

MEMORANDUM

October 10, 2014

TO: Board Members

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

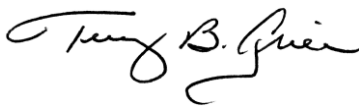
SUBJECT: **2014 DUAL LANGUAGE PROGRAM EVALUATION REPORT**

CONTACT: Carla Stevens, 713-556-6700

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 Dual Language Bilingual Program.

Included in the report are findings from assessments of academic achievement and English language proficiency for all students classified as English Language Learners (ELL) who participated in Dual Language program. In addition, the report includes performance results of fluent English-speakers enrolled in the Dual Language program.

A total of 1,748 ELL students participated in the Dual Language program in 2013–2014. Results showed that current Dual Language students performed better than other bilingual students on almost all subjects of the STAAR (English version), EOC, and Stanford 10. Current Dual Language students showed declines in reading performance on both the STAAR and Stanford 10 compared to the previous year, but they performed better than all students districtwide in mathematics on the STAAR. Dual Language students had higher overall English proficiency, and showed more improvement, than did students in other bilingual programs. Students who used to be in the Dual Language program but who had exited ELL status did better than the district in all subjects of the STAAR, STAAR EOC, and Stanford 10. Finally, English-speaking students in the Dual Language program showed evidence for full bilingualism and biliteracy.



TBG

cc: Superintendent's Direct Reports
Gracie Guerrero
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Principals



RESEARCH

Educational Program Report

DUAL LANGUAGE PROGRAM EVALUATION
2013 - 2014



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DUAL LANGUAGE BILINGUAL PROGRAM EVALUATION 2013–2014

Executive Summary

Program Description

The Dual language program in HISD is intended to facilitate English Language Learner (ELL) integration into the regular school curriculum and ensure access to equal educational opportunities, while promoting biliteracy and bilingualism for both ELLs and native English speakers.. The dual language program is offered in elementary schools and selected middle schools for language minority students who need to enhance their English language skills. Beginning in prekindergarten, the program 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 dual language programs, the function of the native language is 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.

The HISD Research and Accountability Department conducts an annual evaluation of the dual language bilingual program (DL) that include the following information:

- academic progress of dual language ELLs;
- levels of English proficiency among dual language ELLs; and
- academic progress of native English-speakers enrolled in the dual language program.

Highlights

- There were 1,748 ELLs enrolled in the dual-language bilingual program (DL) in 2013–2014.
- DL was offered in 17 campuses districtwide, (twelve elementary campuses, three secondary, and two K-8 campuses).
- Current DL students performed better than did those in other bilingual programs in almost all subjects of the STAAR (English version), EOC, and Stanford 10.
- English language performance of both groups was generally better on mathematics tests than it was on reading or language tests.
- DL students performed better than the district in mathematics (English STAAR).
- Reading performance of DL students declined in 2014 compared to 2013 on both the STAAR and Stanford 10.
- Students who had exited ELL status but who had previously been in DL did better than the district average on all subject tests for the STAAR, STAAR-EOC, and Stanford.
- Exited DL students also did better than those who exited from other bilingual programs on all tests.

- On the TELPAS, DL students showed higher levels of English proficiency than did other bilingual students.
- DL students also showed more improvement or growth in English proficiency (as measured by performance on the TELPAS) than did other bilingual students.
- Fluent English speakers in DL showed evidence of bilingualism and biliteracy, doing well on both the Spanish and English language STAAR reading assessments.

Recommendations

1. The dual language program is in the midst of a major expansion. As of the start of the 2014–2015 school year there were 28 campuses offering the dual language program, with 14 of them in their first year of operation. The district and Multilingual Programs department should continue the expansion of the Dual Language program to additional elementary campuses as a new implementation, and identify middle schools to continue the programming in grades 6-8.
2. The district and Multilingual Programs department should explore the plan for the expansion at early childhood centers to allow for an early start in bilingualism and biliteracy of prekindergarten students feeding into established Dual Language campuses.
3. As this expansion of DL occurs, campus visits should be conducted to provide feedback to existing campuses in order to ensure fidelity to program guidelines and district non-negotiables.

Administrative Response

The Dual Language program will continue to be expanded each year at the elementary level and explored at middle schools in the vicinity of dual language elementary schools to continue programming in the upper grades.

A district Dual Language handbook has been enhanced through collaboration between key departments, campus administration, and teachers. This handbook will be used as the guide to consistency in program implementation in Dual Language campuses across the district.

Units of Study for grades kindergarten and first grade have been developed and disseminated to all Dual Language campuses. "Just in Time" training will be conducted prior to each grading cycle to familiarize teachers with the curriculum and instructional best practices.

A core package of instructional bilingual materials have been ordered and will be distributed to all kindergarten and first grade Dual Language classrooms. This will ensure consistency and a level of equity in programming across the district.

Introduction

Texas requires school districts to provide specialized linguistic programs to meet the needs of 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. HISD exceeds the state mandate by implementing three bilingual education programs: the Dual-Language Bilingual Program (DL), the Transitional Bilingual Program (TBP), and a smaller Cultural Heritage Bilingual Program for Vietnamese-speaking ELLs offered at one campus. The Dual-Language Program differs from the Transitional Bilingual Program in that the former is based on having classes composed of Spanish-speaking ELLs as well as native English speakers. In the TBP, only Spanish-speaking ELLs are included. The dual language program is the focus of this report.

In the district's dual language program, roughly equal numbers¹ of ELL and fluent English-speaking students are taught together in an effort to develop full bilingualism and biliteracy for both groups. Participating campuses choose between implementing an 80:20 model and a 50:50 model. In the 80:20 model, students in kindergarten receive 80 percent of their instruction in Spanish and 20 percent in English. The percentage of instruction time in English gradually increases throughout the grade levels, until reaching 50 percent in grade 3. The 50:50 model differs slightly, in that students receive half of their instruction in English and half in Spanish starting in kindergarten, and this mix persists until at least 5th grade.²

Methods

Participants

ELLs in the dual language bilingual program were identified using 2013–2014 Chancery Student Management System (SMS)³ and Public Education Information Management System (PEIMS) databases. A summary of enrollment figures for ELLs in the various bilingual programs is shown in **Table 1**. Note that enrollment in DL is substantially lower than enrollment in TBP; 4 percent of ELLs served through bilingual programs were served in the dual-language program and 74 percent were served in the transitional program. The dual-language bilingual program was offered at 12 elementary schools, three secondary campuses, and two K–8 campuses (see **Appendix A** for a complete list, p. 12). All DL students with valid assessment results from 2013–2014 were included in analyses for this report, as were all students who had participated in the program but who had since exited ELL status. These latter students were defined as either monitored (student was in their first or second year after having exited ELL status), or former (student is three years or more post-ELL status).

Table 1. Number and Percent of Bilingual ELL Students by Program, 2011–2012 to 2013–2014

Bilingual Program	Enrolled			Percent		
	2012	2013	2014	2012	2013	2014
Transitional Bilingual (NEW)	n/a	n/a	29,715	n/a	n/a	74
Traditional Bilingual (discontinued)	17,110	16,533	n/a	41	42	n/a
Pre-Exit Bilingual	5,347	5,337	6,654	13	13	16
Developmental Bilingual (discontinued)	16,434	14,468	n/a	40	36	
Dual-Language (formerly Two-Way)	1,132	2,011	1,748	3	5	4
Gomez & Gomez (discontinued)	n/a	90	n/a	n/a	<1	n/a
Cultural Heritage	167	166	157	<1	<1	<1
Mandarin Bilingual	n/a	10	20	n/a	<1	<1
Other*	1,315	1,186	2,035	3	3	5
Total	41,505	39,801	40,329			

Source: PEIMS, Chancery

* ELL students listed as served through a Bilingual program in the PEIMS file, but without corresponding program placement information in the Chancery database.

Data Collection & Analysis

Results for DL students from the State of Texas Assessments of Academic Readiness (STAAR), Aprenda 3, Stanford 10, and Texas English Language Proficiency Assessment System (TELPAS) were analyzed at the district level. In addition, results for exited DL students on the STAAR End-of-course (EOC) were examined. Comparisons were made between dual-language students, other bilingual students, and all students districtwide.

STAAR results are reported for the reading and mathematics tests. For each test, the percentage of students who passed (met standard) is shown. 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 B** (see p. 13) provides further details on each of the assessments analyzed for this report.

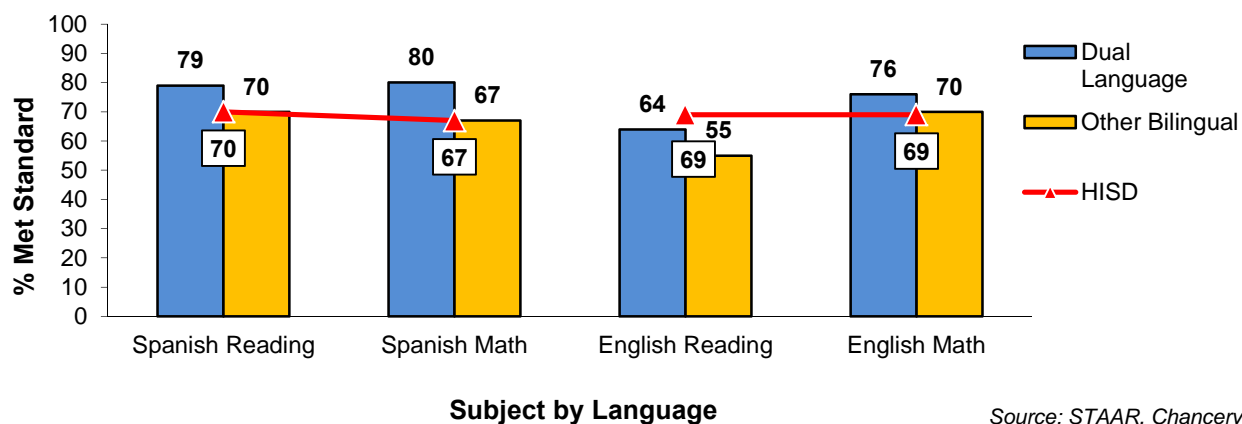
Results

What was the academic performance of ELLs in the dual-language program?

STAAR

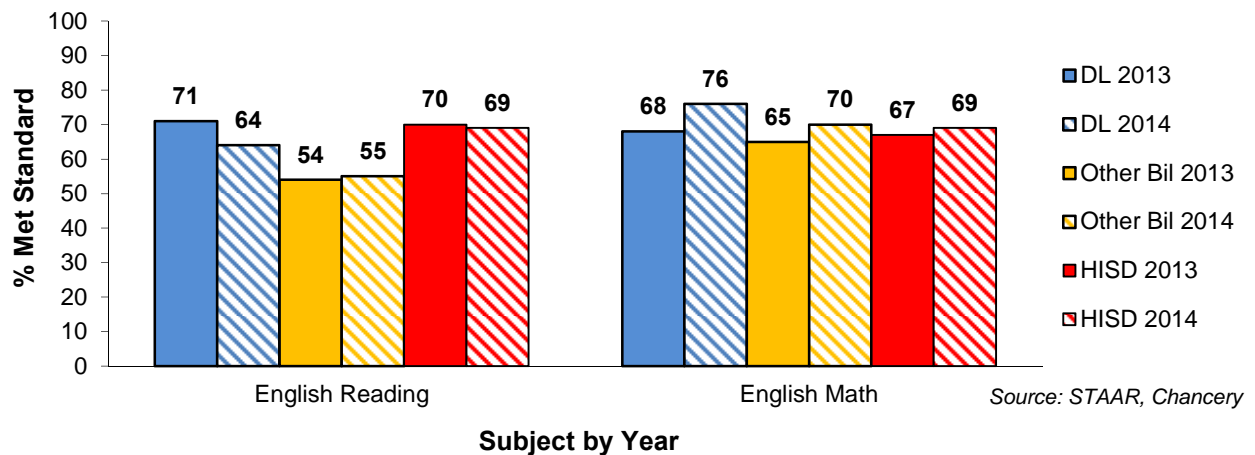
- **Figure 1** shows the percent of students who met standard for the Spanish and English language versions of the STAAR in 2014 (reading and mathematics tests).
- Results are shown for DL students, as well as all students districtwide and students from other bilingual programs.⁴ See **Appendices C, D, and E** for further details (see pp. 14–16).
- DL students exceeded the performance of other bilingual students in both reading and mathematics, and this was true for both Spanish and English language assessments.

Figure 1. Percentage of students who met standard on STAAR reading and mathematics tests, 2014: Dual Language students, other bilingual students, and all students districtwide



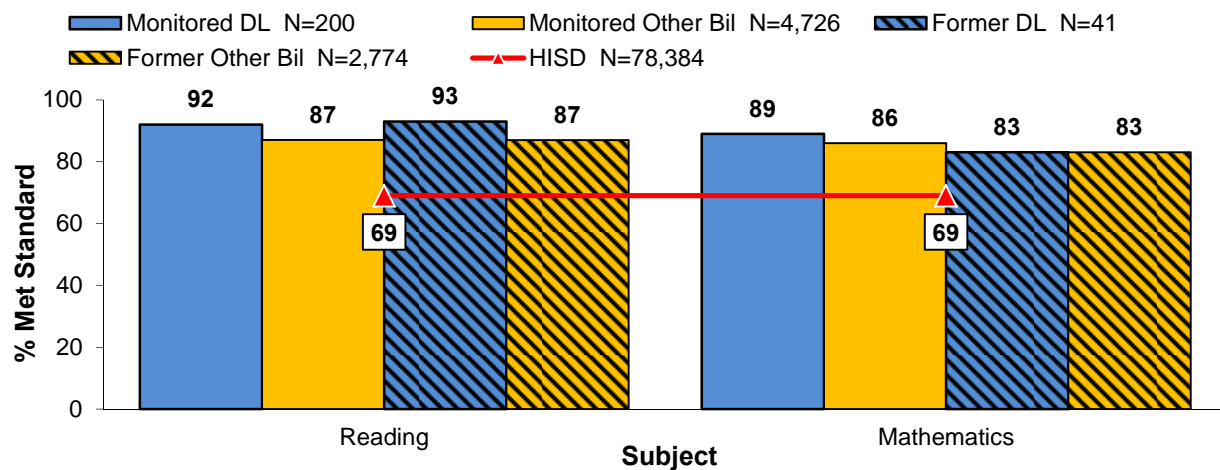
Source: STAAR, Chancery

Figure 2. Percentage of students who met standard on STAAR reading and mathematics tests, 2012 through 2014: DLBP students and all students districtwide (English STAAR).



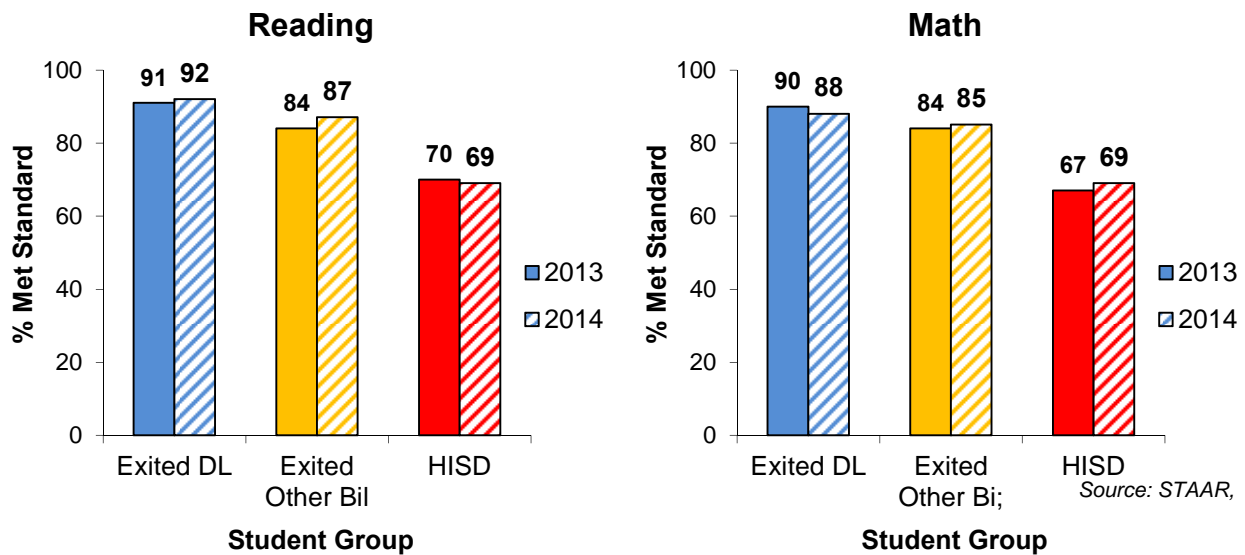
- **Figure 2** shows English STAAR performance in reading and mathematics for 2013 and 2014. District results (red bars) showed a one percentage-point decline in reading but a two percentage point gain in mathematics.
- Dual language students showed larger decreases than the district in reading (7 percentage points) and larger increases in mathematics (8 percentage points) over the same time period.

Figure 3. Percentage of students who met standard on English STAAR reading and mathematics tests, 2014: monitored and former DLBP students, and all students districtwide.



- STAAR results for monitored and former DL students in 2014 are shown in **Figure 3**.
- On STAAR reading and mathematics, both monitored and former students from the DL program had higher passing rates than the district, and DL students also exceeded performance of students from other bilingual programs in reading.
- **Figure 4** (p. 6) shows the performance of exited DL students for the past three years. Results show a small improvement for exited DL students in reading and a decline in mathematics, while HISD students overall showed opposite trends.

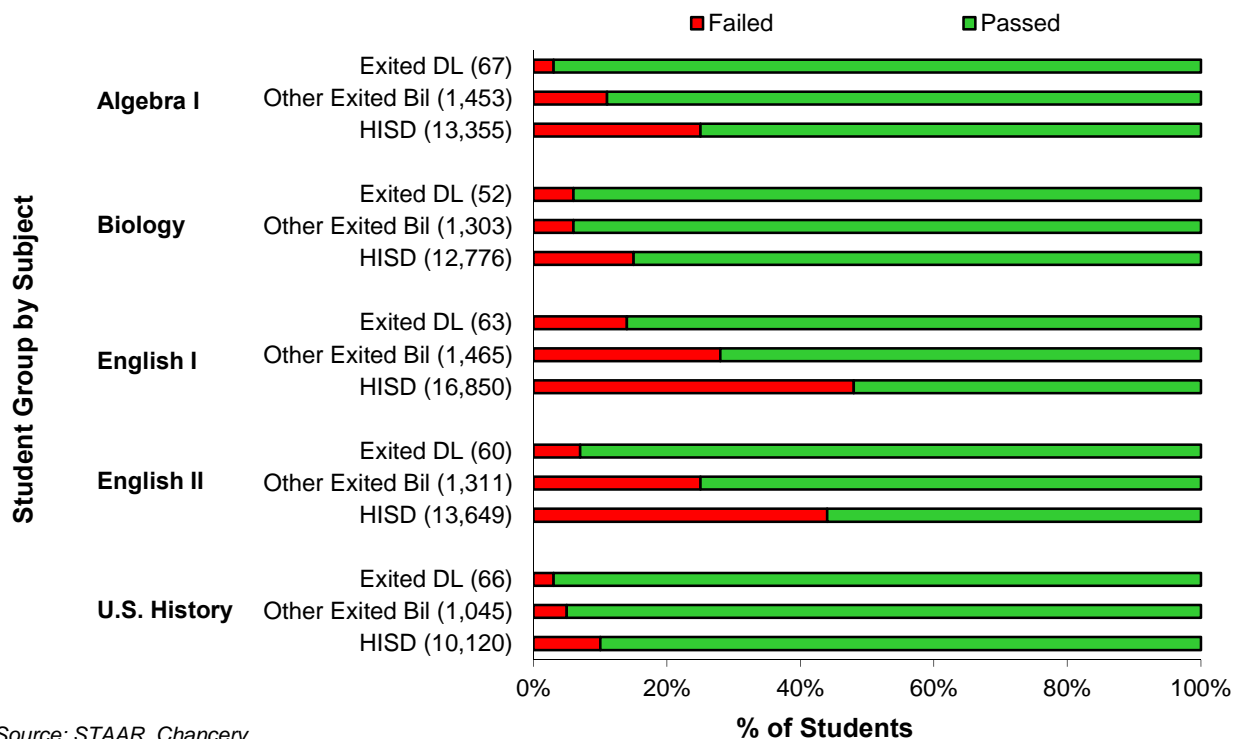
Figure 4. Percentage of students who met standard on English STAAR reading and mathematics tests, 2013 vs. 2014: Exited DL and other bilingual students, and all students districtwide.



STAAR EOC

Figure 5 depicts results for the STAAR-EOC assessment. 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 or above standard (dark green). Red indicates the percentage of students who scored Unsatisfactory. Figures in parentheses show the number of students tested (see also **Appendix F**, p. 17).

Figure 5. STAAR-EOC percent met standard for monitored and former DLBP students, by subject, 2014: Results are included for all exited dual-language students, as well as for the district overall.

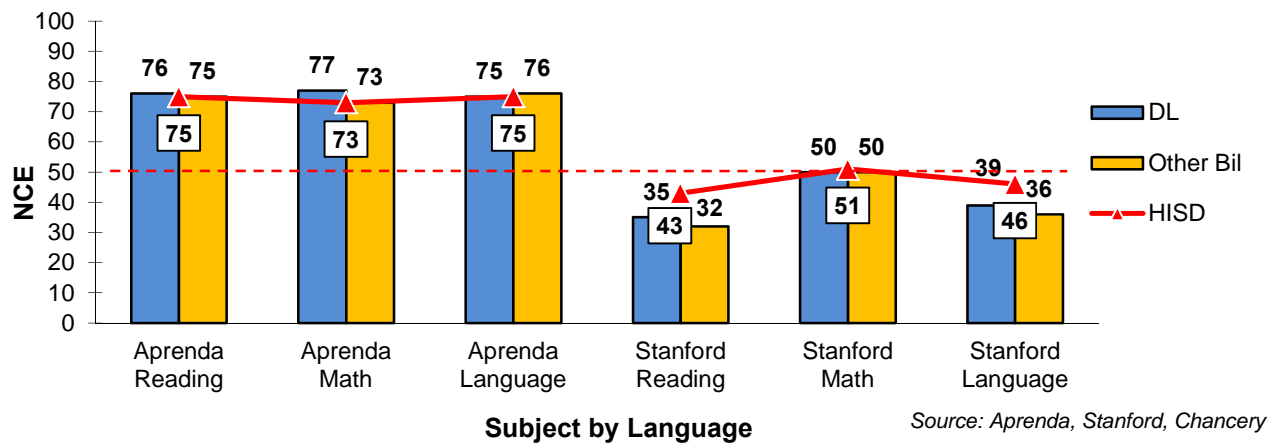


- Exited DL students performed better than the district on all tests and higher than other exited bilingual students on all tests except Biology. The highest passing rates were in Algebra I and U.S. History, with the lowest rates on English I and II.

Appendix 3 & Stanford 10

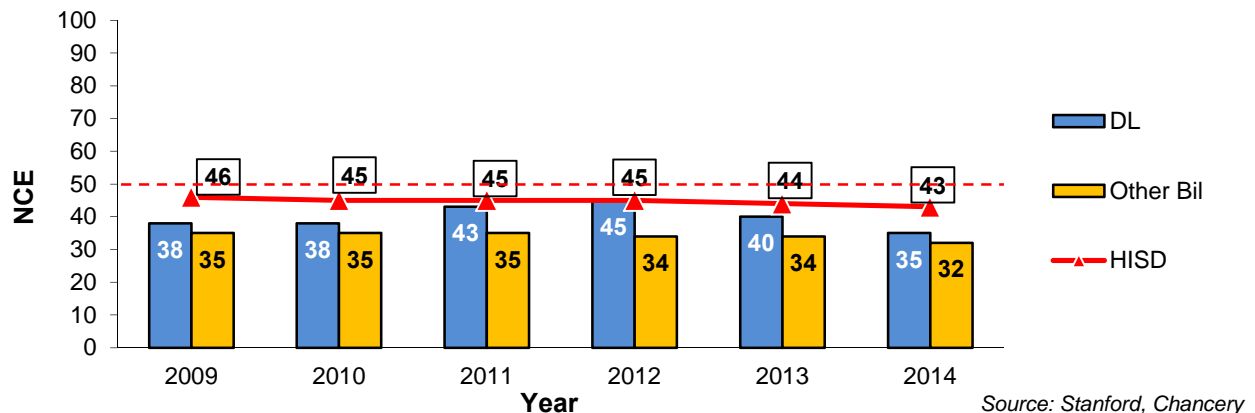
- **Figure 6** summarizes Appendix 3 and Stanford 10 data for the 2013–2014 school year (mean NCE scores for the reading, mathematics, and language tests). Results are shown for ELLs in the DL program, other bilingual students, and HISD. The dashed red line indicates an average NCE of 50.

Figure 6. Appendix 3 and Stanford 10 Normal Curve Equivalents (NCEs) for DL, other bilingual students, and students districtwide, 2014: reading, mathematics, and language tests.



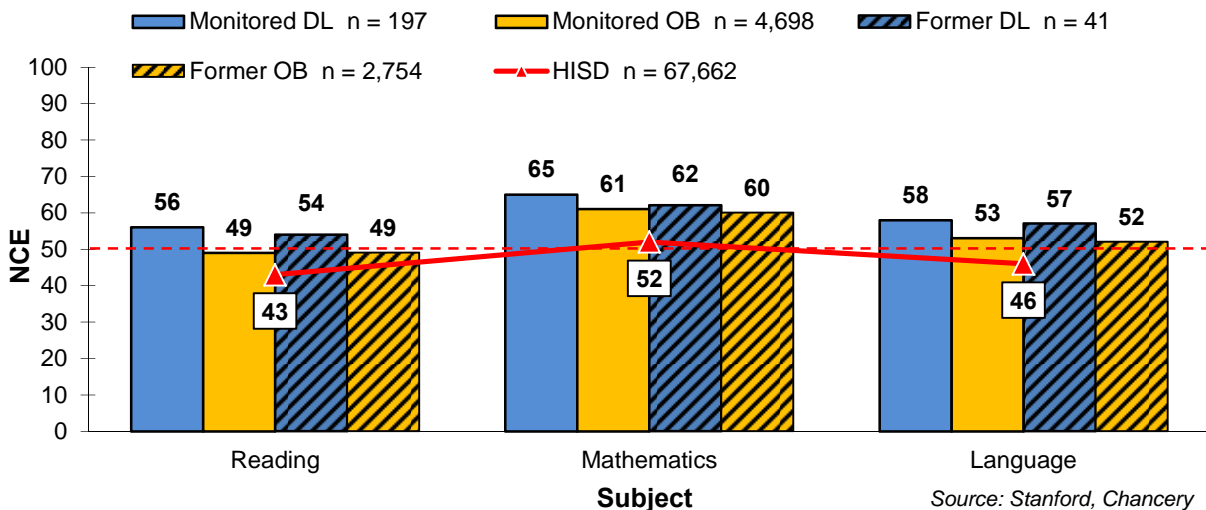
- On the Appendix 3, students in DL were well above the expected average NCE of 50 in all subjects (see **Appendix G** for details including grade level results, p. 18).
- Dual language performance on the Stanford was much lower than it was for the Appendix 3. DL students had average NCE scores below the expected average of 50 in reading and language, but were average (NCE = 50) in mathematics (see also **Appendices H** and **I**, pp. 19–20).
- DL students exceeded other bilingual students in Stanford reading and language and in Appendix 3 reading and math.

Figure 7. Stanford 10 reading Normal Curve Equivalents (NCEs) for DL students, other bilingual students, as well as students districtwide, 2009 to 2014.



- **Figure 7** (see p. 7) shows Stanford reading performance for dual language students over a six-year period.
- Performance has been fairly consistent over this period, with DL performing at a lower level than the district, but doing better than other bilingual students.

Figure 8. Stanford 10 Normal Curve Equivalents (NCEs) for exited DL or other bilingual (OB) students, and students districtwide, 2014: Reading, mathematics, and language.



- **Figure 8** shows Stanford results for monitored and former students from the DL program for 2014, as well as performance of students who exited other bilingual programs.
- Scores for exited DL students were higher than those for the district, and also higher than those for students who exited other bilingual programs; this was true for all subjects.
- **Figure 9** shows Stanford reading results for exited DL students over a five-year period. Exited dual-language students have consistently performed better than the district average over this time period, and in almost all cases also had higher scores than students from other bilingual programs.

Figure 9. Stanford reading Normal Curve Equivalents (NCEs) for exited DL or other bilingual (OB) students, and students in districtwide, 2010 to 2014.

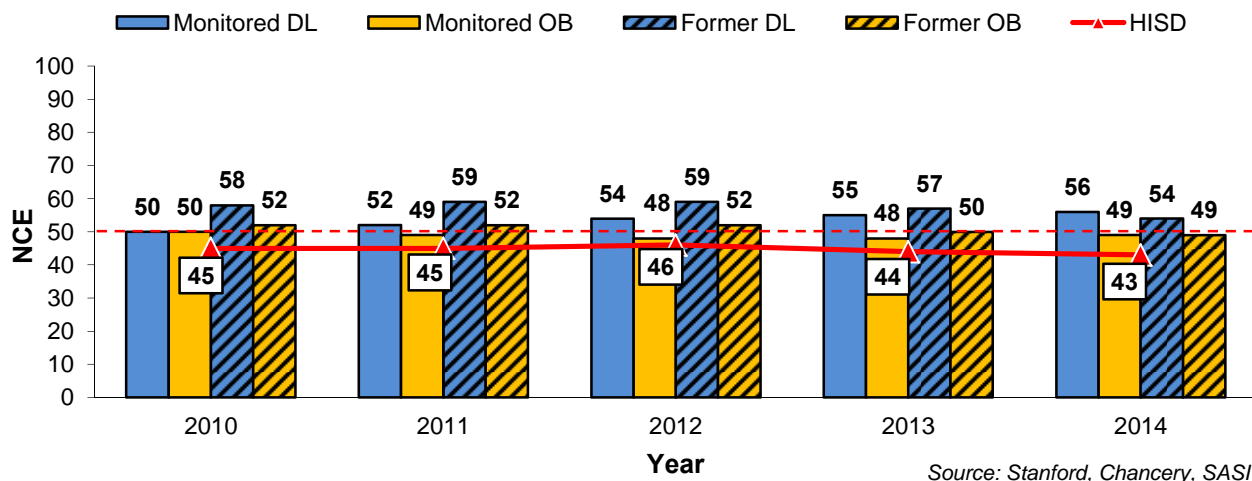
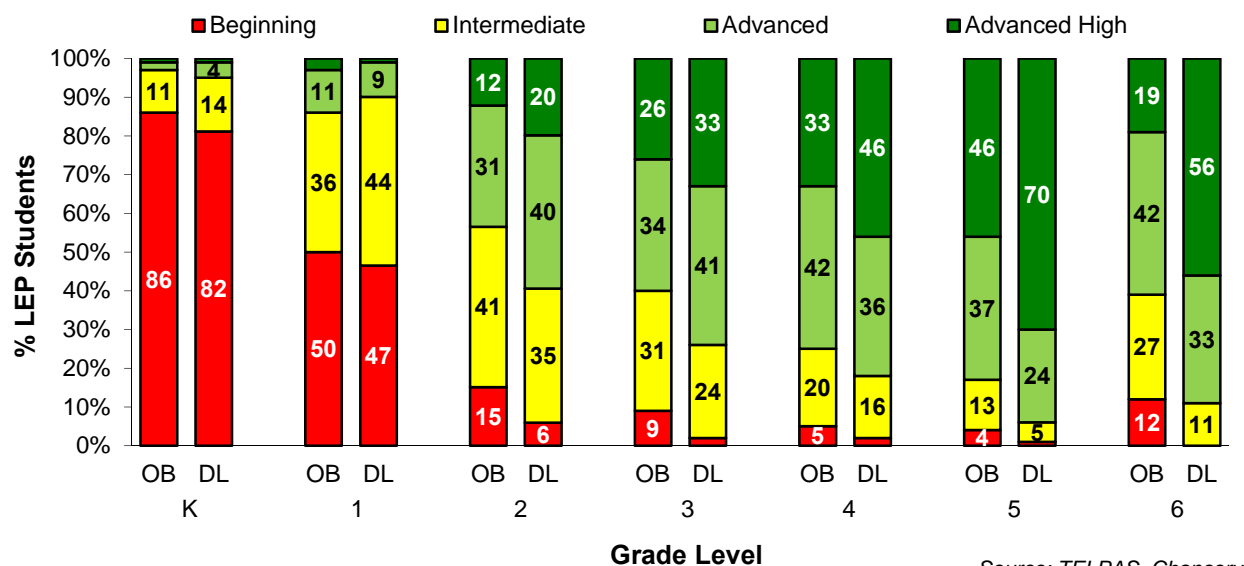


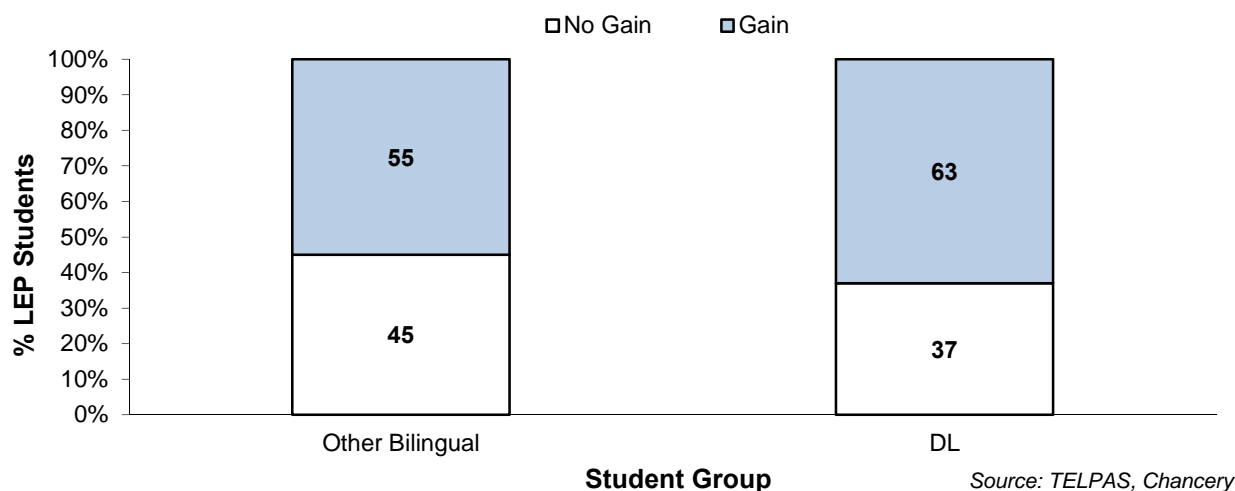
Figure 10. TELPAS composite proficiency ratings for DL and other bilingual (OB) students, 2014.



What were the levels of English proficiency among ELLs in dual-language programs?

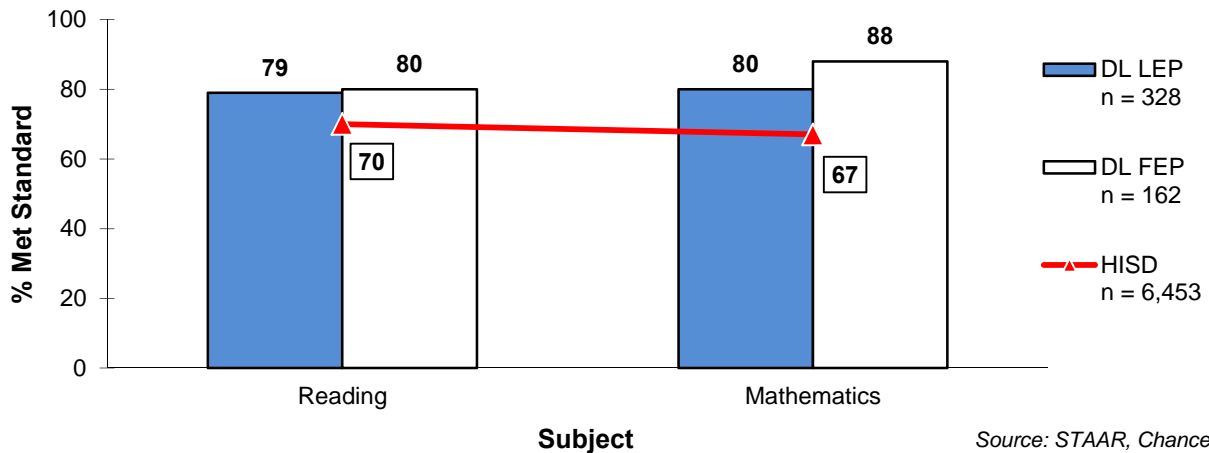
- **Figure 10** shows attainment, i.e., the percentage of students scoring at each proficiency level on the TELPAS. Further details can be found in **Appendices J and K** (pp. 21–22).
- English proficiency for DL students improved across grade levels, with 82% or more of students scoring Advanced or better by grade 4 in 2014.
- DL students showed more English proficiency than did students in other bilingual programs, even as early as kindergarten; by second grade, advantages for DL in the percentage of students rated as Advanced or better were apparent.

Figure 11. TELPAS yearly progress for DL and other bilingual students, 2014.



- **Figure 11** shows yearly progress, i.e. the percentage of students who made gains in English language proficiency between 2013 and 2014. The percentage of students who made gains in English proficiency was higher for DL students than for other bilingual students.

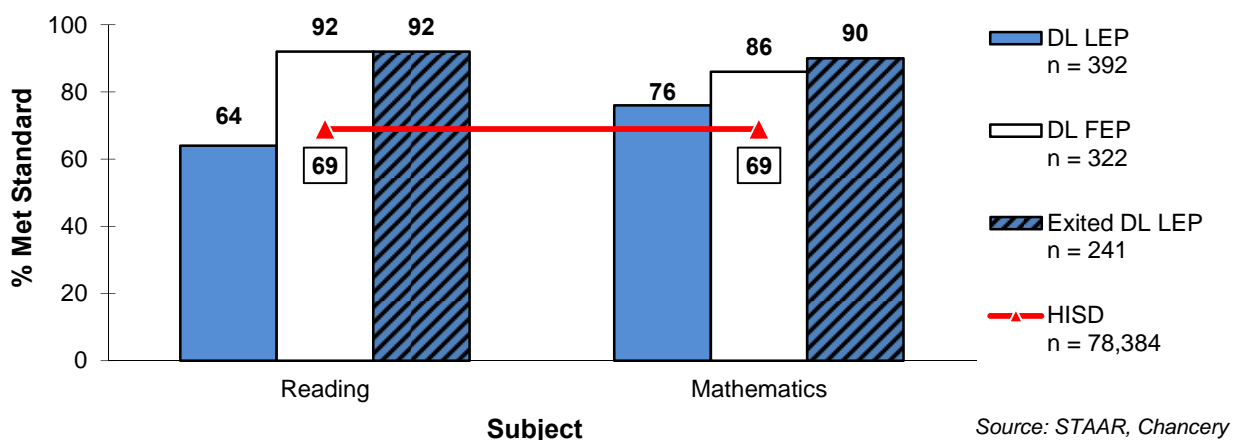
Figure 12. Spanish STAAR performance of ELL and FEP students in the DLBP program, 2014: percent meeting standard in reading and mathematics.



What was the academic performance of fluent English speakers in the two-way bilingual program?

- The goal of the DL program is for students to achieve full bilingualism and biliteracy. Data have already been presented on the performance of current and former ELLs in the program. In this section, data are reported from the 1,094 students with fluent English proficiency (FEP) who participated in the DL program during 2013–2014.
- Spanish-language STAAR results show that fluent English speakers had higher passing rates than did Spanish speaking DL students on both the reading and mathematics tests (see **Figure 12**).
- Both groups of students performed better than did the district overall on the Spanish STAAR.

Figure 13. English STAAR performance of current LEP and FEP students in the DL program, and former LEP DL students, 2014: reading and mathematics.



- English STAAR results show that FEP students also did well in comparison with former DL students who have exited ELL status (see **Figure 13**).
- Both exited DL students and native-English FEP students, had higher passing rates than the district overall on the English STAAR (advantage of +18 to +23 percentage points).

Discussion

Five new campuses were added to the DL program for the 2013–2014 school year. In the 2014–2015 school year an additional 14 new campuses will be added. Evidence reviewed here indicates that the dual language program in HISD provides ELLs with the support they need to succeed academically. ELLs who have participated in the DL acquire English-language proficiency while in the programs, and outperform the district average on the STAAR, STAAR EOC, and Stanford assessments once they have successfully met exit criteria. Native English speakers (FEPs) involved in the program also do well. Based on these results, it would appear that the HISD Multilingual Department is fulfilling its mission to ensure that ELLs achieve their full academic potential. One significant challenge for the future will be to maintain the program's rigorous standards as the district expands it to include more campuses and students, both ELL and non-ELL.

Endnotes

1. The dual-language model proposes that approximately equal numbers of fluent and non-fluent English speakers should be enrolled in the class, but practitioners in the field stress that this ratio should be used as a heuristic and not an absolute rule. Ratios of 60:40 and even 70:30 may be considered appropriate under some circumstances. It should not be assumed that a functional dual-language program requires exactly equal number of students from both language groups (Collier, personal communication).
2. This is the sequence normally followed by students in the dual language programs. However, students in both the dual-language and the transitional bilingual programs can enter the pre-exit phase (i.e., predominantly English-only instruction) as early as grade 3, pending LPAC approval., if they have met certain performance criteria. Performance results for pre-exit students can be found in the district's *2013–2014 Pre-Exit Student Performance Report*.
3. The Chancery system replaced the district's previous School Administrative Student Information database system (i.e., SASI), which was used prior to the 2006-2007 school year. Where data from multiple years are reported, archived files from SASI were used as needed, thus some tables or figures might include references to both sources.
4. Note that all districtwide performance data includes results from ELLs enrolled in the dual-language programs, as well as all other comparison groups (e.g., monitored and former ELLs).

References

- Houston Independent School District (2014). Pre-Exit ELL Students Performance STAAR/Stanford 2013–2014. HISD, Department of Research & Accountability.
- U.S. Department of Education. (2002). No Child Left Behind Act of 2001. Available at <http://www.nochildleftbehind.gov>.

Appendix A

Campuses Offering Dual-Language Programs (DL), 2013–2014

			Enrolled 2013-2014											Total
Campus	NEW 13-14	Grades Served	PK	K	1	2	3	4	5	6	7	8	HS	
Briscoe ES		PK, K, 1, 2, 3, 4	14	12	16	24	19	15	11					111
Emerson ES		PK, K, 1, 2	51	54	36	25	1							167
Helms CLC		PK, K, 1, 2, 3, 4, 5	27	30	33	31	26	26	30					203
Herod ES		PK, K, 1, 2, 3, 4, 5		17	14	26	14	14	12					97
Herrera ES		K, 1, 2, 3, 4, 5			21	18	14	16	15					84
Northline ES		K, 1, 2, 3, 4, 5		38	36	26	37	37	29					203
Sherman ES		PK, K, 1, 2, 3, 4, 5	9	16	17	20	20	18	18					118
Twain ES		K, 1, 2, 3, 4, 5		10	8	10	3	7	8					46
Wharton K-8		PK, K, 1, 2, 3, 4, 5, 6, 7, 8	25	28	23	19	26	29	29	1	4	6		190
Burbank MS		6, 7, 8								101	75	69		245
Johnston MS		6, 7, 8								1	2			3
Reagan HS		9, 10, 11, 12											0	0
Daily ES	x	K		12										12
DeAnda ES	x	PK, K, 1	59	76	78									213
Kashmere Gardens ES	x	K, 1		4	5									9
Law ES	x	PK, K	21	20	20									61
Reagan K-8	x	K, 1		17	25	1								43

Source: Multilingual Department

Appendix B

Explanation of Assessments Included in Report

The STAAR is a state-mandated, criterion-referenced assessment used to measure student achievement. STAAR measures academic achievement in reading and mathematics in grades 3–8; writing at grades 4 and 7; social studies in grades 8; and science at grades 5 and 8.

For 2013–2014 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.

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 2013–2014 school year is the last year in which the Stanford 10 will be administered in the district (HISD is switching to a different assessment (2014–2015).

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 (U.S. Department of Education, 2002). 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.

Appendix C

Spanish STAAR Performance of Dual Language and Other Bilingual Students: Number Tested, and Percent Meeting Satisfactory Standard, by Grade Level, Subject, and Year

		Enrollment		Spanish Reading				Spanish Mathematics			
				2013		2014		2013		2014	
		2013 N	2014 N	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.
Other	3	4,552	4,589	4,058	73	4,212	71	4,073	66	4,125	67
Bilingual	4	1,918	1,706	1,591	64	1,475	67	1,594	66	1,453	68
	5	1,188	343	34	65	35	37	32	34	33	6
	Total	7,658	6,638	5,683	70	5,722	70	5,699	66	5,611	67
Dual	3	306	161	143	83	159	80	143	76	159	88
Language	4	163	162	157	72	160	79	158	60	161	73
	5	120	153	1	*	2	*	1	*	2	*
	Total	589	476	301	77	321	79	302	68	322	80

Source: STAAR, Chancery

* Indicates fewer than five students tested

Appendix D

English STAAR Performance of Dual-Language Bilingual Program (DL) Students: Number Tested, and Percentage Met Satisfactory Standard, by Grade Level, Subject and Year

Program	Grade	Enrollment		English Reading				English Mathematics			
				2013		2014		2013		2014	
		2013 N	2014 N	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.
Current DL	3	306	161	161	71	2	*	161	67	2	*
	4	163	162	5	40	2	*	4	*	1	*
	5	120	153	115	66	149	70	117	65	150	83
	6	19	103	19	79	96	65	19	84	96	80
	7	9	81	9	100	73	58	3	*	74	62
	8	5	75	4	*	70	60	3	*	68	72
	Total	622	735	313	71	392	64	307	68	391	76
Monitored DL	3	13	3	10	100	3	*	10	100	3	*
	4	19	28	8	75	25	92	7	100	25	88
	5	29	20	29	97	20	80	29	90	20	80
	6	53	71	53	83	71	93	53	85	71	92
	7	80	60	60	90	60	90	36	86	60	85
	8	9	21	9	100	21	100	8	100	21	100
	Total	203	203	169	89	200	92	143	89	200	89
Former DL	4	1	0	0	--	0	--	0	--	0	--
	5	1	0	1	*	0	--	1	*	0	--
	6	1	2	1	*	2	*	1	*	2	*
	7	1	3	1	*	3	*	0	--	3	*
	8	39	36	39	97	36	92	19	100	18	83
	Total	42	41	42	98	41	93	21	100	23	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 five students tested

Appendix E

English STAAR Performance of Students in Other Bilingual Programs: Number Tested, and Percentage Met Satisfactory Standard, by Grade Level, Subject and Year

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.
Other	3	5122	5676	977	70	1,372	70	939	74	1,417	78
Bilingual	4	4558	4701	2,776	51	3,062	57	2,784	65	3,059	67
	5	3429	3174	3,195	52	2,960	47	3,171	63	2,913	70
	6	120	35	105	37	32	34	97	60	27	56
	7	104	21	96	55	20	25	78	65	10	60
	8	82	17	75	64	17	12	64	80	6	33
Total		13,415	13,624	7,224	54	7,463	55	7,133	65	7,432	70
Monitored	3	72	67	68	96	60	95	68	96	60	97
Other	4	491	359	471	93	354	94	471	92	354	90
Bilingual	5	1,165	1,387	1,158	91	1,374	92	1,160	91	1,371	94
	6	1,890	1,716	1,854	73	1,688	85	1,856	82	1,696	86
	7	1,057	1,073	1,041	79	1,055	82	600	66	1,034	76
	8	113	199	112	84	195	82	515	89	140	81
Total		4,788	4,801	4,704	81	4,726	87	4,670	84	4,655	86
Former	4	42	35	42	93	35	97	42	98	35	100
Other	5	53	66	53	85	65	91	53	92	65	98
Bilingual	6	117	205	110	82	201	89	110	84	201	90
	7	810	863	796	85	848	83	457	68	828	78
	8	1203	1,645	1,194	91	1,625	88	1,139	87	1,175	84
Total		2,183	2,779	2,195	88	2,774	87	1,801	82	2,304	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 five students tested

Appendix F

STAAR End-of-Course Performance of Exited (Monitored and Former) DL Students: Number Tested, And Number and Percentage who Passed or Failed at the Phase-In 1 and Recommended Standards (2014 Data Only, All Students Tested Including Retesters)

			Phase-In I Standard				Recommended Standard			
		# Tested	Fail		Pass		Fail		Pass	
			N	% Stu	N	% Stu	N	% Stu	N	% Stu
Algebra I	Exited DL	67	2	3	65	97	17	25	50	75
	Other Exited Bil	1,453	153	11	1,300	89	661	45	792	55
	HISD	13,355	3,356	25	9,999	75	8,620	65	4,735	35
Biology	Exited DL	52	3	6	49	94	16	31	36	69
	Other Exited Bil	1,303	72	6	1,231	94	620	48	683	52
	HISD	12,776	1,912	15	10,864	85	7,528	59	5,248	41
English I	Exited DL	63	9	14	54	86	22	35	41	65
	Other Exited Bil	1,465	415	28	1,050	72	778	53	687	47
	HISD	16,850	8,083	48	8,767	52	11,650	69	5,200	31
English II	Exited DL	60	4	7	56	93	18	30	42	70
	Other Exited Bil	1,311	334	25	977	75	645	49	666	51
	HISD	13,649	5,965	44	7,684	56	8,722	64	4,927	36
U.S. History	Exited DL	66	2	3	64	97	29	44	37	56
	Other Exited Bil	1,045	49	5	996	95	527	50	518	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 G

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

Program	Grade	# Tested		Reading			Mathematics			Language		
		2013	2014	2013	2014		2013	2014		2013	2014	
		N	N	NCE	NCE	Δ	NCE	NCE	Δ	NCE	NCE	Δ
Dual	1	194	325	79	75	-4	72	66	-6	74	69	-5
Language	2	146	197	80	79	-1	83	81	-2	82	78	-4
	3	157	159	75	77	2	80	84	4	84	84	0
	4	159	161	71	74	3	80	87	7	69	72	3
	5	0	0	--	--	--	--	--	--	--	--	--
	6	0	0	--	--	--	--	--	--	--	--	--
	Total	656	842	76	76	0	78	77	-1	77	75	-2
All	1	5,665	5,934	78	77	-1	71	72	1	74	74	0
Other	2	5,390	5,388	76	75	-1	74	76	2	77	76	-1
Bilingual	3	4,133	4,216	74	73	-1	76	74	-2	82	81	-1
	4	1,609	1,472	70	70	0	80	80	0	70	69	-1
	5	--	--	--	--	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--	--	--	--	--
	Total	16,797	17,010	75	75	0	74	73	-1	76	76	0

Source: Aprenda, Chancery

* Indicates fewer than five students tested

Appendix H

Stanford Performance of Dual-Language Bilingual (DL) Students: Number Tested and Mean Normal Curve Equivalent (NCE), by Grade Level, Subject, and Year (2013 or 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 DL	5	115	153	39	41	2	52	52	0	40	42	2
	6	19	102	47	30	-17	54	48	-6	46	35	-11
	7	9	80	43	32	-11	61	50	-11	45	43	-2
	8	5	73	43	31	-12	62	50	-12	47	36	-11
	Total	148	408	40	35	-5	53	50	-3	42	39	-3
Monitored DL	4	7	25	62	61	-1	70	69	-1	65	70	5
	5	29	20	57	57	0	63	66	3	58	62	4
	6	53	71	51	57	6	61	63	2	53	56	3
	7	60	60	57	50	-7	70	63	-7	62	55	-7
	8	9	21	53	58	5	66	72	6	51	59	8
	Total	158	197	55	56	1	65	65	0	58	58	0
Former DL	5	1	0	*	--	--	*	--	--	*	--	--
	6	1	2	*	*	*	*	*	*	*	*	*
	7	1	3	*	*	*	*	*	*	*	*	*
	8	39	36	57	55	-2	69	62	-7	57	58	1
	Total	42	41	57	54	-3	69	62	-7	57	57	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 five students tested

Appendix I

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

Program	Grade	# Tested		Reading			Mathematics			Language		
		2013	2014	2013	2014		2013	2014		2013	2014	
		N	N	NCE	NCE	Δ	NCE	NCE	Δ	NCE	NCE	Δ
Current	5	3,364	3,094	34	32	-2	48	47	-1	38	36	-2
Other	6	107	27	28	23	-5	42	43	1	32	25	-7
Bilingual	7	92	10	35	33	-2	54	46	-8	42	38	-4
	8	70	6	37	24	-13	54	34	-20	42	26	-16
Total		3,633	3,137	34	32	-2	48	50	2	38	36	-2
Monitored	4	472	355	55	55	0	68	67	-1	67	68	1
Other	5	1,159	1,384	53	53	0	65	65	0	58	57	-1
Bilingual	6	1,880	1,702	47	48	1	58	59	1	49	50	1
	7	1,046	1,061	44	46	2	59	59	0	50	51	1
	8	111	196	43	45	2	57	58	1	46	46	0
Total		4,668	4,698	48	49	1	61	61	0	53	53	0
Former	4	42	34	63	56	-7	73	75	2	71	66	-5
Other	5	53	65	51	59	8	68	71	3	55	61	6
Bilingual	6	115	200	54	53	-1	60	62	2	56	55	-1
	7	803	857	48	48	0	62	60	-2	53	53	0
	8	1,194	1,632	50	48	-2	62	60	-2	51	50	-1
Total		2,165	2,754	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 five students tested

Appendix J

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

DL Students										
Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		Composite Score
		N	%	N	%	N	%	N	%	
K	330	270	82	46	14	12	4	2	1	1.3
1	324	152	47	141	44	29	9	2	1	1.6
2	199	11	6	70	35	79	40	39	20	2.6
3	161	4	2	38	24	66	41	53	33	3.0
4	162	3	2	26	16	59	36	74	46	3.1
5	152	1	1	7	5	37	24	107	70	3.5
6	103	0	0	11	11	34	33	58	56	3.3
7	81	1	1	5	6	22	27	53	65	3.4
8	75	1	1	8	11	30	40	36	48	3.1
Total	1,587	443	28	352	22	368	23	424	27	2.4

All Other Bilingual Students										
Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		Composite Score
		N	%	N	%	N	%	N	%	
K	5,969	5,153	86	653	11	134	2	29	0	1.2
1	6,138	3,074	50	2,179	36	682	11	203	3	1.7
2	5,562	857	15	2,262	41	1,751	31	692	12	2.3
3	5,631	485	9	1,730	31	1,937	34	1,479	26	2.7
4	4,665	221	5	928	20	1,969	42	1,547	33	2.9
5	3,142	127	4	415	13	1,152	37	1,448	46	3.1
6	26	3	12	7	27	11	42	5	19	2.5
7	16	4	25	7	44	3	19	2	13	2.1
8	15	2	13	6	40	6	40	1	7	2.4
Total	31,164	9,926	32	8,187	26	7,645	25	5,406	17	2.2

Source: TELPAS, Chancery

Appendix K

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 DL and Other Bilingual Students.

DL Students									
Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level	
	N	N	%	N	%	N	%	N	%
1	304	135	44	15	5	0	0	150	49
2	192	110	57	39	20	2	1	151	79
3	158	77	49	1	1	0	0	78	49
4	157	90	57	4	3	0	0	94	60
5	148	114	77	11	7	0	0	125	84
6	98	62	63	1	1	0	0	63	64
7	78	58	74	7	9	0	0	65	83
8	71	36	51	0	0	0	0	36	51
Total	1,206	682	57	78	6	2	<1	762	63

All Other Bilingual Students									
Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level	
	N	N	%	N	%	N	%	N	%
1	5832	2,096	36	500	9	91	2	2,687	46
2	5329	2,441	46	849	16	117	2	3,407	64
3	5342	2,392	45	98	2	1	0	2,491	47
4	4442	2,364	53	152	3	1	0	2,517	57
5	2966	1,869	63	159	5	0	0	2,028	68
6	19	6	32	0	0	0	0	6	32
7	9	4	44	0	0	0	0	4	44
8	12	4	33	0	0	0	0	4	33
Total	23,951	11,176	47	1,758	7	210	<1	13,144	55

Source: TELPAS, Chancery