

REPORT FROM THE SUPERINTENDENT

Office of Superintendent of Schools
Board of Education Meeting of September 8, 2011

SUBJECT: BOARD MONITORING SYSTEM–GOAL 1, SECTION K: ENGLISH ACQUISITION FOR LIMITED ENGLISH PROFICIENT STUDENTS

At the February 2010 meeting, the Board of Education implemented a revised Board Monitoring System in order to efficiently maintain and measure Houston Independent School District (HISD) goals and core values. The monitoring system was designed to give district administrators clear direction on how to meet the Board's expectations in these crucial areas.

Board Policy AE(LOCAL) requires that “[T]he administration shall report to the Board of Education on each goal and core value using the specific method and timing set out.”

In reference to the district's **Goal 1: Increase Student Achievement**, the attached report provides information regarding **Section K: English Acquisition for Limited English Proficient Students**. The policy states that “[t]he administration shall provide the Board with a report listing how many LEP students exited bilingual and ESL programs in the prior year by grade level.”

The attached report provides the information requested for the 2010–2011 school year.



Board Monitoring System: Indicator K

EXECUTIVE SUMMARY

Purpose

The Houston Independent School District (HISD) exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere. In fulfilling this goal, HISD's Board of Education has designed a program to systematically monitor achievement of the district's goals and adherence to core values. The Board Monitoring System requires the administration to report on each goal and core value on a routine basis. The indicator currently under review is ENGLISH ACQUISITION FOR LIMITED ENGLISH PROFICIENT STUDENTS. The objective of this indicator states: "Limited English Proficient (LEP) students shall make the transition into English courses as rapidly as individually possible" (Goal 1, Section K).

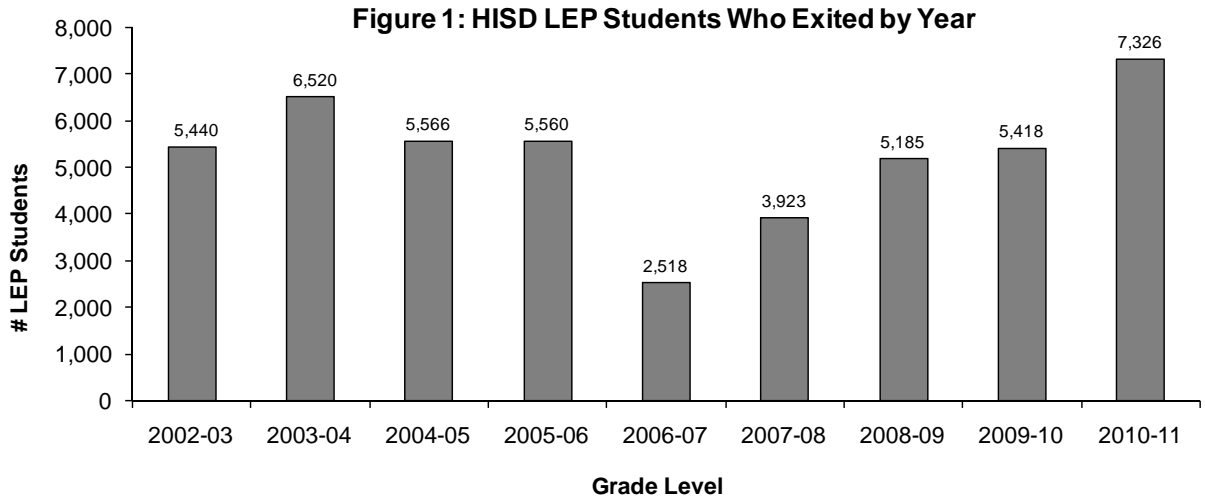
Findings

English Acquisition for LEP Students

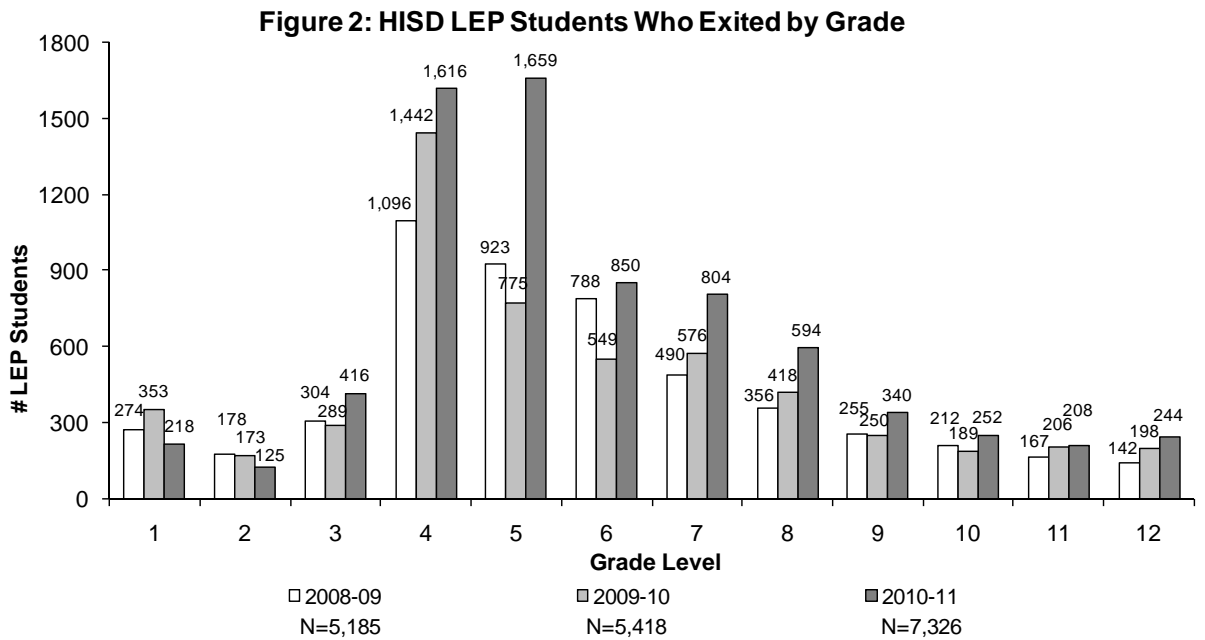
- In Figures 1 and 2, the total number of exited students increased by 35 percent, going from 5,418 in 2009–2010 to 7,326 in 2010–2011.
- During the 2010–2011 school year, the largest number of exited students was in the fifth grade with 1,659, followed by fourth grade with 1,616.
- In Figure 3, the total number of first- or second-year exited LEP students (i.e., "monitored" students) declined from 10,912 in 2009–2010 to 10,626 in 2010–2011, a decrease of 3 percent.
- During the 2010–2011 school year, the largest number of monitored students was in the fifth grade with 1,978, followed by the sixth grade with 1,698.

Analysis/Administrative Response

- LEP exits declined in 2006–2007 (see **Figure 1**, next page) in large part due to new exit criteria mandated by Texas Education Agency (TEA), specifically those requiring evidence of oral and written English proficiency. The Multilingual Department subsequently introduced, and continues to emphasize, an increased focus on productive (i.e., oral and written English) language for English Language Learner's (ELLs) in professional development activities for the district's bilingual and English as a Second Language (ESL) teachers.



- Since these initiatives, the number of LEP exits has increased and returned to that reported historically.
- While the number of monitored students declined slightly in 2010-2011, there were still almost twice as many monitored LEPs as there were just two years ago.

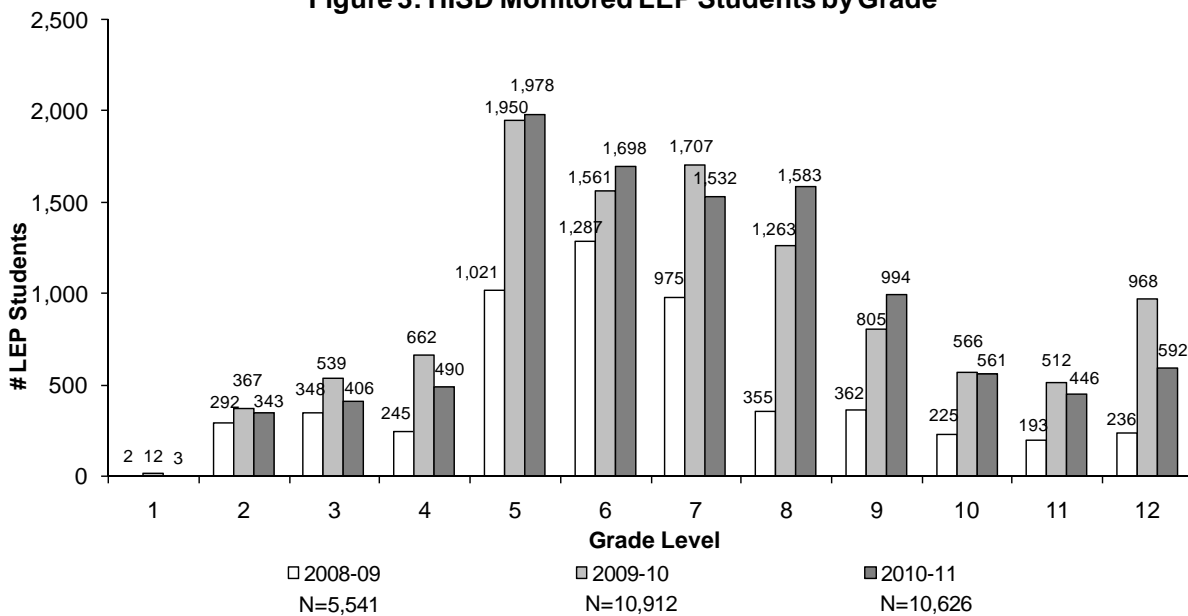


The Bilingual/ESL Program Guidelines describe an exited LEP student as a LEP student who was reclassified as a non-LEP student in the last school year. Reclassification is based on State criteria.

This chart (**Figure 2**) shows the number of LEP students who exited at each grade by year between 2008-2009 and 2010-2011. Grade shown is the grade in which they were enrolled at the time they were exited. Most exits in 2010-2011 occurred in the fourth and fifth grades, as has been the case in prior years. During the past academic

year, the number of exits increased by 35 percent, going from 5,418 in 2009–2010 to 7,326. This is higher than levels observed in 2006 and prior years. New, more stringent LEP exit criteria were mandated by the TEA as of August 2006. These new standards required LEPs at all grade levels to demonstrate proficiency in oral and written English as well as in reading. Since 2007, the multilingual department has focused on increasing the emphasis on productive aspects of English language proficiency (i.e., speaking and writing) in its professional development activities for bilingual and ESL teachers. Other initiatives that took place during the most recent school year included (a) identifying students who had met the reading and writing criteria, to ensure that they also took the appropriate oral language assessments, (b) holding additional training for schools to improve teacher scoring of Texas English Language Proficiency Assessment System (TELPAS) writing samples, and (c) reminding campuses of the oral language proficiency requirements and the need to assess all ELL students individually before they could meet exit criteria. These steps are largely responsible for the increase in LEP exits observed in the past school year.

Figure 3: HISD Monitored LEP Students by Grade



The Bilingual/ESL Program Guidelines describe a monitored LEP student as a LEP student who was reclassified as a non-LEP student sometime during the previous two school years. The total number of monitored students declined from 10,912 in 2009–2010 to 10,626 in 2010–2011, an decrease of 3 percent.

This chart (**Figure 3**) shows the number of monitored LEP students at each grade by year between 2008–2009 and 2010–2011. The largest number of monitored students were in the fifth grade, with the next highest count in the sixth grade. The number of monitored LEP students has increased markedly over values observed just two years ago. Before the decline in LEP exits discussed previously, the number of monitored LEPs was typically close to 11,000 per year or more. The count of monitored LEPs is increasing as the number of LEP exits returns to more historically observed levels.

That is, the relatively low number of monitored LEPs observed in 2008–2009 was a reflection of two consecutive years with low exit numbers. With these apparently approaching more typically observed levels of 5,000+ annually, the number of monitored LEPs has rebounded as well. The large increase in LEP exits seen in the just completed school year is expected to lead to an increase in the number of monitored LEPs for 2011–2012.

Other LEP Indicators

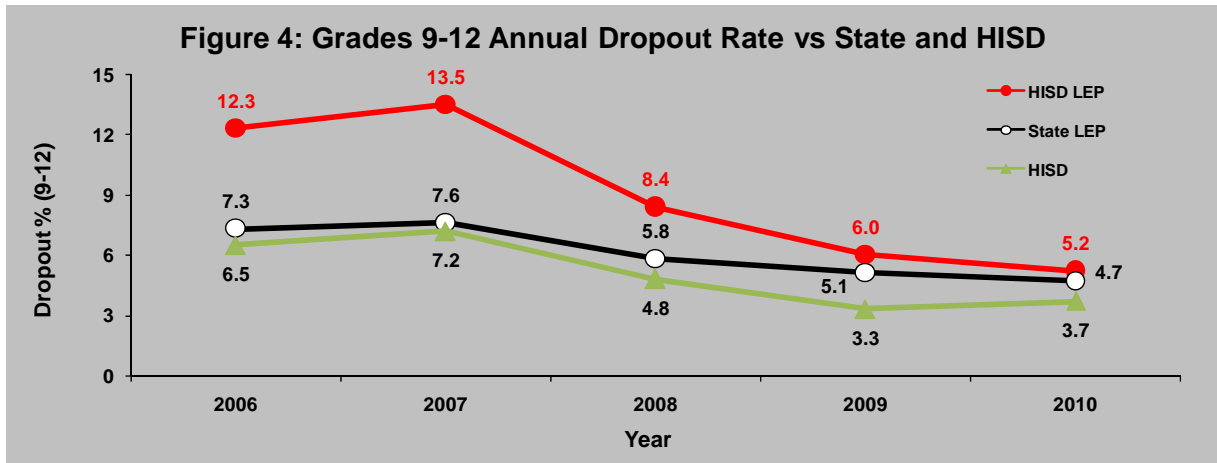
Dropout rates for LEP Students

Table 1 compares the dropout rate for LEP students in the district to the dropout rate for all students districtwide for 2010. Rates are shown according to two different calculations. The first, on the left side of the table, is the 4-year longitudinal dropout rate (i.e., it is based on the cohort of students who started in grade 9 in 2006–2007). On the right side of the table, dropout rates are shown for the annual rate (students in grades 9-12 in 2010). LEP student dropout rates exceed that of the district by both definitions, by either 26.4 or 1.5 percentage points, depending on the definition used.

Table 1: LEP Dropout Rate vs Districtwide Dropout Rate for 2010, 4-Year Longitudinal Rate and Annual Rate (Grades 9–12)

	4-Year Longitudinal Rate			9-12 Annual Rate		
	# Students	# Dropouts	% Dropouts	# Students	# Dropouts	% Dropouts
LEP	797	311	39.0	5,460	285	5.2
HISD	11,028	1,394	12.6	52,711	1,942	3.7

Figure 4 shows the annual LEP dropout rate for the district for the years 2006 through 2010. Also shown for comparison purposes are corresponding dropout rates for the district overall, and for all LEP students statewide. Three trends in the data should be noted. First, the dropout rate for district LEP students has been higher than that for both the district, and all LEPs statewide. Second, the dropout rate for LEPs in HISD has been decreasing since 2007, falling from a rate of 13.5% to a low of 5.2% in 2010. Third, as a result of this decline, the performance gap for district LEPs relative to both the district overall and statewide LEPs has decreased.



Retention Rates for LEP Dropouts

Figure 5 shows the percentage of LEP students listed as dropouts in 2010 who repeated either zero, one, two, or three or more grades between grades 1 and 8. Data for LEP dropouts is indicated by the shaded bar. Seventy-one percent of LEP students who dropped out in 2010 had not repeated any grade levels in the district between grades 1 and 8. Only 3% had repeated three or more grades. For comparison purposes, the white bars show corresponding data for LEP students who did not drop out in 2010. Results for this group are almost the same.

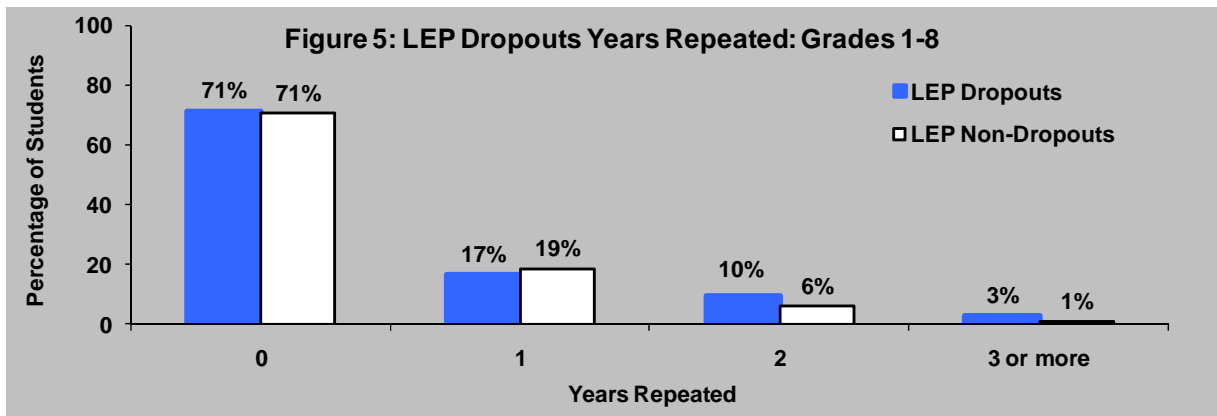
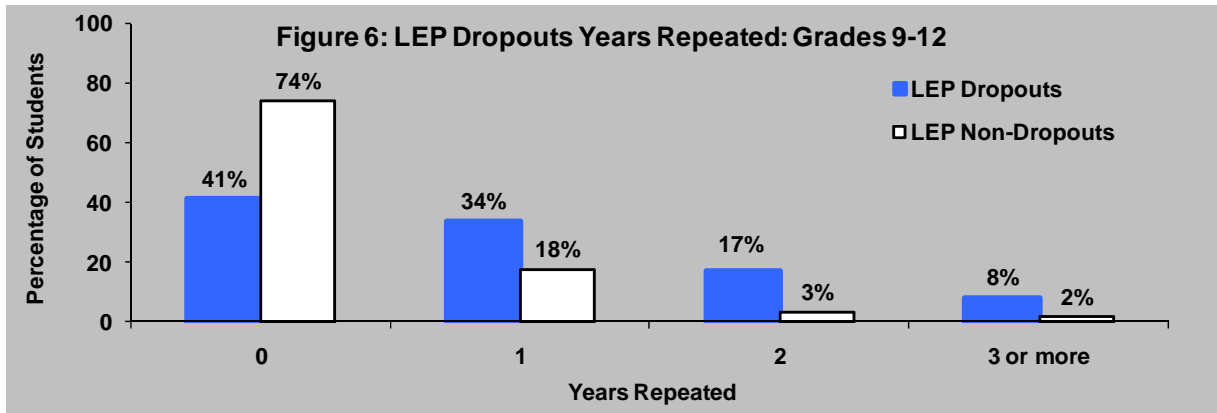


Figure 6 shows analogous data concerning how many time students repeated any grade 9 through 12. These results appear to be very different from those shown in Figure 5. Specifically, LEP students who dropped out are much more likely to have repeated at least one grade at the high school level, compared to LEP students who did not drop out.



LEP Dropouts Reading Below Grade-Level

The percentage of LEP dropouts reading below grade-level was estimated by calculating the percentage who scored below the 25th or 50th percentiles on the Stanford 10 reading test. Since 2010 was the year in which they dropped out, Stanford results from 2009 were used. Of the 285 LEP students in grades 9-12 who were listed as dropouts, there was Stanford data on only 125 of them. Of these, 88% were reading below the 25th percentile, and 98% were reading below the 50th percentile. **Figure 7** shows the results of this analysis. Comparison data are shown for all non-LEP dropouts from 2010 (white bars). Only 51% of non-LEP dropouts scored below the 25th percentile in reading, while 83% scored below the 50th percentile.

