MEMORANDUM   September 30, 2015

TO: Board Members

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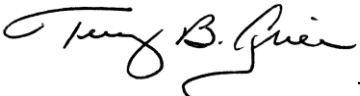   Superintendent of Schools

SUBJECT: **2015 PRE-EXIT ELL STUDENT PERFORMANCE REPORT**

CONTACT: Carla Stevens, 713-556-6700

The Houston Independent School District offers two primary bilingual programs for Spanish-speaking English-language learners (ELLs). In both programs, students may transition into a pre-exit phase of bilingual education so long as they meet certain performance criteria. In this Pre-Exit phase, predominantly English-language instruction is used in core subject areas. Attached is a report summarizing the performance of students who were in the pre-exit phase of the district's bilingual 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, Iowa Assessments, and the TELPAS.

Key findings include:
- A total of 7,746 English language learners were in the pre-exit phase of the district's bilingual programs in 2014–2015, up from 6,869 in the previous year.
- Results showed that students in the pre-exit phase outperformed other ELL students, and this was true for almost all subjects on the English STAAR, STAAR-L, and the Iowa, as well as for the TELPAS.
- This was most likely due to the additional criteria that those students must meet before they are allowed to enter the pre-exit phase.
- Results from both the STAAR and Iowa showed that pre-exit students showed the smallest performance gaps relative to the district in mathematics, with larger gaps in reading and other subjects.
- Program compliance may be an issue, as data indicated that only 47 percent of first-year pre-exit students had met the recommended criteria for acceptance into the pre-exit phase.
- Students who had not met the acceptance criteria (but who were nonetheless considered pre-exit) showed markedly lower English language proficiency and STAAR reading performance.

_____TBG

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

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH

Educational Program Report

PRE-EXIT ELL STUDENT PERFORMANCE:
ENGLISH STAAR, IOWA ASSESSMENTS, AND TELPAS
2014 - 2015

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

PRE-EXIT ELL STUDENT PERFORMANCE REPORT: STAAR, IOWA ASSESSMENTS, AND TELPAS 2014–2015

Executive Summary

Program Description

English Language Learner (ELL) students in the district's two main bilingual programs (Transitional and Dual Language) are instructed in both English and Spanish. The relative amount of instruction in each language depends on both program and grade level. Students in the Transitional program who entered the program in prekindergarten or kindergarten, as well as students who have transferred from a Dual Language campus, have the option of entering a *pre-exit phase or strand* in grades 3 or 4 as long as they meet certain performance criteria. In this phase, English instruction is emphasized while introduction and reinforcement of new concepts are done in the primary language. This report summarizes data from ELLs who are in the pre-exit phase of the district's bilingual programs (grades 3 through 5).

Highlights

- A total of 7,746 ELL students were coded as pre-exit in 2014–2015.

- Pre-exit students outperformed other ELL students, and this was true for almost all subjects on the STAAR and the Iowa Assessments, as well as for the TELPAS.

- On the STAAR, pre-exit students showed performance gaps ranging from 10 percentage points (writing) to 17 percentage points (science) for those taking the regular version of the STAAR.

- The three-year decline in STAAR reading performance (-1 percentage point) for pre-exit students is smaller than that shown by either other ELL students or the district overall (-6 and -2 percentage points, respectively).

- On the Iowa Assessments, pre-exit students' performance was above average (NCE = 51) in mathematics, but all scores were below the HISD average (gaps ranging from 2 to 8 NCE points).

- TELPAS results showed that 41% of pre-exit students scored at the highest level of English language proficiency (Advanced High), compared to 25% for other ELLs.

- TELPAS results also showed that 61% of pre-exit students and 51% of other ELL students had made gains in English proficiency between 2014 and 2015.

- Analysis of data from first-year pre-exit students showed that there was widespread lack of adherence to district readiness indicators for acceptance into the pre-exit phase. Overall, only 47% of first-year pre-exit students met the established readiness indicators.

- Pre-exit students who had actually met the readiness indicators performed much better than did those who had not, as reflected in 2015 TELPAS sores.

Recommendations

1. It is crucial that students enter the Pre-Exit phase only if they have met the specified performance criteria in the previous school year. However, data indicate that less than half of first-year pre-exit students had met the established readiness indicators, and this statistic was actually worse than it was in the previous school year. It is recommended that campus administrators and LPAC coordinators monitor the academic and linguistic progress of all ELLs each year so that students who enter U.S. schools in early grades meet the established readiness indicators to participate in the Pre-Exit phase of the Transitional Bilingual program by the time they reach third or fourth grade. The Multilingual Programs department needs to disseminate the findings that there are significant performance deficits on TELPAS and STAAR for pre-exit students who do not meet the entrance criteria, to underscore the impact that improper student placement has on their academic success.

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

3. In order to continue to provide appropriate native language support, teachers serving students in the Pre-Exit phase should be bilingual certified. If this is not the case, the school must request an exemption from bilingual education in the annual TEA Exemptions and Waivers annual report.

Administrative Response

Campus historical data of academic achievement of students participating in the Pre-Exit phase will be reviewed for each campus to ensure that the appropriate performance indicators are being utilized to screen students for entry into the pre-exit phase according to district guidelines.

Introduction

English Language Learner (ELL) students in the district's two main bilingual programs (Transitional and Dual Language) are instructed in both English and Spanish. The relative amount of instruction in each language depends on both program and grade level. In the Transitional Bilingual program, students receive primary language instruction for concept development while at the same time acquiring English skills. English instruction increases annually through grade 5, but in grades 3 and 4 at least half of instructional time is still allocated to Spanish. In the Dual Language program, students in grades 3 and 4 also receive half of their instruction in Spanish.

Students in the Transitional program (who entered the program in prekindergarten or kindergarten) have the option of entering a *pre-exit phase or strand* in grades 3 or 4 if they meet certain performance criteria. Dual Language students can also enter the Pre-Exit phase if they have transferred from a Dual Language campus. In this phase, English instruction is emphasized, with introduction and reinforcement of new concepts done in the primary language. This report summarizes data from ELL students who participated in the pre-exit phase of the district's bilingual programs (grades 3 through 5) in 2014–2015.

An illustration of the progression through the transitional bilingual program is provided in **Figure 1**. Students who enter the program (YL) in pre-kindergarten or kindergarten will normally receive some Spanish-language instruction through grade 4. In the pre-exit phase or strand (YP), ELLs have all subjects taught in English, with only supplemental Spanish instruction in Spanish Literature.

Figure 1. Transitional Bilingual Program Model Including Description of How Students Enter the Pre-Exit Phase

Time Allotments for Transitional Bilingual Program

Expectations:
- Students will make at least one level of growth in English proficiency in the areas of Listening, Speaking, Reading, and Writing as documented on TELPAS.
- Continuously enrolled non-immigrant students will successfully transfer to all English instruction no later than 5th grade and will meet program exit criteria BEFORE going on to middle school.

PK YL
- SPANISH
Reading
Language Arts
Math
Social Studies
Science
- ENGLISH
45 min Ancillary
30 min ESL/ELD

K YL
- SPANISH
Reading
Language Arts
Math
Social Studies
Science
- ENGLISH
45 min Ancillary
45 min ESL/ELD

1st Grade YL
- SPANISH
Reading
Language Arts
Math
Social Studies
- ENGLISH
45 min Ancillary
45 min ESL/ELD
35 min ESL Science

2nd Grade YL
- SPANISH
Reading
Language Arts
Math
Social Studies
- ENGLISH
45 min Ancillary
45 min ESL/ELD
45 min ESL Science

3rd Grade YL
- SPANISH
Reading
Language Arts
Math
Social Studies
- ENGLISH
45 min Ancillary
75 min ESL/ELD
45 min ESL Science

Pre-Exit Strand YP
- *ALL* subjects are taught in English
  - 30 minutes of SPANISH Concept Development

4th Grade YL
- SPANISH
Reading
Language Arts
Math
- ENGLISH
45 min Ancillary
75 min ESL/ELD
25 min ESL Social Studies
45 min ESL Science

Pre-Exit Strand YP
- *ALL* subjects are taught in English
  - 30 minutes of SPANISH Concept Development

5th Grade YP
- SPANISH
- 30 min of SPANISH Concept Development
- ENGLISH
ALL subjects are taught in English

** Exceptions are made for recent Immigrants

Table 1. Transition Indicators for Admission into Pre-Exit Phase/Strand for 2014–2015	
Entering Grade	**Criteria**
Grade 3 Indicators	**Method 1**: Student scores at least 75th percentile on Aprenda Total Reading * **AND** Student scores Advanced or Advanced High on TELPAS Reading **Method 2:** Student scores Advanced or Advanced High on TELPAS Reading **AND** TELPAS Writing
Grade 4 Indicators	Student passes 3rd grade Spanish STAAR Reading **AND** Student scores Advanced or Advanced High on TELPAS Reading **AND** TELPAS Writing

* Note: Aprenda used through 2013-2014   *Source:HISD Multilingual Programs Guidelines*

Students are admitted to the pre-exit strand only if certain criteria are met. These criteria are illustrated in **Table 1**. Note that for a student who was admitted into the pre-exit phase starting in 2014–2015, they would be assessed on the basis of performance in the previous school year (i.e., 2013–2014).

Methods

Participants

ELL students in the pre-exit phase of the district's bilingual programs were identified using 2014–2015 IBM Cognos and Public Education Information Management System (PEIMS) databases. A summary of enrollment figures for ELL students in the various programs is shown in **Table 2**. Note that enrollment in the Transitional bilingual program declines abruptly after grade 2, corresponding to an increase in the number of students coded as pre-exit in grade 3. All pre-exit ELLs in grades 3 through 5 with valid State of Texas Assessments of Academic Readiness (STAAR), Iowa Assessments, or Texas English Language Proficiency Assessment System (TELPAS) results from 2014–2015 were included in analyses for this report. There were 7,746 students coded as pre-exit in 2014–2015. This compares to 6,869 in 2013 –2014, an increase of 13%.

Data Collection & Analysis

Results for pre-exit ELL students from the STAAR, Iowa Assessments, and TELPAS were analyzed at the district and campus levels. English STAAR results are reported and analyzed for 7,476 pre-exit students on the reading, writing, and science tests. For each test, the percentage of students who met standard is shown, as are results for the STAAR progress measures. In addition, STAAR-L results are included for science (the STAAR-L is a linguistically accommodated version of the STAAR given to ELLs meeting certain eligibility requirements). Iowa Assessments results are reported and analyzed for 7,540 pre-exit students in total reading, total language, total mathematics, science, and social science. Normal Curve Equivalents (NCEs) as well as National Percentile Ranks (NPRs) are reported by grade level. The NCE can be used for performance comparisons made over time, whereas the NPR pertains only to the 2015 administration and should not be used for comparisons across grade levels.

| Table 2. ELL Enrollment by Bilingual Program and Grade Level, 2014–2015								
Program	**PK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Transitional	5,677	5,194	5,903	5,790	4,018	1,401	145	5
Pre-Exit	0	0	0	0	1,383	3,376	2,975	12
Dual Language	439	1,186	538	431	309	215	142	112
Cultural Heritage	18	21	41	27	18	19	8	0
Mandarin Bilingual	4	23	17	13	4	2	0	0

Source: Chancery

TELPAS results are reported and analyzed for 7,682 pre-exit students on 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 indicator, the percent gaining one or more proficiency levels in the previous year is reported. **Appendix A** (see p. 11) provides further details on each of the assessments analyzed for this report, while **Appendix B** (p. 12) explains the STAAR and ELL progress measures.

Results

STAAR

Figure 2 shows the mean percentage of students who met the Satisfactory Level II Phase-In 1 standard on the English STAAR. Results are shown for pre-exit students who took the STAAR, those who took the STAAR L, and all students districtwide.

**Figure 2. Pre-exit ELL English STAAR and STAAR-L performance in 2015
(percentage of students who met the Satisfactory standard), by subject
(Other ELL and HISD overall results included for comparison, grades 3–5 only)**
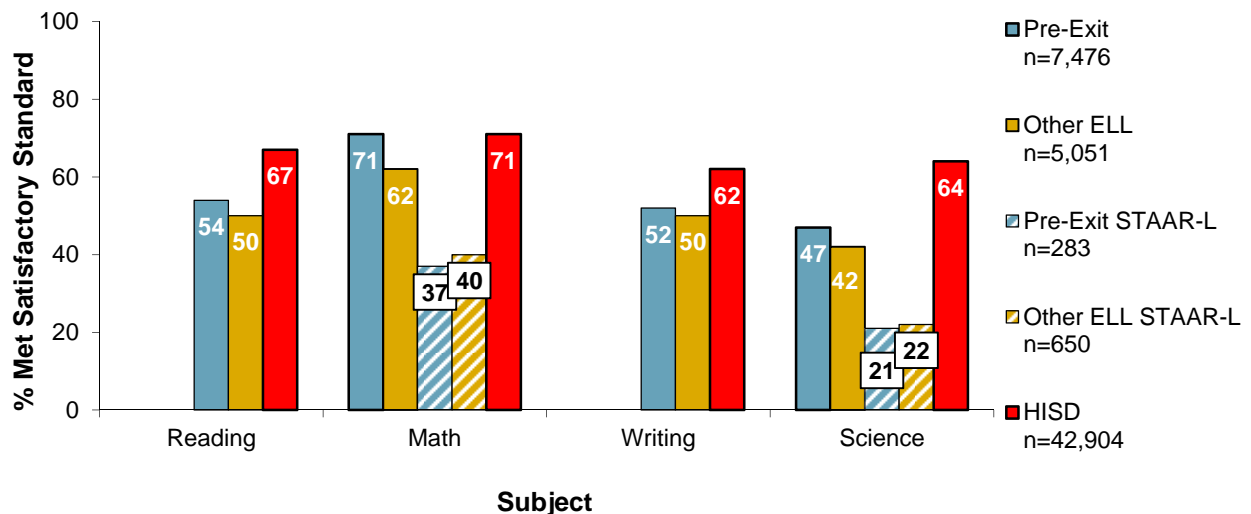
Source: STAAR, Chancery

- Pre-exit student performance was below that of the district on all tests except STAAR mathematics, with performance gaps ranging from 10 to 17 percentage points for those taking the regular STAAR, and 43 percentage points for those tested on STAAR-L (science).

- Pre-exit students had higher passing rates than did other ELLs in all subjects on the STAAR, but were lower on the mathematics and science tests when taking the STAAR-L.

- STAAR-L performance for pre-exit students was below that of pre-exit students who took the regular STAAR in mathematics and science. Note that STAAR-L administration is normally limited to ELLs who have been in U.S. school for three years or less (five years if the student is an asylee or refugee).

- More detailed data on STAAR performance can be found in **Appendix C** (see p. 13), including grade-level data, the number of students tested, and data for 2014.

Figure 3. Pre-exit ELL English STAAR performance 2013 to 2015 in reading and mathematics (other ELL and HISD overall results included for comparison, grades 3–5 only)
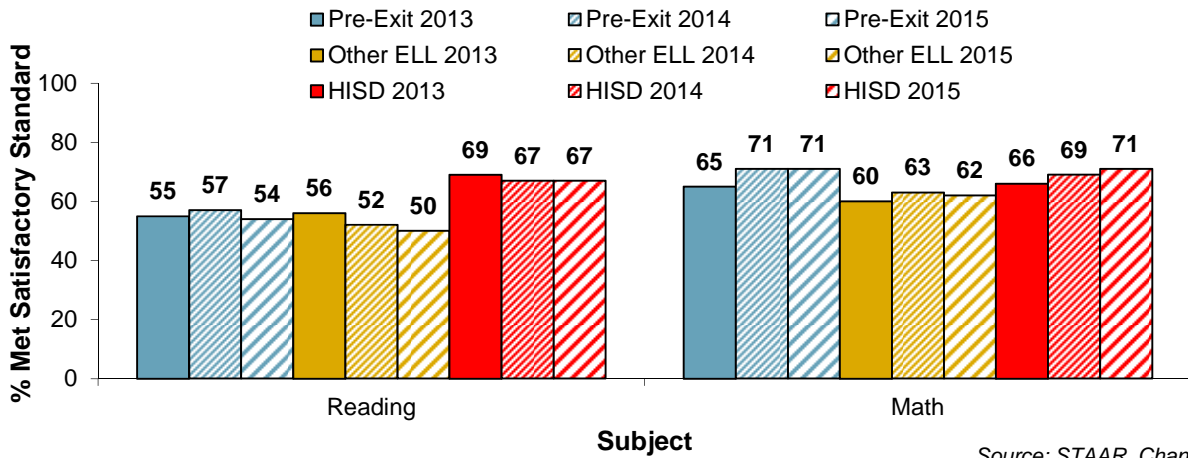
Source: STAAR, Chancery

- **Figure 3** shows STAAR reading and mathematics results for pre-exit students and other ELL students for the period 2013 to 2015.

- Overall passing rates in reading for pre-exit students have declined by 1 percentage point over this time period, but performance declines have been greater for other ELL students who are not pre-exit (-6 points), and for the district overall (-2 points).

- Mathematics passing rates for pre-exit students have improved (+6 percentage points) more than they have for other ELLs (+2 points) or the district overall (+5 points).

- **Figure 4** (below) shows results for the ELL progress and STAAR progress measures (for detailed results see **Appendix D**, p. 14). Only results for STAAR reading (English) are shown.

- Results for the ELL progress measure show that pre-exit students were slightly (-1 percentage point) lower than other ELLs. On STAAR progress, pre-exit students did slightly better than other ELLs (+3 percentage points), and were at the same level as district students overall.

Figure 4. STAAR Progress and ELL Progress performance by Pre-exit and other ELL students in 2015 (combined results for grades 3 through 5, English reading only).
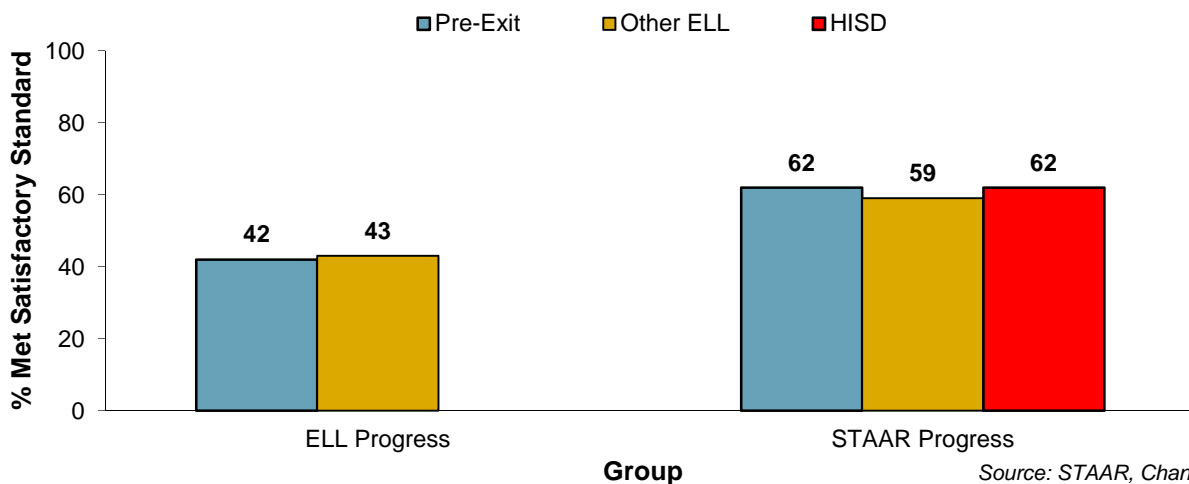
Source: STAAR, Chancery

Figure 5. Pre-exit ELL Iowa Assessments performance in 2015 (mean NCE), by subject (HISD overall results included for comparison, grades 3–5 only).

Source: Iowa Assessments, Chancery
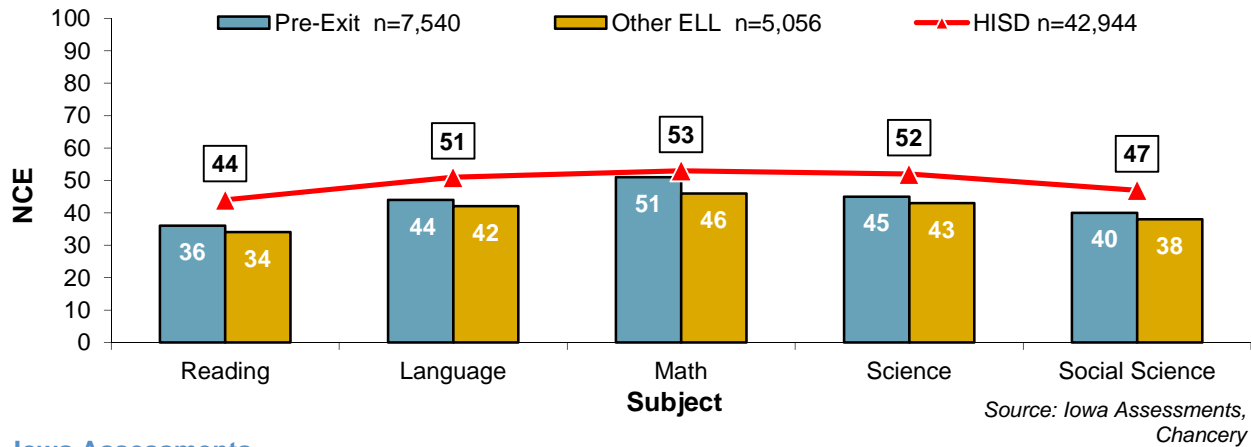
Iowa Assessments

Figure 5 presents the average NCE scores on the Iowa Assessments for pre-exit students, other ELL students, and all students districtwide. Further details, including grade level result and number of students tested, can be found in **Appendix E** (see p. 15).

- Pre-exit students scored lower than the district in all subjects, with gaps ranging from 2 NCE points (mathematics) to 8 NCE points (reading).

- Pre-exit students exceeded the performance of other ELL students on all tests.

TELPAS

Figure 6 (see below) shows TELPAS performance for pre-exit students. 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. Other ELL results are included for comparison.

Figure 6. Pre-exit student TELPAS performance 2015: A. Percent of students at each proficiency level in 2015, B. Percent of students making gains in proficiency between 2014 and 2015 (grades 3–5 only).
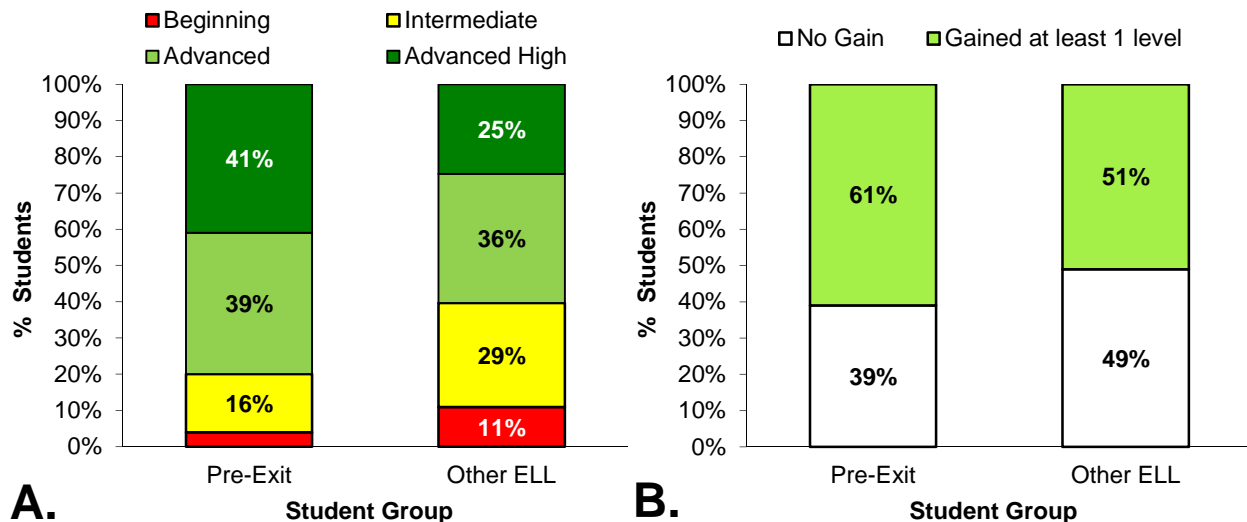
Source: TELPAS, Chancery

- Pre-exit students had a higher percentage scoring Advanced High (41% vs. 25%) and smaller per-centage at the Beginning or Intermediate levels in 2015 (20% vs. 40%) than did ELLs who were not in the pre-exit phase (see Figure 5a; for further details see **Appendix F**, p. 16).

- A higher percentage of pre-exit students made progress in 2015 than did ELL students from district overall (Figure 5b, 61% vs. 51%; see also **Appendix G**, p. 16).

What percentage of students who entered the pre-exit strand met the acceptance criteria?

Entry into the pre-exit phase is explicitly tied to the criteria summarized in Table 1. Students not meeting these criteria are not supposed to begin the pre-exit phase in 3rd or 4th grade. Accordingly, it is useful to analyze data from newly enrolled pre-exit students to find out how much variation there was among campuses in how well the criteria were applied. A summary of these data can be seen in **Figure 7**.

Figure 7. Percentage of 3rd- and 4th-grade students who started pre-exit phase in 2014–2015, and who met the grade level readiness indicators required by the district
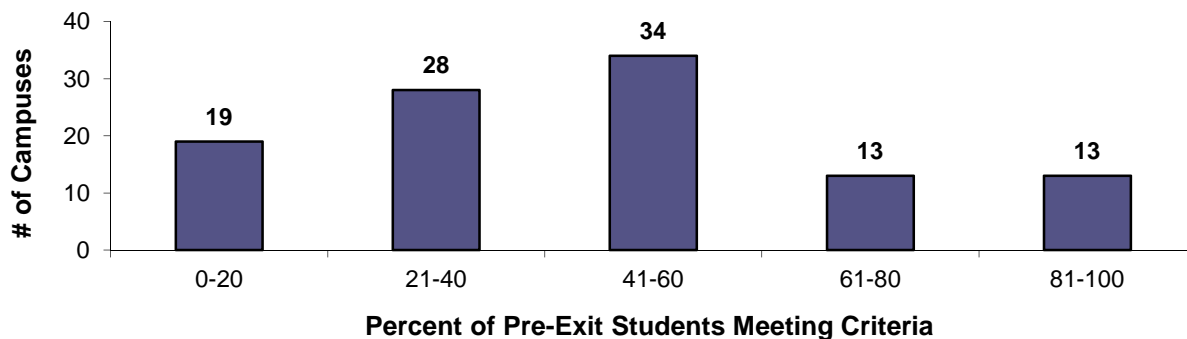
- Of the 107 campuses with new (as of 2014–2015) pre-exit students in grades 3 or 4, only 13 of them had at least 81% of students who met the stated readiness criteria (see **Figure 7**).

- The majority of campuses (81 of 107) had only 60% or fewer of new pre-exit students who met read-iness criteria.

- Overall, only 47% of first-year pre-exit students met the stated readiness criteria, a decrease from the 54% observed in 2013–2014.

- Pre-exit students who had met the readiness criteria performed much better on the TELPAS, as can be seen in **Figure 8** (see p. 9).

- Analogous results from the STAAR English reading assessment are shown in **Figure 9** (see p. 9), where it can be seen that pre-exit students who met the eligibility criteria had a much higher passing rate than did those who did not.

Discussion

In HISD, ELL students in the Transitional bilingual education program begin to receive mostly English instruction in grade 5, but students from both the Transitional or Dual Language bilingual programs can

Figure 8. 2015 TELPAS performance of students who either met or did not meet pre-exit readiness criteria: A. Overall proficiency level in 2015, B. Percent of students making gains in proficiency between 2014 and 2015.

A.

B.
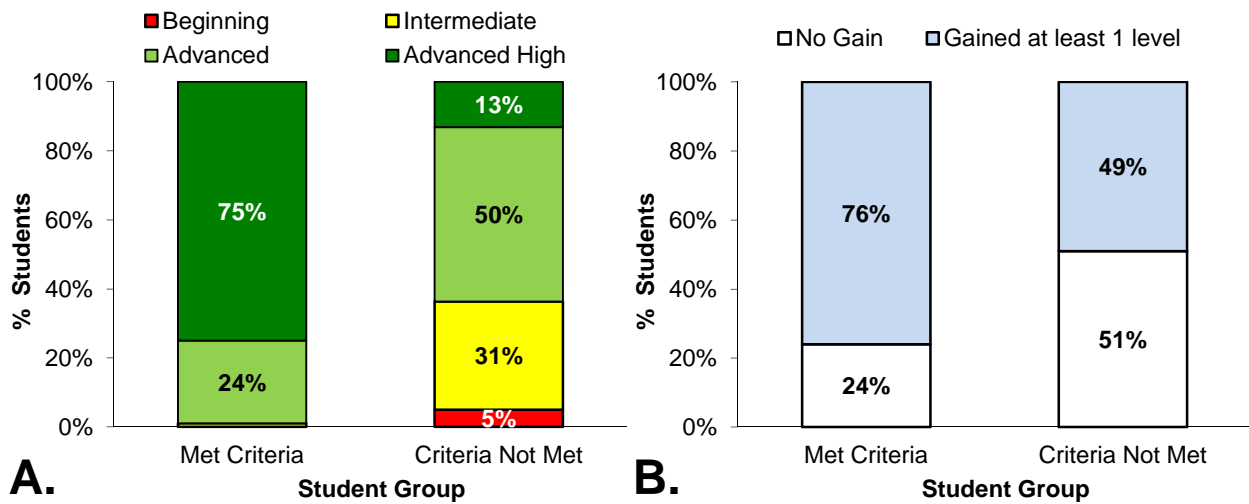
enter a pre-exit phase beginning in either grade 3 or 4 if they meet certain performance criteria. Students in the pre-exit phase are expected to be, if not yet fully proficient in English, at least making progress toward being able to meet ELL exit criteria. Pre-exit performance on both the STAAR and Iowa showed that the performance gap relative to the district had been eliminated in some subjects, but persisted for other subjects. In addition, English language proficiency results from the TELPAS showed that well less than half of pre-exit students (41%) scored at the highest level of English proficiency. One finding that should raise concern is the fact that less than half of students who started the pre-exit phase in 2014–2015 met the stated acceptance criteria. Furthermore, this actually represents a decline from the previous year, when 54% of new pre-exit students met the recommended entrance criteria. This low rate of compliance is problematic, particularly, given the evidence reviewed in the previous section. Specifically, there is clear evidence that students who are not prepared to enter the pre-exit phase of the bilingual program (based on their failure to meet the entrance criteria) do in fact perform quite poorly on both tests of English language proficiency (TELPAS) and on the state-mandated STAAR assessment.

The remaining pages contain summary data at the district and campus levels. Campus-level results are organized by school office and alphabetically. Included in each campus summary are results for English STAAR, Iowa Assessments, Stanford 10 (for 2014), and TELPAS.

Figure 9. 2015 STAAR English reading performance of students who either met or did not meet pre-exit readiness criteria
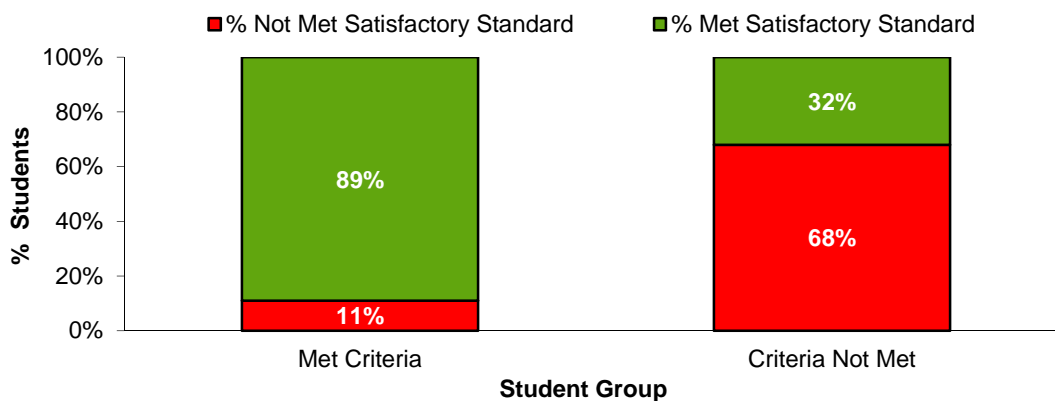
Appendix A

Explanation of Assessments Included in Report

Pre-exit ELL performance on three assessments is included in this report; the State of Texas Assessments of Academic Readiness (STAAR, English version), the Iowa Assessments, and the Texas English Language Proficiency Assessment System (TELPAS).

The STAAR is a state-mandated, criterion-referenced assessment used to measure student achievement. Pre-exit ELL students are assessed in English. The STAAR measures academic achievement in reading and mathematics at grades 3-8; writing at grades 4 and 7; social studies in grade 8; and science at grades 5 and 8. STAAR results for pre-exit students are reported for reading, mathematics, writing, and science. Some ELLs were tested using the STAAR-L, which is a linguistically accommodated version of the STAAR offered in some subjects to ELLs who meet certain eligibility requirements.

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 B

STAAR Progress and ELL Progress Measures

Included in this report are two additional performance measures from the STAAR (3-8) assessment, STAAR Progress and ELL Progress. Students who took the STAAR assessment 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.

Appendix C

English STAAR Performance of Pre-Exit Students, with HISD for Comparison: Number Tested, and Percent Who Met Satisfactory Phase-In 1 Standard, by Grade Level & Subject

Program	Grade	Enrollment		Reading				Mathematics			
		2014	2015	2014		2015		2014		2015	
		N	N	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat	# tested	% Met Sat.
Pre-Exit	3	1,057	1,383	1,011	75	1,361	74	981	82	1,309	81
	4	2,981	3,376	2,837	59	3,261	51	2,818	67	3,175	69
	5	2,824	2,975	2,659	47	2,854	47	2,623	70	2,743	67
	Total	6,862	7,734	6,507	57	7,476	54	6,422	71	7,227	71
Pre-Exit (STAAR L)	3	36	53					36	69	53	64
	4	49	101	NO STAAR L for Reading				49	39	101	28
	5	64	129					64	33	129	34
	Total	149	283					149	44	283	37
Other ELL	3	6,486	6,170	1,892	57	1,905	55	1,835	64	1,846	66
	4	3,477	3,297	1,651	50	1,656	48	1,558	57	1,575	58
	5	1,966	1,696	1,727	48	1,490	44	1,620	68	1,306	60
	Total	11,929	11,163	5,270	52	5,051	50	5,013	63	4,727	62
Other ELL (STAAR L)	3	178	273					178	44	273	46
	4	148	169	NO STAAR L for Reading				148	33	169	37
	5	151	208					151	30	208	34
	Total	477	650					477	36	650	40
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
	Total	50,088	50,925	40,749	67	42,904	67	40,497	69	42,324	71

Program	Grade	Enrollment		Writing				Science			
		2014	2015	2014		2015		2014		2015	
		N	N	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat	# tested	% Met Sat.
Pre-Exit	3	1,057	1,383	0	*	0	*	0	*	0	*
	4	2,981	3,376	2,861	60	3,285	52	0	*	0	*
	5	2,824	2,975	0	*	0	*	2,637	50	2,739	47
	Total	6,862	7,734	2,861	60	3,285	52	2,637	50	2,739	47
Pre-Exit (STAAR L)	3	0	0					0	*	0	*
	4	0	0	NO STAAR L for Writing				0	*	0	*
	5	62	130					62	24	130	21
	Total	62	130					62	24	130	21
Other ELL	3	6,486	6,170	0	*	0	*	0	*	0	*
	4	3,477	3,297	1,646	54	1,673	50	0	*	0	*
	5	1,966	1,696	0	*	0	*	1,644	56	1,315	42
	Total	11,929	11,163	1,646	54	1,673	50	1,644	56	1,315	42
Other ELL (STAAR L)	3	0	0					0	*	0	*
	4	0	0	NO STAAR L for Writing				0	*	0	*
	5	134	203					134	22	203	22
	Total	134	203					134	22	203	22
HISD	3	17,592	17,669	0	*	0	*	0	*	0	*
	4	16,638	17,161	13,912	68	14,894	62	0	*	0	*
	5	15,858	16,095	0	*	0	*	14,709	67	15,010	64
	Total	50,088	50,925	13,912	68	14,894	62	14,709	67	15,010	64

Source: STAAR, Chancery ** Scores not reported for fewer than 5 students*

Appendix D

STAAR Progress and ELL Progress Performance of Pre-Exit Students: Number Tested, and Percent Met Standard, by Grade Level

Reading

Program	Grade	Enrollment Current N	ELL Progress # tested	ELL Progress % met	STAAR Progress (Current ELL) # tested	STAAR Progress (Current ELL) % met
Pre-Exit	3	1,383	993	70	n/a	n/a
	4	3,376	2,172	42	273	62
	5	2,975	256	38	1,373	62
	Total	**7,734**	**3,421**	**42**	**1,646**	**62**
Other ELL	3	6,170	901	54	n/a	n/a
	4	3,297	689	43	745	54
	5	1,696	277	42	820	63
	Total	**11,163**	**1,867**	**43**	**1,565**	**59**
HISD	3	17,669			n/a	n/a
	4	17,161			9,945	58
	5	16,095			12,268	65
	Total	**50,925**			**22,213**	**62**

Mathematics

Program	Grade	Enrollment Current N	ELL Progress # tested	ELL Progress % met	STAAR Progress (Current ELL) # tested	STAAR Progress (Current ELL) % met
Pre-Exit	3	1,383	945	78		
	4	3,376	2,090	64	Not Available	
	5	2,975	150	72	2015	
	Total	**7,734**	**3,185**	**65**		
Other ELL	3	6,170	839	66		
	4	3,297	595	54	Not Available	
	5	1,696	105	60	2015	
	Total	**11,163**	**1,539**	**55**		
HISD	3	17,669				
	4	17,161			Not Available	
	5	16,095			2015	
	Total	**50,925**				

Source: STAAR, Chancery

Appendix E

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

Program	Grade	Tested	Total Reading	Total Language	Total Mathematics	Science	Social Science
Pre-Exit	3	1,355	40	48	59	51	45
	4	3,291	35	46	52	45	39
	5	2,894	34	40	47	43	39
	Total	**7,540**	**36**	**44**	**51**	**45**	**40**
Other ELL	3	1,869	36	42	49	45	38
	4	1,666	35	45	45	42	38
	5	1,521	33	37	42	40	37
	Total	**5,056**	**34**	**42**	**46**	**43**	**38**
HISD	3	12,675	45	50	55	52	46
	4	14,915	44	53	53	51	45
	5	15,354	44	50	52	52	49
	Total	**42,944**	**44**	**51**	**53**	**52**	**47**

Source: Iowa Assessments, Chancery   ** Scores not reported for fewer than 5 students*

Appendix F

TELPAS Performance for Pre-Exit Students: Number Tested and Number and Percentage of Students at Each Proficiency Level, by Grade Level and Year

Program	Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		Composite Score
			N	%	N	%	N	%	N	%	
Pre-Exit	3	1,376	45	3	181	13	428	31	722	52	3.2
2015	4	3,360	137	4	632	19	1,387	41	1,204	36	3.0
	5	2,946	106	4	453	15	1,161	39	1,226	42	3.1
	Total	**7,682**	**288**	**4**	**1266**	**16**	**2,976**	**39**	**3,152**	**41**	**3.0**
Other ELL	3	6,065	734	12	1,955	32	2,004	33	1,372	23	2.6
2015	4	3,225	269	8	900	28	1,258	39	798	25	2.7
	5	1,638	163	10	327	20	618	38	530	32	2.8
	Total	**10,928**	**1,166**	**11**	**3,182**	**29**	**3,880**	**36**	**2,700**	**25**	**2.6**

Source: TELPAS, Chancery   ** Scores not reported for fewer than 5 students*

Appendix G

TELPAS Performance for Pre-Exit Students: Number Tested and Number and Percentage of Students Gaining 1, 2, 3, or 1 or More Proficiency Levels, by Grade Level and Year

Program	Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level	
			N	N	%	N	%	N	%	N	%
			N	N	%	N	%	N	%	N	%
Pre-Exit	3	1,353	893	66	26	2	1	<1	920	68
2015	4	3,227	1,809	56	53	2	1	<1	1,863	58
	5	2,801	1,662	59	54	2	1	<1	1,717	61
	Total	**7,381**	**4,364**	**59**	**133**	**2**	**3**	**<1**	**4,500**	**61**
Other ELL	3	5,615	2,670	48	173	3	1	<1	2,844	51
2015	4	2,919	1,360	47	47	2	3	<1	1,410	48
	5	1,400	760	54	55	4	4	<1	816	58
	Total	**9,934**	**4,790**	**48**	**275**	**3**	**8**	**<1**	**5,070**	**51**

Source: TELPAS, Chancery   ** Scores not reported for fewer than 5 students*

Districtwide
Pre-Exit ELL Student Performance
Spring 2015

Pre-Exit ELL Students
2015 Assessment Report

Houston Independent School District

STAAR: ELL Students in Pre-Exit Phase
Percent Passing at TEA Standard, 2015

Grade Level	Pre Exit Students # Enrolled	Reading/ELA # tested	% pass	Mathematics # tested	% pass	Writing # tested	% pass	Science # tested	% pass
3	1,383	1,361	74	1,309	81	0	-	0	-
4	3,376	3,261	51	3,175	69	3,285	52	0	-
5	2,975	2,854	47	2,743	67	0	-	2,739	47
Total	7,734	7,476	54	7,227	71	3,285	52	2,739	47

STAAR: ELL Students in Pre-Exit Phase
Percent Passing at TEA Standard, 2014

Grade Level	Pre Exit Students # Enrolled	Reading/ELA # tested	% pass	Mathematics # tested	% pass	Writing # tested	% pass	Science # tested	% pass
3	1,057	1,011	75	981	82	0	-	0	-
4	2,981	2,837	59	2,818	67	2,858	60	0	-
5	2,824	2,659	47	2,623	70	0	-	2,637	50
Total	6,862	6,507	57	6,422	71	2,858	60	2,637	50

Iowa Assessments: ELL Students in Pre-Exit Phase
Average NCE and NPR by Grade Level, 2015

Grade Level	# Enrolled N	# Tested N	Reading NCE	NPR	Language NCE	NPR	Mathematics NCE	NPR	Science NCE	NPR	Social Science NCE	NPR
3	1,383	1,355	40	31	48	45	59	67	51	53	45	41
4	3,376	3,291	35	24	46	43	52	53	45	40	39	30
5	2,975	2,894	34	22	40	32	47	44	43	37	39	31
Total	7,734	7,540	36		44		51		45		40	

Stanford 10: ELL Students in Pre-Exit Phase
Average NCE and NPR by Grade Level, 2014

Grade Level	# Enrolled N	# Tested N	Reading NCE	NPR	Language NCE	NPR	Mathematics NCE	NPR	Science NCE	NPR	Social Science NCE	NPR
3	1,057	1,022	44	40	50	50	61	66	50	51	45	43
4	2,981	2,914	35	28	46	45	53	55	47	46	41	37
5	2,824	2,785	32	24	36	29	47	45	46	45	38	33
Total	6,862	6,721	35		43		52		47		40	

Note: Tables in this section include all students in pre-exit phase of the bilingual program, but their previous program (i.e., traditional or dual-language) is ignored. Numbers here may not match tables in the main report, due to an inability to identify a student's prior program.

* Number of students tested < 5

- Number of students tested equals 0

Houston Independent School District

TELPAS: ELL Students in Pre-Exit Phase
English Language Proficiency Levels, 2015

Grade Level	Pre Exit Students # Tested	Beginning N	Beginning %	Intermediate N	Intermediate %	Advanced N	Advanced %	Advanced High N	Advanced High %	Composite Score
3	1,376	45	3	181	13	428	31	722	52	3.2
4	3,360	137	4	632	19	1387	41	1204	36	3.0
5	2,946	106	4	453	15	1161	39	1226	42	3.1
Total	7,682	288	4	1266	16	2976	39	3152	41	3.0

TELPAS: ELL Students in Pre-Exit Phase
English Language Proficiency Levels, 2014

Grade Level	Pre Exit Students # Tested	Beginning N	Beginning %	Intermediate N	Intermediate %	Advanced N	Advanced %	Advanced High N	Advanced High %	Composite Score
3	1,050	15	1	125	12	340	32	570	54	3.3
4	2,959	80	3	471	16	1247	42	1161	39	3.0
5	2,800	91	3	353	13	1035	37	1321	47	3.2
Total	6,809	186	3	949	14	2622	39	3052	45	3.1

TELPAS: ELL Students in Pre-Exit Phase
English Language Proficiency Yearly Progress, 2014 to 2015

Grade Level	Pre Exit Students # Tested	Gained 1 Proficiency Level N	Gained 1 Proficiency Level %	Gained 2 Proficiency Levels N	Gained 2 Proficiency Levels %	Gained 3 Proficiency Levels N	Gained 3 Proficiency Levels %	Gained at Least 1 Proficiency Level N	Gained at Least 1 Proficiency Level %
3	1,353	893	66	26	2	1	0	920	68
4	3,227	1809	56	53	2	1	0	1863	58
5	2,801	1662	59	54	2	1	0	1717	61
Total	7,381	4364	59	133	2	3	0	4500	61

TELPAS: ELL Students in Pre-Exit Phase
English Language Proficiency Yearly Progress, 2013 to 2014

Grade Level	Pre Exit Students # Tested	Gained 1 Proficiency Level N	Gained 1 Proficiency Level %	Gained 2 Proficiency Levels N	Gained 2 Proficiency Levels %	Gained 3 Proficiency Levels N	Gained 3 Proficiency Levels %	Gained at Least 1 Proficiency Level N	Gained at Least 1 Proficiency Level %
3	1,017	632	62	19	2	1	0	652	64
4	2,869	1599	56	97	3	1	0	1697	59
5	2,681	1699	63	146	5	0	0	1845	69
Total	6,567	3930	60	262	4	2	0	4194	64

Note: Tables in this section include all students in pre-exit phase of the bilingual program, but their previous program (i.e., traditional or dual-language) is ignored. Numbers here may not match tables in the main report, due to an inability to identify a student's prior program.

* Number of students tested < 5

- Number of students tested equals 0