MEMORANDUM September 30, 2015

TO: Board Members

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

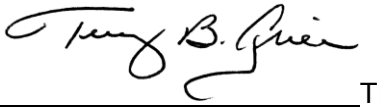
SUBJECT: **2015 BILINGUAL & ENGLISH AS A SECOND LANGUAGE PROGRAM EVALUATION REPORT**

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 bilingual and ESL programs during the 2014–2015 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.

Key findings include:

- A total of 40,901 ELL students participated in bilingual programs in 2014–2015, and an additional 17,474 in ESL programs.
- Results from the STAAR, STAAR EOC, and Iowa 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.
- Performance of current bilingual students declined from 2014 to 2015 on STAAR reading but remained the same in mathematics, while that of ESL students declined in both subjects.
- 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 of bilingual students than ESL students made gains in English language proficiency compared to the previous year, but fewer bilingual students achieved the highest level of English language proficiency.
- Finally, the number of students exiting from ELL status in 2014–2015 was 5,739, a 20 percent decline from the previous year.



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HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH

Educational Program Report

BILINGUAL & ENGLISH AS A SECOND LANGUAGE PROGRAM EVALUATION 2014 – 2015

HISD | Research and Accountability

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Bilingual and English as a Second Language Program Evaluation 2014–2015

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 facilitate ELLs' integration into the regular school curriculum and 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 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. 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 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

- ELL enrollment in the district in 2014–2015 was 64,524, the largest ever reported.
- Current bilingual ELLs performed less well than district students overall on English reading and language measures (STAAR, STAAR EOC, Iowa Assessments). This is not surprising given that ELLs are still in the process of acquiring English.
- Current ESL students also did not perform as well as the district average on all subjects tested (STAAR, STAAR EOC, Iowa Assessments).
- STAAR reading performance of current bilingual students remained unchanged from 2013 to 2015, while that of ESL students declined by 7 percentage points.
- Exited students from both bilingual and ESL programs performed better than the district average on virtually all assessments and subjects.
- Reading performance of exited bilingual and ESL students improved between 2013 and 2015 on the STAAR (+2 percentage points), whereas district performance declined (-4 points).
- ESL students showed higher English language proficiency than bilingual students in grades K to 2, but for grades 3 through 6, bilingual ELLs showed more proficiency.

- 56% of students in bilingual programs, and 48% of those in ESL programs, showed improvement in their English language proficiency on TELPAS in 2014–2015, compared to the previous year.

- A total of 5,739 ELLs met the necessary proficiency criteria, and exited ELL status during the 2014–2015 school year. This was a 20% decrease from the previous year.

- There were 148 staff development training sessions held in 2014–2015 for teachers, administrators, and other HISD staff, with a total attendance (duplicated) of 4,567.

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 are beginning to implement the Dual Language program.

2. Collaboration between the Multilingual Programs, Curriculums & Instruction, and Professional Development departments must continue in order to provide additional support, so that teachers of ELLs are able to access a differentiated curriculum and receive appropriate training.

3. Monthly updates to the Elementary and Secondary school office should include timely programming, compliance, instructional, and data information to facilitate the implementation of the various language programs at the campus level.

4. Use of the ELLevation platform should be extended to all campuses to ensure timely and accurate ELL progress monitoring of linguistic and academic achievement.

Administrative Response

Interdepartmental collaboration has resulted in the implementation of the Dual Language program in 25 additional elementary schools for the 2015-2016 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 2014-2015. 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. In 2015-2016, these visits will include all campuses three times during the 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.

Implementation of the ELLevation platform will extend to all high school and 6^{th} -12^{th} grade campuses in order to facilitate LPAC procedures, progress monitoring, and ELL goal setting.

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 [1] 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, 2015a; 2015b, 2015c, 2015d). Further details on state requirements, and specific programs offered in HISD can be found in **Appendix A** (p 16).

Methods

Participants

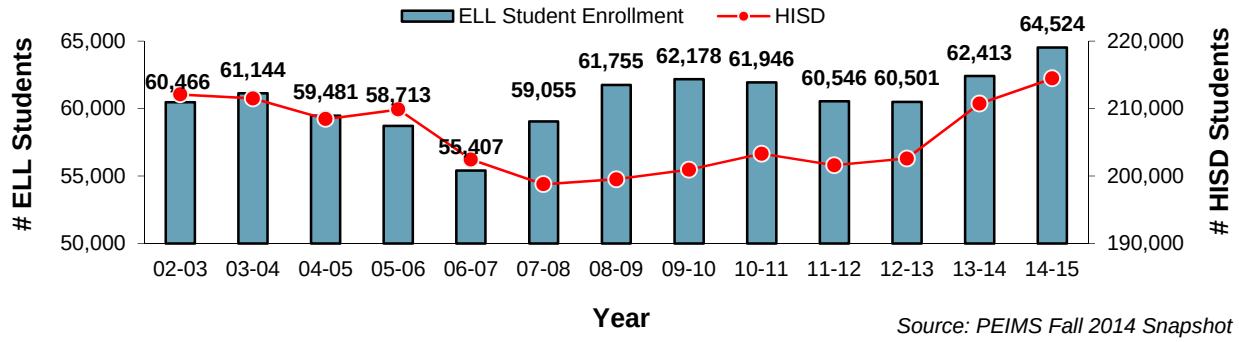
The total student population of HISD in October 2014 was 214,462, as reported in the PEIMS fall snapshot data file for the 2014–2015 school year. Thirty percent of students in the district the district were ELLs. Sixty-three percent of ELLs were served in bilingual programs, 27% were served in an ESL program, and 10% did not receive any special linguistic services (see **Table 1**, also **Appendix B**, p. 17). Data for 2014–2015 are shaded in blue.

Table 1. Number and Percent of ELL Students in HISD, 2012–2013 to 2014–2015

	Program	Number of Students			% of All Students			% of ELL Students		
		2013	2014	2015	2013	2014	2015	2013	2014	2015
Non-ELL		142,085	148,303	149,938	70	70	70			
ELL		60,501	62,413	64,524	30	30	30			
	Bilingual	*39,801*	*40,329*	*40,901*	*20*	*19*	*19*	*66*	*65*	*63*
	ESL	*13,849*	*15,321*	*17,474*	*7*	*7*	*8*	*23*	*25*	*27*
	Not Served	*6,851*	*6,763*	*6,149*	*3*	*3*	*3*	*11*	*11*	*10*
Total		**202,586**	**210,716**	**214,462**						

Source: PEIMS Fall 2014 Snapshot, membership count

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



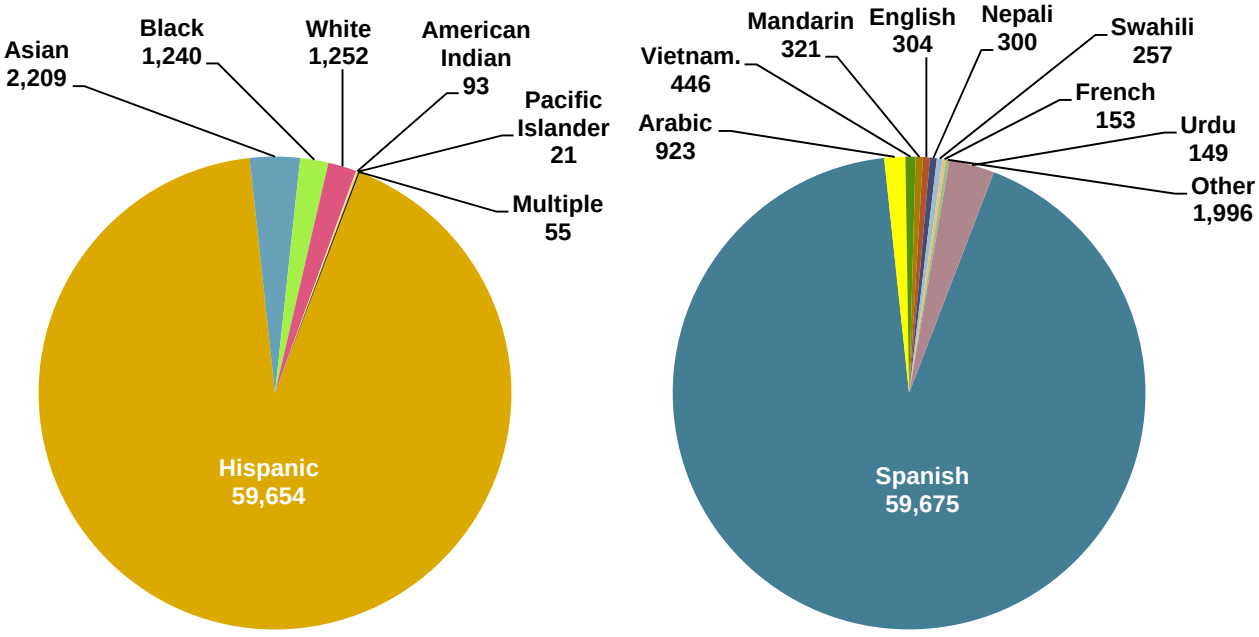
Source: PEIMS Fall 2014 Snapshot

HISD had 64,524 ELLs in 2014–2015, which is the largest ever based on available records. The ELL population reached a peak of 61,144 in 2003–2004 (see **Figure 1**), and showed annual declines through 2006–2007. ELL enrollment rebounded over the past eight years, mirroring trends in overall HISD student population (district enrollment is represented by the solid red line). ELL enrollment increased by 2,111 in 2014–2015, and it has accounted for the same proportion of the district population (30%) in each of the past five years.

Figure 2 summarizes ELLs' ethnicity and home language. Ninety-two 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 90 different native languages among this group. Most ELLs (92%) were native Spanish speakers. Arabic was the next most commonly spoken native language, followed by Vietnamese and Mandarin. Details shown in **Appendix C** (p. 18) reveal that the number of Arabic, Mandarin, and French speakers increased substantially in 2014–2015 (increases ranging from 11% to 22%).

All bilingual or ESL students with valid assessment results from 2014–2015 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, 2014–2015



Source: PEIMS Fall 2014 Snapshot

Data Collection & Analysis

Results for students 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, first administration only), STAAR-L (a linguistically accommodated version of STAAR given to ELLs meeting certain eligibility requirements), STAAR End-of-course (EOC, all students tested in spring including retesters), Logramos, Iowa Assessments, 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 test (mathematics results were not available at the time of publication). The percentage of students who passed (met standard, Satisfactory Level II, Phase-in 1) 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, as are STAAR-L EOC results for Algebra I, Biology, and U.S. History. In addition, for both the STAAR 3-8 and EOC assessments, results from the Progress and ELL Progress measure are reported. Logramos and Iowa Assessments results are reported (Normal Curve Equivalents or NCEs) for total reading, total language, and total mathematics.

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 2014 and 2015. 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, and **Appendix E** (p. 20) explains the STAAR Progress measures. 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?

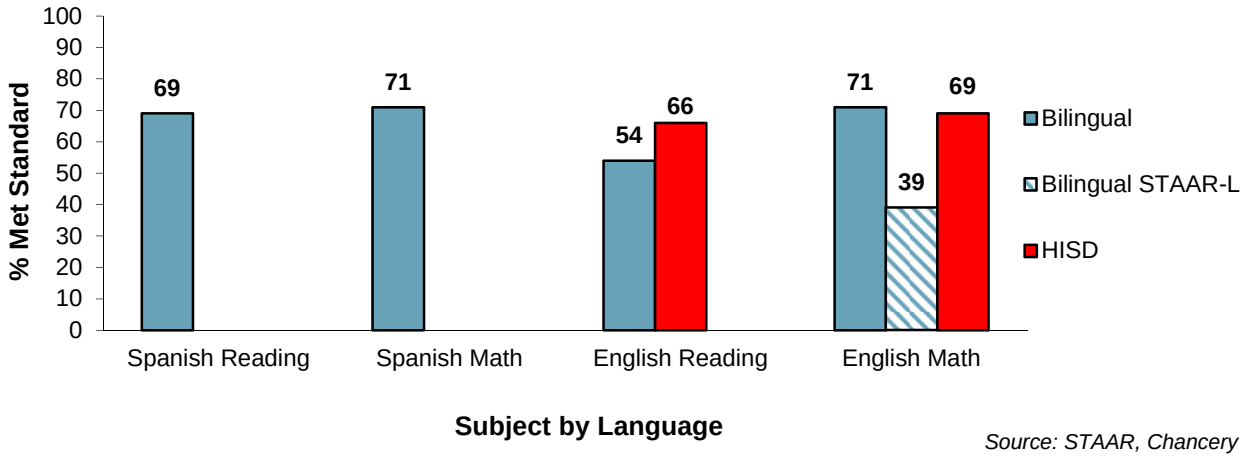
STAAR

Figure 3 (see p. 6) shows the percent of current bilingual ELLs who met standard on the STAAR in 2015. 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 districtwide[2]. (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 F** and **G** (pp. 21-22)

- A total of 13,831 current bilingual students took the reading portion of the STAAR, representing 98 percent of those enrolled. Of these, 41 percent completed the Spanish version, while 59 percent completed the English version.

- Performance of bilingual students on the Spanish STAAR reading test was better than that for the English test (69% vs. 54% student met standard).

Figure 3. Percentage of students who met standard on STAAR reading and mathematics tests, 2015, Grades 3-6: Bilingual students, and all students districtwide



Source: STAAR, Chancery

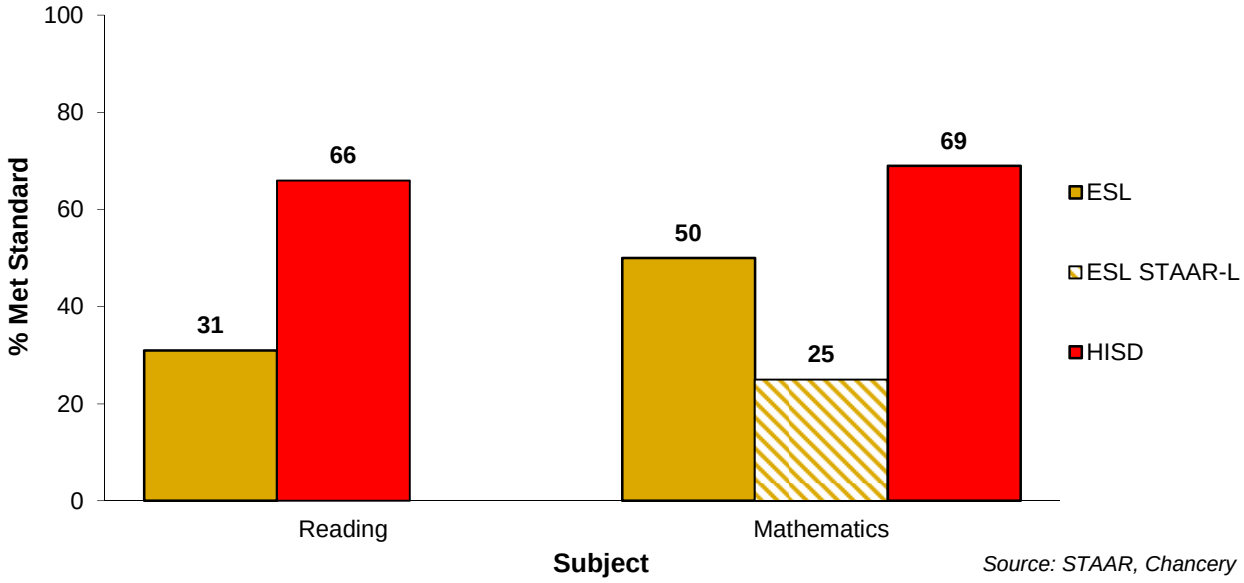
- Performance on the English STAAR reading test for bilingual students was lower than that of the district, by 12 percentage points.

- Bilingual students did better on the STAAR mathematics test than they did on reading (both Spanish and English), and did better than the district on the English version of the STAAR mathematics.

- Data for ESL students (see below) showed that STAAR reading performance was well below district levels (see **Figure 4**, details also in **Appendix H**, p. 23). Note that ESL data includes results from grades 3 through 8, while bilingual data in Figure 3 only encompasses grades 3 through 6.

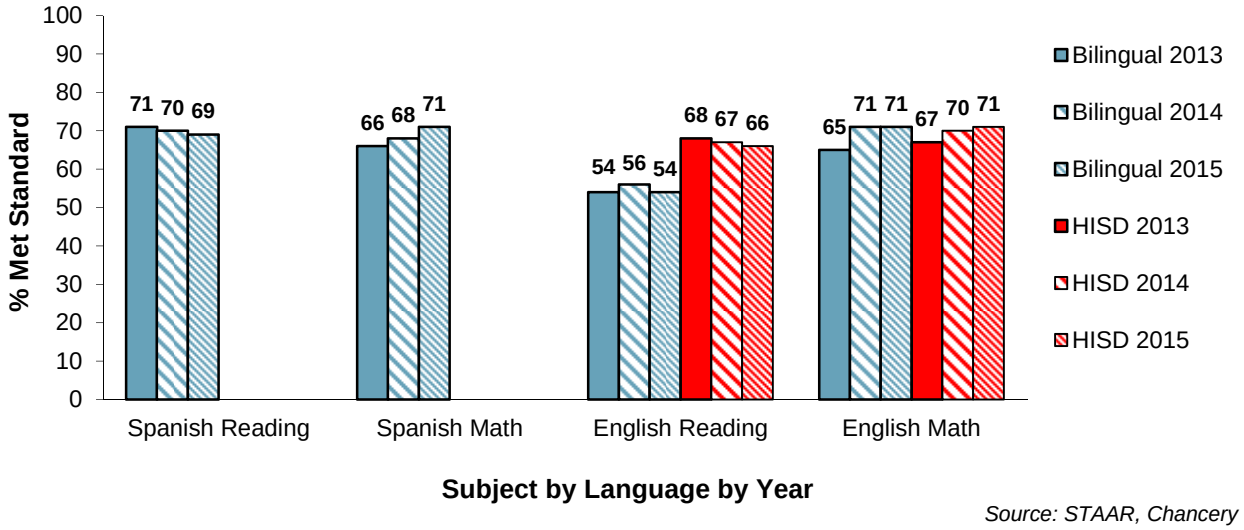
- STAAR mathematics scores for ESL students were also well below those of the district, with gaps of 19 percentage points for the regular STAAR and 44 points for the linguistically accomodated STAAR -L assessment.

Figure 4. Percentage of students who met standard on English STAAR and STAAR-L reading and mathematics tests, 2015, Grades 3-8: ESL students, and all students districtwide



Source: STAAR, Chancery

Figure 5. Percentage of students who met standard on STAAR reading and mathematics tests, 2013 to 2015, Grades 3-6: Bilingual students, and all students districtwide



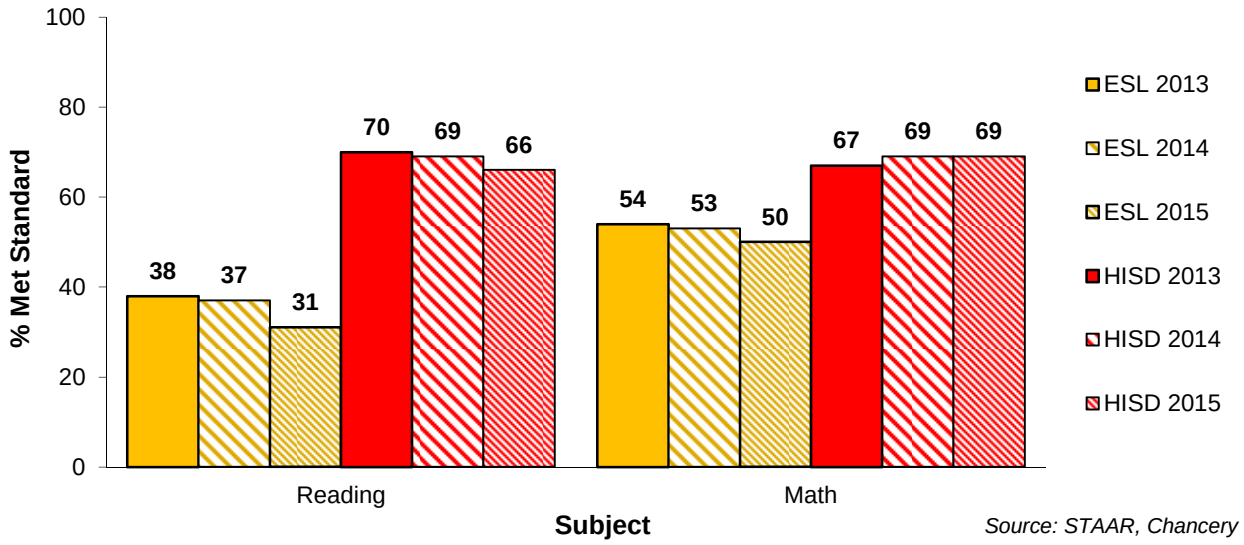
Source: STAAR, Chancery

- **Figure 5** compares bilingual student STAAR results for 2013 through 2015. Spanish STAAR results declined by 2 percentage points in reading over this time period, while mathematics improved (+5 percentage points).

- Between 2013 and 2015, bilingual students reading performance on the English STAAR remained at 54%, whereas the district has declined by 2 percentage points (grades 3 to 6 only).

- Mathematics scores for both bilingual students and the district have improved over this period.

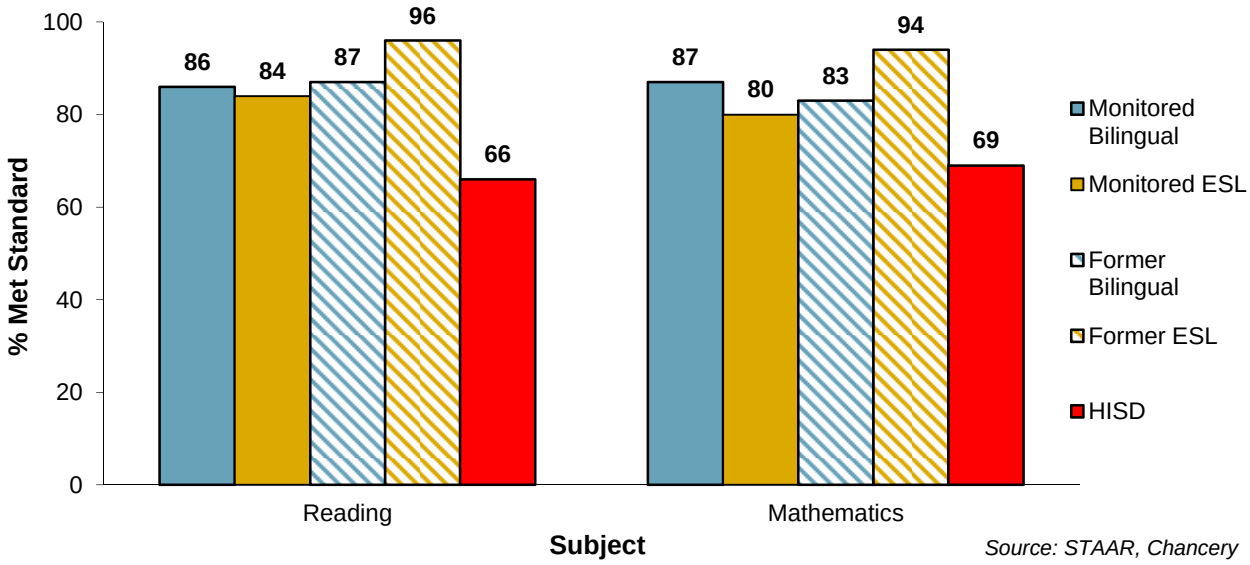
Figure 6. Percentage of students who met standard on Engish STAAR reading and mathematics tests, 2013 to 2015, Grades 3-8: ESL students, and all students districtwide



Source: STAAR, Chancery

- Between 2013 and 2015, ESL students showed declines in both reading and mathematics (-7 and -4 percentage points), while district performance declined by 4 percentage points in reading and improved in mathematcs by 2 points (see **Figure 6**, see also Appendix H).

Figure 7. Percentage of students who met standard on English STAAR reading and mathematics tests, 2015: Monitored and former bilingual and ESL students, and all students districtwide

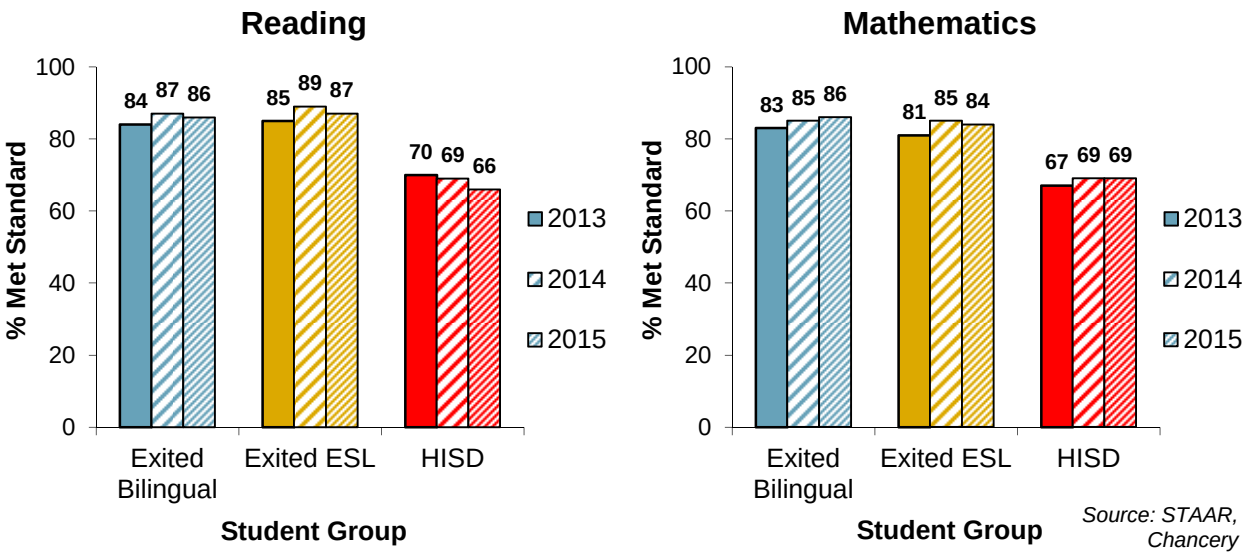


Source: STAAR, Chancery

- Results for exited bilingual students[3] (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, while former ESL students did better than former bilingual students in reading (+9 points) and mathematics (+11 points).

Figure 8. Percentage of students who met standard on STAAR reading and mathematics tests, 2013 to 2015: Exited bilingual and ESL students, and all students districtwide

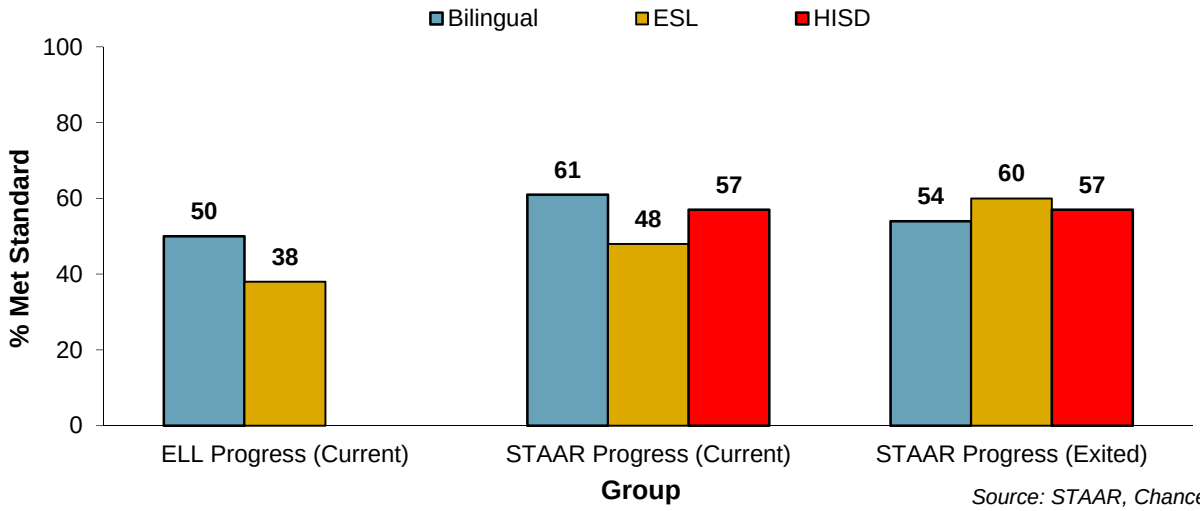


Source: STAAR, Chancery

- **Figure 8** shows the 2013 through 2015 STAAR reading and mathematics performance of exited bilingual and ESL students.

- While district performance declined by 4 percentage points in reading over this period, exited (monitored and former) ESL and bilingual students both improved by 2 percentage points. In mathematics, all three groups improved by comparable amounts (+2 or +3 percentage points).

Figure 9. STAAR Progress and ELL Progress performance for bilingual students, ESL students, and all students districtwide, 2015 (Combined Results for Grades 3 through 8, English Reading Only)



Source: STAAR, Chancery

- **Figure 9** (above) shows results for the ELL Progress and STAAR Progress measures (for an explanation of these see **Appendix I**, p. 24). Only results for STAAR reading (English) are shown (mathematics results are shown in Appendix I).

- Results for each of these measures shows the same pattern as seen in overall STAAR performance. Namely, current bilingual students performed better than did ESL students (ELL Progress and STAAR Progress). However, exited ESL students did better than did exited bilingual students (STAAR Progress).

- On STAAR Progress, current bilingual students did better than the district while ESL students were lower, whereas exited ELL students showed the opposite pattern.

STAAR EOC

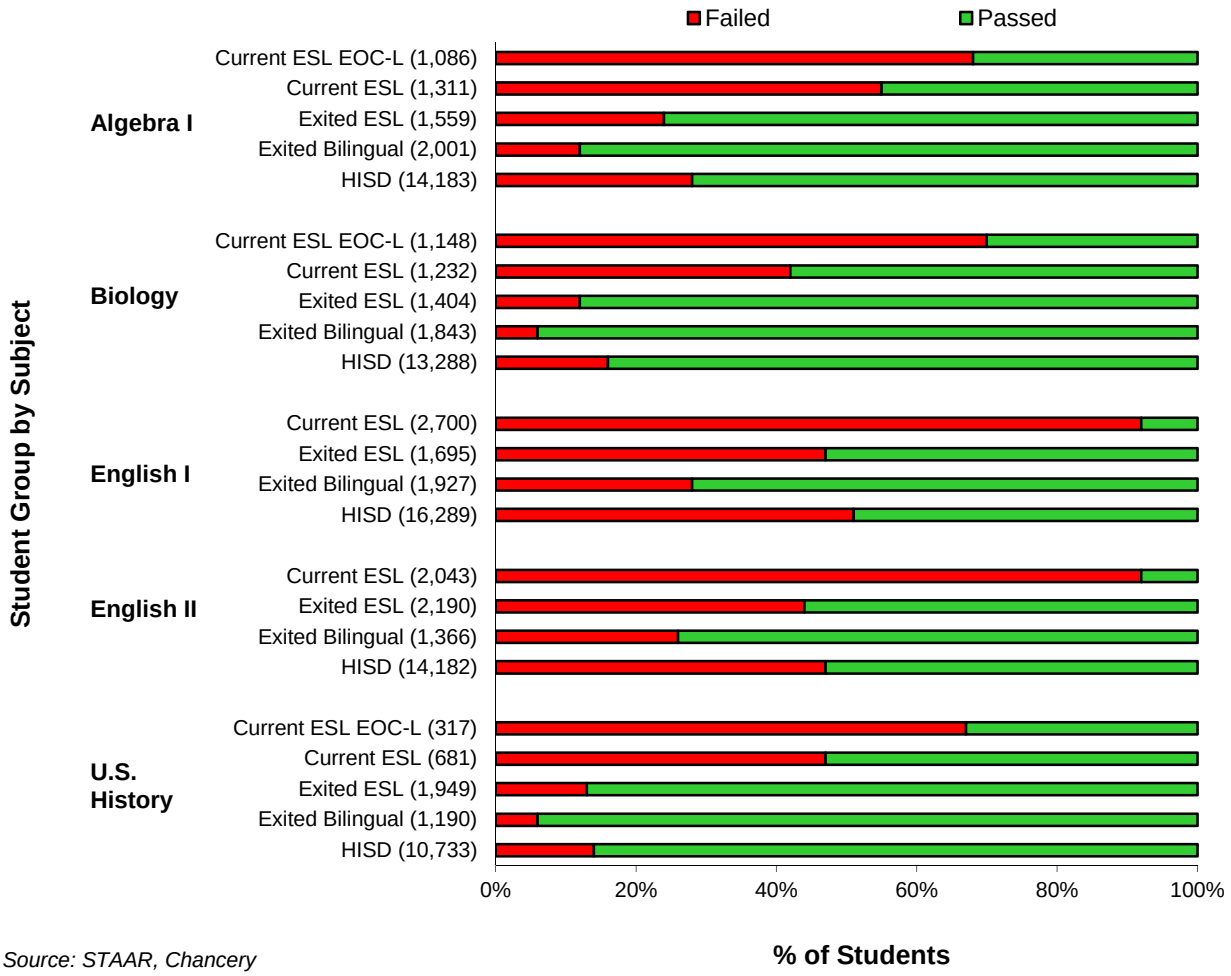
Figure 10 (see p.10) shows results for the STAAR-EOC assessments (see also **Appendix J**, p. 25). Shown are results for Algebra I, Biology, English I and II, and U.S. History. For each test, the figure shows the percentage of students who met the Satisfactory, Phase-in 1 standard or higher (dark green). 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 for subjects where a linguistically-accommodated test was available (Algebra I, Biology, U.S. History).

- Exited bilingual students performed better than exited ESL students, as well as all students in the district, and this was true for all subjects.

Figure 10. STAAR EOC percent of current and exited ESL students who met Satisfactory standard, by subject, 2015: Results are shown for all current or exited ESL students, exited bilingual students, as well as for the district overall



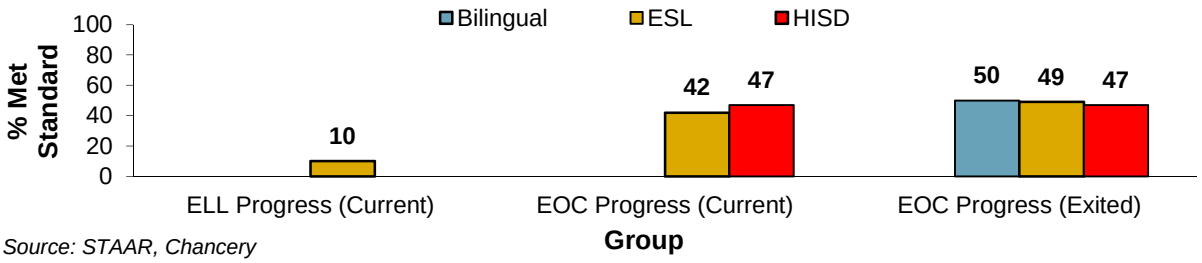
Source: STAAR, Chancery

- Exited ESL students did slightly better than the district on all subjects, with advantages of +1 to +4 percentage points.

- **Figure 11** (below) shows results for the EOC Progress and ELL Progress measures for English I and II. Current ELLs were lower than the district on EOC progress, while exited bilingual and ESL students performed better than the district (see also **Appendix K**, p. 26).

- Only 10% of ESL students met standard on the ELL progress measure.

Figure 11. EOC Progress and ELL Progress performance for bilingual students, ESL students, and all students districtwide, 2015 (English I and II combined)

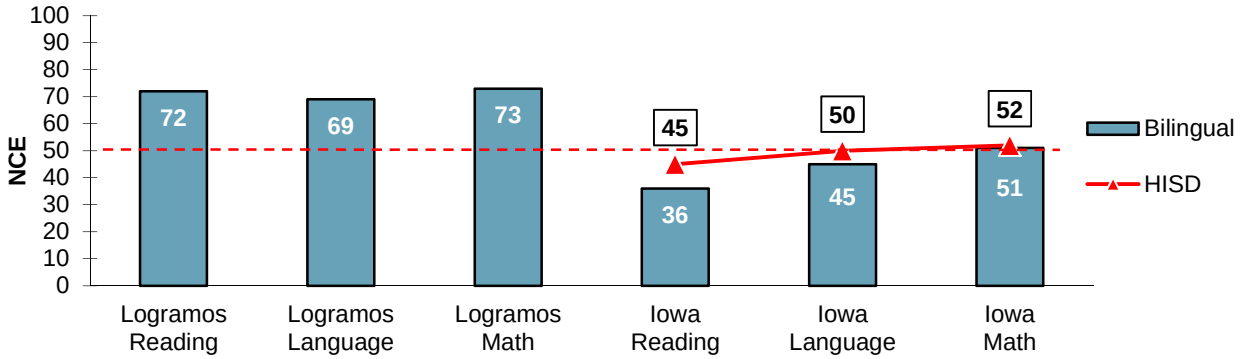


Source: STAAR, Chancery

Iowa Assessments & Logramos

Figure 12 summarizes Logramos and Iowa Assessments results of bilingual students for the 2014–2015 school year. Shown are mean NCE scores for the total reading, total language, and total mathematics scales. Also included are results for all students districtwide. The dashed red line indicates an average NCE of 50.

Figure 12. Logramos /Iowa Assessments Normal Curve Equivalents (NCEs) for bilingual students and students districtwide (Iowa only), 2015, grades 1-6: Reading, language, and mathematics



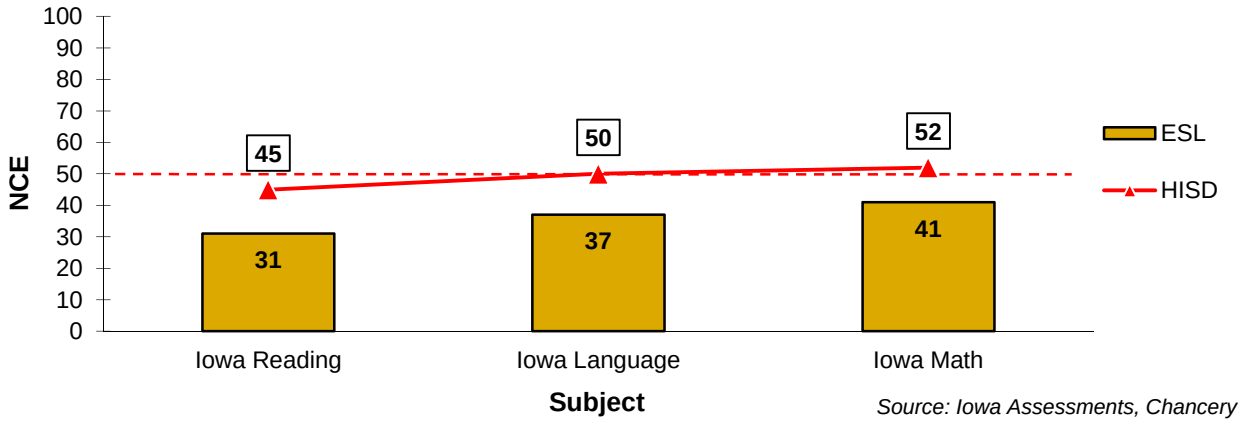
Source: Logramos, Iowa Assessments Chancery

- On the Logramos, students in bilingual programs were well above the expected average NCE of 50 in all subjects (see **Appendix L** for details including grade level results, p. 27).

- Bilingual student performance on the Iowa was much lower than for the Logramos. Bilingual students had average NCE scores below the expected of 50 on reading and language, but were above average on mathematics (see also **Appendix M**, p. 28).

- Bilingual students were almost equal to district students on language (-1 NCE points), but there were larger gaps in reading (-9 NCE points) and mathematics (-5 points).

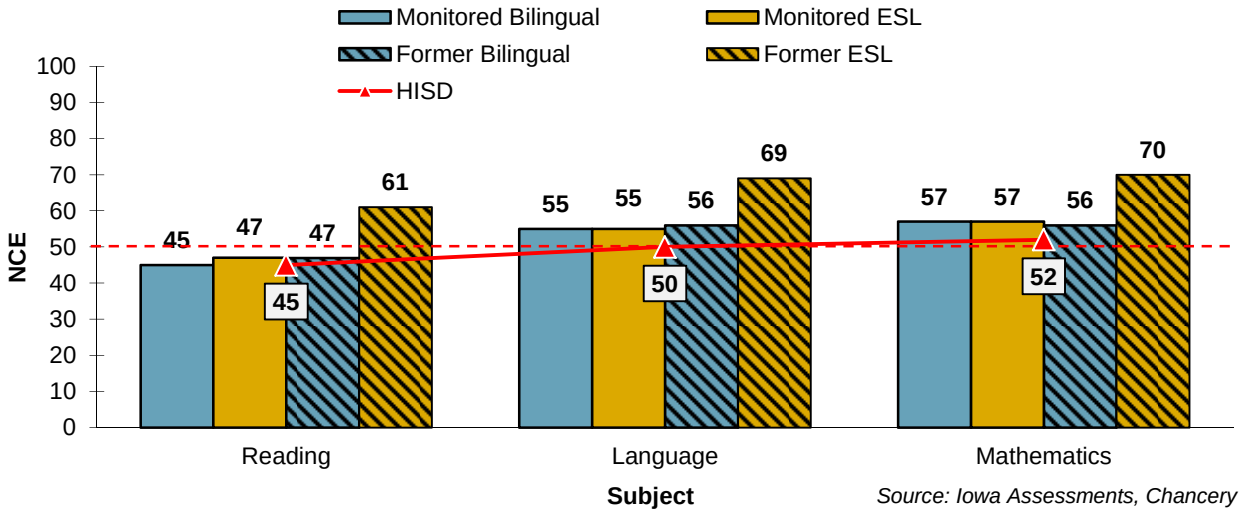
Figure 13. Iowa Assessments reading Normal Curve Equivalents (NCEs) for current ESL students and HISD students districtwide, 2015 grades 1-8: reading, mathematics, and language



Source: Iowa Assessments, Chancery

- Iowa performance for ESL students (see **Figure 13**) shows that ESL students performed below the level of the district in reading (gap of 14 NCE points), language (13 points), and mathematics (11 points; see also **Appendix N**, p. 29).

Figure 14. Iowa Assessments Normal Curve Equivalents (NCEs) for exited bilingual and ESL students, and students districtwide, 2015: Reading, language, and mathematics



Source: Iowa Assessments, Chancery

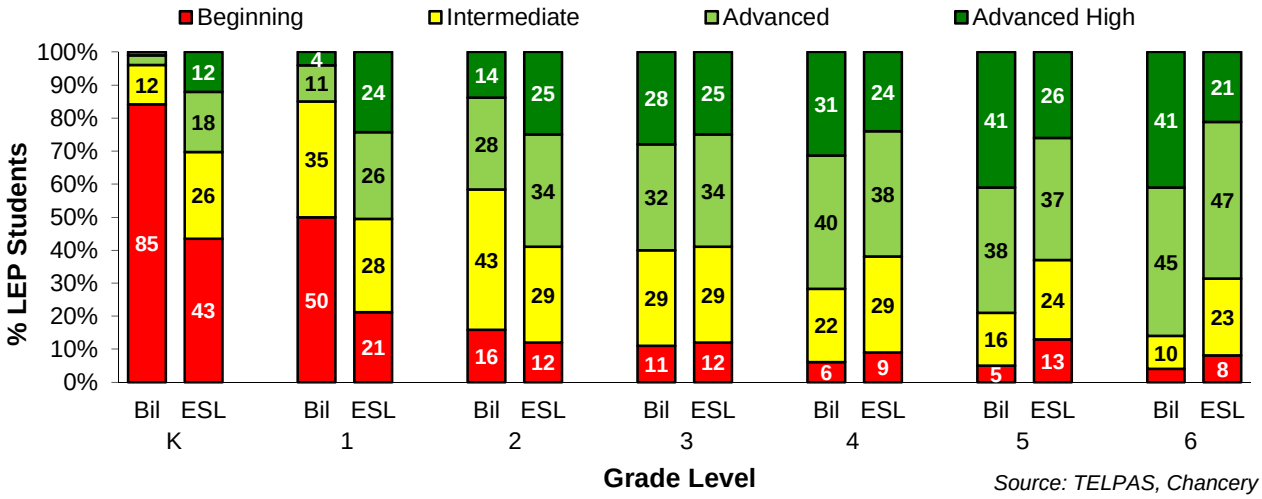
- **Figure 14** (see above) shows Iowa Assessments results for monitored and former bilingual and ESL students. Both groups had higher average NCEs than did district students, in nearly all cases.

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 2014 and 2015. Further details can be found in **Appendices O** and **P** (see pp. 30-31).

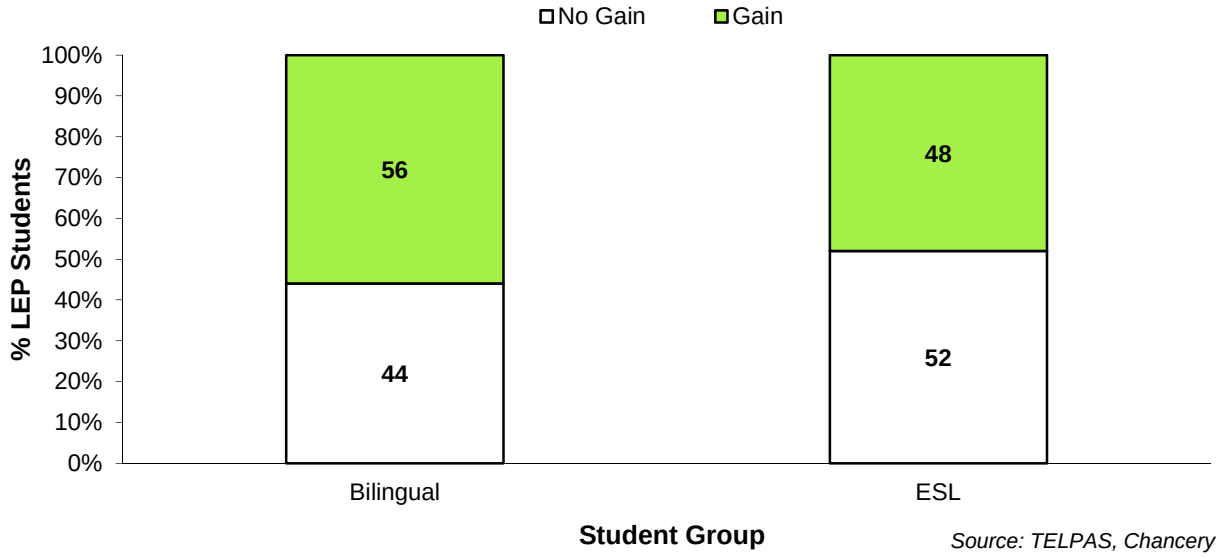
- Through grade 2, bilingual students had a higher percentage of students at the Beginning or Intermediate levels of proficiency (sections shaded red or yellow), and a lower percentage at Advanced or Advanced High levels (light or dark green), than did ESL students (Figure 15).

Figure 15. TELPAS composite proficiency ratings for bilingual and ESL students, 2015



Source: TELPAS, Chancery

Figure 16. TELPAS yearly progress for bilingual and ESL students, 2015



Source: TELPAS, Chancery

- At grades 3 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).

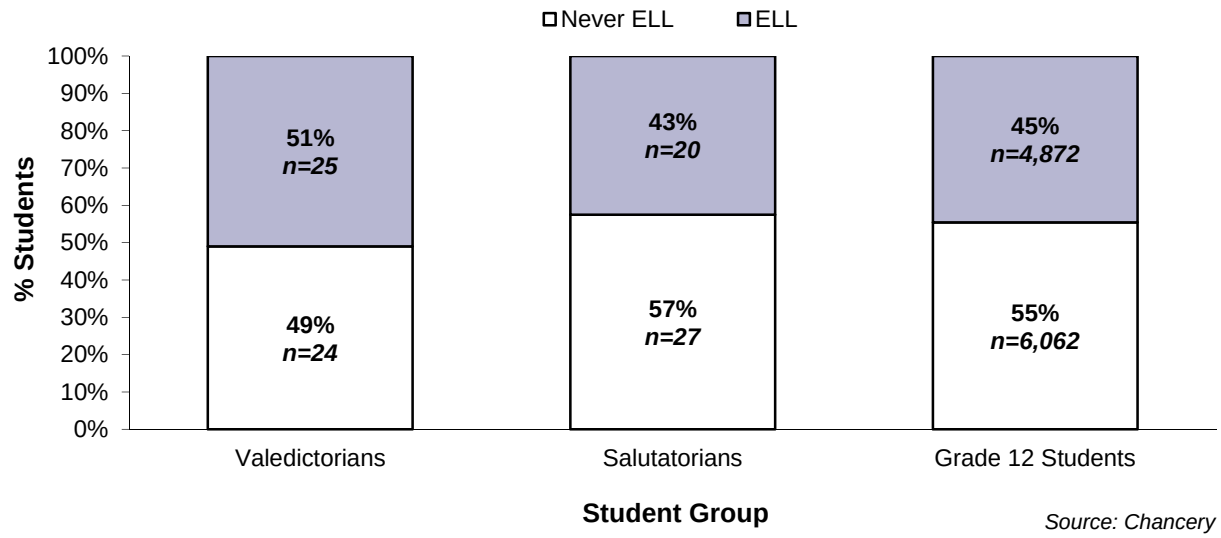
- More students in bilingual programs showed progress/improvement in English proficiency between 2014 and 2015 than did those in an ESL program (see Figure 16 above).

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 2015 who were either exited ELLs, or who were never ELL at any time. Comparison data comes from the entire class of 2015.

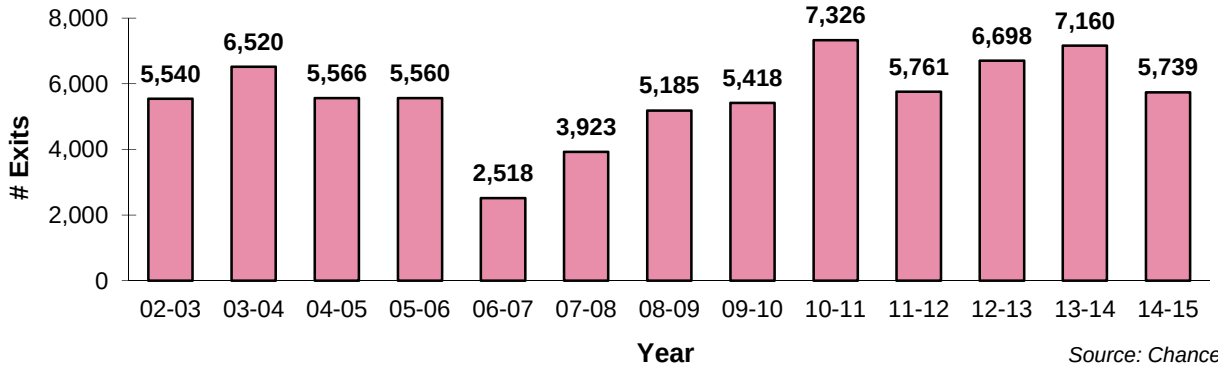
- Of the 10,934 students in grade 12 during the 2014–2015 school year, 45% of them had been ELL at some point between kindergarten and 12th grade.

Figure 17. Percentages of valedictorians and salutatorians (class of 2015) who were ever ELL



Source: Chancery

Figure 18. ELL student exits, 2002–2003 through 2014–2015



Source: Chancery

- Fifty-one percent of valedictorians had been ELLs, and 43% of salutatorians had been ELL. Thus, ELLs were slightly over-represented among valedictorians, but represented among salutatorians in proportion to their numbers in the HISD population.

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 2014–2015. These data are shown in **Figure 18**.

- A total of 5,739 students exited ELL status in 2014–2015. This was a decrease of 1,421 (20 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 148 staff development training sessions were coordinated by the Multilingual Department during the 2014–2015 school year. These sessions, summarized in **Appendix Q** (p. 32), covered compliance, program planning, and instruction/information. A total of 4,567 teachers and other district staff participated in one of more of these sessions. Note that individuals may have been counted more than once if they attended multiple events (the unduplicated staff count was 2,293). A full record of professional development activities can be obtained from the Multilingual Department.

Discussion

Various assessments (i.e., STAAR, STAAR EOC, and Iowa Assessments) 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, there are some findings that raise the concerns.

One issue that needs to be addressed is the poor performance of current ELL students on the STAAR EOC assessments, particularly in English I and English II. As can be seen in Appendix J, only 2% of ESL students met the final recommended passing standard for English I and II. A related problem is the

recent decline observed in STAAR 3-8 passing rates in reading for ESL students. Poor performance on the STAAR reading assessments will impact ELL students, since passing the STAAR or EOC assessments is a requirement for both exiting ELL status, and for graduation. Since STAAR standards are scheduled to become more rigorous in the future, this problem could only become worse over time unless addressed.

Another area of concern is the decline in the number of students who exited ELL status in this past school year. The two biggest drops in ELL exits observed over the last 13 years occured in 2006–2007, and in 2011–2012. In both these years, adoption of more rigorous exit requirements can explain the observed drops in the number of ELL exits. The decline seen in 2014–2015 is not the result of any such change in exit standards, and may well represent a one-year fluctuation that will reverse in the future. Nevertheless, this will need to be monitored in order that the upward trend in ELL exits seen since 2007 continues.

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U.S. Department of Education. (2002). No Child Left Behind Act of 2001. Available at http://www.no childleftbehind.gov**.**

Endnotes

[1] The district also has a Mandarin Language Immersion magnet program, and there are plans to open a similar school for Arabic speakers. However, each of these programs is administered by the Office of Special Programs, not the Multilingual Programs Department, and thus this bilingual program is not included under Multilingual Programs Department Guidelines.

[2] Note that all districtwide performance data include results from ELLs as well as all other comparison groups (e.g., monitored and former ELLs).

[3] 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.

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.

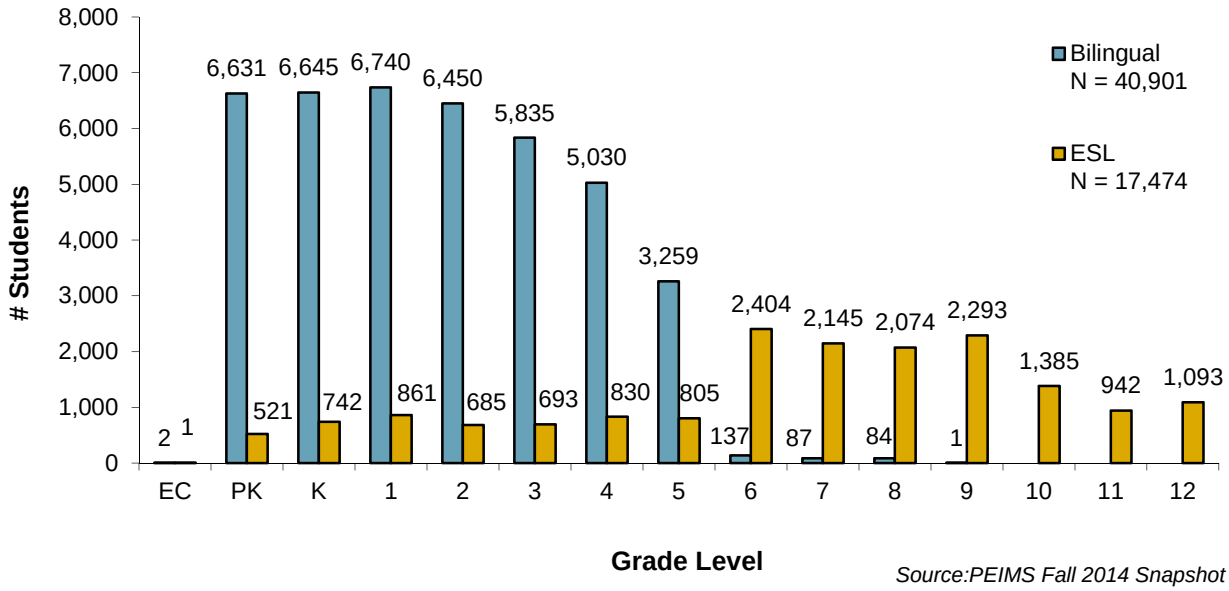
Bilingual programs primarily provide native language instruction in the early grades (PK–3) with gradual increments in daily English instruction in grades four through five. Students who have attained literacy and cognitive skills in their native language are gradually transitioned into English reading 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, 2014–2015

This figure shows the enrollment totals for bilingual and ESL programs by grade level for the 2014–2015 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 Fall 2014 Snapshot

APPENDIX C

ELL Student Ethnicity and Home Language, 2014–2015

Ethnicity	Number	Percent
Hispanic	59,654	92%
Asian	2,209	3%
Black	1,240	2%
White	1,252	2%
American Indian	93	<1%
Pacific Islander	21	<1%
Multiple	55	<1%
Total	**64,524**	

	Number	Percent
Econ Disadvantaged	56,878	88%

Home Language	Number	Percent	% Change From 2014
Spanish	59,675	92%	+4%
Arabic	923	1%	+22%
Vietnamese	446	1%	-5%
Mandarin	321	<1%	+11%
English*	304	<1%	-67%
Nepali	300	<1%	-1%
Swahili	257	<1%	+2%
French	153	<1%	+18%
Urdu	149	<1%	-2%
Other	1,996	3%	+13%
Total	**64,524**		

Source: PEIMS Fall 2014 Snapshot

* *There were 304 ELL students who listed their home language as English on the Home Language Survey, but whom the LPAC classified as ELL. Eighty-five 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 grade 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 2014–2015, students in grades 9 through 12 took the EOC exams. Certain students continued to take the TAKS if they had not previously passed their exit-level exam. Because of the small number of students in this category, TAKS data are not included in this report.

The Iowa Assessments are norm-referenced, standardized achievement tests in English used to assess students' level of content mastery. These assessment 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 Logramos 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 total reading, total langage, and total mathematics subtests are included in this report for grades 1 through 6. Students take the Logramos (Spanish) or ITBS (English) according to the language of their reading/language arts instruction. The Logramos and ITBS were developed by Riverside Publishing. However, the Logramos is not simply a translation of the ITBS. The structure and content of the Logramos are aligned with those of the ITBS, 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.

Appendix E

STAAR Progress and ELL Progress Measures

Included in this report are two additional performance measures from the STAAR (3-8) and EOC assessments, STAAR Progress and ELL Progress. Students who took the STAAR or EOC assessments can receive either one of these measures, but not both.

The STAAR progress measure provides information about the amount of improvement or growth that a student has made from year to year. For STAAR, progress is measured as a student's gain score, the difference between the score a student achieved in the prior year and the score a student achieved in the current year. The *Met Standard* for the Progress measure is defined as the distance between the final recommended performance standards from the prior year grade and the current year grade in the same content area. Put another way, the growth standard is (roughly) the improvement that would be needed for a student who passed the STAAR one year to be able to pass it at the same level the next year.

STAAR Progress is reported for students who (a) had a valid STAAR score in both 2015 and 2014, (b) took the same version of the STAAR in both years, (c) were tested in consecutive grade levels in the two years, and (d) were not eligible for the ELL Progress measure. For this report, STAAR Progress is reported only for students who were tested in English in both years.

The ELL Progress measure is similar, but the growth standard is based on the number of years it should take for the students to reach proficiency in the particular STAAR content area. The expectations vary according to both the number of years the ELL students has been attending school, and their English proficiency level, as measures by the TELPAS. Thus, students who start at the same absolute performance level on a STAAR assessment may have different growth targets for the purposes of measuring ELL Progress, if they differ on either of these factors.

ELL Progress is reported for ELL students who (a) are classified as ELL, (b) took the English version of the STAAR, (c) did not receive a parental waiver for ELL services, and (d) were in their fourth year or less of enrollment in U.S. schools. ELL students not meeting these criteria may instead receive the regular STAAR Progress measure. Analogous versions of these two measures are reported for the EOC assessments.

Appendix F

Spanish STAAR Performance of Bilingual Students: Number Tested and Percent Meeting Satisfactory Standard, by Grade Level, Subject, and Year (2014 and 2015)

		Enrollment*		Spanish Reading				Spanish Mathematics			
				2014		2015		2014		2015	
Program	Grade	2014 N	2015 N	# Tested	% Met Sat.	# Tested	% Met Sat.	# Tested	% Met Sat.	# Tested	% Met Sat.
Current	3	4,750	4,336	4,371	71	4,086	71	4,284	68	3,898	73
Bilingual	4	1,868	1,623	1,635	68	1,492	66	1,614	68	1,426	69
	5	496	290	37	38	74	53	35	9	59	47
	Total	**7,114**	**6,249**	**6,043**	**70**	**5,652**	**69**	**5,933**	**68**	**5,383**	**71**

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 for Vietnamese ELLs, who are all tested in English.*

Appendix G

English STAAR Performance of Bilingual Students: Number Tested and Percent Meeting Satisfactory Standard, by Grade Level, Subject, and Year (2014 and 2015)

Program	Grade	Enrollment		English Reading				English Mathematics			
				2014		2015		2014		2015	
		2014 N	2015 N	# Tested	% Met Sat.	# Tested	% Met Sat.	# Tested	% Met Sat.	# Tested	% Met Sat.
Current Bilingual	3	5,837	5,737	1,374	70	1,586	70	1,419	78	1,707	80
	4	4,863	5,018	3,064	57	3,394	52	3,060	67	3,364	69
	5	3,327	3,273	3,109	49	3,074	47	3,063	71	2,964	68
	6	138	132	128	57	125	48	123	75	113	71
	Total	**14,165**	**14,160**	**7,675**	**56**	**8,179**	**54**	**7,665**	**71**	**8,148**	**71**
Current Bilingual STAAR-L	3	50	70	No STAAR-L for Reading				28	46	70	57
	4	59	111					38	42	111	28
	5	77	143					61	28	143	36
	6	6	12					11	27	12	67
	Total	**192**	**336**					**138**	**36**	**336**	**39**
Monitored Bilingual	3	70	121	63	95	101	96	63	97	102	93
	4	387	528	379	93	522	92	379	89	523	93
	5	1,407	1,524	1,394	92	1,515	93	1,391	94	1,514	94
	6	1,787	1,680	1,759	86	1,659	81	1,767	86	1,656	84
	7	1,133	1,157	1,115	92	1,147	79	1,094	77	1,112	80
	8	220	286	216	83	279	82	148	82	204	75
	Total	**5,004**	**5,296**	**4,926**	**87**	**5,223**	**86**	**4,842**	**87**	**5,111**	**87**
Former Bilingual	3	0	1	0	*	1	*	0	*	1	100
	4	35	9	35	97	8	100	35	100	8	100
	5	66	76	65	91	76	92	65	98	76	99
	6	207	375	203	89	373	92	203	90	373	89
	7	866	797	851	83	790	85	831	78	753	85
	8	1,681	1,656	1,661	88	1,636	86	1,193	84	1,106	78
	Total	**2,855**	**2,914**	**2,815**	**87**	**2,884**	**87**	2,327	**83**	**2,317**	**83**
HISD	3	17,592	17,669	12,201	67	12,761	69	12,139	65	12,657	71
	4	16,638	17,161	13,875	66	14,868	62	13,787	65	14,672	68
	5	15,858	16,095	14,673	68	15,275	69	14,571	75	14,995	73
	6	13,478	13,585	12,453	68	12,963	64	12,091	73	12,458	70
	7	13,691	13,388	12,768	67	12,746	64	12,048	62	11,733	65
	8	13,250	13,667	12,414	75	13,027	68	9,464	72	9,816	65
	Total	**90,507**	**91,565**	**78,384**	**69**	**81,640**	**66**	**74,100**	**69**	**76,331**	**69**

Source: STAAR, Chancery

** Indicates fewer than 5 students tested*

Appendix H

English STAAR Performance of ESL Students: Number Tested and Percent Meeting Satisfactory Standard, by Grade Level, Subject, and Year (2014 and 2015)

		Enrollment		English Reading				English Mathematics			
				2014		2015		2014		2015	
Program	Grade	2014 N	2015 N	# Tested	% Met Sat.	# Tested	% Met Sat.	# Tested	% Met Sat.	# Tested	% Met Sat
Current ESL	3	610	832	553	55	786	54	408	65	545	62
	4	689	876	640	52	813	45	517	56	671	55
	5	791	840	709	44	774	39	602	66	590	56
	6	2,439	2,450	2,244	38	2,332	29	1,917	55	1,912	54
	7	2,252	2,185	2,109	30	2,083	23	1,736	40	1,529	40
	8	1,747	2,134	1,644	31	2,037	25	1,236	55	1,364	46
	Total	**8,528**	**9,317**	**7,899**	**37**	**8,825**	**31**	**6,416**	**53**	**6,611**	**50**
Current ESL STAAR-L	3	164	253	No STAAR-L for Reading				164	45	253	47
	4	137	159					137	33	159	38
	5	138	194					138	28	194	33
	6	354	419					354	21	419	23
	7	392	548					392	47	548	16
	8	366	634					366	17	634	21
	Total	**1,551**	**2,207**					**1,551**	**23**	**2,207**	**25**
Monitored ESL	3	126	167	122	100	163	98	122	97	163	99
	4	97	130	89	94	122	96	89	91	122	95
	5	154	242	142	94	234	94	142	97	234	94
	6	139	215	124	88	199	85	124	85	199	81
	7	456	560	390	79	521	72	378	71	493	70
	8	734	727	669	85	668	83	517	79	494	74
	Total	**1,706**	**2,041**	**1,536**	**86**	**1,907**	**84**	**1,372**	**82**	**1,705**	**80**
Former ESL	3	1	2	1	*	1	*	1	*	1	100
	4	76	71	76	97	70	100	76	100	70	99
	5	110	90	109	95	87	100	108	97	87	100
	6	172	108	164	96	101	98	164	98	101	96
	7	258	183	240	93	170	96	217	87	147	95
	8	396	315	372	91	293	93	235	85	171	87
	Total	**1,013**	**769**	**962**	**93**	**722**	**96**	**801**	**91**	**577**	**94**
HISD	3	17,592	17,669	12,201	67	12,761	69	12,139	65	12,657	71
	4	16,638	17,161	13,875	66	14,868	62	13,787	65	14,672	68
	5	15,858	16,095	14,673	68	15,275	69	14,571	75	14,995	73
	6	13,478	13,585	12,453	68	12,963	64	12,091	73	12,458	70
	7	13,691	13,388	12,768	67	12,746	64	12,048	62	11,733	65
	8	13,250	13,667	12,414	75	13,027	68	9,464	72	9,816	65
	Total	**90,507**	832	**78,384**	**69**	**81,640**	**66**	**74,100**	**69**	**76,331**	**69**

Source: STAAR, Chancery

** Indicates fewer than 5 students tested*

Appendix I

STAAR Progress and ELL Progress Performance of Bilingual and ESL Students: Number Tested, and Percent Met Standard, by Grade Level

Reading

		Enrollment		ELL Progress		STAAR Progress (Current ELL)		STAAR Progress (Exited ELL)	
Program	Grade	Current N	Exited N	# Tested	% Met	# Tested	% Met	# Tested	% Met
Blingual	3	5,737		1,184	66	n/a	n/a	n/a	n/a
	4	5,018	537	2,257	43	293	63	499	59
	5	3,273	1,600	289	38	1,398	62	1,566	59
	6	132	2,055	19	58	99	41	2,006	43
	7	94	1,954	13	15	68	69	1,873	52
	8	80	1,942	24	42	45	67	1,887	63
	Total	**8,597**	**8,088**	**3,786**	**50**	**1,903**	**61**	**7,831**	**54**
ESL	3	832		660	58	n/a	n/a	n/a	n/a
	4	876	201	594	41	148	60	188	79
	5	840	332	244	43	372	61	319	73
	6	2,450	323	466	33	1,695	31	294	58
	7	2,185	743	584	24	1,339	53	659	45
	8	2,134	1,042	687	31	1,257	59	917	64
	Total	**8,485**	**2,641**	**3,235**	**38**	**4,811**	**48**	**2,377**	**60**
HISD	4	17,161				9,945	58		
	5	16,095				12,268	65		
	6	13,585				11,374	43		
	7	13,388				10,939	57		
	8	13,667				11,404	62		
	Total	**73,896**				**52,269**	**57**		

Mathematics

		Enrollment		ELL Progress		STAAR Progress (Current ELL)		STAAR Progress (Exited ELL)	
Program	Grade	Current N	Exited N	# Tested	% Met	# Tested	% Met	# Tested	% Met
Blingual	3	5,737		1,305	77				
	4	5,018	537	2,214	65				
	5	3,273	1,600	175	71	Not Available 2015		Not Available 2015	
	6	132	2,055	7	86				
	7	94	1,954	0	--				
	8	80	1,942	6	67				
	Total	**8,597**	**8,088**	**3,707**	**70**				
ESL	3	832		429	58				
	4	876	201	461	47				
	5	840	332	79	58	Not Available 2015		Not Available 2015	
	6	2,450	323	75	68				
	7	2,185	743	62	52				
	8	2,134	1,042	84	51				
	Total	**8,485**	**2,641**	**1,190**	**53**				
HISD	4	17,161							
	5	16,095							
	6	13,585				Not Available 2015			
	7	13,388							
	8	13,667							
	Total	**73,896**							

Source: STAAR, Chancery

Appendix J

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), (Spring 2015 Data Only, All Students Tested Including Retesters)

			Phase-In I Standard				Recommended Standard			
			Fail		Pass		Fail		Pass	
	Student Group	# Tested	N	% Stu	N	% Stu	N	% Stu	N	% Stu
Algebra I	Current ESL EOC-L	1,086	738	68	348	32	1,006	93	80	7
	Current ESL	1,311	716	55	595	45	1,181	90	130	10
	Exited ESL	1,559	372	24	1,187	76	918	59	641	41
	Exited Bilingual	2,001	239	12	1,762	88	913	46	1,088	54
	HISD	14,183	3,904	28	10,279	72	8,931	63	5,252	37
Biology	Current ESL EOC-L	1,148	800	70	348	30	1,091	95	57	5
	Current ESL	1,232	516	42	716	58	1,117	91	115	9
	Exited ESL	1,404	175	12	1,229	88	759	54	645	46
	Exited Bilingual	1,843	108	6	1,735	94	854	46	989	54
	HISD	13,288	2,098	16	11,190	84	7,341	55	5,947	45
English I	Current ESL	2,700	2,483	92	217	8	2,643	98	57	2
	Exited ESL	1,695	795	47	900	53	1,185	70	510	30
	Exited Bilingual	1,927	530	28	1,397	72	977	51	950	49
	HISD	16,289	8,239	51	8,050	49	10,862	67	5,427	33
English II	Current ESL	2,043	1,874	92	169	8	1,996	98	47	2
	Exited ESL	2,190	968	44	1,222	56	1,514	69	676	31
	Exited Bilingual	1,366	350	26	1,016	74	692	51	674	49
	HISD	14,182	6,707	47	7,475	53	9,391	66	4,791	34
U.S. History	Current ESL	317	213	67	104	33	300	95	17	5
	Current ESL EOC-L	681	321	47	360	53	591	87	90	13
	Exited ESL	1,949	258	13	1,691	87	998	51	951	49
	Exited Bilingual	1,190	75	6	1,115	94	461	39	729	61
	HISD	10,733	1,531	14	9,202	86	5,101	48	5,632	52

Source: STAAR, Chancery

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

Appendix K

STAAR EOC Progress and ELL Progress Performance of Bilingual and ESL Students: Number Tested, and Percent Met Standard, by Grade Level (End-of-Course, English I and English II Only)

English I and II							
		ELL Progress		STAAR Progress (Current ELL)		STAAR Progress (Exited ELL)	
Program	**Exam**	**# Tested**	**% Met**	**# Tested**	**% Met**	**# Tested**	**% Met**
Blingual	E1	0	--	n/a	n/a	n/a	n/a
	E2	0	--	0	--	1,270	50
	Total	0	--	0	--	**1,270**	**50**
ESL	E1	1,165	10	n/a	n/a	n/a	n/a
	E2	980	10	561	42	1776	49
	Total	**2,145**	**10**	**561**	**42**	**1,776**	**49**
HISD	E1			n/a	n/a		
	E2			10,334	47		
	Total			**10,334**	**47**		

Algebra I							
		ELL Progress		STAAR Progress (Current ELL)		STAAR Progress (Exited ELL)	
Program	**Exam**	**# Tested**	**% Met**	**# Tested**	**% Met**	**# Tested**	**% Met**
Blingual	A1	n/a	n/a	n/a	n/a	1,866	55
	Total	n/a	n/a	n/a	n/a	**1,866**	**55**
ESL	A1	141	40	765	16	1,258	49
	Total	**141**	**40**	**765**	**16**	**1,258**	**49**
HISD	A1			11,064	44		
	Total			**11,064**	**44**		

Source: STAAR, Chancery

Appendix L

Logramos Performance of Bilingual Students: Number Tested and Mean Normal Curve Equivalent (NCE), by Grade Level, Subject, 2015

Program	Grade	# Tested	Total Reading NCE	Total Language NCE	Total Mathematics NCE
Current	1	6,130	77	72	72
Bilingual	2	5,880	69	72	75
	3	4,090	68	62	70
	4	1,480	70	67	75
	5	50	68	57	58
	6	9	72	60	67
	Total	**17,639**	**72**	**69**	**73**

Source: Logramos, Chancery

Appendix M

Iowa Assessments Performance of Bilingual Students: Number Tested and Mean Normal Curve Equivalent (NCE), by Grade Level, Subject, 2015

Program	Grade	# Tested N	Total Reading NCE	Total Language NCE	Total Mathematics NCE
Current Bilingual	1	236	52	49	54
	2	299	42	50	55
	3	1,536	39	47	58
	4	3,423	36	47	52
	5	3,126	34	40	47
	6	119	32	40	47
	Total	**8,739**	**36**	**45**	**51**
Monitored Bilingual	2	42	56	63	75
	3	105	55	64	70
	4	524	52	65	65
	5	1,516	48	57	60
	6	1,663	41	52	53
	7	1,140	43	53	55
	8	279	44	49	52
	Total	**5,269**	**45**	**55**	**57**
Former Bilingual	4	8	68	75	70
	5	76	52	62	67
	6	370	48	59	59
	7	788	48	59	58
	8	1,630	46	53	53
	Total	**2,872**	**47**	**56**	**56**
All HISD	1	11,847	52	50	52
	2	11,992	48	50	55
	3	12,675	45	50	55
	4	14,915	44	53	53
	5	15,354	44	50	52
	6	12,674	41	48	48
	7	12,413	42	49	49
	8	12,490	42	47	48
	Total	**104,360**	**45**	**50**	**52**

Source: Iowa Assessments, Chancery

Appendix N

Iowa Assessments Performance of ESL Students: Number Tested and Mean Normal Curve Equivalent (NCE), by Grade Level, Subject, 2015

Program	Grade	# Tested	Total Reading	Total Language	Total Mathematics
		N	NCE	NCE	NCE
Current ESL	1	1,000	51	49	50
	2	815	42	46	53
	3	749	35	42	48
	4	782	34	44	46
	5	760	30	35	39
	6	2,226	26	34	37
	7	1,987	25	33	37
	8	1,879	24	31	34
	Total	**10,198**	**31**	**37**	**41**
Monitored ESL	2	127	72	76	83
	3	163	67	75	78
	4	121	62	70	71
	5	232	51	61	62
	6	203	45	53	55
	7	538	38	48	51
	8	694	41	46	49
	Total	**2,078**	**47**	**55**	**57**
Former ESL	4	70	76	81	81
	5	87	70	76	79
	6	102	62	72	73
	7	170	62	72	69
	8	292	55	62	63
	Total	**721**	**61**	**69**	**70**
All HISD	1	11,847	52	50	52
	2	11,992	48	50	55
	3	12,675	45	50	55
	4	14,915	44	53	53
	5	15,354	44	50	52
	6	12,674	41	48	48
	7	12,413	42	49	49
	8	12,490	42	47	48
	Total	**104,360**	**45**	**50**	**52**

Source: Iowa Assessments, Chancery

Appendix O

Composite TELPAS Results: Number and Percent of Students at Each Proficiency Level in 2015, 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	%	2014	
K	6,362	5,428	85	746	12	168	3	20	<1	1	1.3
1	6,462	3,257	50	2,265	35	704	11	236	4	4	1.9
2	6,219	970	16	2,649	43	1,751	28	849	14	13	2.5
3	5,694	635	11	1,657	29	1,818	32	1,584	28	26	2.9
4	4,991	299	6	1,122	22	1,998	40	1,572	31	34	3.0
5	3,240	148	5	505	16	1,244	38	1,343	41	47	3.2
6	128	5	4	13	10	58	45	52	41	49	3.1
7	90	9	10	3	3	33	37	45	50	57	3.1
8	77	13	17	9	12	23	30	32	42	40	2.8
Total	**33,263**	**10,764**	**32**	**8,969**	**27**	**7,797**	**23**	**5,733**	**17**	**18**	**2.4**

ESL Students

Grade	# Tested	Beginning		Intermediate		Advanced		Advanced High		% AH	Composite Score
		N	%	N	%	N	%	N	%	2014	
K	1,001	434	43	261	26	181	18	125	12	15	2.0
1	1,097	234	21	312	28	283	26	268	24	30	2.5
2	877	108	12	253	29	297	34	219	25	28	2.6
3	802	96	12	235	29	274	34	197	25	31	2.6
4	844	76	9	243	29	321	38	204	24	27	2.6
5	815	108	13	193	24	303	37	211	26	33	2.6
6	2,370	193	8	555	23	1,115	47	507	21	26	2.7
7	2,104	228	11	463	22	917	44	496	24	31	2.7
8	2,055	255	12	394	19	836	41	570	28	36	2.7
9	1,987	382	19	580	29	617	31	408	21	29	2.4
10	1,194	114	10	343	29	457	38	280	23	31	2.6
11	805	44	5	174	22	326	40	261	32	39	2.8
12	852	116	14	209	25	311	37	216	25	16	2.6
Total	**16,803**	**2,388**	**14**	**4,215**	**25**	**5,578**	**33**	**3,962**	**24**	**29**	**2.6**

Source: TELPAS, Chancery

Appendix P

TELPAS Yearly Progress: Number and Percent of Students Gaining One or More Levels of English Language Proficiency in 2015, 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 2014
	N	N	%	N	%	N	%	N	%	
1	6,063	2,241	37	520	9	75	1	2,836	47	46
2	5,861	2,839	48	872	15	115	2	3,826	65	64
3	5,389	2,801	52	152	3	1	<1	2,954	55	47
4	4,729	2,544	54	72	2	2	<1	2,618	55	57
5	3,036	1,820	60	63	2	2	<1	1,885	62	69
6	119	75	63	0	0	0	0	75	63	59
7	79	56	71	1	1	0	0	57	72	80
8	60	37	62	0	0	0	0	37	62	47
Total	**25,336**	**12,413**	**49**	**1,680**	**7**	**195**	**1**	**14,288**	**56**	**55**

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 2014
	N	N	%	N	%	N	%	N	%	
1	883	442	50	122	14	33	4	597	68	76
2	707	309	44	58	8	5	1	372	53	61
3	686	317	46	19	3	1	<1	337	49	52
4	704	327	46	17	2	2	<1	346	49	48
5	665	341	51	30	5	0	0	371	56	58
6	2,065	739	36	32	2	1	<1	772	37	41
7	1,717	738	43	27	2	0	0	765	45	47
8	1,597	791	50	28	2	1	<1	820	51	53
9	1,275	536	42	17	1	0	0	553	43	52
10	899	411	46	24	3	0	0	435	48	48
11	645	333	52	11	2	0	0	344	53	59
12	653	298	46	15	2	0	0	313	48	47
Total	**12,496**	**5,582**	**45**	**400**	3	**43**	**<1**	**6,025**	**48**	**51**

Source: TELPAS, Chancery

Appendix Q

Scope and Frequency of Professional Development Training, 2014–2015

Description	Total Attendance	# Sessions
3-5 Sheltered Instruction Plus	14	1
6-12 ESL for Adv & Trans Stude	14	1
6-12 ESL for Beg & Interm Stud	78	3
6-12 Sheltered InstructionPlus	25	2
Academic Voca. for ELL Gr PK-2	24	2
Academic Voca. for ELL Gr. 3-5	15	2
AcademicWritin for ELL PK-2	49	3
AcademicWriting for ELL Gr3-5	30	3
Beginning of Year LPAC Gr 6-12	205	4
Beginning of Year LPAC PK-5	419	6
Bil/ESL PK/K Summer School	272	3
Biliteracy & Language Transfer	32	2
Biliteracy Develop 1.2 PreK	22	1
Biliteracy Development I 1.2	126	1
Biliteracy Development II 2.2	49	1
Dinner & Dual (1, 2, & 3)	111	3
DL Administrator Overview	33	1
DL Essentials & Bil Workstatio	61	2
DL Essentials 1.1 Pre-K	18	1
Dual Language Biliteracy	97	2
Dual Language Essentials 1.1	164	2
Dual Language Just in Time (C1, C2, & C3)	212	6
ELL Writing Strategs 6-12	35	7
ELLs and STAAR S. Studies	112	2
ELPS Grade 3-5: Easy as ABCD	9	2
ELPS PK-2: Easy as ABCD	21	4
End-of-Year LPAC Grade 9-12	76	5
ESL Reading Smart	73	8
Iowa ELL Identification Traini	518	14
JOBALIKE2014: Gr 6-12 ESL Teac	84	2
JobAlike2014: K-4 SLAR/DL	505	2
K-5 REACH Dashboard Administra	63	5
Language Transfer & Beyond 2.2	54	1
Language Transfer 1.3	183	2
Language Transfer 1.3 Pre-K	23	1
Language Transfer and Beyond	101	2
Language Transfer Training	40	1
Mid-Year LPAC Gr 9-12	42	4
ONLINE: Cultural Awareness	10	4
ONLINE: ESL Impl Frameworks	6	3
ONLINE: PK-12 ESL Strategies	9	3
ONLINE: Sec Lang Acquisition	2	2
ONLINE: Strateg for Vocb Devt	10	4
Overview: Gr 6-12 ESL Programs	123	6
Part2 6-12 ESL Beg & Int Stud	17	1
Part2/ 6-12ESL Adv & Trans Stu	4	1
PK - 8 Mid-Year LPAC	230	5
REACH TOT Bil/ESL K-5	82	3
Science Expo Gr 5 Bil/ESL Teac	26	1
TCM ELD Training	39	1
TOTAL	**4,567**	**148**

Source: Multilingual Department, e-TRAIN