

MEMORANDUM

September 30, 2015

TO: Board Members

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


SUBJECT: **2015 ESL STUDENT PERFORMANCE REPORT**

CONTACT: Carla Stevens, 713-556-6700

The Houston Independent School District offers two different English as a Second Language (ESL) programs for language minority students. One of these is a Content-Based ESL program where ESL methodology is used to deliver English instruction across a variety of subject areas. The second is a Pullout ESL program where students attend special intensive language classes for part of the day, separate from their regular all-English classes. Content-Based ESL is mainly used in the elementary grades, while Pullout-ESL is primarily a secondary-level program. Attached is a report summarizing the performance of students who were in these two ESL programs during the 2014–2015 school year. Included in the report are findings from assessments of academic achievement and English language proficiency, including results from the English STAAR, STAAR EOC, Logramos, Iowa Assessments, and the TELPAS.

Key Findings Include:

- A total of 7,137 students were in the Content-Based ESL program in 2014–2015 (up from 5,862 in 2013–2014), with 10,337 students in the Pullout ESL program (up from 9,459 in 2013–2014).
- On the majority of assessments and subjects, performance of students in the Content-Based ESL program was superior to that of students in Pullout ESL, but this advantage was small in comparison with the performance gap both groups showed compared to the district.
- Students who had exited from an ESL program seemed to have largely eliminated the performance gap relative to the district, with performance usually being better than that of the district but being lower on some measures.
- On the TELPAS, students in Pullout ESL showed higher overall English proficiency in 2015 than those in Content-Based ESL, but a higher percentage of Content-Based ESL students showed gains in proficiency compared to 2014.



TBG

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



RESEARCH

Educational Program Report

**ESL STUDENT PERFORMANCE:
ENGLISH STAAR, IOWA ASSESSMENTS, AND TELPAS
2014 - 2015**



2015 BOARD OF EDUCATION

Rhonda Skillern-Jones
President

Manuel Rodriguez, Jr.
First Vice President

Wanda Adams
Second Vice President

Paula Harris
Secretary

Juliet Stipeche
Assistant Secretary

Anna Eastman
Michael L. Lunceford
Greg Meyers
Harvin C. Moore

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

Carla Stevens
Assistant Superintendent
Department of Research and Accountability

Kevin Briand, Ph.D.
Senior Research Specialist

Venita Holmes, Dr.P.H.
Research Manager

Houston Independent School District
Hattie Mae White Educational Support Center
4400 West 18th Street Houston, Texas 77092-8501

www.HoustonISD.org

It is the policy of the Houston Independent School District not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status, political affiliation, sexual orientation, gender identity and/or gender expression in its educational or employment programs and activities.

ENGLISH AS A SECOND LANGUAGE STUDENT PERFORMANCE REPORT: ENGLISH STAAR, IOWA ASSESSMENTS, AND TELPAS 2014–2015

Executive Summary

Program Description

The Houston Independent School District offers two different ESL programs for students whose native language is not English and who need to develop and enhance their English language skills (English Language Learners, or ELLs). The Content-Based ESL model (CB-ESL) 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 district also offers a Pullout ESL model (PO-ESL), where students are served with an ESL language program for part of each day. This report contains summaries of ESL student enrollment and academic performance.

Highlights

- During the 2014–2015 school year, there were 7,137 students receiving ESL instruction using the CB-ESL model, and 10,337 receiving instruction using the PO-ESL model.
- Students in both ESL programs did not perform as well as those in the district overall, across a variety of different assessments (STAAR, STAAR-L, STAAR EOC, and Iowa Assessments).
- On the majority of assessments and subtests, students in CB-ESL performed better than those in PO-ESL.
- The performance gaps for ESL students relative to the district were largely eliminated for those ESL students who had exited ELL status.
- Exited CB-ESL students performed better than the district average across all measures.
- Results for exited PO-ESL students were mixed, with performance being higher than that of the district on some measures but lower on others.
- On the TELPAS, PO-ESL students showed more proficiency overall than did CB-ESL students, but showed slightly lower proficiency gains over the previous year.

Recommendations

1. The performance gaps for ESL students relative to the district were largely eliminated for those ESL students who had exited ELL status. Thus, efforts should be focused on putting systems in place to closely monitor the English proficiency progress of ESL students to give them an opportunity to meet exit criteria.
2. The district should develop training for all teachers of ELLs that addresses sheltered instruction across content areas. Staff development efforts should be a result of collaboration between the Professional Support and Development, Curriculum and Instruction, and Multilingual Programs departments so that all educators who teach identified ELLs participate in the training.

3. Collaboration between the Curriculum and Instruction and the Multilingual Programs departments should result in the development of curricula that can be differentiated for ELLs at various stages of English proficiency. Additionally, district assessments aligned to the various English proficiency levels should be developed so that the academic progress of these students can be accurately measured and monitored.

Administrative Response

Strategic approaches to meeting the needs of secondary ELLs continue to be supported. ELL needs are identified annually and campuses demonstrating the highest needs are personally visited for instructional consultations during the fall semester. Multilingual staff share student's history, assessment, and English proficiency data with school administrators and teachers. Additionally, student schedules are reviewed to verify that ELLs are receiving appropriate services.

Comprehensive data reports are compiled and provided to campuses both as a summary of overall performance, and at the level of individual students. Special "at-risk" reports have been generated to focus attention on students who are overage, failed any section on the state assessment, or failed one or more courses in a given semester. All of these reports are made available as soon as possible after the start of the new school year. Furthermore, reports based on specific at-risk indicators are available on the principal's dashboard, so that principals can track these students over the course of the year.

Specialized training in TELPAS (Texas English Language Proficiency Assessment System) and ELPS (English Language Proficiency Standards) is conducted to further align the training received by teachers who will ultimately be responsible for rating students in the areas of Listening, Speaking, and Writing. This ensures that teachers follow the designated rubric so that the holistic ratings are based on student linguistic abilities, giving more students more opportunities for program exit.

Implementation of the ELlevation Platform and ELlevation InClass will extend to all high school campuses and 6th -12th grade campuses in order to facilitate LPAC processes, progress monitoring, and ELL goal setting.

Introduction

The Houston Independent School District (HISD) offers two English as a second language (ESL) programs for students whose native language is not English and who need to develop and enhance their English language skills (English Language Learners, or ELLs). The Content-Based ESL model (CB-ESL) 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. At the secondary level CB-ESL is available for Newcomers (students with three or fewer years in U.S. schools), and students receive ESL/English Language Arts (ELA) and content ESL courses (e.g., ESL History, ESL Biology). The district also offers a Pullout ESL model (PO-ESL), where students are served with an ESL language program for part of each day. In middle and high school, PO-ESL means that students are receiving the minimal support of one or more ESL/ELA courses. **Appendix A** (see p. 11) provides further details.

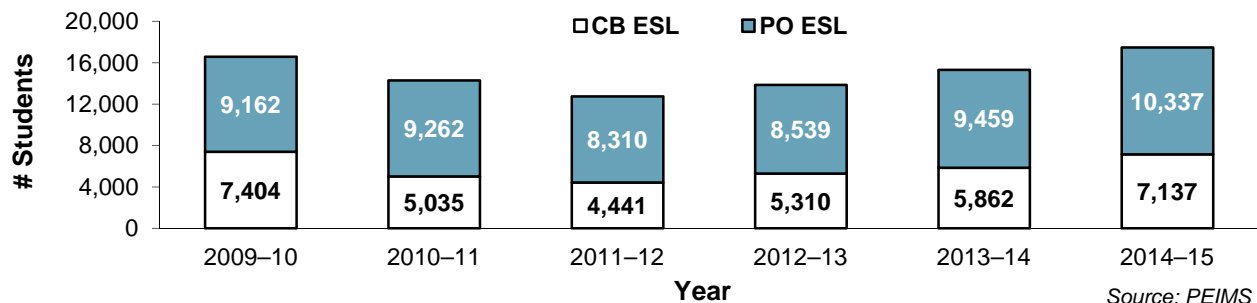
The purpose of this report is to provide program staff with a detailed examination of ELLs enrolled in the district’s two ESL programs. The report includes data concerning the number of students enrolled in ESL, as well as information on their academic progress in English (STAAR, STAAR-EOC, and Iowa Assessments performance), and level of English-language proficiency (TELPAS).

Methods

Participants

ELLs in either the Content-Based or Pullout ESL program were identified using 2014–2015 Chancery Student Management System (SMS) and Public Education Information Management System (PEIMS) databases. A summary of enrollment figures for ELLs in the two programs is shown in **Figure 1**. Note that the majority of ESL students are served under the PO-ESL program (10,337), with fewer students

Figure 1. ELL Enrollment by ESL Program Type, 2009–2010 to 2014–2015



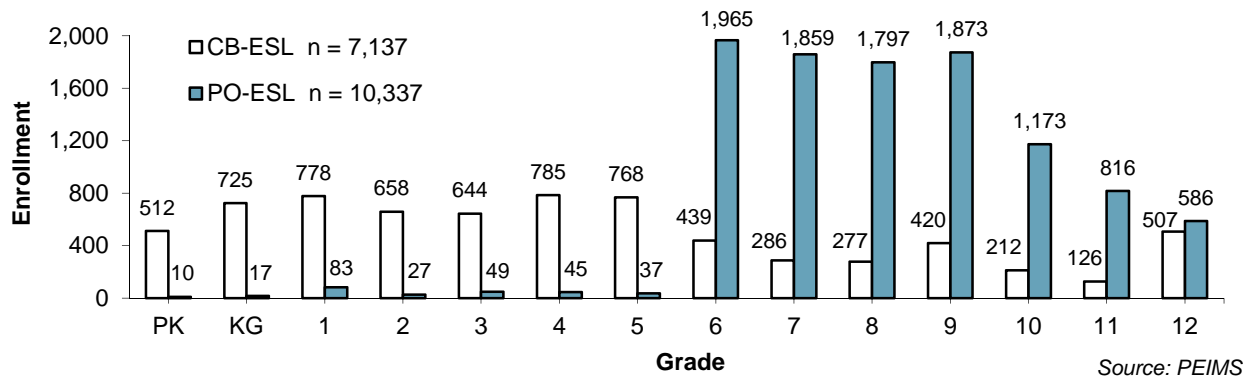
served under the CB-ESL program (7,137).

Figure 2 (see p. 4) shows ESL enrollment by program and grade level. As can be seen, CB-ESL is more common in the elementary grades, whereas PO-ESL is dominant at the secondary level. All ESL students in grades K through 12 with valid STAAR, STAAR-EOC, Iowa Assessments, or TELPAS test results from 2014–2015 were included in the analyses for this report.

Data Collection & Analysis

ELL performance on six assessments is included in this report; the State of Texas Assessments of Academic Readiness (STAAR) for grade 3–8, the STAAR End-of-Course (EOC) for students taking high school courses, the STAAR EOC-L (linguistically accommodated version of the regular EOC test), the

Figure 2. ESL student enrollment by ESL program and grade level, 2015.



Iowa Assessments for grades 1–8, and the Texas English Language Proficiency Assessment System (TELPAS) (see **Appendix B**, p. 12, as well as **Appendix C**, p. 13 for an explanation of the STAAR progress and ELL progress measures). With few exceptions, ELLs in HISD are assessed in their primary language of instruction; therefore, ESL students are assessed in English.

STAAR results are reported and analyzed for the reading and mathematics tests. The percentage of students who met standard is reported (level II, phase-in 1). For STAAR EOC, results are reported for English I and II, Algebra I, Biology, and U.S. History. Results are also included for students taking the linguistically-accommodated versions of EOC tests in Algebra, Biology, and U.S. History. Iowa Assessments results are reported and analyzed for total reading, total language, total mathematics, science, and social science, in the form of Normal Curve Equivalents (NCEs).

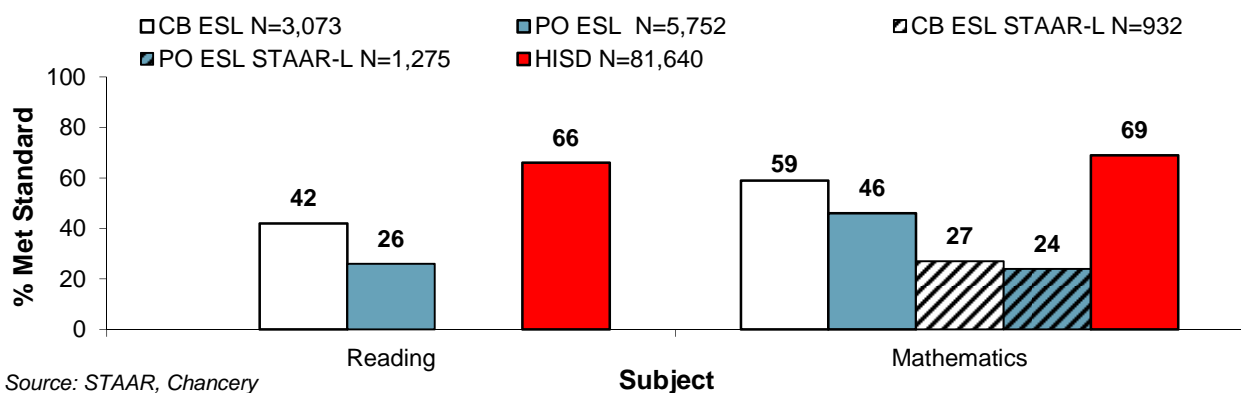
TELPAS results are reported and analyzed for two indicators. One of these reflects attainment, i.e., the overall level of English language proficiency exhibited by ELLs. For this indicator, the percent of students at each proficiency level is presented. The second indicator reflects progress, i.e., whether students gained one or more levels of English language proficiency between testing in 2014 and 2015. For this second indicator, the percent gaining one or more proficiency levels in the previous year is reported.

Results

STAAR

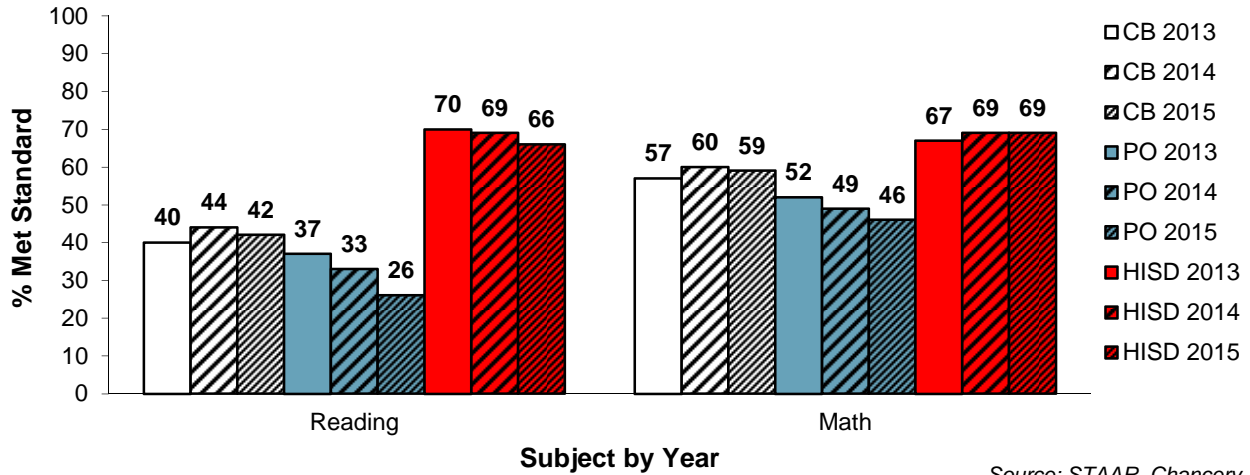
- **Figure 3** shows the percent of students who met phase-in 1 standard (Satisfactory Level II performance) for the reading and mathematics sections of the STAAR in 2015. Further details, including performance by grade level, and results for 2014, can be seen in **Appendix D** (p. 14).

Figure 3. ESL student STAAR performance by ESL program and subject, 2015.



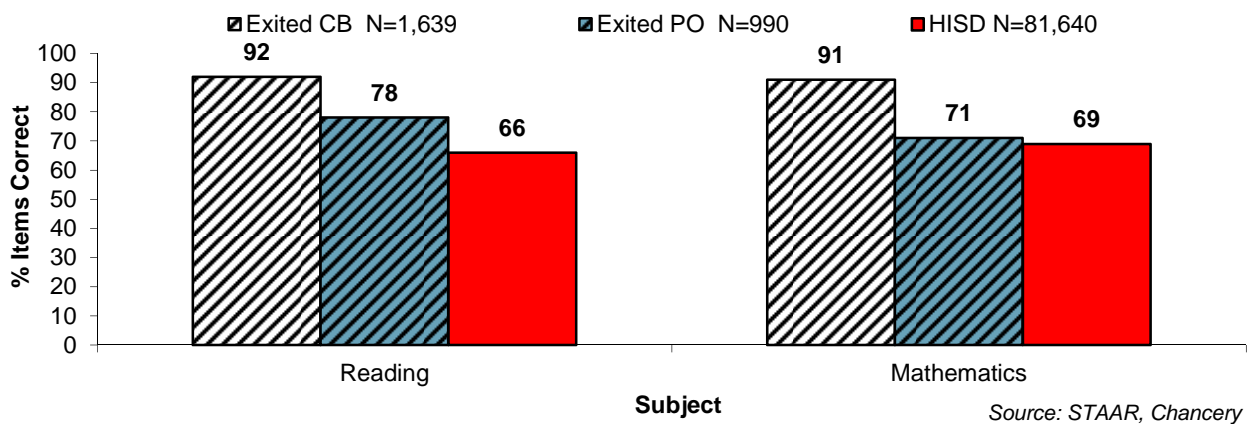
- CB-ESL performance was better than that of PO-ESL overall, by 16 percentage points in reading and 13 points in mathematics.
- Scores for both groups of ESL students were lower than the district (gaps of 24 and 40 percentage points in reading, respectively).
- Mathematics scores for both groups were also lower than the district (gaps of 10 and 23 points).

Figure 4. ESL student STAAR performance by ESL program and subject, 2013 to 2015.



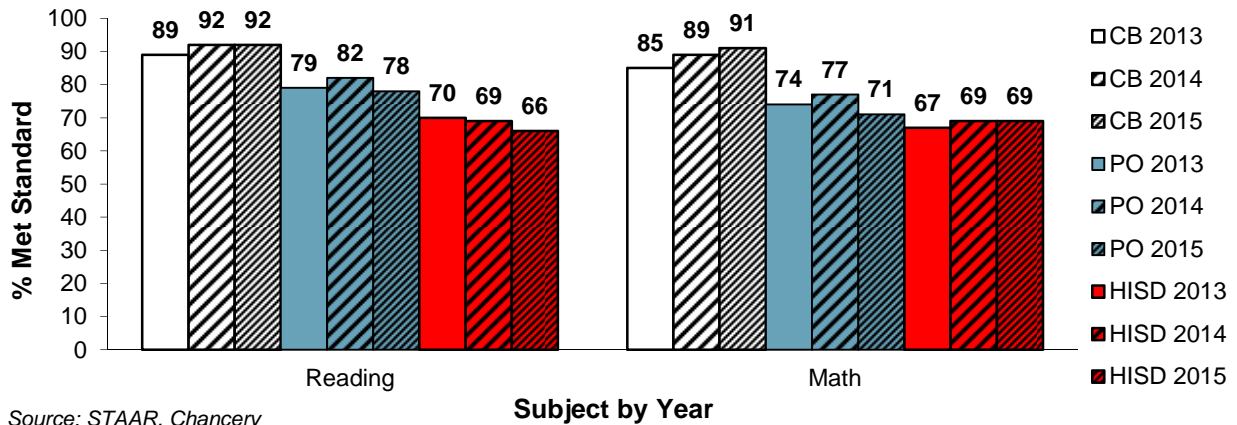
- **Figure 4** (see above) shows STAAR results for ESL students for the years 2013 to 2015. CB-ESL students have shown gains in reading and mathematics (+2 percentage points for both), whereas scores for those in PO-ESL have declined (-11 and -6 percentage points).
- Overall, the district has shown a decline of four percentage points in reading over the same time frame, as well as a two percentage point gain in mathematics.

Figure 5. Exited ESL student STAAR performance by ESL program and subject, 2015.



- STAAR results for exited ESL students (**Figure 5**) show that students who had exited CB-ESL exceeded the district on reading and mathematics in 2015, as did those who had exited PO-ESL. Exited CB-ESL students also had higher passing rates than did students from PO-ESL.

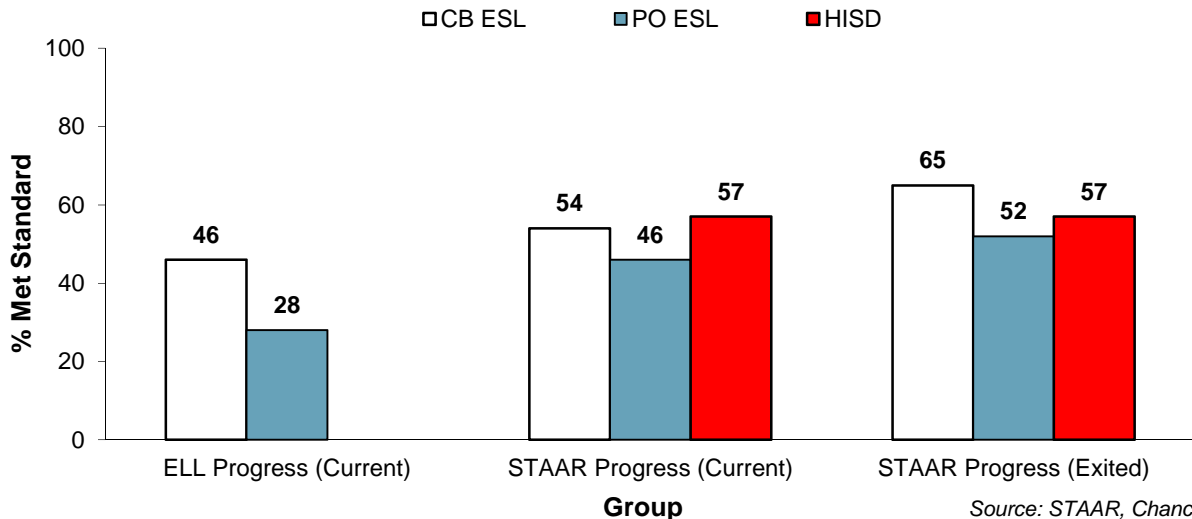
Figure 6. Exited ESL student STAAR performance by ESL program and subject, 2013 to 2015.



Source: STAAR, Chancery

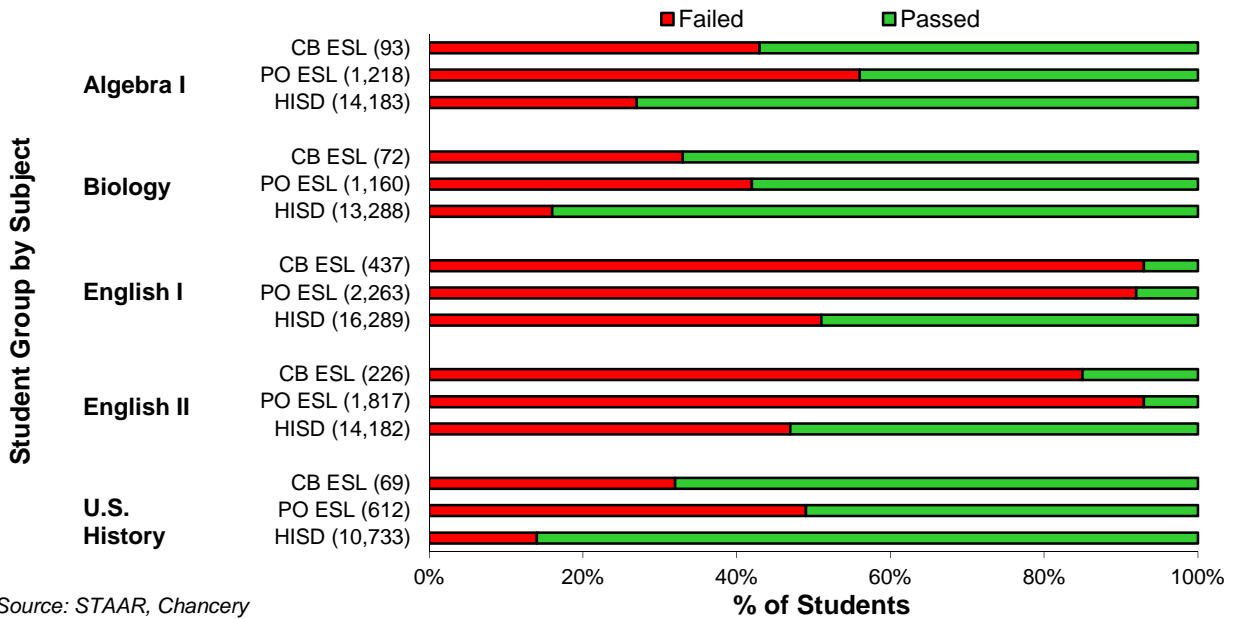
- **Figure 6** shows STAAR results for exited ESL students over the period 2013 to 2015. Both groups have been consistently better than HISD overall, and CB-ESL have shown larger gains in performance than the district in both reading and mathematics.
- **Figure 7** (below) shows results for the ELL progress and STAAR progress measures (for detailed results see **Appendix E**, p. 15). Only results for STAAR reading (English) are shown in the figure (mathematics data are included in Appendix E).
- Results for ELL and STAAR progress show the same pattern as seen in overall STAAR performance. Namely, CB-ESL students performed better than did students in PO-ESL.
- Current CB-ESL students showed lower performance than the district overall on the STAAR progress measure, but exited CB-ESL did better than the district.
- In contrast, both current and former PO-ESL students had lower performance than the district on the STAAR progress measure.

Figure 7. STAAR progress and ELL progress performance by ESL program, 2015 (combined results for grades 3 through 8, English reading only).



Source: STAAR, Chancery

Figure 8. ESL student STAAR-EOC percent met standard by ESL program and subject, 2015

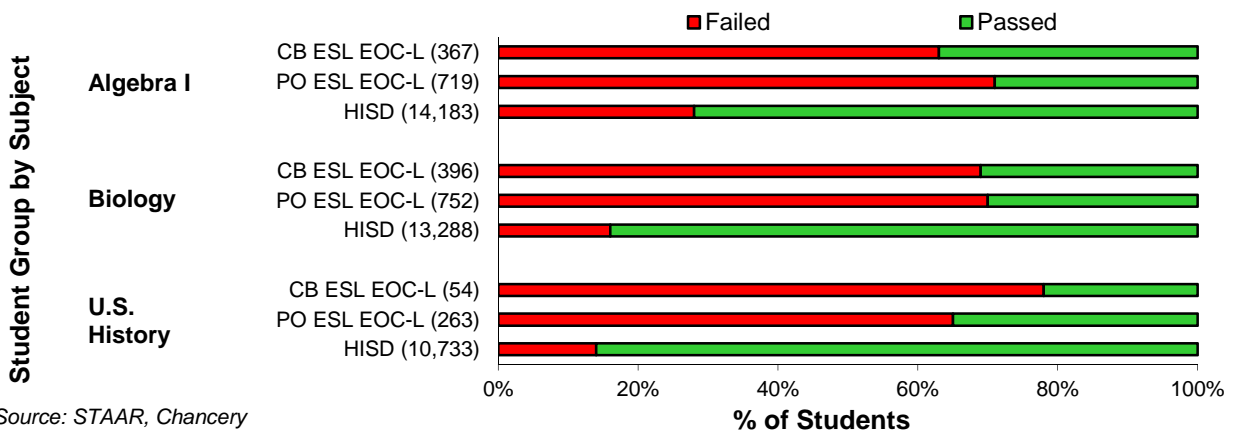


Source: STAAR, Chancery

STAAR EOC

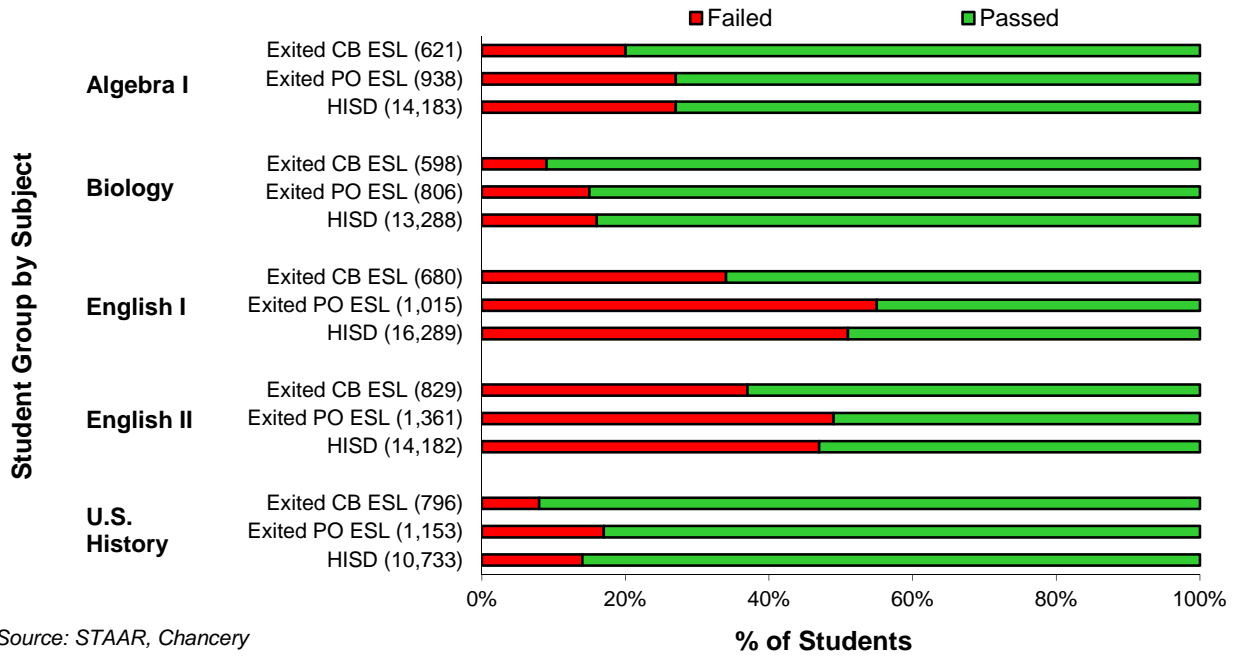
- **Figure 8** shows results for current ESL students on the STAAR-EOC assessment (see also **Appendix F**, p. 16). Tests included English I and II, Algebra I, Biology, and U.S. History. For each test, the figure shows the percentage of students who met the Satisfactory standard (green). Red indicates the percentage of students who scored Unsatisfactory (number tested in parentheses).
- Both CB-ESL and PO-ESL had fewer students rated Satisfactory or better, and more who were Unsatisfactory, than did the district overall (only 7% to 15% of ESL students passed English I or II).
- **Figure 9** (below) shows STAAR-EOC performance for students who took the linguistically-accommodated version of the STAAR EOC, in those subjects where it was offered.
- Neither CB-ESL nor PO-ESL performed as well as the district overall, and each performed less well than those taking the regular EOC tests (compare with Figure 8). This was true for all subjects.

Figure 9. ESL student STAAR-EOC percent met standard by ESL program and subject, 2015: Results for students taking linguistically accommodated version of the STAAR EOC



Source: STAAR, Chancery

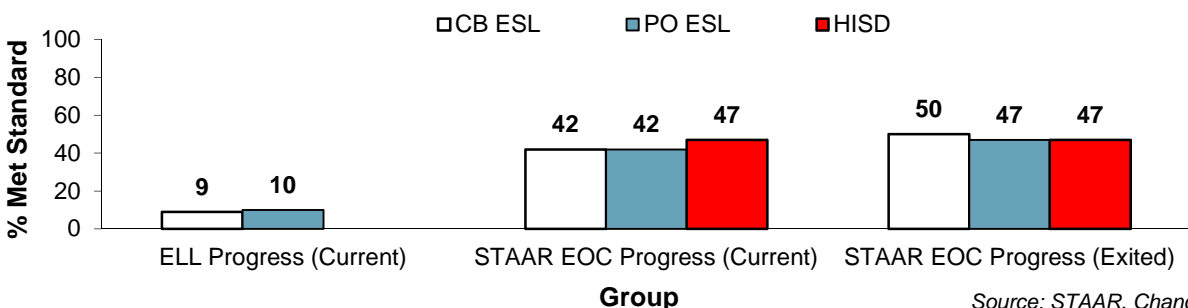
Figure 10. Exited ESL student STAAR-EOC percent met standard by ESL program and subject, 2015.



Source: STAAR, Chancery

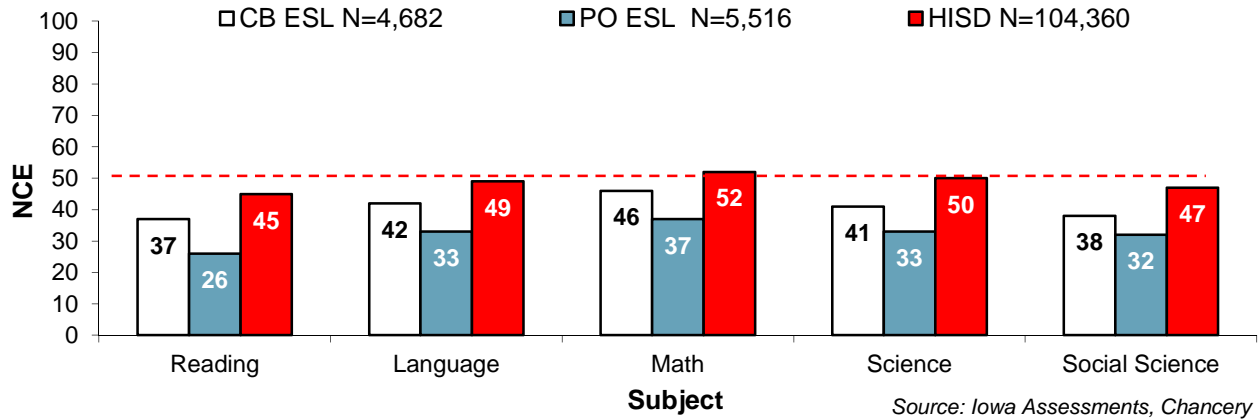
- **Figure 10** (see above) shows STAAR-EOC performance for students who had previously exited ELL status. HISD overall results are included for comparison (see also Appendix F).
- Students who had previously been in CB-ESL had higher passing rates than did HISD overall, and this was true for all subjects.
- Exited PO-ESL students had lower passing rates than the district in English I (4 percentage points), English II (2 points), and U.S. History (3 points).
- The EOC exams also have a STAAR progress measure as well as an ELL progress measure, and data for these are shown in **Figure 11** below (English I & II only, see **Appendix G** for details, p. 17).
- Results show that current ESL students had poor performance on the ELL progress measure for English I and II, but did better on the STAAR EOC progress (still lower than the district, however).
- Exited ESL students performed at the same level as the district or better on STAAR EOC progress.

Figure 11. STAAR EOC Progress and ELL Progress performance by ESL program, 2015 (English I and II only).



Source: STAAR, Chancery

Figure 12. ESL student Iowa Assessments mean NCE by ESL program and subject, 2015.



Iowa Assessments

- **Figure 12** summarizes Iowa Assessments data for the 2014–2015 school year. Shown are mean NCE scores for five subtests of the Iowa. The dashed red line indicates an average NCE of 50.
- Students in CB-ESL had higher scores than those in PO-ESL all subjects, with gaps ranging from 11 NCE points (reading) to 6 points (social science).
- Both groups of ESL students performed below the level of the district, with gaps ranging from 6 NCE points (mathematics for CB-ESL students) to 19 NCE points (reading for PO-ESL students).
- For further details, including grade level results and data for 2013, see **Appendix H** (p. 18).
- Data for exited ESL students (see **Figure 13** below) show that students formerly in CB-ESL who had exited ELL status, outperformed the district in all subjects. Exited CB-ESL students also scored above the average NCE of 50 in every subject as well.
- Exited PO-ESL students did not perform as well as exited CB-ESL students, and were also lower than the district in all subjects.

Figure 13. Exited ESL student Iowa Assessments mean NCE by ESL program and subject, 2015.

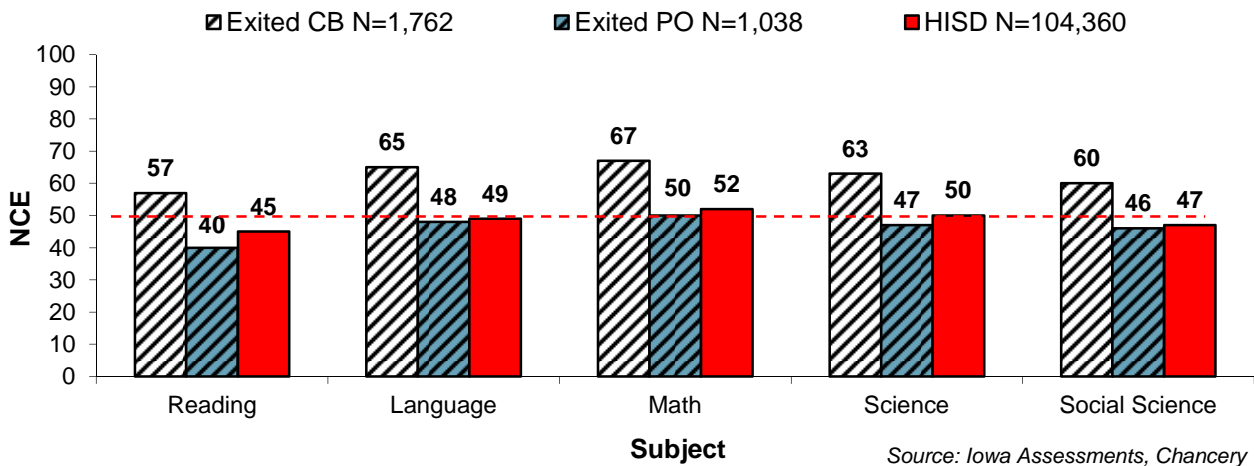
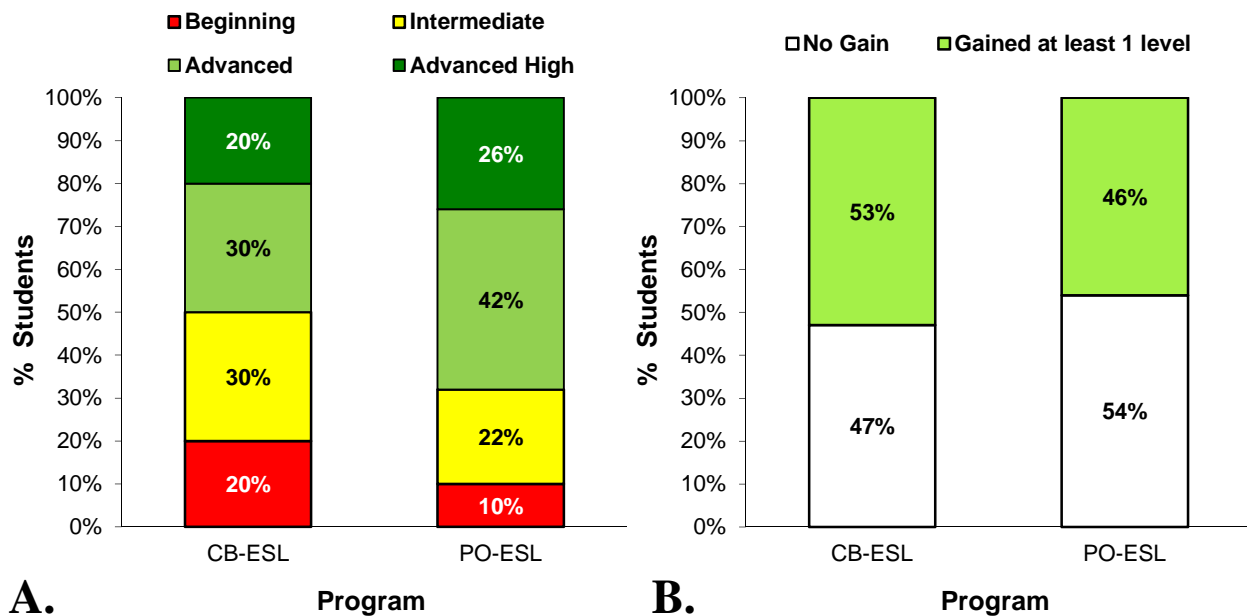


Figure 14. ESL student TELPAS performance 2015: A. Percent of students at each proficiency level by ESL program, B. Percent of students making gains in proficiency between 2014 and 2015.



Source: TELPAS, Chancery

TELPAS

- **Figure 14** summarizes TELPAS performance for students in the two ESL programs. Shown are the percentages of students scoring at each proficiency level on the TELPAS as well as the percentage of students who made gains in proficiency between 2014 and 2015.
- Overall, the PO-ESL program had more students at the Advanced High (26% vs. 20%) and fewer at the Beginning level in 2015 (10% vs. 20%) than did CB-ESL (see Figure 14a).
- In contrast, the CB-ESL program had a higher percentage of students who made progress in 2015 than did PO-ESL (53% vs. 46%; see Figure 14b).
- Further details including grade level data can be seen in **Appendices I and J** (pp. 19-20).

Discussion

The district provides two different ESL programs for ELLs Content-Based ESL and Pullout ESL. Direct comparison of the two programs is difficult, given that enrollment is largely a function of grade level (see Figure 2). However, performance data from 2014–2015 appeared to show that students in the CB-ESL program performed slightly better than those in the PO-ESL program across most assessments (STAAR, Iowa Assessments, TELPAS progress), while PO-ESL performed better than CB-ESL on other assessments (TELPAS proficiency, STAAR EOC English I). Results for exited ESL students showed students from both programs did well relative to the district, indicating that ESL students were capable of closing the performance gap relative to the district, with former CB-ESL doing somewhat better than former PO-ESL students.

Appendix A

Some Background on District ESL Programs

The Texas Education Code (§ 29.051) requires school districts to provide every language minority student with the opportunity to participate in a bilingual or other special language program. Texas Administrative Code (BB § 89.1205) further specifies that all elementary schools must offer a bilingual program to English Language Learners (ELLs) 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 English as a Second Language (ESL) program, regardless of the students' grade levels, home language, or the number of such students.

As a result of these two requirements, the district has offered two different types of ESL programs for its ELL students. Mainly at the elementary level, Content Based ESL (CB-ESL) offers English language support to ELL students who do not have access to a bilingual education program. In CB-ESL, instruction within content areas is delivered using ESL methodologies. At the secondary level, CB-ESL is available for Newcomers (students with three or fewer years in U.S. schools), and these students receive ESL/ELA as well as content ESL courses (e.g., ESL History, ESL Biology).

The district also offers a Pullout ESL model (PO-ESL) where students are served with an ESL language program for part of each day. Since bilingual programs in the district are generally not offered at the secondary level, PO-ESL is the dominant ESL program in middle and high school. PO-ESL students receive the minimal support of one or more ESL/ELA courses. PO-ESL is also offered for some ELL students at the elementary level, (e.g., if a student's homeroom teacher is not ESL certified and the student needs to attend a separate class to get their required English language support).

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. The STAAR-L is a linguistically accommodated version of the STAAR given to ELLs who meet certain eligibility requirements (specifically, Spanish STAAR not be the most appropriate test, student has not yet obtained a TELPAS rating of Advanced High in grade 2 or higher, and enrolled in U.S. schools 3 years or less).

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 is a norm-referenced, standardized achievement test in English used to assess students' level of content mastery. 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 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 C

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 the next at the same level.

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 or 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 D

English STAAR and STAAR-L Performance of CB-ESL and PO-ESL Students, with HISD for Comparison: Number Tested, and Percentage of Students Who Met Satisfactory Standard, by Grade Level and Subject

Program	Grade	Enrollment		Reading				Mathematics			
		2014 N	2015 N	2014		2015		2014		2015	
				# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat.
Content-Based ESL	3	593	788	537	55	743	55	401	64	523	62
	4	671	829	625	52	769	45	511	56	638	55
	5	777	802	697	44	739	39	593	67	562	56
	6	407	361	381	42	353	37	295	62	263	64
	7	330	252	304	25	245	33	211	48	125	73
	8	269	231	248	30	224	18	132	55	57	67
	Total	3,047	3,263	2,792	44	3,073	42	2,143	60	2,168	59
	Pullout ESL	3	17	44	16	69	43	42	7	86	22
4		18	47	15	47	44	41	6	50	33	58
5		14	38	12	50	35	51	9	56	28	68
6		2,032	2,089	1,863	37	1,979	28	1,622	54	1,649	52
7		1,923	1,933	1,805	31	1,838	22	1,525	39	1,404	38
8		1,480	1,903	1,396	31	1,813	26	1,104	55	1,307	45
Total		5,484	6,054	5,107	33	5,752	26	4,273	49	4,443	46
Content-Based ESL STAAR-L		3	155	232	No STAAR-L for Reading				155	43	232
	4	128	148	128					32	148	36
	5	135	187	116					24	87	32
	6	99	90	84					31	90	11
	7	101	116	101					7	116	8
	8	112	159	112					9	159	8
	Total	730	932	730					23	932	27
	Pullout ESL STAAR-L	3	9	21					No STAAR-L for Reading		
4		9	11	9	44	11	55				
5		3	7	3	*	7	71				
6		255	329	160	26	329	26				
7		291	432	291	21	432	18				
8		254	475	254	20	475	26				
Total		821	1,275	821	24	1,275	24				
Exited Content-Based ESL		3	114	152	110	100	148	98			
	4	163	188	155	95	179	97	155	95	179	96
	5	248	322	237	95	311	95	236	97	311	95
	6	288	305	266	93	286	89	266	92	286	86
	7	404	333	376	89	311	87	342	83	272	86
	8	602	432	569	90	404	92	382	83	253	86
	Total	1,819	1,732	1,713	92	1,639	92	1,491	89	1,449	91
	Exited Pullout ESL	3	13	17	13	100	16	100	13	100	16
4		10	13	10	100	13	100	10	100	13	100
5		16	10	14	93	10	90	14	100	10	100
6		23	18	22	86	14	100	22	95	14	79
7		310	410	254	76	380	69	253	69	368	67
8		528	610	472	83	557	82	370	79	412	72
Total		900	1,078	785	82	990	78	682	77	833	71
HISD		3	17,592	17,669	12,201	67	12,761	69	12,139	65	12,657
	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 < 5 students tested

Appendix E

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

Reading									
Program	Grade	Enrollment		ELL Progress		STAAR Progress (Current ELL)		STAAR Progress (Exited ELL)	
		Current N	Exited N	# tested	% met	# tested	% met	# tested	% met
Content-Based ESL	3	788		622	57	n/a	n/a	n/a	n/a
	4	829	188	561	41	137	61	175	79
	5	802	322	233	41	351	61	309	72
	6	361	305	104	36	243	34	281	57
	7	252	333	118	25	125	57	299	54
	8	231	432	164	40	55	71	395	68
Total		3,263	1,580	1,802	46	911	54	1,459	65
Pullout ESL	3	44		38	45	n/a	n/a	n/a	n/a
	4	47	13	33	33	11	55	13	77
	5	38	10	11	73	21	67	10	90
	6	2,089	18	362	32	1,452	31	13	77
	7	1,933	410	466	23	1,214	52	360	38
	8	1,903	610	523	28	1,202	58	522	61
Total		6,054	1,061	1,433	28	3,900	46	918	52
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									
Program	Grade	Enrollment		ELL Progress		STAAR Progress (Current ELL)		STAAR Progress (Exited ELL)	
		Current N	Exited N	# tested	% met	# tested	% met	# tested	% met
Content-Based ESL	3	788		409	59				
	4	829	188	439	47				
	5	802	322	75	57	Not Available 2015		Not Available 2015	
	6	361	305	15	73	Not Available 2015		Not Available 2015	
	7	252	333	4	75	Not Available 2015		Not Available 2015	
	8	231	432	8	75	Not Available 2015		Not Available 2015	
Total		3,263	1,580	950	53				
Pullout ESL	3	44		20	45				
	4	47	13	22	45				
	5	38	10	4	75	Not Available 2015		Not Available 2015	
	6	2,089	18	60	67	Not Available 2015		Not Available 2015	
	7	1,933	410	58	50	Not Available 2015		Not Available 2015	
	8	1,903	610	76	49	Not Available 2015		Not Available 2015	
Total		6,054	1,061	240	53				
HISD	4	17,161				Not Available 2015			
	5	16,095				Not Available 2015			
	6	13,585				Not Available 2015			
	7	13,388				Not Available 2015			
	8	13,667				Not Available 2015			
Total		73,896							

Source: STAAR, Chancery

Appendix F

STAAR End-of-Course Performance of Current CB-ESL and PO-ESL Students: Number Tested, And Number and Percentage Who Met the Satisfactory Standard (Phase-In I or Recommended), (2015 Data Only, All Students Tested Including Retesters)

	Student Group	# Tested	Phase-In I Standard				Recommended Standard			
			Fail		Pass		Fail		Pass	
			N	% Stu	N	% Stu	N	% Stu	N	% Stu
Algebra I	CB ESL	93	40	43	53	57	78	84	15	16
	PO ESL	1,218	676	56	542	44	1,103	91	115	9
	CB ESL EOC-L	367	230	63	137	37	329	90	38	10
	PO ESL EOC-L	719	508	71	211	29	677	94	42	6
	Exited CB ESL	621	123	20	498	80	309	50	312	50
	Exited PO ESL	938	249	27	689	73	609	65	329	35
	HISD	14,183	3,904	28	10,279	72	8,931	63	5,252	37
Biology	CB ESL	72	24	33	48	67	61	85	11	15
	PO ESL	1,160	492	42	668	58	1,056	91	104	9
	CB ESL EOC-L	396	273	69	123	31	364	92	32	8
	PO ESL EOC-L	752	527	70	225	30	727	97	25	3
	Exited CB ESL	598	54	9	544	91	255	43	343	57
	Exited PO ESL	806	121	15	685	85	504	63	302	37
	HISD	13,288	2,098	16	11,190	84	7,341	55	5,947	45
English I	CB ESL	437	405	93	32	7	423	97	14	3
	PO ESL	2,263	2,078	92	185	8	2,220	98	43	2
	Exited CB ESL	680	233	34	447	66	364	54	316	46
	Exited PO ESL	1,015	562	55	453	45	821	81	194	19
	HISD	16,289	8,239	51	8,050	49	10,862	67	5,427	33
English II	CB ESL	226	191	85	35	15	217	96	9	4
	PO ESL	1,817	1,683	93	134	7	1,779	98	38	2
	Exited CB ESL	829	306	37	523	63	475	57	354	43
	Exited PO ESL	1,361	662	49	699	51	1,039	76	322	24
	HISD	14,182	6,707	47	7,475	53	9,391	66	4,791	34
U.S. History	CB ESL	69	22	32	47	68	58	84	11	16
	PO ESL	612	299	49	313	51	533	87	79	13
	CB ESL EOC-L	54	42	78	12	22	51	94	3	6
	PO ESL EOC-L	263	171	65	92	35	249	95	14	5
	Exited CB ESL	796	65	8	731	92	320	40	476	60
	Exited PO ESL	1,153	193	17	960	83	678	59	475	41
	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 G

STAAR Progress and ELL Progress Performance of CB-ESL and PO-ESL Students: Number Tested, and Percent Met Standard, by Grade Level (End-of-Course)

English I and II							
Program	Exam	ELL Progress		STAAR Progress (Current ELL)		STAAR Progress (Exited ELL)	
		# tested	% met	# tested	% met	# tested	% met
CB-ESL	E1	346	8	n/a	n/a	n/a	n/a
	E2	132	13	52	42	703	50
	Total	478	9	52	42	703	50
PO-ESL	E1	819	11	n/a	n/a	n/a	n/a
	E2	848	10	509	42	1,073	47
	Total	1,667	10	509	42	1,073	47
HISD	E1			n/a	n/a		
	E2			10,334	47		
	Total			10,334	47		

Algebra I							
Program	Exam	ELL Progress		STAAR Progress (Current ELL)		STAAR Progress (Exited ELL)	
		# tested	% met	# tested	% met	# tested	% met
CB-ESL	A1	22	45	40	30	523	57
	Total	22	45	40	30	523	57
PO-ESL	A1	119	39	725	15	735	43
	Total	119	39	725	15	735	43
HISD	A1			11,064	44		
	Total			11,064	44		

Source: STAAR, Chancery

Appendix H

Iowa Assessments Performance for CB-ESL and PO-ESL Students, With HISD for Comparison: Number Tested and Mean Normal Curve Equivalents (NCE) by Grade Level, and Subject, 2015

Program	Grade	N	Total Reading	Total Language	Total Mathematics	Science	Social Science
		Tested	NCE	NCE	NCE	NCE	NCE
Content-Based ESL	1	923	50	48	49	43	41
	2	785	42	46	53	48	43
	3	706	35	43	48	44	38
	4	742	34	44	46	41	38
	5	725	30	35	39	37	34
	6	346	28	36	41	36	32
	7	241	26	34	39	32	30
	8	214	20	28	31	27	29
	Total	4,682	37	42	46	41	38
Pullout ESL	1	77	60	61	63	47	45
	2	30	42	48	56	45	35
	3	43	30	36	51	40	37
	4	40	33	44	48	42	38
	5	35	33	42	48	46	36
	6	1,880	25	33	37	33	31
	7	1,746	25	33	37	32	31
	8	1,665	25	32	35	32	33
	Total	5,516	26	33	37	33	32
Exited Content-Based ESL	1	0	--	--	--	--	--
	2	119	72	76	84	74	67
	3	148	68	75	79	72	66
	4	178	66	74	74	70	66
	5	309	56	65	67	64	61
	6	289	50	59	61	60	55
	7	313	53	63	63	59	57
	8	406	52	59	60	60	57
	Total	1,762	57	65	67	63	60
Exited Pullout ESL	1	0	--	--	--	--	--
	2	8	71	73	78	62	57
	3	16	63	74	75	69	66
	4	13	76	83	77	74	72
	5	10	56	62	69	62	63
	6	16	53	64	63	61	59
	7	395	37	47	49	44	42
	8	580	40	46	48	47	47
	Total	1,038	40	48	50	47	46
HISD	1	11,847	52	50	52	47	47
	2	11,992	48	50	55	54	48
	3	12,675	45	50	55	52	46
	4	14,915	44	53	53	51	45
	5	15,354	44	50	52	52	49
	6	12,674	41	48	48	48	45
	7	12,413	42	49	49	47	46
	8	12,490	42	47	48	47	47
	Total	104,360	45	50	52	50	47

Source: Iowa Assessments, Chancery

Appendix I

TELPAS Performance for CB-ESL and PO-ESL Students: Number Tested and Number and Percentage of Students at Each Proficiency Level, by Grade Level (Data From 2015, With 2014 Results Shown in Shaded Column)

Program	Grade Level	Tested	Beginning		Intermediate		Advanced		Advanced High		%AH 2014	Composite Score
			N	%	N	%	N	%	N	%		
Content Based ESL	K	983	427	43	255	26	180	18	121	12	12	2.0
	1	1,017	222	22	296	29	266	26	233	23	27	2.6
	2	847	108	13	243	29	287	34	209	25	21	2.7
	3	760	93	12	221	29	259	34	187	25	31	2.8
	4	798	71	9	232	29	300	38	195	24	27	2.8
	5	778	107	14	185	24	285	37	201	26	33	2.8
	6	348	32	9	111	32	138	40	67	19	27	2.6
	7	235	54	23	70	30	80	34	31	13	15	2.4
	8	228	70	31	71	31	68	30	19	8	21	2.2
	9	393	104	26	205	52	61	16	23	6	12	1.9
	10	147	21	14	59	40	51	35	16	11	10	2.4
	11	93	8	9	22	24	37	40	26	28	19	2.9
	12	371	98	26	127	34	92	25	54	15	11	2.2
	Total	6,998	1,415	20	2,097	30	2,104	30	1,382	20	23	2.5
Pullout ESL	K	18	7	39	6	33	1	6	4	22	60	2.1
	1	80	12	15	16	20	17	21	35	44	28	3.0
	2	30	0	0	10	33	10	33	10	33	62	3.1
	3	42	3	7	14	33	15	36	10	24	31	2.8
	4	46	5	11	11	24	21	46	9	20	24	2.8
	5	37	1	3	8	22	18	49	10	27	29	3.1
	6	2,022	161	8	444	22	977	48	440	22	26	2.8
	7	1,869	174	9	393	21	837	45	465	25	34	2.8
	8	1,827	185	10	323	18	768	42	551	30	39	2.8
	9	1,594	278	17	375	24	556	35	385	24	30	2.6
	10	1,047	93	9	284	27	406	39	264	25	33	2.7
	11	712	36	5	152	21	289	41	235	33	40	2.9
	12	481	18	4	82	17	219	46	162	34	21	3.0
	Total	9,805	973	10	2,118	22	4,134	42	2,580	26	32	2.8

Source: TELPAS, Chancery

Appendix J

TELPAS Performance for CB-ESL and PO-ESL Students: Number Tested and Number and Percentage of Students Gaining 1, 2, 3, or 1 or More Proficiency Levels, by Grade Level (Data From 2015, With 2014 Results in Shaded Column)

Program	Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		% Gained 2013
			N	%	N	%	N	%	N	%	
Content Based ESL	1	817	391	48	120	15	32	4	543	66	74
	2	687	303	44	57	8	4	1	364	53	53
	3	650	299	46	19	3	1	0	319	49	52
	4	668	313	47	17	3	1	0	331	50	49
	5	633	326	52	26	4	0	0	352	56	58
	6	298	111	37	4	1	0	0	115	39	49
	7	154	60	39	1	1	0	0	61	40	36
	8	117	45	38	5	4	0	0	50	43	48
	9	111	57	51	3	3	0	0	60	54	48
	10	103	42	41	4	4	0	0	46	45	61
	11	77	34	44	4	5	0	0	38	49	58
	12	215	106	49	6	3	0	0	112	52	50
Total		4,530	2,087	46	266	6	38	1	2,391	53	55

Program	Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		% Gained 2013
			N	%	N	%	N	%	N	%	
Pullout ESL	1	66	51	77	2	3	1	2	54	82	94
	2	20	6	30	1	5	1	5	8	40	71
	3	36	18	50	0	0	0	0	18	50	44
	4	36	14	39	0	0	1	3	15	42	38
	5	32	15	47	4	13	0	0	19	59	50
	6	1,767	628	36	28	2	1	0	657	37	40
	7	1,563	678	43	26	2	0	0	704	45	49
	8	1,480	746	50	23	2	1	0	770	52	54
	9	1,164	479	41	14	1	0	0	493	42	52
	10	796	369	46	20	3	0	0	389	49	47
	11	568	299	53	7	1	0	0	306	54	59
	12	438	192	44	9	2	0	0	201	46	45
Total		7,966	3,495	44	134	2	5	0	3,634	46	49

Source: TELPAS, Chancery