MEMORANDUM September 26, 2016

TO: Gracie Guerrero
Assistant Superintendent, Multilingual Programs

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **2016 BILINGUAL & ENGLISH AS A SECOND LANGUAGE PROGRAM EVALUATION REPORT**

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 2015–2016 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 40,949 ELL students participated in bilingual programs in 2015–2016, and an additional 19,131 in ESL programs.
- Results from the STAAR and STAAR EOC 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 did not change between 2015 and 2016 on either STAAR reading or mathematics, while that of ESL students improved in both subjects.
- However, students who had exited either program performed at or above the district average on both STAAR reading and mathematics, and improved from the previous year in both subjects. Exited ELLs also outperformed the district on the EOC assessments.
- 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 2015–2016 was 3,176, a 49 percent decline from the previous year.

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.

Carla J. Stevens CJS

Attachment

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH

Educational Program Report

BILINGUAL & ENGLISH AS A SECOND LANGUAGE PROGRAM EVALUATION 2015 - 2016

HISD | Research and Accountability

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Bilingual and English as a Second Language Program Evaluation 2015–2016

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 2015–2016 was 65,216, the largest ever reported.

- Current bilingual ELLs did not perform as well as district students overall on English reading and language measures (STAAR, STAAR EOC). This is not surprising given that ELLs are still in the process of acquiring English. However, mathematics performance on the regular STAAR assessment exceeded district performance.

- Current ESL students also did not perform as well as the district average on all subjects tested (STAAR, STAAR EOC).

- STAAR reading performance of both current bilingual students and that of current ESL students declined from 2014 to 2016, but these decreases matched equivalent declines for the district.

- Exited students from both bilingual and ESL programs performed better than the district average on both the STAAR and STAAR EOC assessments.

- STAAR reading performance of exited bilingual students remained the same between 2014 and 2016, while that of ESL students declined by 2 percentage points, and district performance declined by 3 percentage points.

- On the TELPAS, ESL students showed higher English language proficiency than bilingual students in grades K to 3, but for grades 4 through 6, bilingual ELLs showed more proficiency.

- 55% of students in bilingual programs, and 48% of students in ESL programs, showed improvement in their English language proficiency on TELPAS in 2015–2016, compared to the previous year.

- A total of 3,176 ELLs met the necessary proficiency criteria, and exited ELL status during the 2015–2016 school year. This was a 49% decrease from the previous year.

- There were 236 staff development training sessions held in 2015–2016 for teachers, administrators, and other HISD staff, with a total attendance (duplicated) of 14,293 (9,644 unduplicated).

Recommendations

1. The district should continue to 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 begun to implement the Dual Language program, as this program is expanded into higher grade levels. But it is also important for campuses that fail to correctly apply the recommended criteria for admission of bilingual ELLs to the pre-exit phase of the bilingual program.

2. The continued low performance of secondary ELLs in the ESL program on both STAAR reading and STAAR EOC English I and II should be addressed. Collaboration between the Multilingual Programs, Secondary Curriculum & Instruction, and Professional Support & 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. The district should address the decline in the number of ELLs who successfully exited ELL status in 2015–2016. Evidence reviewed here indicates that the late arrival of test results may have had some impact on these numbers, but it is more likely that ELL students are failing to exit because of the use of linguistic accomodations during STAAR testing, which renders test results invalid for exiting purposes. Staff should ensure that these accomodations are being used appropriately so that students who do not truly require them can exit, pending their assessment results.

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

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, 2016a; 2016b, 2016c, 2016d). Further details on state requirements, and specific programs offered in HISD can be found in **Appendix A** (p 15).

Methods

Participants

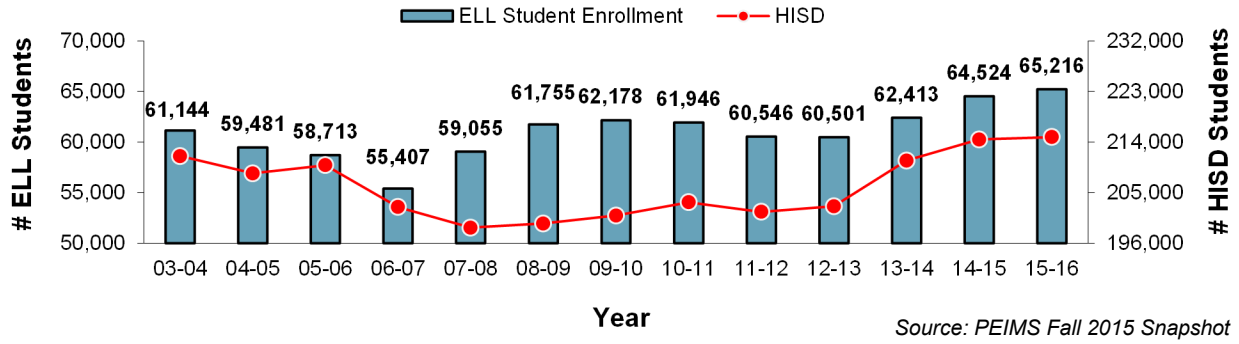
The total student population of HISD in October 2015 was 214,891, as reported in the PEIMS fall snapshot data file for the 2015–2016 school year. Thirty percent of students in the district were ELLs. Sixty-three percent of ELLs were served in bilingual programs, 29% were served in an ESL program, and 8% did not receive any special linguistic services (see **Table 1**, also **Appendix B**, p. 16). Data for 2015–2016 are shaded in blue.

Table 1. Number and Percent of ELL Students in HISD, 2013–2014 to 2015–2016

	Program	Number of Students			% of All Students			% of ELL Students		
		2014	2015	2016	2014	2015	2016	2014	2015	2016
Non-ELL		148,303	149,938	149,675	70	70	70			
ELL		62,413	64,524	65,216	30	30	30			
	Bilingual	*40,329*	*40,901*	*40,949*	*19*	*19*	*19*	*65*	*63*	*63*
	ESL	*15,321*	*17,474*	*19,131*	*7*	*8*	*9*	*25*	*27*	*29*
	Not Served	*6,763*	*6,149*	*5,136*	*3*	*3*	*2*	*11*	*10*	*8*
Total		**210,716**	**214,462**	**214,891**						

Source: PEIMS Fall 2015 Snapshot, membership count

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



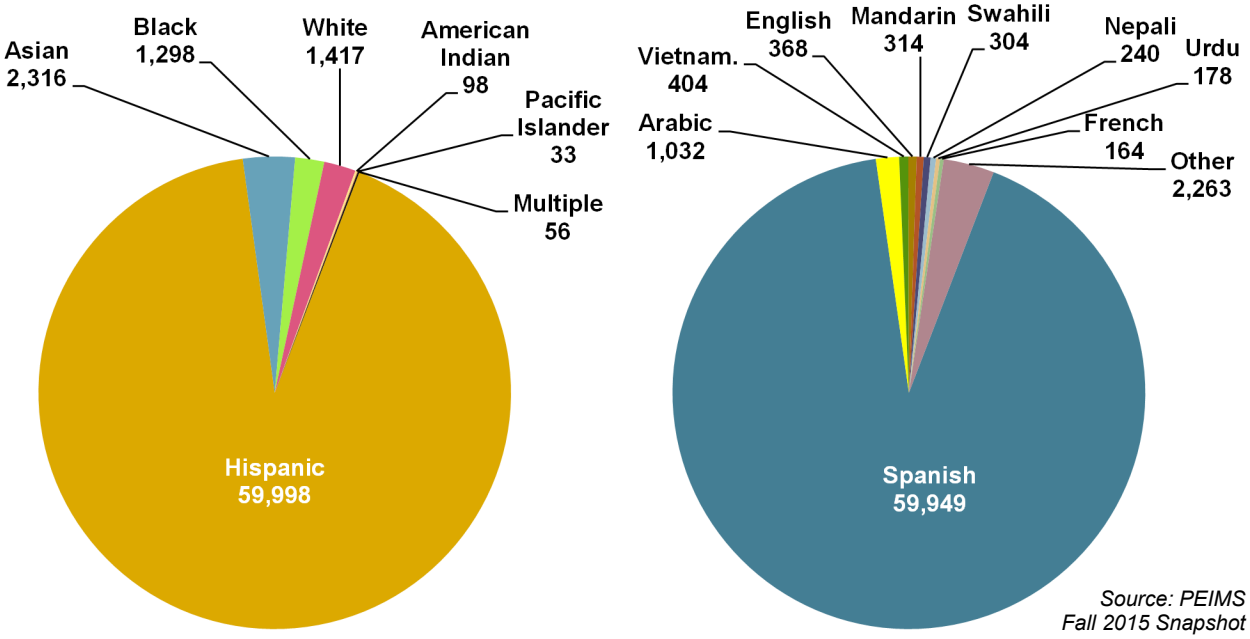
Source: PEIMS Fall 2015 Snapshot

HISD had 65,216 ELLs in 2015–2016, which is the largest ever based on available records. The ELL population was at 61,144 in 2003–2004 (see **Figure 1**), and showed annual declines through 2006–2007. ELL enrollment rebounded over the past nine years, mirroring trends in overall HISD student population (district enrollment is represented by the solid red line). ELL enrollment increased by 692 in –2016, and it has accounted for the same proportion of the district population (30%) in each of the past six years. Altogether, 45 percent of the district's students were either current or exited ELLs.

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 (4%). ELLs come to HISD from all over the world, and there are 85 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[2]. Details shown in **Appendix C** (p. 17) reveal that the number of Arabic, Swahili, and Urdu speakers increased substantially in 2015–2016 (increases ranging from 18% to 21%).

All bilingual or ESL students with valid assessment results from 2015–2016 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 2015 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), STAAR EOC-L, 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 assessments 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 and mathematics tests, as are results for the STAAR-L mathematics test. The percentage of students who passed (met standard, Satisfactory Level II, Progression Standards 2015–2016) 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 STAAR Progress and ELL Progress measures are reported.

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 2015 and 2016. For this second TELPAS indicator, the percent gaining one or more proficiency levels in the previous year is reported. **Appendix D** (p. 18) provides further details on each of the assessments analyzed for this report, and **Appendix E** (p. 19) explains the STAAR Progress and ELL Progress measures. Finally, professional development and training data were collected from the Multilingual Education Department, and ELL exits were obtained from Chancery records.

Results

What was the academic progress of ELLs in bilingual and ESL programs?

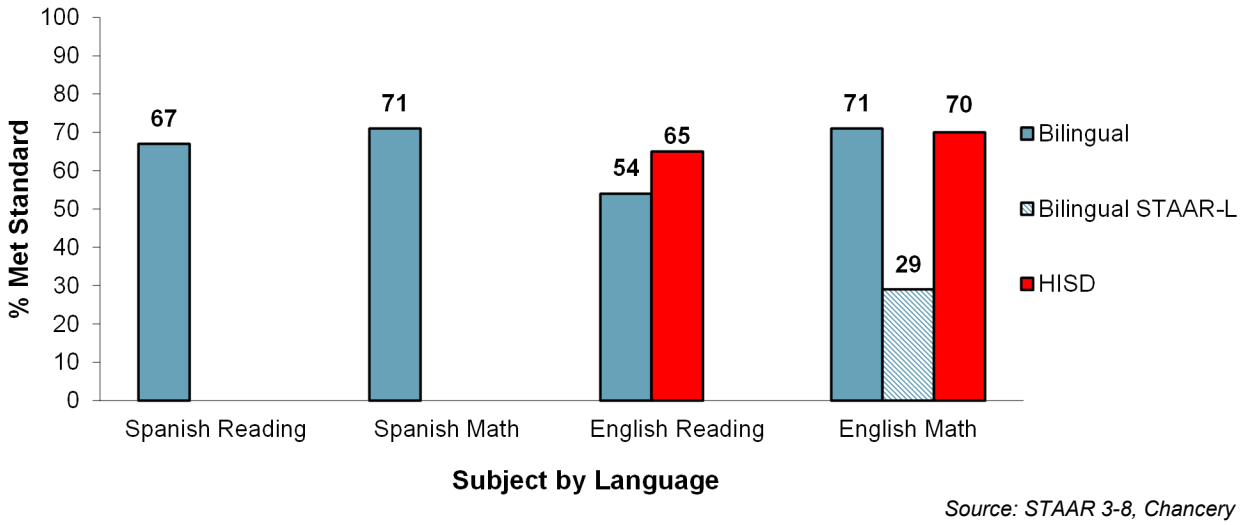
STAAR

Figure 3 (see p. 6) shows the percent of current bilingual ELLs who met standard on the STAAR in 2016. 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 [3]. 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. 20-21).

- A total of 14,044 current bilingual students took the reading portion of the STAAR, representing 97 percent of those enrolled. Of these, 40 percent completed the Spanish version, while 60 percent completed the English version.

- Performance of bilingual students on the Spanish STAAR reading test was better than on the English test (67% vs. 54% students met standard).

Figure 3. Percentage of students who met standard on STAAR reading and mathematics tests, 2016, Grades 3-6: Bilingual students, and all students districtwide



Source: STAAR 3-8, Chancery

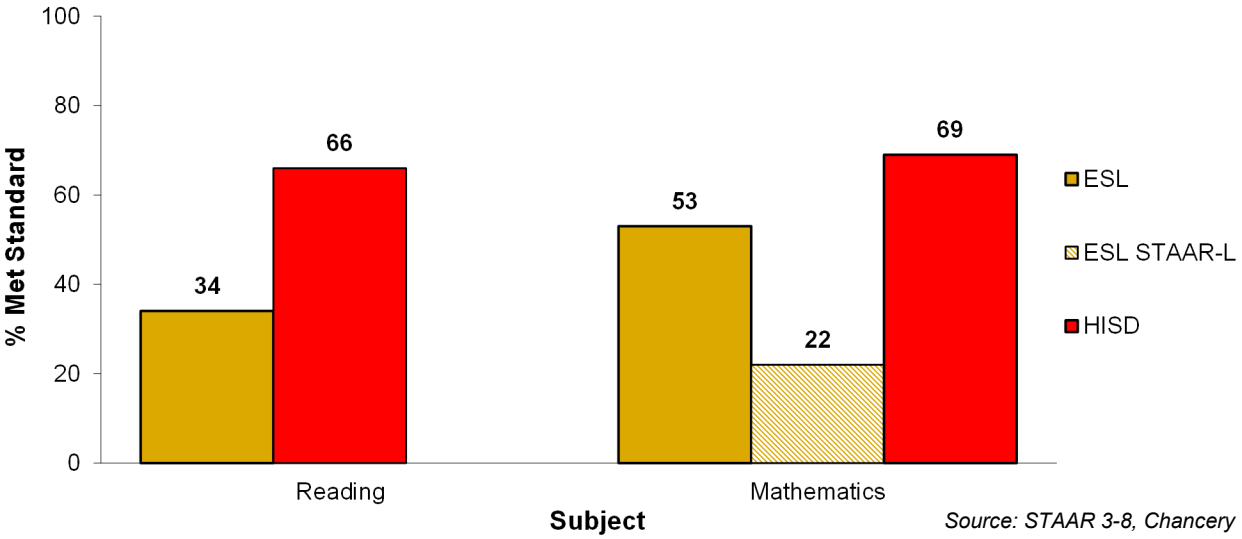
- Performance on the English STAAR reading test for bilingual students was lower than on the district, by 11 percentage points.

- Bilingual students did better on the English STAAR mathematics test than they did on English reading, 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. 22). Note that ESL data includes results from grades 3 through 8, while bilingual data in Figure 3 only encompasses grades 3 through 6.

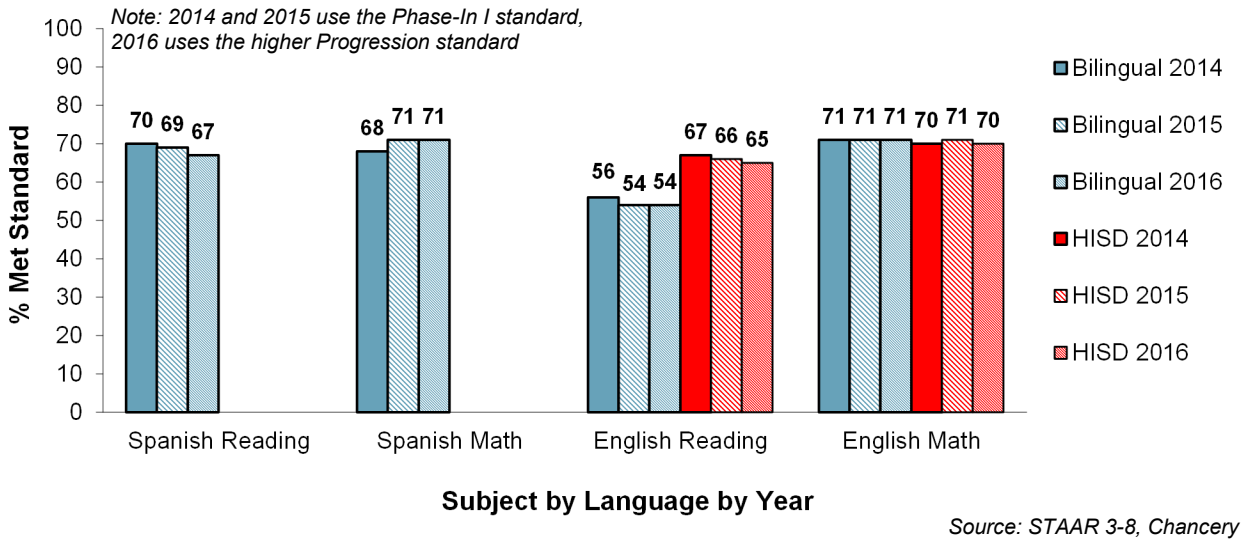
- STAAR mathematics scores for ESL students were also well below those of the district, with gaps of 16 percentage points for the regular STAAR and 47 points for the linguistically-accommodated STAAR-L assessment.

Figure 4. Percentage of students who met standard on English STAAR and STAAR-L reading and mathematics tests, 2016, Grades 3-8: ESL students, and all students districtwide



Source: STAAR 3-8, Chancery

Figure 5. Percentage of students who met standard on STAAR reading and mathematics tests, 2014 to 2016, Grades 3-6: Bilingual students, and all students districtwide



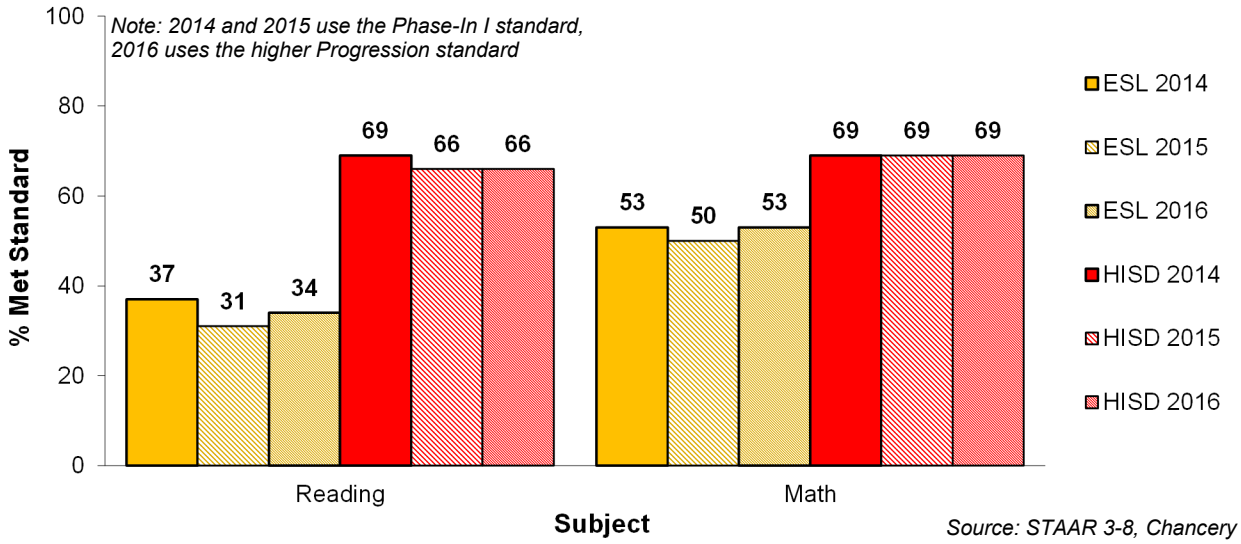
Source: STAAR 3-8, Chancery

- **Figure 5** compares bilingual student STAAR results for 2014 through 2016. Spanish STAAR results declined by 3 percentage points in reading over this time period, while mathematics improved (3 percentage points).

- Between 2014 and 2016, bilingual students reading performance on the English STAAR declined by 2 percentage points, with the district reflecting the same trend (grades 3 to 6 only).

- Mathematics scores for both bilingual students and the district remained stable over this period, with bilingual students exceeding district performance.

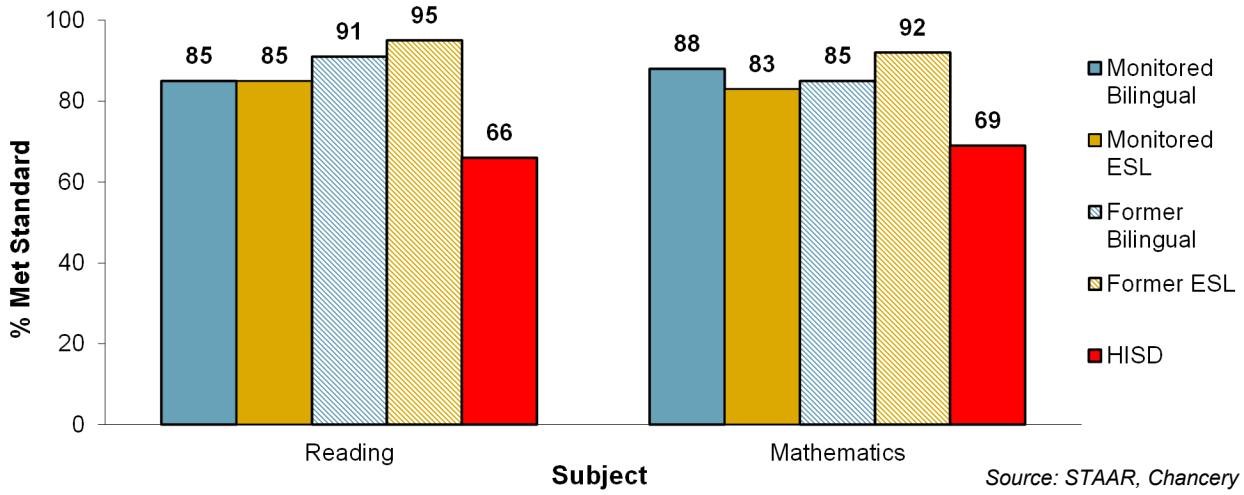
Figure 6. Percentage of students who met standard on English STAAR reading and mathematics tests, 2014 to 2016, Grades 3-8: ESL students, and all students districtwide



Source: STAAR 3-8, Chancery

- Between 2014 and 2016, both ESL students and the district overall showed a decline in reading (-3 percentage points), while in mathematics there was no change for either group (see **Figure 6**, see also Appendix H).

Figure 7. Percentage of students who met standard on English STAAR reading and mathematics tests, 2016: Monitored and former bilingual and ESL students, and all students districtwide

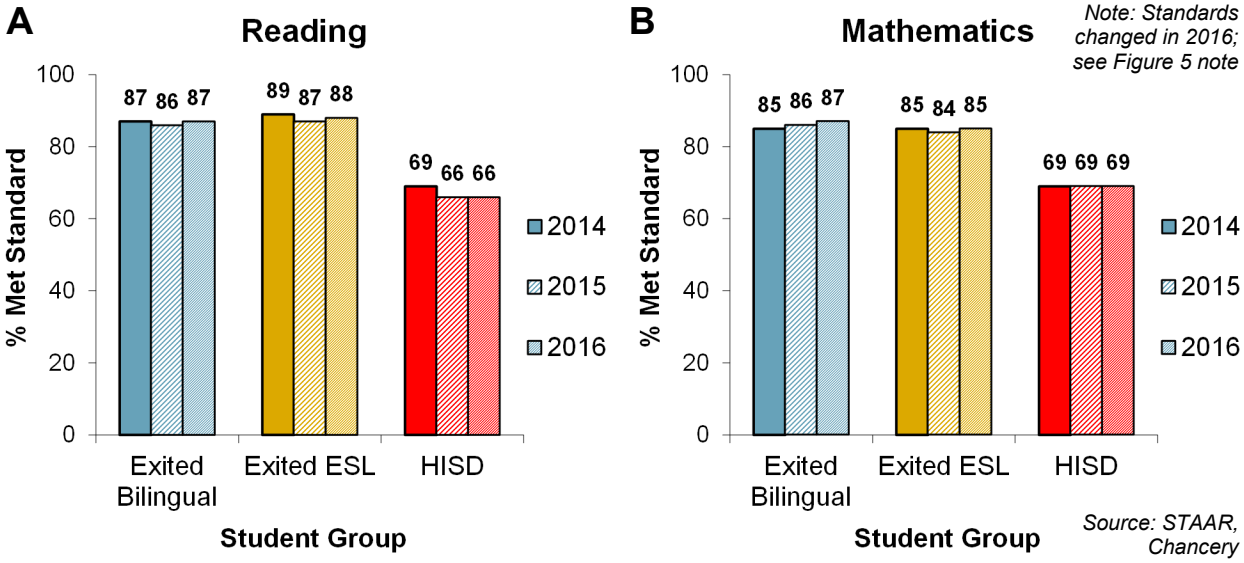


Source: STAAR, Chancery

- Results for exited bilingual students [4] (see **Figure 7**) show that both monitored and former bilingual students performed better than the district on STAAR reading and mathematics.

- Former ESL students did better than former bilingual students in reading (+4 points) and mathematics (+7 points), while monitored bilingual students did slightly better than monitored ESL students in mathematics (+5 points).

Figure 8. Percentage of students who met standard on STAAR reading and mathematics tests, 2014 to 2016: Exited bilingual and ESL students, and all students districtwide

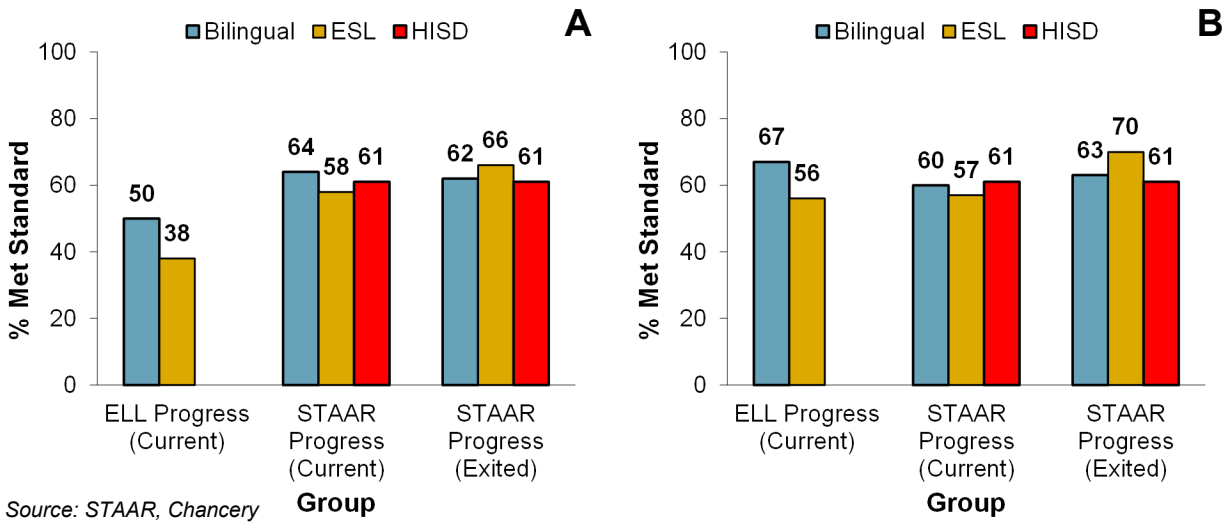


Source: STAAR, Chancery

- **Figure 8** shows the 2014 through 2016 STAAR reading and mathematics performance of exited bilingual and ESL students.

- While district performance declined by 3 percentage points in reading over this period, exited (monitored and former) bilingual students showed no change while exited ESL students declined by 1 point. In mathematics, bilingual students improved by (+2 points) while ESL students and the district showed no change.

Figure 9. STAAR Progress and ELL Progress performance in English reading (A) and mathematics (B) for bilingual students, ESL students, and all students districtwide, 2016 (Combined Results for Grades 3 through 8)



Source: STAAR, Chancery

- **Figure 9** (above) shows results for the ELL Progress and STAAR Progress measures (for an explanation of these see **Appendix I**, pp. 23-24). Only results for STAAR reading (English) are shown (mathematics results are shown in Appendix I).

- Results for both reading and mathematics show the same pattern. Specifically, 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 on reading but not mathematics, while exited bilingual students performed better than the district in both subjects. Current ESL students were lower than the district, whereas exited ELL students performed better.

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 student standard [5] for 2015–2016 or higher (dark green). Red indicates the percentage of students who scored Unsatisfactory (number of students tested in parentheses).

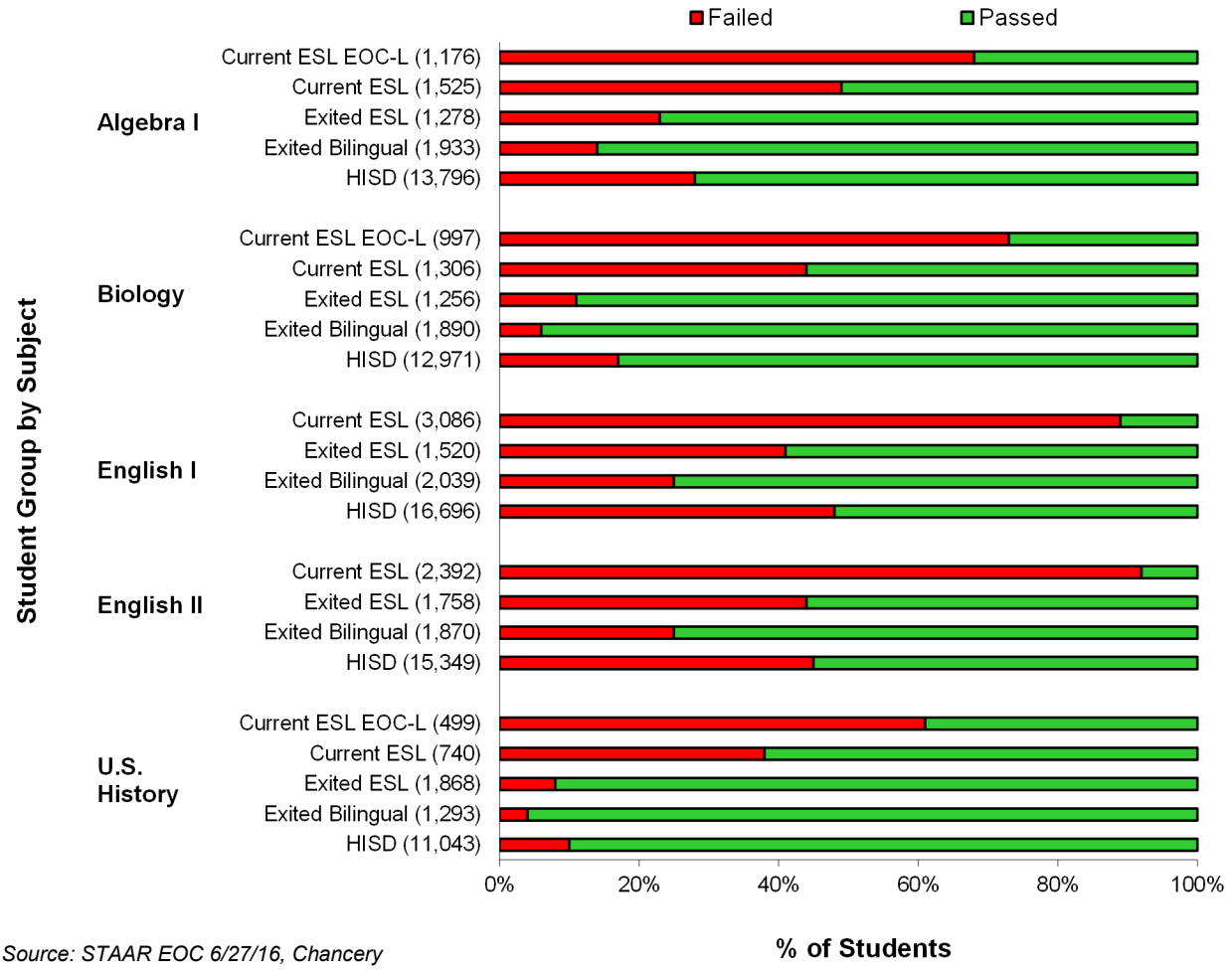
- Current ESL students did not perform as well as the district, and this was true for all tests, with particularly low performance on English I and II.

- Current ESL students performed better on the STAAR EOC 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.

- Exited ESL students did slightly better than the district on all subjects (+1 to +7 percentage points).

Figure 10. STAAR EOC percent of current and exited ESL students who met Satisfactory standard, by subject, 2016: Results are shown for all current or exited ESL students, exited bilingual students, as well as for the district overall



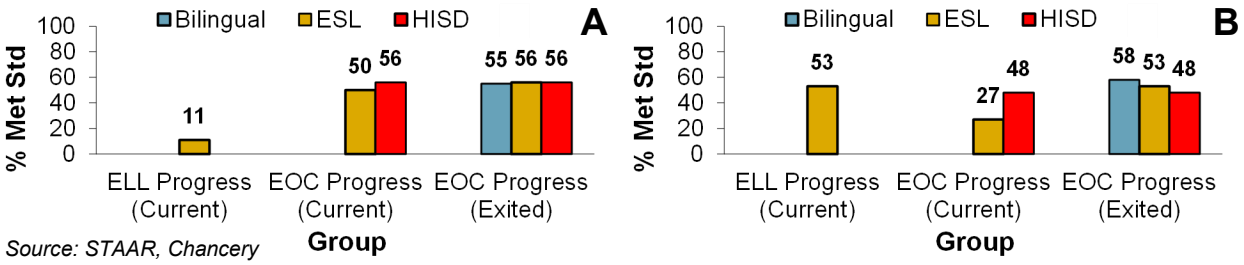
Source: STAAR EOC 6/27/16, Chancery

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

- Only 11% of ESL students met standard on the ELL progress measure on English I and II combined.

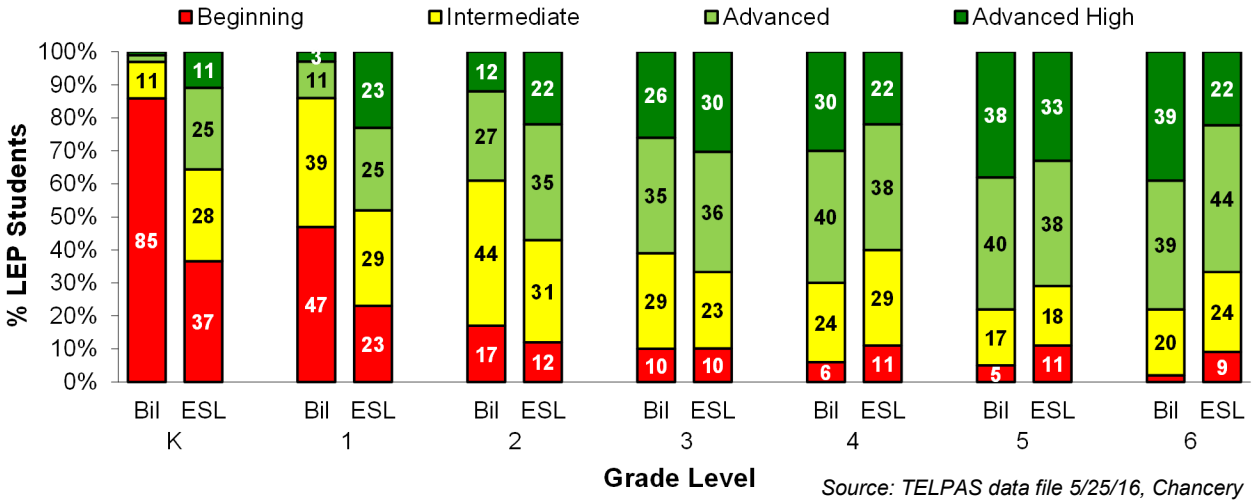
- On Algebra I (**Figure 11b**), ESL students did better on the ELL progress measure but lagged behind the district on STAAR EOC progress, with exited bilingual students showing the best performance.

Figure 11. STAAR EOC progress and ELL progress performance for bilingual students, ESL students, and all students districtwide, 2016 (English I and II combined (A) and Algebra I (B))



Source: STAAR, Chancery

Figure 12. TELPAS composite proficiency ratings for bilingual and ESL students, 2016



Source: TELPAS data file 5/25/16, Chancery

What were the levels of English language proficiency among ELLs in bilingual and ESL programs?

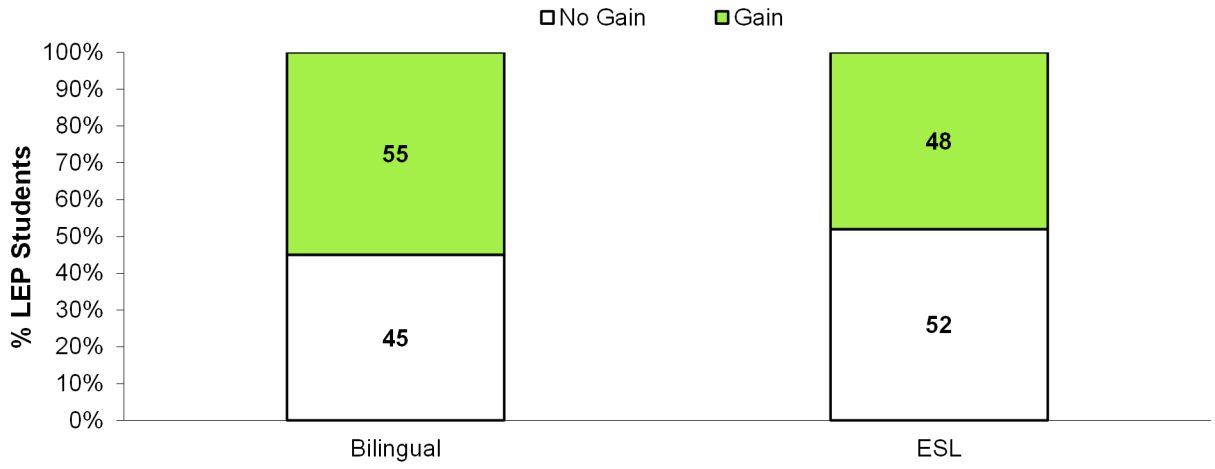
Figures 12 and **13** summarize TELPAS results for bilingual and ESL students. Figure 12 shows attainment, i.e., the percentage of students scoring at each proficiency level on the TELPAS. Figure 13 shows yearly progress, i.e. the percentage of students who made gains in English language proficiency between 2015 and 2016. Further details can be found in **Appendices L** and **M** (see pp. 27-28).

- Through grade 3, 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 12).

- At grades 4 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).

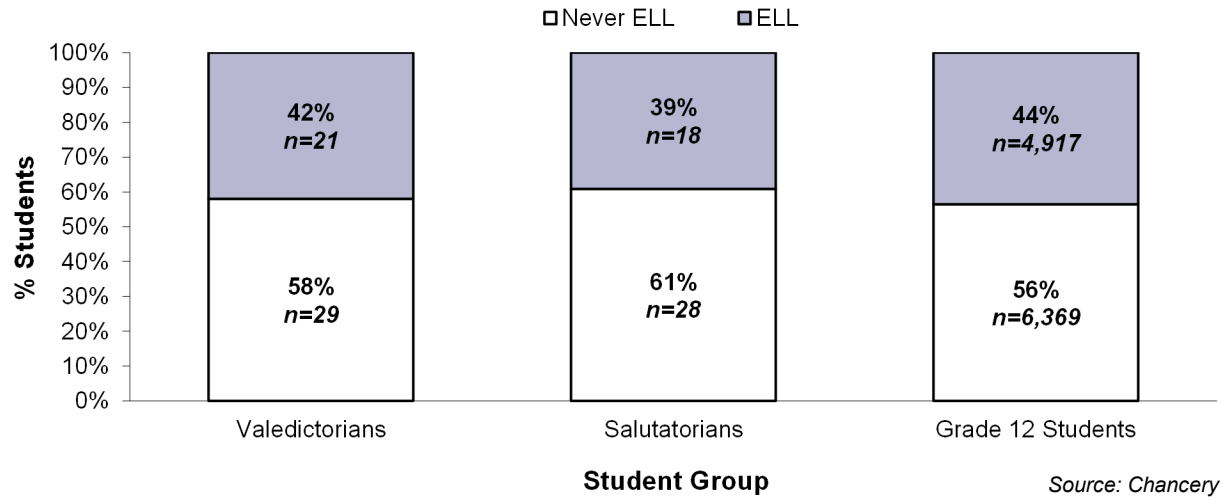
- More students in bilingual programs showed progress/improvement in English proficiency between 2015 and 2016 than did those in an ESL program (see Figure 13 below).

Figure 13. TELPAS yearly progress for bilingual and ESL students, 2016



Source: TELPAS data file 5/25/16, Chancery

Figure 14. Percentages of valedictorians and salutatorians (class of 2016) who were ever ELL



Source: Chancery

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 14** shows the percentages of students from the graduating class of 2016 who were either exited ELLs, or who were never ELL at any time. Comparison data comes from the entire class of 2016.

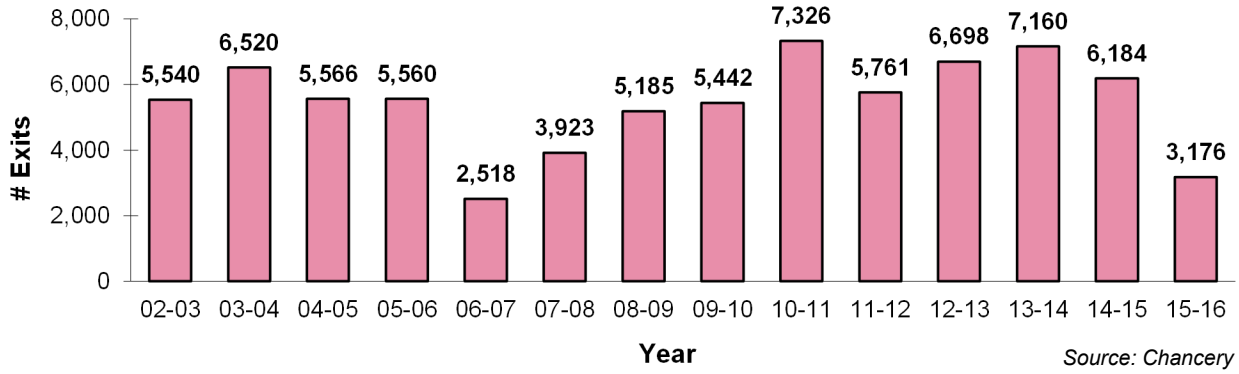
- Of the 11,286 students in grade 12 during the 2015–2016 school year, 44% of them had been ELL at some point between kindergarten and 12th grade.
- Forty-two percent of valedictorians had been ELLs, and 39% of salutatorians had been ELL. Thus, ELLs were slightly under-represented among both groups, but neither difference was large enough to be statistically significant.

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 2015–2016. These data are shown in **Figure 15**.

- A total of 3,176 students exited ELL status in 2015–2016. This was a decrease of 3,008 (49 percent) in comparison with the previous year's total.

Figure 15. ELL student exits, 2002–2003 through 2015–2016



Source: Chancery

What was the frequency and scope of professional development activities provided to teachers and staff serving ELLs?

Data from e-TRAIN indicated that 236 staff development training sessions were coordinated by the Multilingual Programs Department during the 2015–2016 school year. These sessions, summarized in **Appendix N** (p. 29), covered compliance, program planning, and instruction/information. A total of 14,293 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 9,644). A full record of professional development activities can be obtained from the Multilingual Programs Department. In addition, a total of 420 parents of ELLs attended Dual Language meetings at schools offering this program.

Discussion

Nearly half of the district's students (45%) were not fluent in English when they began school, and 30% of district students are still currently classified as ELL. Statewide assessments (i.e., STAAR, STAAR EOC) 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 concerns.

One issue that should be addressed is the continued 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 decline observed in STAAR 3-8 passing rates in reading for both bilingual and ESL students. While the latter decline may be related to the introduction of more rigorous passing standards for STAAR 3-8 assessments (note that district passing rates have also declined since 2014), this fails to address the central problem. Specifically, 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 set to become even more rigorous each year up to the final recommended standard, this problem could grow worse over time unless addressed.

Another area of concern is the sharp decline in the number of students who exited ELL status in this past school year. Three main factors could have contrbuting to this decline. First, it is possible that fewer ELLs are able to meet the required exit criteria due to the increased difficulty of the STAAR 3-8 and EOC assessments. While this may have affected ELL exits, it should be noted that ELL passing rates for STAAR 3-8 reading did not change much between 2015 and 2016.

Two other factors probably had more of an impact. One big change in 2015–2016 from the protocol followed in previous years, was that in order to have a STAAR reading or EOC English I/II count towards meeting the exit criteria, a student could not have been allowed any linguistic accompdations when taking the exam (e.g., English dictionary, extra time). While these accomodations are still allowed for other purposes (e.g., state accountability), any ELL student using them cannot exit based on results from the tests. This past school year the district made a decison to more rigorously apply state guidelines in this regard, and this likely affected the number of students who were eligible for exiting ELL status.

Finally, in 2015–2016 the test results needed to make LPAC decisions leading to exit were not available until after school had ended in the spring. Typically, this data is available before school ends and LPACs complete their work before staff disperses for the summer. This year, knowing that test data would be late, alternative procedures were initiated to allow campuses to cope, but these procedures do not appear to have worked as well as was hoped. There is no reason to believe that this situation (i.e., late test results) will not arise again in the future, so this is something that should be addressed for the coming year.

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Endnotes

1 The district also has a Mandarin Language Immersion magnet program, as well as 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 they are not included under Multilingual Programs Department Guidelines. Results for ELLs in those programs are, however, included in the present report.

2 There were 368 ELL students who listed their home language as English on the Home Language Survey, but whom the LPAC classified as ELL. Eighty-three percent of these individuals were Hispanic according to the PEIMS database.

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

4 Categorizing 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.

5 STAAR EOC standards are scheduled to increase each year beginning in 2015–2016. However, the relevant passing standard for a given student is determined by the year in which they first are tested on any EOC assessment. This standard, once set, will be used for all subsequent EOC tests they may take, even as the "official" passing standard increases. The EOC results reported here use this student standard rather than those applying for the 2015–2016 school year.

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 2015 through Title III of the *Every Student Succeeds Act (ESSA)*. When the law becomes effective in 2017–2018, progress in acquiring English language proficiency for ELL students will be a required indicator in state accountability systems, down to the campus level. Previously, under the *No Child Left Behind Act* (2001), measures of gains in English proficiency for ELLs were only considered at the district level (these were the Annual Measureable Achievement Objectives, or AMAOs, which are no longer part of ESSA).

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 (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 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.

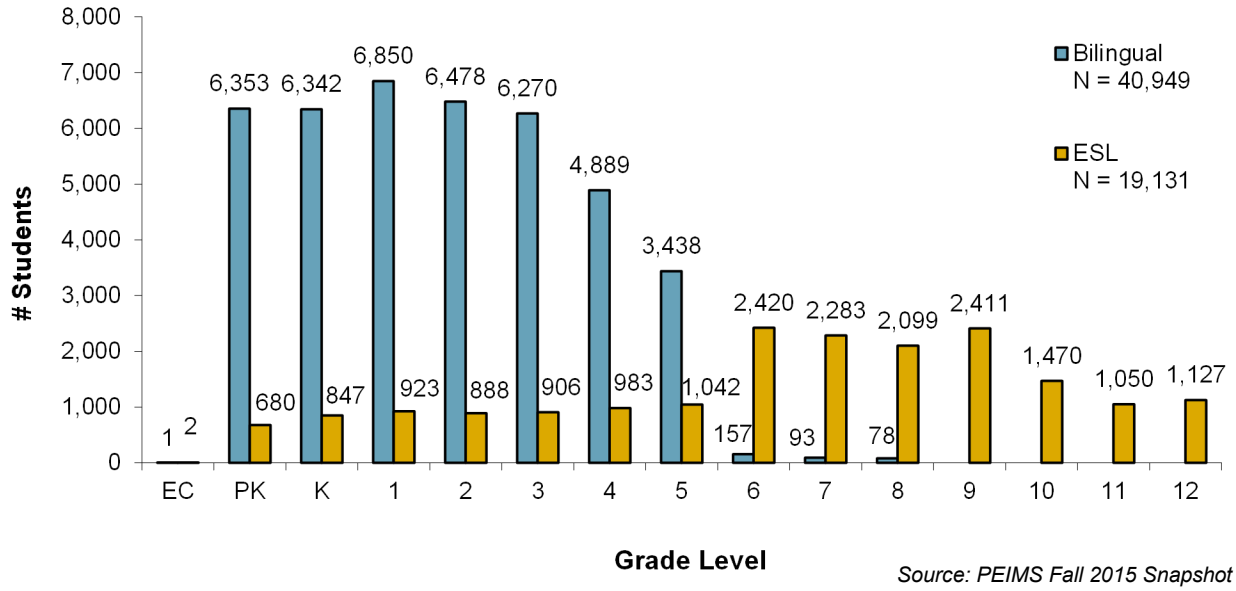
Bilingual programs primarily provide native language instruction in the early grades (PK–3) with gradual increments in daily English instruction in grades four through five. Students who have attained literacy and cognitive skills in their native language are gradually transitioned into English reading 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, 2015–2016

This figure shows the enrollment totals for bilingual and ESL programs by grade level for the 2015–2016 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 2015 Snapshot

APPENDIX C

ELL Student Ethnicity and Home Language, 2015–2016

Ethnicity	Number	Percent
Hispanic	59,998	92%
Asian	2,316	4%
Black	1,298	2%
White	1417	2%
American Indian	98	<1%
Pacific Islander	33	<1%
Multiple	56	<1%
Total	**64,524**	

	Number	Percent
Econ Disadvantaged	58,026	89%

Home Language	Number	Percent	% Change From Fall 2014
Spanish	59,949	92%	+1%
Arabic	1,032	2%	+12%
Vietnamese	404	1%	-9%
English*	368	1%	+21%
Mandarin	314	<1%	-2%
Swahili	304	<1%	+18%
Nepali	240	<1%	-20%
Urdu	178	<1%	+19%
French	164	<1%	+7%
Other	2,263	3%	+13%
Total	**65,216**		

Source: PEIMS Fall 2015 Snapshot

* *There were 368 ELL students who listed their home language as English on the Home Language Survey, but whom the LPAC classified as ELL. Eighty-three 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 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.

By commissioner's rule, the STAAR Level II Phase-in 1 Satisfactory standard was increased to the Level II Satisfactory 2016 progression standard and will continue to increase each year until 2021–2022. This means that students taking the STAAR grades 3–8 assessments will have to answer more items correctly to "pass" the exams than in the previous year (this applies to both the STAAR as well as to STAAR L). For this reason, any any charts or tables in the present report that include multiple years of data should be interpreted with caution.

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). Besides the regular EOC exams, there are also linguistically-accommodated versions in Algebra I, Biology, and U.S. History. Certain students who entered grade nine prior to 2011–2012 continued to take the TAKS rather than STAAR 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.

For EOC exams, the passing standard was also increased to the Level II Satisfactory 2016 progression standard and will continue to increase each year until 2021-22. This means that students taking an EOC for the first time will have to answer more items correctly to "pass" STAAR EOC exams than in the previous year. However, 2015–2016 also saw the introduction of a new "Student Standard" for EOC exams. This measure is what is reported here for the EOC results. Under the Student Standard, all students taking EOC exams will not necessarily be held to the same passing standard. Instead, the passing standard applicable will be determined by the standard that was in place when a student first took any EOC assessment. This standard will be maintained throughout the student's school career. Thus, for students who first tested prior to 2015–2016, the Student Standard is the Level II: Satisfactory Phase-in 1 Standard for 2012-2015. For those who first tested in 2015–2016, it is the 2016 Progression Standard.

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 2016 and 2015, (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 (2015 and 2016)

		Enrollment *		Spanish Reading				Spanish Mathematics			
				2015		2016		2015		2016	
Program	Grade	2015 N	2016 N	# Tested	% Met Sat.	# Tested	% Met Sat.	# Tested	% Met Sat.	# Tested	% Met Sat.
Current	3	4,336	4,746	4,086	71	4,270	67	3,898	73	3,991	70
Bilingual	4	1,623	1,497	1,492	66	1,283	65	1,426	69	1,319	75
	5	290	215	74	53	68	62	59	47	53	42
	Total	**6,249**	**6,458**	**5,652**	**69**	**5,621**	**67**	**5,383**	**71**	**5,363**	**71**

Source: STAAR 3-8, 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, and students in the Mandarin and Arabic bilingual programs, 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 (2015 and 2016)

				English Reading				English Mathematics			
		Enrollment		2015		2016		2015		2016	
Program	Grade	2015 N	2016 N	# Tested	% Met Sat.	# Tested	% Met Sat.	# Tested	% Met Sat.	# Tested	% Met Sat.
Current Bilingual	3	5,737	6,109	1,586	70	1,752	68	1,707	80	1,946	79
	4	5,018	4,781	3,394	52	3,364	59	3,364	69	3,231	70
	5	3,273	3,389	3,074	47	3,168	42	2,964	68	3,078	66
	6	132	150	125	48	139	51	113	71	132	73
	Total	**14,160**	**14,429**	**8,179**	**54**	**8,423**	**54**	**8,148**	**71**	**8,387**	**71**
Current Bilingual STAAR-L	3	70	78	No STAAR-L for Reading				28	46	70	29
	4	111	96					38	42	111	32
	5	143	123					61	28	143	26
	6	12	7					11	27	12	29
	Total	**336**	**304**					**138**	**36**	**336**	**29**
Monitored Bilingual	3	121	97	101	96	87	86	102	93	88	93
	4	528	579	522	92	562	96	523	93	562	93
	5	1,524	1,577	1,515	93	1,571	92	1,514	94	1,570	93
	6	1,680	1,677	1,659	81	1,655	79	1,656	84	1,656	87
	7	1,157	1,061	1,147	79	1,050	76	1,112	80	1,028	78
	8	286	257	279	82	251	84	204	75	190	74
	Total	**5,296**	**5,248**	**5,223**	**86**	**5,176**	**85**	**5,111**	**87**	**5,094**	**88**
Former Bilingual	3	1	1	1	*	0	--	1	*	0	--
	4	9	44	8	100	40	98	8	100	40	98
	5	76	57	76	92	54	94	76	99	54	100
	6	375	243	373	92	237	90	373	89	237	92
	7	797	941	790	85	934	91	753	85	911	87
	8	1,656	1,652	1,636	86	1,626	91	1,106	78	1,101	80
	Total	**2,914**	**2,938**	**2,884**	**87**	**2,891**	**91**	**2,317**	**83**	**2,343**	**85**
HISD	3	17,669	18,387	12,736	69	13,370	66	12,657	71	13,345	69
	4	17,161	17,105	14,869	62	14,862	69	14,672	68	14,538	69
	5	16,095	16,560	15,275	69	15,684	64	14,995	73	15,441	72
	6	13,585	13,374	12,963	64	12,582	62	12,458	70	12,004	72
	7	13,388	13,443	12,746	64	12,743	64	11,733	65	11,685	66
	8	13,667	13,429	13,048	68	12,683	73	9,816	65	9,592	64
	Total	**91,565**	**92,298**	**81,637**	**66**	**81,924**	**66**	**76,331**	**69**	**76,605**	**69**

Source: STAAR, Chancery

** Indicates fewer than 5 students tested*

Note: 2015 uses the Phase-In I standard, 2016 uses the higher Progression standard

Appendix H

English STAAR Performance of ESL Students: Number Tested and Percent Meeting Satisfactory Standard, by Grade Level, Subject, and Year (2015 and 2016)

Program	Grade	Enrollment 2015 N	Enrollment 2016 N	English Reading 2015 # Tested	English Reading 2015 % Met Sat.	English Reading 2016 # Tested	English Reading 2016 % Met Sat.	English Mathematics 2015 # Tested	English Mathematics 2015 % Met Sat.	English Mathematics 2016 # Tested	English Mathematics 2016 % Met Sat
Current ESL	3	832	1,166	786	54	1,098	52	545	62	888	66
	4	876	1,185	813	45	1,112	51	671	55	949	57
	5	840	1,186	774	39	1,095	37	590	56	943	63
	6	2,450	2,525	2,332	29	2,365	26	1,912	54	1,871	53
	7	2,185	2,332	2,083	23	2,209	26	1,529	40	1,630	44
	8	2,134	2,191	2,037	25	2,074	33	1,364	46	1,366	45
	Total	**9,317**	**10,585**	**8,825**	**31**	**9,953**	**34**	**6,611**	**50**	**7,647**	**53**
Current ESL STAAR-L	3	253	232	No STAAR-L for Reading				253	47	232	32
	4	159	179					159	38	179	26
	5	194	170					194	33	170	19
	6	419	503					419	23	503	23
	7	548	541					548	16	541	16
	8	634	649					634	21	649	22
	Total	**2,207**	**2,274**					**2,207**	**25**	**2,274**	**22**
Monitored ESL	3	167	167	163	98	160	97	163	99	160	98
	4	130	160	122	96	154	98	122	95	154	91
	5	242	246	234	94	241	93	234	94	241	97
	6	215	253	199	85	244	84	199	81	244	89
	7	560	435	521	72	402	77	493	70	386	75
	8	727	661	668	83	621	82	494	74	494	72
	Total	**2,041**	**1,922**	**1,907**	**84**	**1,822**	**85**	**1,705**	**80**	**1,679**	**83**
Former ESL	3	2	0	1	*	0	--	1	*	0	--
	4	71	83	70	100	81	100	70	99	81	100
	5	90	107	87	100	102	100	87	100	102	97
	6	108	129	101	98	120	93	101	96	120	92
	7	183	170	170	96	157	94	147	95	142	93
	8	315	264	293	93	250	94	171	87	146	83
	Total	**769**	**753**	**722**	**96**	**710**	**95**	**577**	**94**	**591**	**92**
HISD	3	17,669	18,387	12,736	69	13,370	66	12,657	71	13,345	69
	4	17,161	17,105	14,869	62	14,862	69	14,672	68	14,537	69
	5	16,095	16,560	15,275	69	15,684	64	14,995	73	15,441	72
	6	13,585	13,374	12,963	64	12,582	62	12,458	70	12,004	72
	7	13,388	13,443	12,746	64	12,743	64	11,733	65	11,685	66
	8	13,667	13,429	13,048	68	12,683	73	9,816	65	9,592	64
	Total	**91,565**	**92,298**	**81,637**	**66**	**81,924**	**66**	**76,331**	**69**	**76,605**	**69**

Source: STAAR, Chancery

** Indicates fewer than 5 students tested*

Note: 2015 uses the Phase-In I standard, 2016 uses the higher Progression standard

Appendix Ia

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

Reading											
				ELL Progress				STAAR Progress			
		Enrollment		2015		2016		2015		2016	
Program	Grade	2015	2016	# Tested	% Met	# Tested	% Met	# Tested	% Met	# Tested	% Met
Blingual (Current)	3	5,737	6,109	1,184	66	1,246	60	n/a	n/a	n/a	n/a
	4	5,018	4,781	2,257	43	1,708	44	293	63	578	64
	5	3,273	3,389	289	38	328	41	1,398	62	1,682	66
	6	132	150	19	58	17	59	99	41	114	51
	7	94	96	13	15	17	29	68	69	63	60
	8	80	84	24	42	18	28	45	67	58	64
	Total	**14,334**	**14,609**	**3,786**	**50**	**3,334**	**50**	**1,903**	**61**	**2,495**	**64**
ESL (Current)	3	832	1,166	660	58	813	52	n/a	n/a	n/a	n/a
	4	876	1,185	594	41	633	44	148	60	335	60
	5	840	1,186	244	43	256	42	372	61	678	64
	6	2,450	2,525	466	33	602	36	1,695	31	1,632	38
	7	2,185	2,328	584	24	597	22	1,339	53	1,515	66
	8	2,134	2,189	687	31	705	32	1,257	59	1,266	69
	Total	**9,317**	**10,579**	**3,235**	**38**	**3,606**	**38**	**4,811**	**48**	**5,426**	**58**
Blingual (Exited)	3	n/a	n/a					n/a	n/a	n/a	n/a
	4	537	623					499	59	592	66
	5	1,600	1,634					1,566	59	1,622	65
	6	2,055	1,920					2,006	43	1,882	47
	7	1,954	2,002					1,873	52	1,959	64
	8	1,942	1,909					1,887	63	1,854	72
	Total	**8,088**	**8,088**					**7,831**	**54**	**7,909**	**62**
ESL (Exited)	3	n/a	n/a					n/a	n/a	n/a	n/a
	4	201	243					188	79	232	69
	5	332	353					319	73	343	71
	6	323	382					294	58	360	56
	7	743	605					659	45	549	62
	8	1,042	925					917	64	863	71
	Total	**2,641**	**2,508**					**2,377**	**60**	**2,347**	**66**
HISD	3	n/a	n/a	1,907	63	2,096	**57**	n/a	n/a	n/a	n/a
	4	17,161	17,105	2,873	42	2,358	44	9,945	58	10,597	62
	5	16,095	16,560	537	40	592	41	12,268	65	13,291	65
	6	13,585	13,374	500	35	642	36	11,374	43	11,264	45
	7	13,388	13,443	613	23	629	22	10,939	57	11,527	65
	8	13,667	13,429	727	31	742	32	11,404	62	11,374	69
	Total	**73,896**	**73,911**	**7,157**	**44**	**7,059**	**44**	**52,931**	**57**	**58,053**	**61**

Source: STAAR 3-8, Chancery

Appendix Ib

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

Reading											
				ELL Progress				STAAR Progress			
		Enrollment		2015		2016		2015		2016	
Program	Grade	2015	2016	# Tested	% Met	# Tested	% Met	# Tested	% Met	# Tested	% Met
Blingual (Current)	3	5,737	6,109	1,305	77	1,412	74			n/a	n/a
	4	5,018	4,781	2,214	65	1,604	61			1,554	54
	5	3,273	3,389	175	71	234	67	Not Available		2,784	63
	6	132	150	7	86	10	70	2015		118	57
	7	94	96	0	--	4	50			63	63
	8	80	84	6	67	3	100			58	76
	Total	**14,334**	**14,609**	**3,707**	**70**	**3,267**	**67**			**4,577**	**60**
ESL (Current)	3	832	1,166	429	58	627	61			n/a	n/a
	4	876	1,185	461	47	490	49			424	54
	5	840	1,186	79	58	122	70	Not Available		788	69
	6	2,450	2,525	75	68	170	58	2015		1,630	53
	7	2,185	2,328	62	52	125	50			1,455	45
	8	2,134	2,189	84	51	118	55			1,189	71
	Total	**9,317**	**10,579**	**1,190**	**53**	**1,652**	**56**			**5,486**	**57**
Blingual (Exited)	3	n/a	n/a							n/a	n/a
	4	537	623							599	63
	5	1,600	1,634					Not Available		1,622	70
	6	2,055	1,920					2015		1,882	53
	7	1,954	2,002							1,912	62
	8	1,942	1,909							1,198	73
	Total	**8,088**	**8,088**							**7,213**	**63**
ESL (Exited)	3	n/a	n/a							n/a	n/a
	4	201	243							232	67
	5	332	353					Not Available		343	78
	6	323	382					2015		360	70
	7	743	605							516	59
	8	1,042	925							585	75
	Total	**2,641**	**2,508**							**2,036**	**70**
HISD	3	n/a	n/a	1,791	72	2,076	**70**			n/a	n/a
	4	17,161	17,105	2,693	62	2,109	58			11,713	57
	5	16,095	16,560	257	67	359	68	Not Available		14,587	68
	6	13,585	13,374	86	69	182	58	2015		11,252	57
	7	13,388	13,443	62	52	133	49			11,054	55
	8	13,667	13,429	93	53	123	57			8,577	69
	Total	**73,896**	**73,911**	**4,982**	**66**	**4,982**	**63**			**57,183**	**61**

Source: STAAR 3-8, Chancery

Appendix J

STAAR End-of-Course Performance of Bilingual and ESL Students: Number Tested, and Number and Percentage Meeting the Student Satisfactory Standard (Left) and Final Recommended Satisfactory Standard (Right), (Spring 2016 Data Only, All Students Tested Including Retesters)

			2016 Student Standard				Final Recommended Standard			
			Fail		Pass		Fail		Pass	
	Student Group	# Tested	N	% Stu	N	% Stu	N	% Stu	N	% Stu
Algebra I	Current ESL EOC-L	1,176	796	68	380	32	1,070	91	106	9
	Current ESL	1,525	742	49	783	51	1,286	84	239	16
	Exited ESL	1,278	300	23	978	77	724	57	554	43
	Exited Bilingual	1,933	272	14	1,661	86	878	45	1,055	55
	HISD	13,796	3,842	28	9,954	72	8,370	61	5,426	39
Biology	Current ESL EOC-L	997	726	73	271	27	973	98	27	3
	Current ESL	1,306	575	44	731	56	1,150	88	156	12
	Exited ESL	1,256	140	11	1,116	89	562	45	694	55
	Exited Bilingual	1,890	111	6	1,779	94	649	34	1,241	66
	HISD	12,971	2,143	17	10,828	83	6,393	49	6,578	51
English I	Current ESL	3,086	2,760	89	326	11	3,012	98	74	2
	Exited ESL	1,520	626	41	894	59	927	61	593	39
	Exited Bilingual	2,039	511	25	1,528	75	931	46	1,108	54
	HISD	16,696	8,085	48	8,611	52	10,770	65	5,926	35
English II	Current ESL	2,392	2,208	92	184	8	2,352	98	40	2
	Exited ESL	1,758	776	44	982	56	1,192	68	566	32
	Exited Bilingual	1,870	459	25	1,411	75	965	52	905	48
	HISD	15,349	6,914	45	8,435	55	9,812	64	5,537	36
U.S. History	Current ESL	499	306	61	193	39	458	92	41	8
	Current ESL EOC-L	740	279	38	461	62	623	84	117	16
	Exited ESL	1,868	148	8	1,720	92	803	43	1,065	57
	Exited Bilingual	1,293	53	4	1,240	96	440	34	853	66
	HISD	11,043	1,108	10	9,935	90	4,767	43	6,276	57

Source: STAAR EOC 6/27/16, 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 for English I, English II, and Algebra I

English I and II

		ELL Progress				STAAR Progress			
		2015		2016		2015		2016	
Program	**Exam**	**# Tested**	**% Met**	**# Tested**	**% Met**	**# Tested**	**% Met**	**# Tested**	**% Met**
Blingual	E1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
(Current)	E2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Total	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL	E1	1,165	10	1,369	14	n/a	n/a	n/a	n/a
(Current)	E2	980	10	1,223	8	561	42	592	50
	Total	**2,145**	**10**	**2,592**	**11**	**561**	**42**	**592**	**50**
Blingual	E1					n/a	n/a	n/a	n/a
(Exited)	E2					1,270	50	1,141	55
	Total					**1,270**	**50**	**1,141**	**55**
ESL	E1					n/a	n/a	n/a	n/a
(Exited)	E2					1,776	49	1,314	56
	Total					**1,776**	**49**	**1,314**	**56**
HISD	E1					n/a	n/a	n/a	n/a
	E2					10,334	47	10,976	56
	Total					**10,334**	**47**	**10,976**	**56**

Algebra I

		ELL Progress				STAAR Progress			
		2015		2016		2015		2016	
Program	**Exam**	**# Tested**	**% Met**	**# Tested**	**% Met**	**# Tested**	**% Met**	**# Tested**	**% Met**
Blingual	A1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
(Current)	**Total**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL	A1	141	40	208	53	765	16	906	27
(Currrent)	**Total**	**141**	**40**	**208**	**53**	**765**	**16**	**906**	**27**
Blingual	A1					1,866	55	1,409	58
(Exited)	**Total**					**1,866**	**55**	**1,409**	**58**
ESL	A1					1,258	49	1,064	53
(Exited)	**Total**					**1,258**	**49**	**1,064**	**53**
HISD	A1					11,064	44	10,938	48
	Total					**11,064**	**44**	**10,938**	**48**

Source: STAAR EOC 6/27/16, Chancery

Appendix L

Composite TELPAS Results: Number and Percent of Students at Each Proficiency Level in 2016, 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	%	2015	
K	6,032	5,152	85	682	11	150	2	48	1	<1	1.2
1	6,566	3,101	47	2,534	39	743	11	188	3	4	1.7
2	6,234	1,043	17	2,729	44	1,693	27	769	12	14	2.3
3	6,052	605	10	1,778	29	2,091	35	1,578	26	28	2.7
4	4,743	284	6	1,140	24	1,885	40	1,434	30	31	2.8
5	3,354	156	5	583	17	1,326	40	1,289	38	41	3.0
6	143	3	2	28	20	56	39	56	39	41	3.0
7	90	10	11	7	8	37	41	36	40	50	3.0
8	80	4	5	9	11	27	34	40	50	42	3.0
Total	**33,294**	**10,358**	**31**	**9,490**	**29**	**8,008**	**24**	**5,438**	**16**	**17**	**2.2**

ESL Students

Grade	# Tested	Beginning		Intermediate		Advanced		Advanced High		% AH	Composite Score
		N	%	N	%	N	%	N	%	2015	
K	1,105	408	37	306	28	271	25	120	11	12	2.1
1	1,157	261	23	337	29	290	25	269	23	24	2.5
2	1,100	135	12	336	31	384	35	245	22	25	2.6
3	1,091	110	10	256	23	396	36	329	30	25	2.8
4	1,136	121	11	331	29	432	38	252	22	24	2.6
5	1,155	127	11	209	18	441	38	378	33	26	2.8
6	2,446	231	9	598	24	1,088	44	529	22	21	2.6
7	2,239	226	10	519	23	973	43	521	23	24	2.6
8	2,130	238	11	514	24	923	43	455	21	28	2.6
9	2,247	416	19	626	28	838	37	367	16	21	2.4
10	1,345	146	11	394	29	485	36	320	24	23	2.6
11	878	33	4	210	24	358	41	277	32	32	2.8
12	1,008	82	8	247	25	387	38	292	29	25	2.7
Total	**19,037**	**2,534**	**13**	**4,883**	**25**	**7,266**	**38**	**4,354**	**23**	**24**	**2.6**

Source: TELPAS data file 5/25/16, Chancery

Appendix M

TELPAS Yearly Progress: Number and Percent of Students Gaining One or More Levels of English Language Proficiency in 2016, 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
	N	N	%	N	%	N	%	N	%	2015
1	6,217	2,468	40	450	7	78	1	2,996	48	47
2	5,961	2,734	46	815	14	100	2	3,649	61	65
3	5,811	2,990	51	168	3	3	<1	3,161	54	55
4	4,563	2,325	51	109	2	4	<1	2,438	53	55
5	3,191	1,830	57	88	3	3	<1	1,921	60	62
6	140	70	50	1	1	0	0	71	51	63
7	77	40	52	0	0	0	0	40	52	72
8	71	46	65	1	1	0	0	47	66	62
Total	**26,031**	**12,503**	**48**	**1,632**	**6**	**188**	1	**14,323**	**55**	**56**

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
	N	N	%	N	%	N	%	N	%	2015
1	957	468	49	141	15	21	2	630	66	68
2	920	424	46	78	8	5	1	507	55	53
3	935	492	53	27	3	2	<1	521	56	49
4	958	425	44	26	3	1	<1	452	47	49
5	963	521	54	47	5	1	<1	569	59	56
6	2,125	822	39	39	2	0	0	861	41	37
7	1,876	794	42	23	1	1	<1	818	44	45
8	1,729	721	42	30	2	0	0	751	43	51
9	1,635	620	38	36	2	0	0	656	40	43
10	1,060	481	45	34	3	0	0	515	49	48
11	727	376	52	21	3	0	0	397	55	53
12	814	427	52	21	3	0	0	448	55	48
Total	**14,699**	**6,571**	45	**523**	**4**	**31**	**<1**	**7,125**	**48**	**48**

Source: TELPAS data file 5/25/16, Chancery

Appendix N

Scope and Frequency of Professional Development Training, 2015–2016

Description	Total Attendance	# Sessions	Description	Total Attendance	# Sessions
6-12 ESL for Beg & Interm Stud	15	2	IPT Testing for LEP ID	173	11
Academic Vocabulary: 2-5	44	1	JOBALIKE2015: Gr 6-12 ESL Tchr	128	2
Academic Writing: 2-5	95	3	JobAlike2015: K-4 SLAR/DL	879	2
Beginning of Year LPAC Gr 6-12	120	3	K-5 REACH Dashboard Administra	37	2
Beginning of Year LPAC PK-5	372	6	Language Transfer 1.3	158	2
Bil/ESL PK/K Summer School	274	3	Long-Term ELL Literacy 6-12	22	2
Biliteracy Development I 1.2	208	3	Metalinguistic Awareness I	34	2
Biliteracy Development II 2.1	68	2	Metalinguistic Awareness II	15	2
Building Literacy in ELLs	80	2	Mid-Year LPAC Gr 9-12	67	2
Connect With Dr. Jim Cummins	169	1	MTG:Newcomer ELL Teacher Focus	9	1
Dinner & Dual 1	20	1	New ELL Program Coordinators	31	2
DL Inst. Planning GR 1	49	6	Newcomer Essentials	137	3
DL Inst. Planning GR 2	15	3	ONLINE: Cultural Awareness	150	7
DL Inst. Planning K	114	9	ONLINE: Sec Lang Acquisition	179	7
DL Inst. Planning PK	77	9	Overview: Gr 6-12 ESL Programs	25	4
DL Inst. Planning/WS/ Gr 2	18	2	PK - 8 Mid-Year LPAC	346	8
DL Inst. Planning/WS/ Gr1	66	4	PK-12 Open Lab/New LEP Clerks	57	11
DL Inst. Planning/WS/ K	98	6	QTEL Leadership Institute	10	1
DL Inst. Planning/WS/ PK	77	6	QTEL Teacher Institute	21	1
Dual Language Essentials 1.1	205	4	REACH TOT Bil/ESL K-5	43	8
ELL Data & Linguistic Accommod	36	1	Sheltered Instruction Part I	8,795	31
ELL Writing Strategies 6-12	24	3	TELPAS Disaggregation: K-5	86	5
ELLevation Basic Course	3	2	TELPAS PLD Training & Practice	27	4
Ellevation EOY LPAC Training	78	2	TELPAS PLD Training Gr 6 - 12	20	3
ESL Coord Nwcmr 6-8 Focus Group	6	1	TExES Review: ESL Exam #154	114	3
ESL Coord Nwcmr 9-12Focus Group	12	2	Vocabulary for Newcomer ELLs	15	1
ESL Reading Smart	21	4	Writing Gr 3 Units of Study	13	3
GLAD 4Day Classroom Demonstrat	105	2			
GLAD Follow-Up	85	3			
Iowa ELL Identification Training	148	10	**TOTAL**	**14,293**	**236**

Source: Multilingual Department, e-TRAIN