25	24	57	56	-1	58	52	-6	55	55	0
	6	9	5	61	47	-14	77	59	-18	58	47	-11
	Total	17,487	17,881	75	75	0	74	73	-1	76	76	0

Source: Aprenda, Chancery

Appendix J

Stanford Performance of Bilingual Students: Number Tested and Mean Normal Curve Equivalent (NCE), by Grade Level, Subject, and Year (2013 and 2014)

Program	Grade	# Tested		Reading			Mathematics			Language		
		2013	2014	2013	2014	Δ	2013	2014	Δ	2013	2014	Δ
		N	N	NCE	NCE		NCE	NCE		NCE	NCE	
Current Bilingual	1	425	206	39	41	2	45	51	6	42	43	1
	2	300	179	40	41	1	48	49	1	44	43	-1
	3	1,072	1,380	43	42	-1	61	59	-2	50	47	-3
	4	2,854	3,137	35	35	0	53	53	0	47	46	-1
	5	3,483	3,247	34	32	-2	48	47	-1	38	36	-2
	6	126	129	31	29	-2	44	47	3	34	33	-1
	Total	8,260	8,278	36	35	-1	51	51	0	43	42	-1
Monitored Bilingual	2	8	40	69	55	-14	70	61	-9	64	59	-5
	3	78	65	60	59	-1	75	73	-2	63	63	0
	4	479	380	55	55	0	68	67	-1	67	68	1
	5	1,187	1,404	53	53	0	65	65	0	58	57	-1
	6	1,932	1,773	47	49	2	58	59	1	49	50	1
	7	1,106	1,121	45	46	1	60	59	-1	50	51	1
	8	120	217	44	46	2	57	60	3	47	47	0
	Total	4,910	5,000	49	50	1	61	62	1	53	54	1
Former Bilingual	4	42	34	63	56	-7	73	75	2	71	66	-5
	5	54	65	51	59	8	68	71	3	55	61	6
	6	116	202	54	53	-1	60	62	2	56	55	-1
	7	801	860	48	48	0	62	60	-2	53	53	0
	8	1,233	1,668	50	48	-2	62	60	-2	51	50	-1
	Total	2,246	2,829	50	49	-1	62	60	-2	52	52	0
All HISD	1	10,802	11,979	46	44	-2	49	49	0	50	48	-2
	2	10,739	11,371	45	42	-3	48	47	-1	47	45	-2
	3	11,423	12,542	48	45	-3	56	54	-2	49	47	-2
	4	13,648	14,325	45	44	-1	54	54	0	52	51	-1
	5	14,626	15,223	44	43	-1	52	52	0	47	46	-1
	6	12,784	12,837	43	42	-1	51	50	-1	44	43	-1
	7	12,166	12,883	43	42	-1	53	52	-1	46	45	-1
	8	11,915	12,394	44	45	1	54	53	-1	44	44	0
	Total	98,103	103,554	45	43	-2	52	51	-1	47	46	-1

Source: Stanford, Chancery

* Indicates fewer than 5 students tested

Appendix K

Stanford Performance of ESL Students: Number Tested and Mean Normal Curve Equivalent (NCE), by Grade Level, Subject, and Year (2013 and 2014)

Program	Grade	# Tested		Reading			Mathematics			Language		
		2013	2014	2013	2014	Δ	2013	2014	Δ	2013	2014	Δ
		N	N	NCE	NCE		NCE	NCE		NCE	NCE	
Current ESL	1	496	843	49	47	-2	55	54	-1	51	49	-2
	2	383	679	42	35	-7	49	43	-6	44	37	-7
	3	411	541	37	37	0	52	53	1	42	41	-1
	4	474	634	37	35	-2	50	48	-2	45	44	-1
	5	471	729	32	30	-2	44	43	-1	35	33	-2
	6	2,286	2,329	27	24	-3	42	39	-3	30	27	-3
	7	1,768	2,130	24	24	0	40	39	-1	29	29	0
	8	1,719	1,638	27	25	-2	43	38	-5	30	28	-2
	Total	8,008	9,523	30	29	-1	44	42	-2	34	33	-1
Monitored ESL	2	90	117	71	68	-3	76	73	-3	73	69	-4
	3	109	121	74	75	1	84	81	-3	75	74	-1
	4	66	89	64	63	-1	73	71	-2	73	69	-4
	5	76	143	58	57	-1	68	67	-1	63	59	-4
	6	128	129	49	47	-2	61	59	-2	52	49	-3
	7	495	427	41	42	1	55	56	1	45	46	1
	8	1,002	703	40	42	2	54	54	0	42	43	1
	Total	1,966	1,729	46	49	3	59	60	1	49	51	2
Former ESL	4	90	76	69	75	6	76	83	7	74	80	6
	5	148	109	67	67	0	76	78	2	68	71	3
	6	192	165	65	68	3	72	75	3	65	68	3
	7	337	241	54	58	4	68	72	4	59	61	2
	8	520	375	52	56	4	64	67	3	52	55	3
	Total	1,287	966	58	61	3	68	72	4	59	62	3
All HISD	1	10,802	11,979	46	44	-2	49	49	0	50	48	-2
	2	10,739	11,371	45	42	-3	48	47	-1	47	45	-2
	3	11,423	12,542	48	45	-3	56	54	-2	49	47	-2
	4	13,648	14,325	45	44	-1	54	54	0	52	51	-1
	5	14,626	15,223	44	43	-1	52	52	0	47	46	-1
	6	12,784	12,837	43	42	-1	51	50	-1	44	43	-1
	7	12,166	12,883	43	42	-1	53	52	-1	46	45	-1
	8	11,915	12,394	44	45	1	54	53	-1	44	44	0
	Total	98,103	103,554	45	43	-2	52	51	-1	47	46	-1

Source: Stanford, Chancery

Appendix L

Composite TELPAS Results: Number and Percent of Students at Each Proficiency Level in 2014, by Grade. Results Shown Separately for Bilingual and ESL Students.

Bilingual Students											
Grade	# Tested	Beginning		Intermediate		Advanced		Advanced High		% AH	Composite Score
		N	%	N	%	N	%	N	%	2013	
K	6,552	5,557	85	784	12	168	3	43	1	1	1.2
1	6,673	3,259	49	2,390	36	782	12	242	4	4	1.7
2	5,985	904	15	2,405	40	1,926	32	750	13	24	2.3
3	5,792	489	8	1,768	31	2,003	35	1,532	26	41	2.7
4	4,827	224	5	954	20	2,028	42	1,621	34	46	2.9
5	3,294	128	4	422	13	1,189	36	1,555	47	66	3.2
6	129	3	2	18	14	45	35	63	49	46	3.1
7	98	5	5	12	12	25	26	56	57	65	3.2
8	92	3	3	14	15	38	41	37	40	68	3.0
Total	33,442	10,572	32	8,767	26	8,204	25	5,899	18	26	2.2
ESL Students											
Grade	# Tested	Beginning		Intermediate		Advanced		Advanced High		% AH	Composite Score
		N	%	N	%	N	%	N	%	2013	
K	672	227	34	177	26	166	25	102	15	16	2.2
1	684	116	17	170	25	194	28	204	30	35	2.7
2	489	81	17	129	26	143	29	136	28	43	2.6
3	579	85	15	132	23	183	32	179	31	45	2.7
4	667	87	13	163	24	236	35	181	27	44	2.7
5	761	74	10	162	21	272	36	253	33	52	2.8
6	2,388	185	8	500	21	1,079	45	624	26	45	2.7
7	2,201	153	7	393	18	964	44	691	31	51	2.9
8	1,698	141	8	262	15	681	40	614	36	51	2.9
9	1,799	254	14	389	22	643	36	513	29	47	2.6
10	1,101	74	7	248	23	438	40	341	31	43	2.8
11	827	30	4	132	16	345	42	320	39	39	3.0
12	687	109	16	231	34	234	34	113	16	29	2.4
Total	14,553	1,616	11	3,088	21	5,578	38	4,271	29	44	2.7

Source: TELPAS, Chancery

Note: Although the TELPAS assessment was the same as had been used in previous years, the scoring standards were modified in 2014. This had the effect of making the assessment more difficult, reducing overall performance levels. Therefore the apparent decline in the percentage of students rated as Advanced High between 2013 and 2014 is almost entirely due to changes in the way the test was scored, and do not reflect true changes in performance.

Appendix M

TELPAS Yearly Progress: Number and Percent of Students Gaining One or More Levels of English Language Proficiency in 2014, by Grade. Results Shown Separately for Bilingual & ESL Students.

Bilingual Students										
Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		% Gained
2012	N	N	%	N	%	N	%	N	%	2013
1	6,157	2,240	36	517	8	91	1	2,848	46	43
2	5,705	2,609	46	901	16	119	2	3,629	64	73
3	5,500	2,469	45	99	2	1	<1	2,569	47	53
4	4,599	2,454	53	156	3	1	<1	2,611	57	70
5	3,114	1,983	64	170	5	0	0	2,153	69	80
6	117	68	58	1	1	0	0	69	59	66
7	88	63	72	7	8	0	0	70	80	78
8	85	40	47	0	0	0	0	40	47	71
Total	25,365	11,926	47	1,851	7	212	1	13,989	55	62

ESL Students										
Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		% Gained
2012	N	N	%	N	%	N	%	N	%	2013
1	539	282	52	102	19	24	4	408	76	76
2	376	188	50	38	10	5	1	231	61	66
3	458	216	47	22	5	0	0	238	52	63
4	548	248	45	16	3	1	<1	265	48	71
5	627	334	53	31	5	0	0	365	58	71
6	2,035	812	40	23	1	1	<1	836	41	59
7	1,852	831	45	40	2	1	<1	872	47	70
8	1,348	683	51	31	2	1	<1	715	53	66
9	1,265	622	49	37	3	0	0	659	52	64
10	854	392	46	16	2	0	0	408	48	54
11	697	395	57	17	2	0	0	412	59	60
12	440	195	44	11	3	0	0	206	47	47
Total	11,039	5,198	47	384	3	33	<1	5,615	51	63

Source: TELPAS, Chancery

Note: Although the TELPAS assessment was the same as had been used in previous years, the scoring standards were modified in 2014. This had the effect of making the assessment more difficult, reducing overall performance levels. Therefore the apparent decline in the percentage of students who showed gains in performance in 2014 compared to 2013 is almost entirely due to changes in the way the test was scored, and do not reflect true changes in performance.

Appendix N

Scope and Frequency of Professional Development Training, 2013–2014

Description	Total Attendance	# Sessions
6-12 ESL for Adv & Trans Stude	30	1
6-12 ESL for Beg & Interm Stud	59	2
Beg of Year LPAC 6-12 NewStaff	68	3
Beg. of Year LPAC	212	3
Beg. of Year LPAC (ES)	142	1
Beginning of Year LPAC Gr.6-12	58	3
Beginning of Year LPAC PK-5	98	2
CAT Testing for LEP ID	101	6
Dual Language Units of Study	164	1
ELL Writing Strategs 6-12	55	6
ELPS-TELPAS Connection	16	2
End-of-Year LPAC Grade 9-12	9	2
End-of-Year LPAC Grade PK-8	144	4
ESL Programs Gr 6-12	5	2
ESL Reading Smart	27	6
ESL: Putting Pieces Together	129	4
ESPERANZA Grades 1-3	153	3
Esperanza Kinder	138	3
Esperanza Training Campus Lead	71	3
IPT Testing for LEP ID	214	9
JOBALIKE2013: Gr 1-4 SLAR Teac	413	2
JOBALIKE2013: Gr 6-12 ESL Teac	70	2
JOBALIKE2013: K SLAR Teache	185	2
K-5 REACH Dashboard Administra	140	4
Literacy Dev. & Language Trans	134	2
Long-Term ELL Literacy 6-12	19	2
Mid-Year LPAC Grades 9-12	179	4
Neuhaus Common Ties	61	3
New ELL Program Coordinators	53	3
ONLINE: Cultural Awareness	23	9
ONLINE: ESL Impl Frameworks	2	1
ONLINE: PK-12 ESL Strategies	41	11
ONLINE: Sec Lang Acquisition	8	5
ONLINE: Strateg for Vocab Devt	22	8
Overview: Gr 6-12 ESL Programs	80	3
Part2 6-12 ESL Beg & Int Stud	33	4
Part2/ 6-12ESL Adv & Trans Stu	3	2
PK - 8 Mid-Year LPAC	635	5
PK-12 Open Lab/New LEP Clerks	70	5
REACH Online TOT Bil/ESL K-5	62	3
TELPAS-ELPS Connection	11	1
TEExES Review: ESL Exam #154	95	3
WOW Words of our World (TOT)	30	1
TOTAL	4,262	151

Source: Multilingual Department, e-TRAIN