

MEMORANDUM

September 11, 2017

TO: Gracie Guerrero
Assistant Superintendent, Multilingual Programs

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **2017 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 2016–2017 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:

- ELL enrollment in the district in 2016–2017 was 68,579, the largest ever reported.
- A total of 40,568 ELL students participated in bilingual programs in 2016–2017, and an additional 23,499 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 on all subjects tested, with performance gaps being smallest on mathematics assessments and greatest on the English I and English II EOC exams.
- STAAR 3-8 reading performance of both current bilingual students and that of current ESL students improved from 2015 to 2017, while that of the district declined over the same period.
- Students who had exited either program performed above the district average on both STAAR reading and mathematics and 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 2016–2017 was 5,937, an 87 percent increase 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.

 CJS

Attachment
cc: Grenita Lathan



RESEARCH

Educational Program Report

**BILINGUAL & ENGLISH AS A SECOND LANGUAGE
PROGRAM EVALUATION REPORT
2016 - 2017**

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BILINGUAL AND ENGLISH AS A SECOND LANGUAGE PROGRAM EVALUATION 2016–2017

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 2016–2017 was 68,579, 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, their mathematics performance on the STAAR 3-8 assessment exceeded district performance.
- Current ESL students also did not perform as well as the district average on all subjects tested (STAAR, STAAR EOC), doing particularly poorly on English I and English II EOC exams.
- STAAR 3-8 reading performance of both current bilingual students and that of current ESL students improved from 2015 to 2017, while that of the district declined over the same period.
- 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 (+2 percentage points) and exited ESL students (+3 points) improved from 2015 to 2017, while 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.
- 58% of students in bilingual programs, and 49% of students in ESL programs, showed improvement in their English language proficiency on TELPAS in 2016–2017, compared to the previous year.
- A total of 5,937 ELLs met the necessary proficiency criteria, and exited ELL status during the 2016–2017 school year. This was an 87% increase from the previous year.
- There were 225 staff development training sessions held in 2016–2017 for teachers, administrators, and other HISD staff, with a total attendance (duplicated) of 8,631 (4,062 unduplicated). In addition 8,192 staff participated in online training sessions (4,241 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. Collaboration between the Multilingual Programs and Curriculum & Development departments must continue in order to provide additional support to secondary teachers of ELLs, so that these teachers are able to access a differentiated curriculum and receive appropriate training.

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 programs¹ 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, 2017a; 2017b, 2017c, 2017d). Further details on state requirements, and specific programs offered in HISD can be found in **Appendix A** (p 15).

Methods

Participants

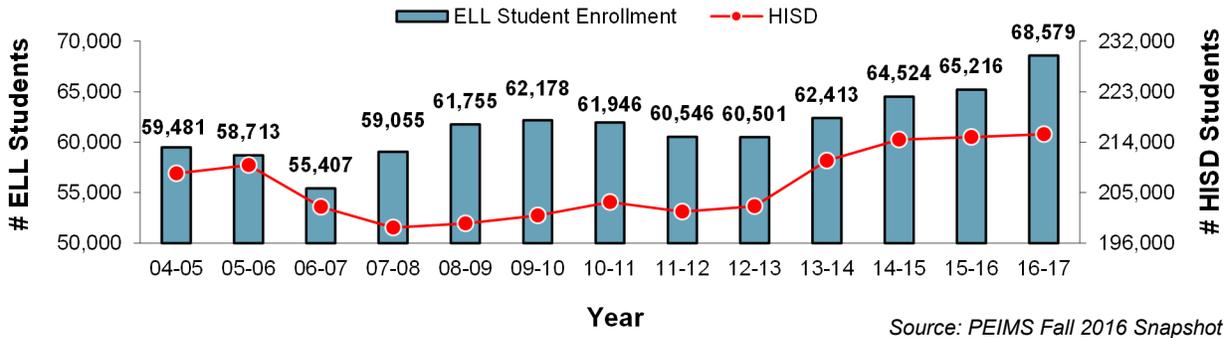
The total student population of HISD in October 2016 was 215,408, as reported in the PEIMS fall snapshot data file for the 2016–2017 school year. Thirty-two percent of students in the district were ELLs. Fifty-nine percent of ELLs were served in bilingual programs, 34% were served in an ESL program, and 7% did not receive any special linguistic services (see **Table 1**, also **Appendix B**, p. 16). Data for 2016–2017 are shaded in blue.

Table 1. Number and Percent of ELL Students in HISD, 2014–2015 to 2016–2017

	Program	Number of Students			% of All Students			% of ELL Students		
		2015	2016	2017	2015	2016	2017	2015	2016	2017
Non-ELL		149,938	149,675	146,829	70	70	68			
ELL		64,524	65,216	68,579	30	30	32			
	<i>Bilingual</i>	40,901	40,949	40,568	19	19	19	63	63	59
	<i>ESL</i>	17,474	19,131	23,499	8	9	11	27	29	34
	<i>Not Served</i>	6,149	5,136	4,512	3	2	2	10	8	7
Total		214,462	214,891	215,408						

Source: PEIMS Fall 2016 Snapshot

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

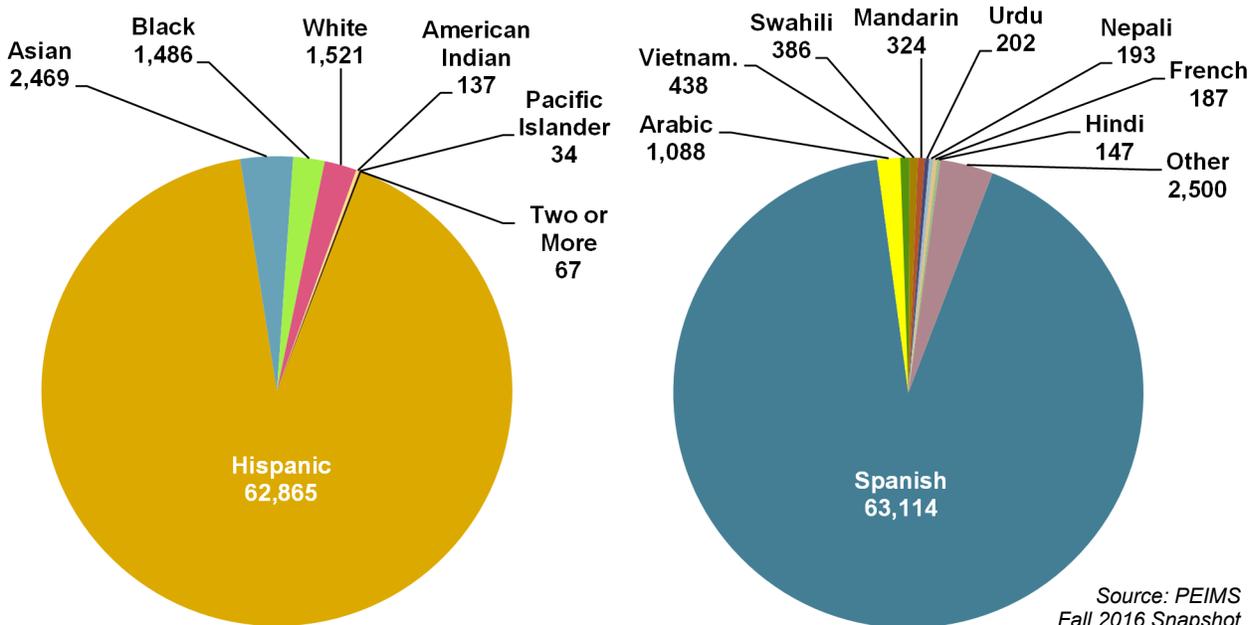


HISD had 68,579 ELLs in 2016–2017, which is the largest ever based on available records. The ELL population was at 59,481 in 2004–2005 (see **Figure 1**), and showed annual declines through 2006–2007. ELL enrollment rebounded over the past ten years, mirroring trends in overall HISD student population (district enrollment is represented by the solid red line). ELL enrollment increased by 3,363 in 2016–2017, and it has accounted for approximately 30% of the district students in each of the past seven 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 87 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 Swahili. Details shown in **Appendix C** (p. 17) reveal that the number of Swahili speakers increased substantially in 2015–2016 (+27%), while the number of Nepali speaker declined (-20%).

All bilingual or ESL students with valid assessment results from 2016–2017 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, 2016–2017



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 End-of-Course (EOC, all students tested in spring including retesters), 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 for the reading and mathematics tests (first administration only). For each test, the percentage of students who passed (met Approaches Grade Level standard or higher) is shown. For STAAR EOC, the percent of students who met standard (Student Standard) are reported for English I and II, 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. For both STAAR and EOC, only results from the regular versions are included (i.e., no data from alternate 2 assessments are reported). Note that the "regular" version of both the STAAR and EOC assessments is now administered to students who previously would have taken either an accommodated or linguistically accommodated version of these exams (which are no longer offered). Accordingly, any data from 2016 or earlier have been adjusted to include results from these versions of the STAAR and EOC.

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 2016 and 2017. 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

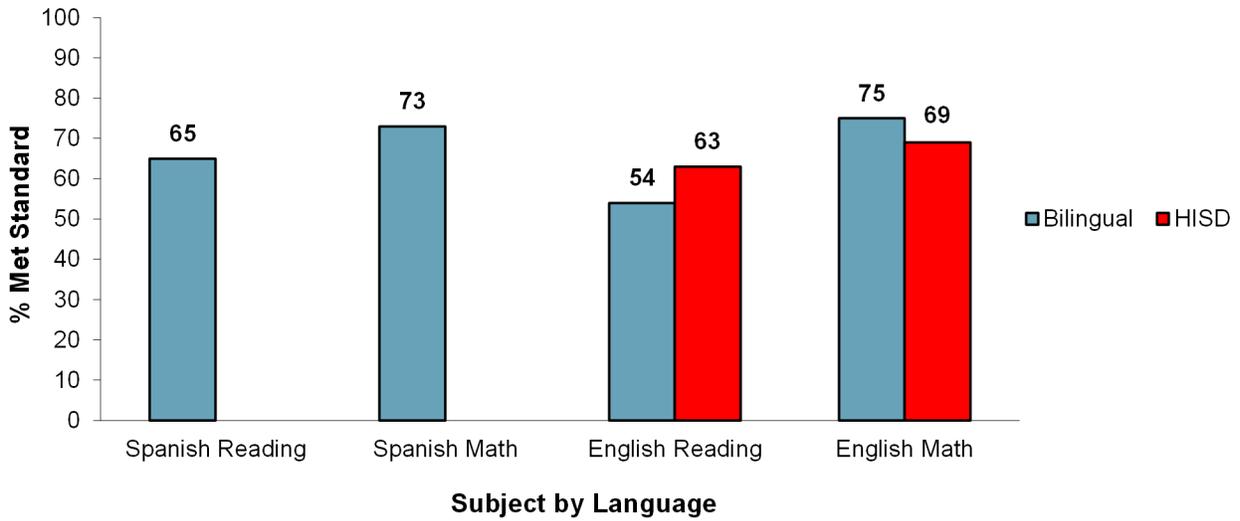
What was the academic progress of ELLs in bilingual and ESL programs?

STAAR

Figure 3 (see p. 6) shows the percent of current bilingual ELLs who met standard on the STAAR in 2017. 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 districtwide². 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 14,279 current bilingual students took the reading portion of the STAAR, representing 97 percent of those enrolled. Of these, 39 percent completed the Spanish version, while 61 percent completed the English version.
- Performance of bilingual students on the Spanish STAAR reading test was better than on the English test (65% vs. 54% students met standard).

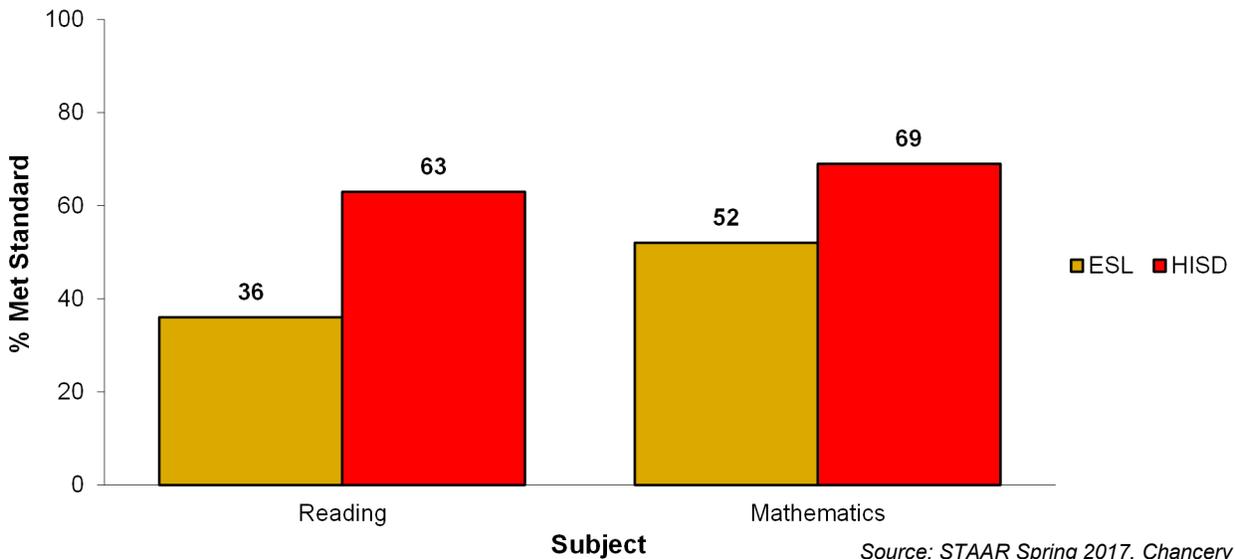
Figure 3. Percentage of students who met Approaches Grade level standard on STAAR reading and mathematics tests, 2017, Grades 3-8: Bilingual students, and all students districtwide



Source: STAAR Spring 2017, Chancery

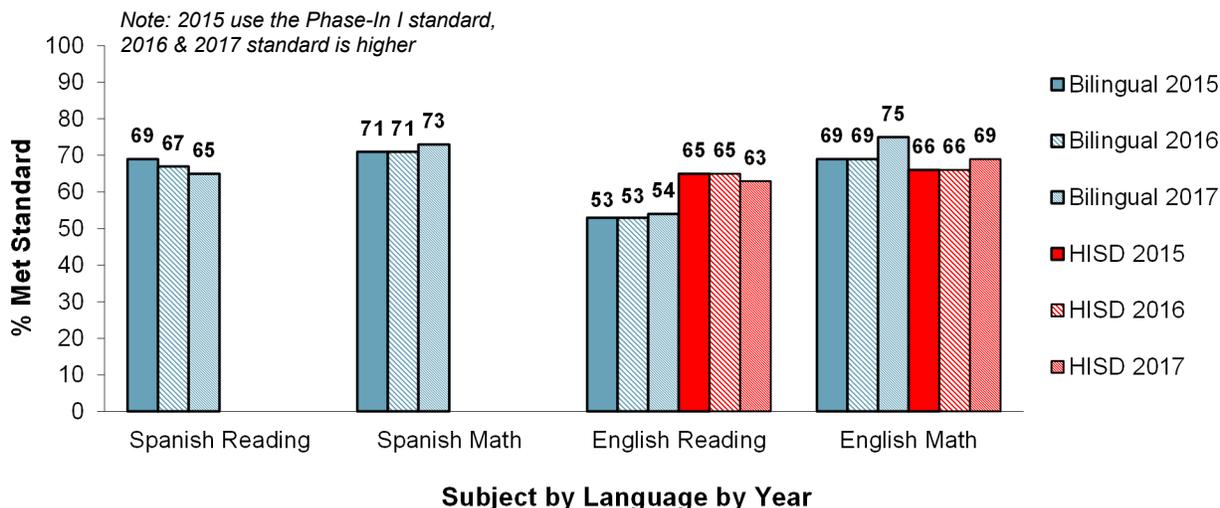
- Performance on the English STAAR reading test for bilingual students was lower than that of the district, by 9 percentage points.
- Bilingual students did better on the English STAAR mathematics test than they did on English reading, and were 6 percentage points better than the district on English STAAR mathematics.
- Data for ESL students (see below) showed that STAAR reading performance was well below district levels (-27 percentage points, see **Figure 4**, details also in **Appendix H**, p. 22).
- STAAR mathematics scores for ESL students were also well below those of the district, with a gap of 17 percentage.

Figure 4. Percentage of students who met Approaches Grade level standard on English STAAR reading and mathematics tests, 2017, Grades 3-8: ESL students, and all students districtwide



Source: STAAR Spring 2017, Chancery

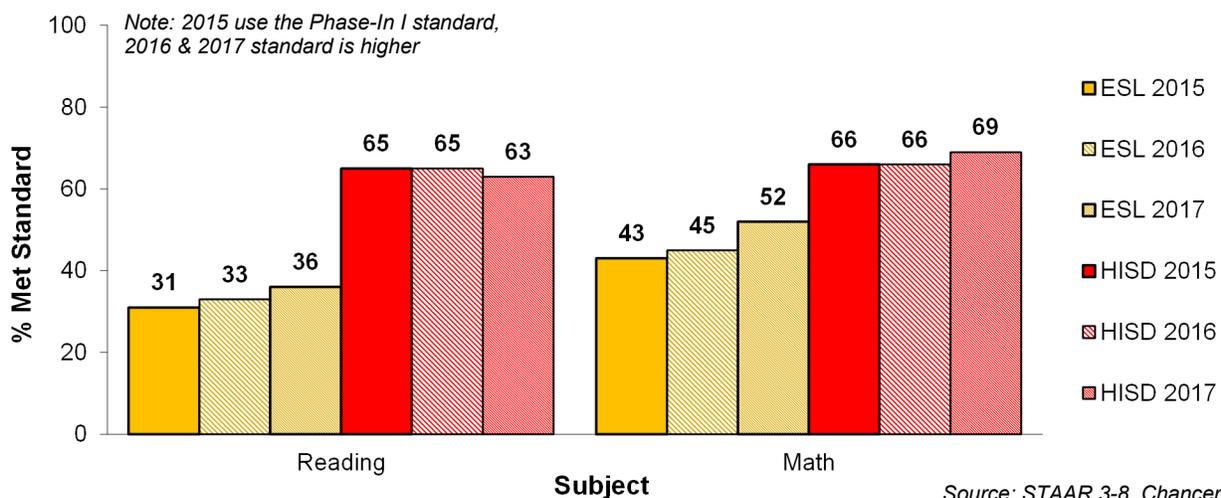
Figure 5. Percentage of students who met Approaches Grade Level standard on STAAR reading and mathematics tests, 2015 to 2017, Grades 3-8: Bilingual students, and all students districtwide



Source: STAAR 3-8, Chancery

- **Figure 5** compares bilingual student STAAR results for 2015 through 2017. Spanish STAAR results declined by 4 percentage points in reading over this time period, while mathematics improved (2 percentage points).
- Between 2015 and 2017, bilingual students reading performance on the English STAAR improved by 1 percentage point, with the district's performance declining over this same period.
- Mathematics scores for both bilingual students and the district have improved over this period, with bilingual students growth (+ 6 percentage points) greater than that of the district (+3).

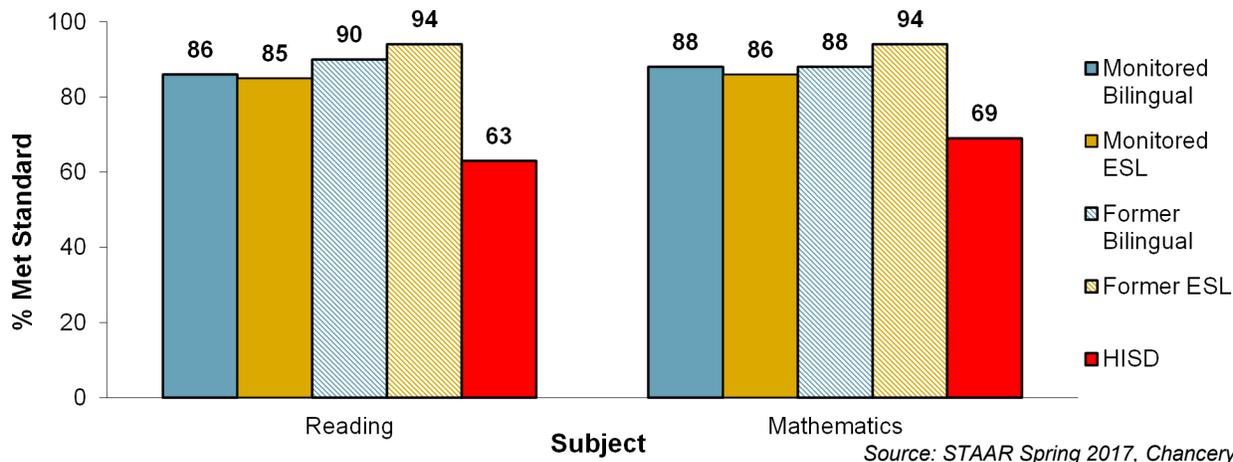
Figure 6. Percentage of students who met Approaches Grade Level standard on English STAAR reading and mathematics tests, 2015 to 2017, Grades 3-8: ESL students, and all students districtwide



Source: STAAR 3-8, Chancery

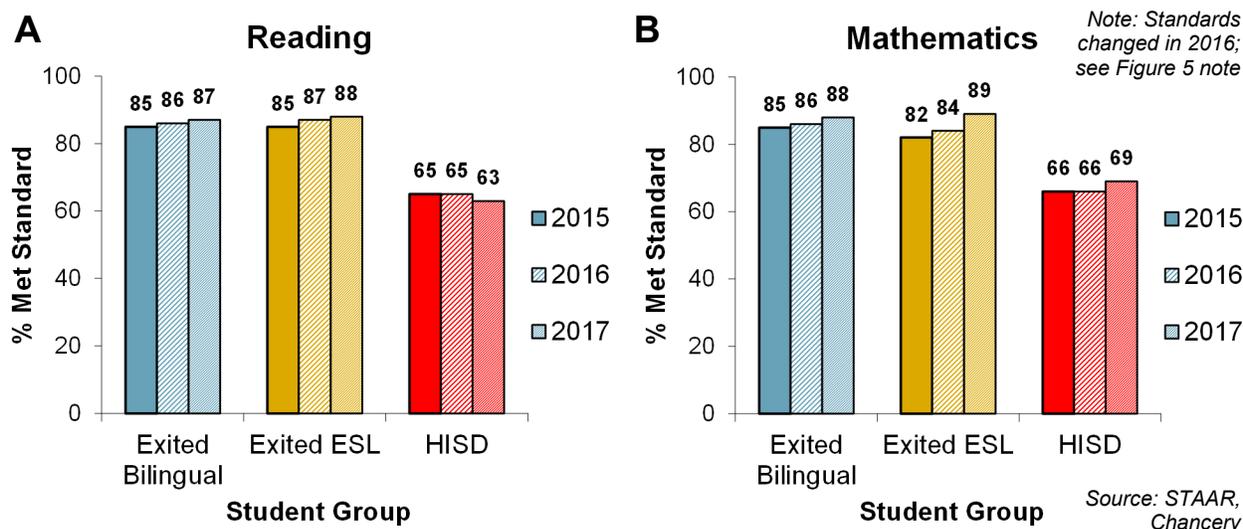
- Between 2015 and 2017, ESL students improved in both reading (+5 percentage points) and mathematics (+9 points), while the district showed a decline in reading (-2 points) and only 3 point improvement in mathematics (see **Figure 6**, see also Appendix H).

Figure 7. Percentage of students who met Approaches Grade Level standard on English STAAR reading and mathematics tests, 2017: Monitored and former bilingual and ESL students, and all students districtwide



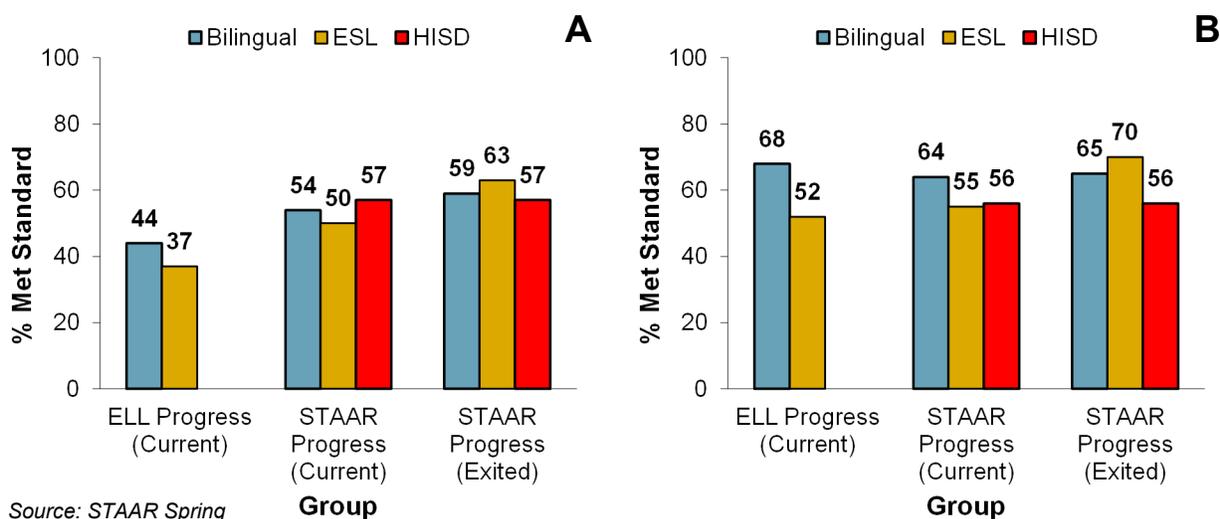
- Results for exited bilingual students³ (see **Figure 7**) show that both monitored and former bilingual students performed better than the district on STAAR reading and mathematics.
- Former ESL students did better than former bilingual students in reading (+4 points) and mathematics (+6 points), while monitored bilingual students did slightly better than monitored ESL students in both subjects (reading +1 point, mathematics +2 points).

Figure 8. Percentage of students who met Approaches Grade Level standard on STAAR reading and mathematics tests, 2015 to 2017: Exited bilingual and ESL students, and all students districtwide



- **Figure 8** shows the 2015 through 2017 STAAR reading and mathematics performance of exited bilingual and ESL students.
- While district performance declined by 2 percentage points in reading over this period, exited (monitored and former) bilingual students and exited ESL students improved (+2 and +3 percentage points, respectively). In mathematics, all three groups showed improvement, with exited ESL students making the greatest gains (+7 percentage points).

Figure 9. STAAR Progress and ELL Progress performance in English reading (A) and mathematics (B) for bilingual students, ESL students, and all students districtwide, 2017 (Combined Results for Grades 3 through 8)



Source: STAAR Spring 2017, Chancery

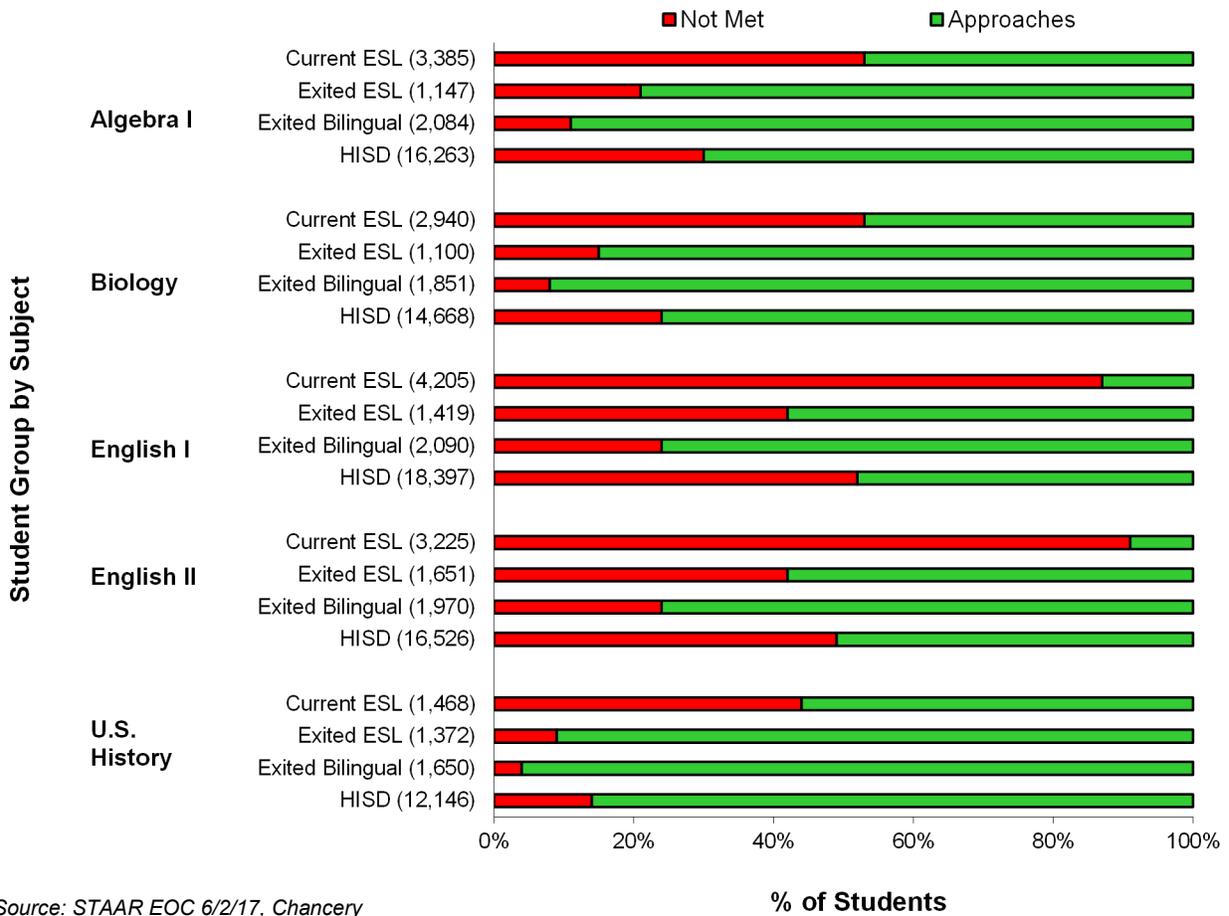
- **Figure 9** (above) shows results for the ELL Progress and STAAR Progress measures (for an explanation of these see **Appendices I** and **J**, pp. 23-24). Only results for English STAAR are shown.
- Results for both reading and mathematics show the same pattern. Specifically, current bilingual students 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 less well than the district on reading but not were higher in mathematics, while exited bilingual students performed better than the district in both subjects. Current ESL students were lower than the district on both the reading and mathematics STAAR progress measures, whereas exited ELL students performed better than the district.

STAAR EOC

Figure 10 (see p.10) shows results for the STAAR-EOC assessments (see also **Appendix K**, 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 Approaches Grade Level standard⁴ for 2016–2017 or higher (dark green). Red indicates the percentage of students who Did Not Meet Grade Level (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 (13 and 9 percent Approaches Grade level, respectively).
- Exited bilingual students performed better than exited ESL students, as well as all students in the district, and this was true for all subjects (+5 to + 18 percentage points).
- Exited ESL students did better than the district on all subjects (+5 to +10 percentage points).

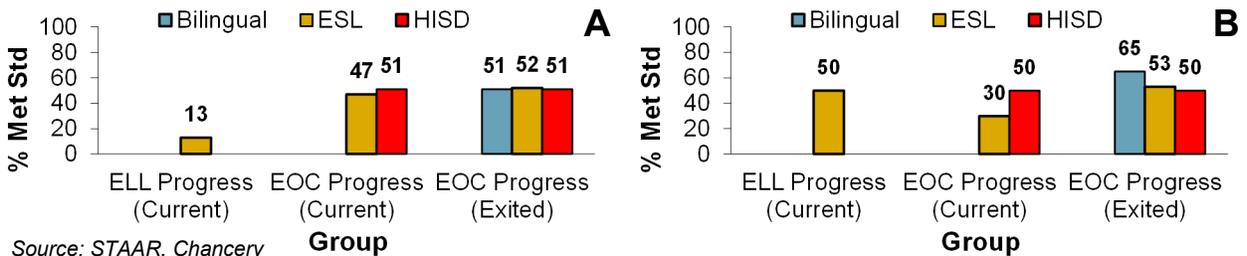
Figure 10. STAAR EOC percent of current and exited ESL students who met Approaches Grade Level standard, by subject, 2017: Results are shown for all current or exited ESL students, exited bilingual students, as well as for the district overall



Source: STAAR EOC 6/2/17, Chancery

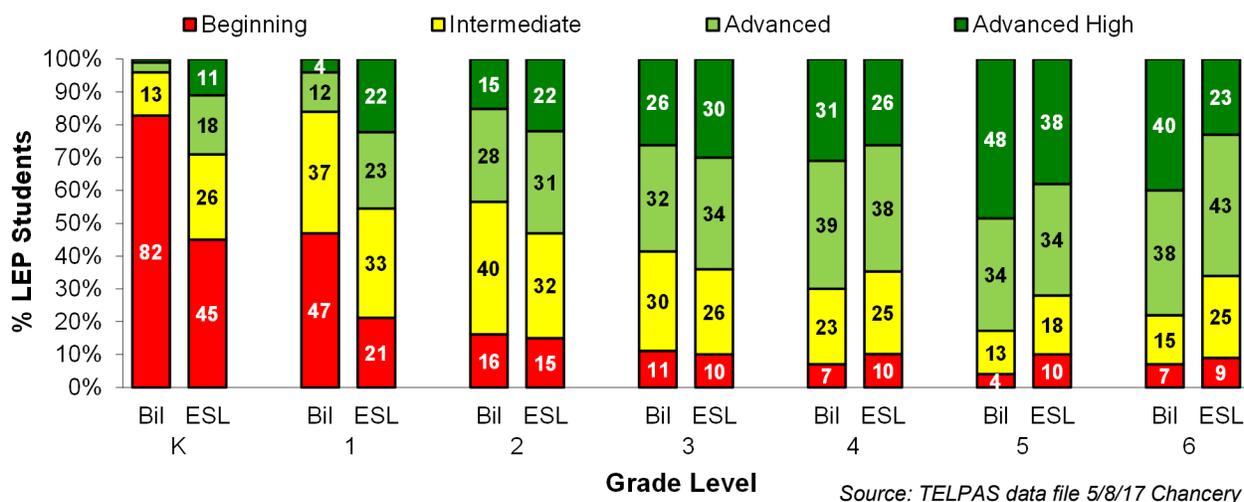
- **Figure 11a** (below) shows results for the STAAR EOC progress and ELL progress measures for English I and II combined. Current ELLs were lower than the district on STAAR EOC progress, while exited ELL students performed about the same as the district (see also **Appendix L**, p. 26).
- Only 13% of 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. Exited bilingual students showed the best performance, but exited ESL students also did better than the district.

Figure 11. STAAR EOC progress and ELL progress performance for bilingual students, ESL students, and all students districtwide, 2017 (English I and II combined (A) and Algebra I (B))



Source: STAAR, Chancery

Figure 12. TELPAS composite proficiency ratings for bilingual and ESL students, 2017



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 2016 and 2017. Further details can be found in **Appendices M** and **N** (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 2016 and 2017 than did those in an ESL program (58% vs. 49%, see Figure 13 below).

Figure 13. TELPAS yearly progress for bilingual and ESL students, 2017

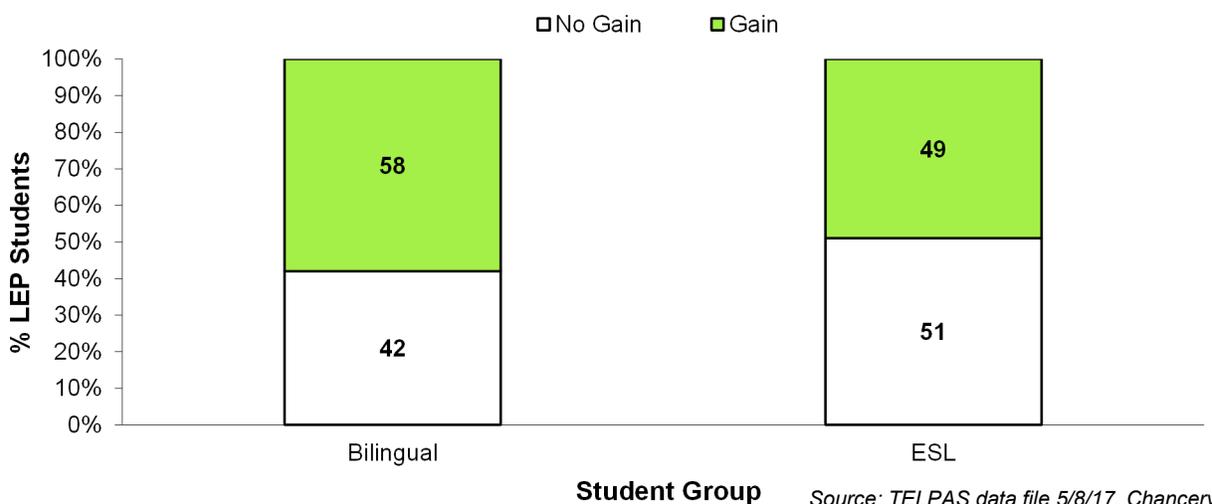
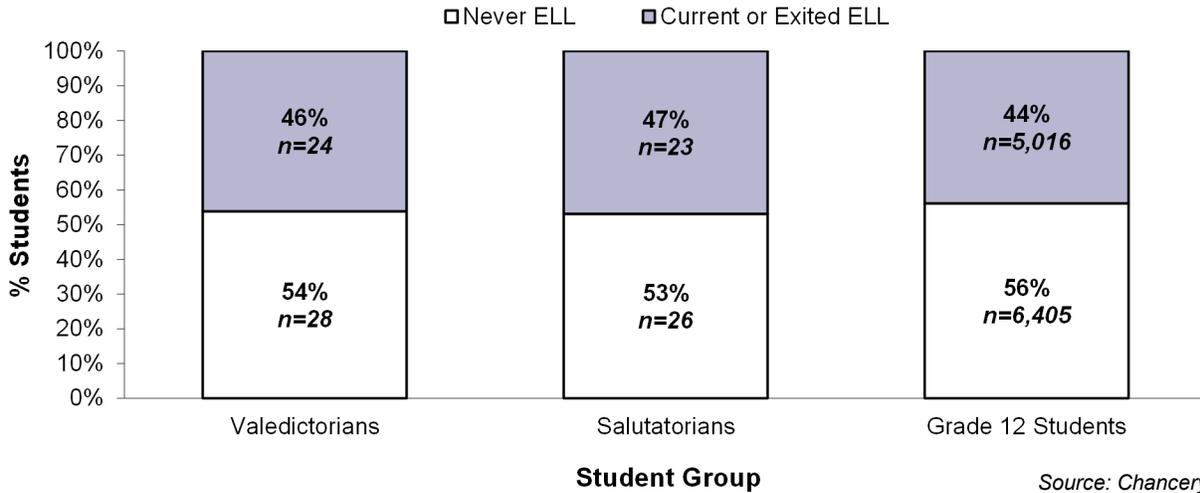


Figure 14. Percentages of valedictorians and salutatorians (class of 2017) who were ever ELL



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 2017 who were either exited ELLs, or who were never ELL at any time. Comparison data comes from the entire class of 2017.

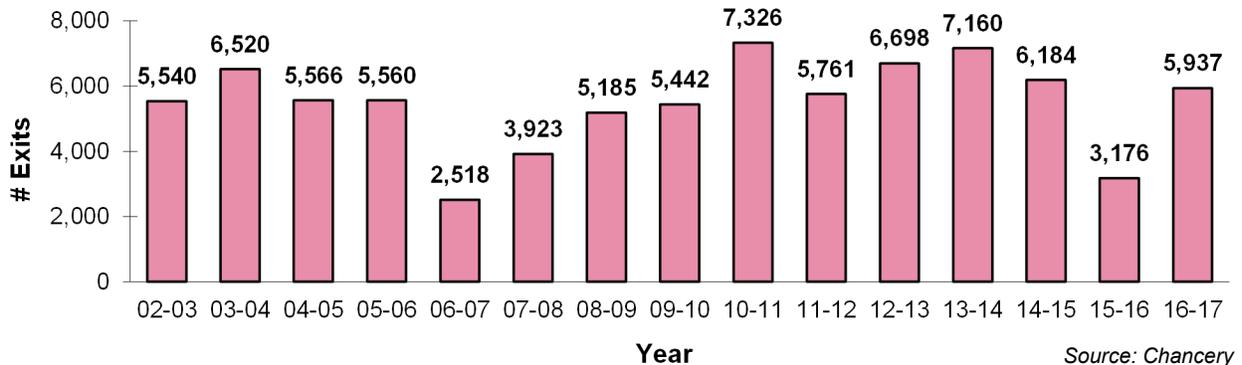
- Of the 11,421 students in grade 12 during the 2016–2017 school year, 44% of them had been ELL at some point between kindergarten and 12th grade.
- Forty-six percent of valedictorians had been ELLs, and 47% of salutatorians had been ELL. Thus, ELLs were slightly over-represented among both groups, but 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 2016–2017. These data are shown in **Figure 15**.

- A total of 5,937 students exited ELL status in 2016–2017. This was an increase of 2,761 (87 percent) in comparison with the previous year’s total.

Figure 15. ELL student exits, 2002–2003 through 2016–2017



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

Data from OneSource indicated that 225 staff development training sessions were coordinated by the Multilingual Programs Department during the 2016–2017 school year. These sessions, summarized in **Appendix O** (p. 29), covered compliance, program planning, and instruction/information. A total of 8,631 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 4,062). In addition, a further 8,192 participated in one or more online training sessions (4,241 unduplicated). A full record of professional development activities can be obtained from the Multilingual Programs Department.

Discussion

Nearly half of the district's enrolled students (45%) were current or exited ELLs in 2016–2017, including 30% who 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, other findings raise concerns.

Current ELL students continued to perform poorly on the STAAR EOC assessments in 2016–2017, particularly in English I and English II. As can be seen in Appendix K, only 9% to 13% of current ESL students met the passing standard for English I and II. While ELL passing rates for STAAR 3-8 reading also lag behind that of the district, their performance has been improving since 2015, even while district passing rates have declined. 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. The passing standards for STAAR and EOC assessments are due to remain stable for the foreseeable future, so there is hope that the right interventions can lead to significant improvement in passing rates on these crucial tests.

There was a sharp decline in the number of students who exited ELL status in 2015–2016, but ELL exits did increase this past year by 87 percent, and were just slightly below the total from two years ago. Much of that improvement can be attributed to efforts by the the Multilingual Programs Department to work with campuses to ensure the STAAR and EOC reading/English assessment was administered appropriately. Specifically, use of linguistic accommodations when taking the exam (e.g., English dictionary, extra time) prevents that test result from being used for ELL exit purposes. Efforts were made to restrict the use of these accommodations to only those ELL students who truly required them, and this did appear to have an impact on the number of ELL exits.

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Houston Independent School District. (2017e). TELPAS Student Performance Report 2016–2017. HISD, Department of Research & Accountability.

Endnotes

- ¹ The district also has a Mandarin Language Immersion magnet program, a similar school for Arabic speakers, and a new French language program at M White Elementary School. 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 Note that all districtwide performance data include results from ELLs as well as all other comparison groups (e.g., monitored and former ELLs).
- ³ Categorizing 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 ELL status.
- ⁴ STAAR EOC passing standards were 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 2016–2017 school year. Note also that regardless of what year's standard is applicable to a specific student, the actual standard is equivalent to what is currently labelled as "Approaches Grade level" (see Appendix D).

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.

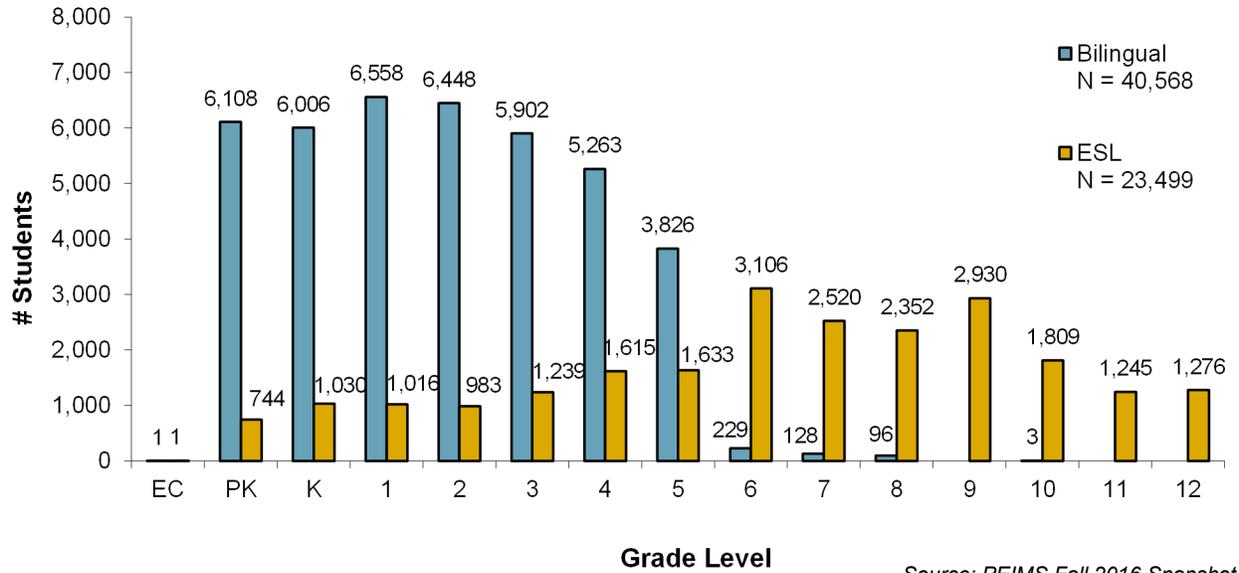
Bilingual programs primarily provide native language instruction in the early grades (PK–3) with gradual increments in daily English instruction in grades four through five. Students who have attained literacy and cognitive skills in their native language are gradually transitioned into English reading 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, 2016–2017

This figure shows the enrollment totals for bilingual and ESL programs by grade level for the 2016–2017 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.



APPENDIX C

ELL Student Ethnicity and Home Language, 2016–2017

Ethnicity	Number	Percent	Home Language	Number	Percent	% Change From Fall 2015
Hispanic	62,865	92%	Spanish	63,114	92%	+5%
Asian	2,469	4%	Arabic	1,088	2%	+5%
Black	1,486	2%	Vietnamese	438	1%	+8%
White	1,521	2%	Swahili	386	1%	+27%
American Indian	137	<1%	Mandarin	324	<1%	+3%
Pacific Islander	34	<1%	Urdu	202	<1%	+13%
Two or More	67	<1%	Nepali	193	<1%	-20%
Total	68,579		French	187	<1%	+14%
			Hindi	147	<1%	+8%
	Number	Percent	Other *	2,500	4%	<1%
Econ Disadvantaged	61,652	90%	Total	68,579		

Source: PEIMS Fall 2016 Snapshot

* The "Other" category includes 37 ELL students who listed their home language as English on the Home Language Survey, but whom the LPAC classified as ELL. Eighty-nine 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 Level II Phase-in 1 Satisfactory standard (used for 2012 to 2015) was increased to the Level II Satisfactory progression standard in 2016, and was to increase each year until 2021–2022. However, by commissioner's rule, that planned annual increase was overruled, and for 2017 and the foreseeable future the standards in place for 2016 will be retained (albeit relabelled as "Approaches Grade Level") in order to provide consistency for district's looking to assess growth in student achievement. However, it does remain true that different passing standards applied for the years 2012–2015 as compared to 2016 or later. Students taking the STAAR grades 3–8 assessments now have to answer more items correctly to "pass" the exams than in 2015 or earlier. 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). There are also linguistically-accommodated versions in Algebra I, Biology, and U.S. History. For EOC exams, the passing standard was also increased in 2016 to the Level II Satisfactory 2016 progression standard and was to increase each year until 2021-22. This means that students taking an EOC for the first time in 2016 had to answer more items correctly to "pass" STAAR EOC exams than in 2015. 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.

A major change to STAAR EOC scoring for the current year is that the planned annual increase in the EOC passing standards was dropped by commissioner's rule (the same as for STAAR 3-8 tests). Thus, passing standards for 2016-2017 are the same as those used in 2015-2016, and will remain the same for the foreseeable future (relabelled as "Approaches Grade Level"). The implementation of the "student standard" still stands, however, since some students taking EOC exams were first tested under the more lenient 2012-2015 standards.

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

This report includes 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 2017 and 2016, (b) took the same version of the STAAR in both years, (c) if in STAAR reading, was tested in the same language on both years, (d) were tested in consecutive grade levels in the two years, and (e) 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 initial English proficiency level, as measured 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 Approaches Grade Level Standard by Grade Level, Subject, and Year (2016 and 2017)

Program	Grade	Enrollment *		Spanish Reading				Spanish Mathematics			
		2016		2016		2017		2016		2017	
		N	N	# Tested	% Met Sat.	# Tested	% Met Appr.	# Tested	% Met Sat.	# Tested	% Met Appr.
Current	3	4,746	4,573	4,309	67	4,008	65	4,030	70	3,821	73
Bilingual	4	1,497	1,865	1,282	66	1,449	63	1,319	75	1,405	72
	5	215	336	68	62	62	55	53	42	56	34
Total		6,458	6,774	5,659	67	5,519	65	5,402	71	5,282	73

Source: STAAR student data files, Chancery

* Enrollment figures shown in Table 3 include all ELL 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 ELL 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, Arabic, and French bilingual programs, who are all tested in English.

Note: STAAR results for 2016 were updated to include results from the STAAR A and STAAR L assessments, which were discontinued in 2017. All results reflect the most current data available. STAAR 3-8 results are from an updated file from 8/4/2016 while grade 5 and 8 reading and mathematics results are from a file from 8/18/2016. For grades and subjects with multiple administrations, only the 1st administration results are used.

Note: The passing standard for STAAR in 2017 was "Approaches Grade Level", which replaced the previously used Phase-In and Progression standards for 2016 and previous years. The actual standard for passing the STAAR in 2017 was the same as that used in 2016, despite the difference in naming conventions. Nevertheless, the original labels for passing in 2016 are used here in order to avoid confusion.

Appendix G

English STAAR Performance of Bilingual Students: Number Tested and Percent Meeting Approaches Grade Level Standard by Grade Level, Subject, and Year (2016 and 2017)

Program	Grade	Enrollment		English Reading				English Mathematics			
				2016		2017		2016		2017	
		2016 N	2017 N	# Tested	% Met Sat.	# Tested	% Appr.	# Tested	% Met Sat.	# Tested	% Appr.
Current Bilingual	3	6,109	5,744	1,739	68	1,647	62	2,034	77	1,827	77
	4	4,781	5,044	3,400	58	3,408	54	3,362	69	3,472	72
	5	3,389	3,541	3,230	41	3,316	51	3,263	64	3,348	77
	6	150	180	145	49	177	36	145	70	178	62
	7	92	117	92	33	115	51	92	55	114	68
	8	82	97	81	44	97	39	81	64	88	61
	Total	14,603	14,723	8,687	53	8,760	54	8,977	68	9,027	75
Monitored Bilingual	3	97	167	87	86	153	97	88	93	153	98
	4	579	263	566	95	257	93	566	92	258	92
	5	1,577	805	1,576	92	798	92	1,575	93	798	96
	6	1,677	1,209	1,666	79	1,206	80	1,665	87	1,208	88
	7	1,061	956	1,057	75	937	83	1,035	77	885	82
	8	257	294	254	83	292	85	193	73	202	75
	Total	5,248	3,694	5,206	84	3,643	86	5,122	87	3,504	88
Former Bilingual	3	1	2	0	--	2	*	0	--	2	*
	4	44	33	40	98	33	94	40	98	33	100
	5	57	98	54	94	94	97	54	100	94	96
	6	243	357	237	90	352	88	237	92	353	92
	7	941	924	937	90	911	91	914	87	856	89
	8	1,652	1,660	1,633	90	1,653	89	1,109	80	1,084	84
	Total	2,938	3,074	2,901	91	3,045	90	2,354	85	2,422	88
HISD	3	18,387	18,108	13,567	65	13,557	64	13,860	67	13,757	71
	4	17,105	17,875	15,227	68	15,713	61	15,172	67	15,755	69
	5	16,560	16,680	16,062	63	15,986	64	16,104	70	16,022	76
	6	13,374	13,921	13,023	60	13,573	58	12,980	69	13,486	69
	7	13,443	13,500	13,156	62	13,137	65	12,684	62	12,530	64
	8	13,429	13,656	13,089	71	13,254	68	10,678	60	10,760	65
	Total	92,298	93,740	84,124	65	85,220	63	81,478	66	82,310	69

Source: STAAR student data files, Chancery

* Indicates fewer than 5 students tested

Note: STAAR results for 2016 were updated to include results from the STAAR A and STAAR L assessments, which were discontinued in 2017. All results reflect the most current data available. STAAR 3-8 results are from an updated file from 8/4/2016 while grade 5 and 8 reading and mathematics results are from a file from 8/18/2016. For grades and subjects with multiple administrations, only the 1st administration results are used.

Note: The passing standard for STAAR in 2017 was "Approaches Grade Level", which replaced the previously used Phase-In and Progression standards for 2016 and previous years. The actual standard for passing the STAAR in 2017 was the same as that used in 2016, despite the difference in naming conventions. Nevertheless, the original labels for passing in 2016 are used here in order to avoid confusion.

Appendix H

English STAAR Performance of ESL Students: Number Tested and Percent Meeting Approaches Grade Level Standard by Grade Level, Subject, and Year (2016 and 2017)

Program	Grade	Enrollment		English Reading				English Mathematics			
				2016		2017		2016		2017	
		2016 N	2017 N	# Tested	% Met Sat.	# Tested	% Appr.	# Tested	% Met Sat.	# Tested	% Appr.
Current ESL	3	1,166	1,489	1,112	52	1,422	51	1,131	58	1,427	61
	4	1,185	1,888	1,135	50	1,795	47	1,148	52	1,802	62
	5	1,186	2,009	1,124	36	1,900	45	1,138	56	1,902	65
	6	2,525	3,234	2,463	25	3,177	27	2,467	46	3,173	50
	7	2,332	2,604	2,268	25	2,560	31	2,229	36	2,539	40
	8	2,191	2,500	2,155	32	2,454	27	2,089	37	2,372	43
	Total	10,585	13,724	10,257	33	13,308	36	10,202	45	13,215	52
	Monitored ESL	3	167	187	160	97	185	96	160	98	185
4		160	198	155	97	193	93	155	90	193	93
5		246	175	241	93	168	89	241	97	168	93
6		253	283	247	83	280	81	247	88	280	88
7		435	307	414	75	300	82	397	73	280	78
8		661	422	636	81	405	79	513	70	317	79
Total		1,922	1,572	1,853	84	1,528	85	1,713	81	1,423	86
Former ESL		3	0	2	0	--	2	*	0	--	2
	4	83	79	81	100	77	96	81	100	77	99
	5	107	116	102	100	113	99	102	97	113	99
	6	129	153	121	93	145	97	121	92	145	98
	7	170	193	161	93	182	94	146	91	160	89
	8	264	246	252	94	231	90	149	83	147	90
	Total	753	789	717	95	750	94	599	91	644	94
	HISD	3	18,387	18,108	13,567	65	13,557	64	13,860	67	13,757
4		17,105	17,875	15,227	68	15,713	61	15,172	67	15,755	69
5		16,560	16,680	16,062	63	15,986	64	16,104	70	16,022	76
6		13,374	13,921	13,023	60	13,573	58	12,980	69	13,486	69
7		13,443	13,500	13,156	62	13,137	65	12,684	62	12,530	64
8		13,429	13,656	13,089	71	13,254	68	10,678	60	10,760	65
Total		92,298	93,740	84,124	65	85,220	63	81,478	66	82,310	69

Source: STAAR student data files, Chancery

* Indicates fewer than 5 students tested

Note: STAAR results for 2016 were updated to include results from the STAAR A and STAAR L assessments, which were discontinued in 2017. All results reflect the most current data available. STAAR 3-8 results are from an updated file from 8/4/2016 while grade 5 and 8 reading and mathematics results are from a file from 8/18/2016. For grades and subjects with multiple administrations, only the 1st administration results are used.

Note: The passing standard for STAAR in 2017 was "Approaches Grade Level", which replaced the previously used Phase-In and Progression standards for 2016 and previous years. The actual standard for passing the STAAR in 2017 was the same as that used in 2016, despite the difference in naming conventions. Nevertheless, the original labels for passing in 2016 are used here in order to avoid confusion.

Appendix I

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

		Reading									
		Enrollment		ELL Progress				STAAR Progress			
Program	Grade			2016		2017		2016		2017	
		2016	2017	# Tested	% Met	# Tested	% Met	# Tested	% Met	# Tested	% Met
Bilingual (Current)	3	6,109	5,744	1,234	61	1,289	56	n/a	n/a	n/a	n/a
	4	4,781	5,044	1,729	44	1,655	36	582	63	743	57
	5	3,389	3,541	331	40	285	41	1,726	65	2,144	53
	6	150	180	17	59	21	24	120	49	145	49
	7	92	117	17	29	20	30	66	59	93	61
	8	82	97	18	28	26	31	63	62	68	68
	Total		14,603	14,723	3,346	50	3,296	44	2,557	64	3,193
ESL (Current)	3	1,166	1,489	825	52	1163	48	n/a	n/a	n/a	n/a
	4	1,185	1,888	646	43	955	36	346	60	638	56
	5	1,186	2,009	256	42	374	44	703	64	1,296	50
	6	2,525	3,234	608	36	747	31	1,719	37	2,269	32
	7	2,332	2,604	600	22	786	33	1,573	65	1,634	67
	8	2,191	2,500	710	32	796	25	1,340	67	1,484	59
	Total		10,585	13,724	3,645	38	4,821	37	5,681	57	7,321
Bilingual (Exited)	3	n/a	n/a					n/a	n/a	n/a	n/a
	4	623	296					596	66	281	67
	5	1,634	903					1,627	65	884	61
	6	1,920	1,566					1,892	47	1,550	39
	7	2,002	1,880					1,969	64	1,826	69
	8	1,909	1,954					1,865	72	1,932	64
	Total		8,088	6,599					7,949	62	6,473
ESL (Exited)	3	n/a	n/a					n/a	n/a	n/a	n/a
	4	243	277					233	69	269	68
	5	353	291					343	71	279	68
	6	382	436					364	56	424	47
	7	605	500					564	61	478	72
	8	925	668					877	71	625	63
	Total		2,508	2,172					2,381	66	2,075
HISD	3	18,387	18,108	2,099	57	2,476	52	n/a	n/a	n/a	n/a
	4	17,105	17,875	2,392	44	2,622	36	10,895	62	11,212	55
	5	16,560	16,680	595	41	664	43	13,632	65	13,721	57
	6	13,374	13,921	648	36	775	31	11,667	45	12,091	41
	7	13,443	13,500	632	22	815	33	11,909	64	11,655	67
	8	13,429	13,656	747	32	829	25	11,748	68	11,828	64
	Total		92,298	93,740	7,113	44	8,181	39	59,851	61	60,507

Source: STAAR student data files, Chancery

Note: STAAR results for 2016 were updated to include results from the STAAR A and STAAR L assessments, which were discontinued in 2017. All results reflect the most current data available. STAAR 3-8 results are from an updated file from 8/4/2016 while grade 5 and 8 reading and mathematics results are from a file from 8/18/2016. For grades and subjects with multiple administrations, only the 1st administration results are used.

Appendix J

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

Mathematics											
		Enrollment		ELL Progress				STAAR Progress			
Program	Grade			2016		2017		2016		2017	
		2016	2017	# Tested	% Met	# Tested	% Met	# Tested	% Met	# Tested	% Met
Bilingual (Current)	3	6,109	5,744	1,469	72	1,462	75	n/a	n/a	n/a	n/a
	4	4,781	5,044	1,712	60	1,651	62	1,569	54	1,670	60
	5	3,389	3,541	346	60	288	68	2,845	62	2,909	67
	6	150	180	17	59	21	67	124	56	150	52
	7	92	117	17	71	20	45	66	64	95	68
	8	82	97	18	61	26	77	63	75	59	80
	Total	14,603	14,723	3,579	65	3,468	68	4,667	60	4,880	64
ESL (Current)	3	1,166	1,489	835	55	1168	60	n/a	n/a	n/a	n/a
	4	1,185	1,888	652	46	962	55	441	54	776	61
	5	1,186	2,009	268	55	376	61	814	69	1,469	67
	6	2,525	3,234	609	40	748	48	1,730	52	2,289	39
	7	2,332	2,604	598	33	781	40	1,531	45	1,619	51
	8	2,191	2,500	707	47	787	45	1,270	70	1,380	70
	Total	10,585	13,724	3,669	46	4,822	52	5,786	57	7,533	55
Bilingual (Exited)	3	n/a	n/a					n/a	n/a	n/a	n/a
	4	623	296					603	63	290	72
	5	1,634	903					1,627	70	891	78
	6	1,920	1,566					1,890	53	1,551	52
	7	2,002	1,880					1,922	62	1,724	63
	8	1,909	1,954					1,209	73	1,235	75
	Total	8,088	6,599					7,251	63	5,691	65
ESL (Exited)	3	n/a	n/a					n/a	n/a	n/a	n/a
	4	243	277					233	67	269	75
	5	353	291					343	78	279	82
	6	382	436					364	70	422	61
	7	605	500					531	57	442	63
	8	925	668					603	75	427	75
	Total	2,508	2,172					2,074	69	1,839	70
HISD	3	18,387	18,108	2,344	66	2,654	68	n/a	n/a	n/a	n/a
	4	17,105	17,875	2,381	56	2,673	60	12,009	56	12,346	60
	5	16,560	16,680	622	58	678	64	14,936	67	14,827	71
	6	13,374	13,921	648	40	776	48	11,639	57	12,040	49
	7	13,443	13,500	631	34	810	40	11,427	54	11,034	57
	8	13,429	13,656	743	48	821	46	8,933	68	8,927	36
	Total	92,298	93,740	7,369	55	8,412	59	58,944	61	59,174	56

Source: STAAR student data files, Chancery

Note: STAAR results for 2016 were updated to include results from the STAAR A and STAAR L assessments, which were discontinued in 2017. All results reflect the most current data available. STAAR 3-8 results are from an updated file from 8/4/2016 while grade 5 and 8 reading and mathematics results are from a file from 8/18/2016. For grades and subjects with multiple administrations, only the 1st administration results are used.

Appendix K

STAAR End-of-Course Performance of Bilingual and ESL Students: Number Tested and Number and Percentage Meeting the Approaches Grade Level Standard (Left) and Meets Grade Level Standard (Right), (Spring 2017 Data Only, All Students Tested Including Retesters)

	Student Group	# Tested	Fail		Approaches Grade Level		Meets Grade Level	
			N	% Stu	N	% Stu	N	% Stu
Algebra I	Current ESL	3,385	1,807	53	1,578	47	488	14
	Exited ESL	1,147	243	21	904	79	516	45
	Exited Bilingual	2,084	221	11	1,863	89	1,317	63
	HISD	16,263	4,826	30	11,437	70	6,358	39
Biology	Current ESL	2,940	1,559	53	1,381	47	388	13
	Exited ESL	1,100	169	15	931	85	591	54
	Exited Bilingual	1,851	144	8	1,707	92	1,268	69
	HISD	14,668	3,574	24	11,094	76	6,924	47
English I	Current ESL	4,205	3,673	87	532	13	179	4
	Exited ESL	1,419	601	42	818	58	510	36
	Exited Bilingual	2,090	496	24	1,594	76	1,148	55
	HISD	18,397	9,537	52	8,860	48	6,079	33
English II	Current ESL	3,225	2,949	91	276	9	81	3
	Exited ESL	1,651	696	42	955	58	627	38
	Exited Bilingual	1,970	481	24	1,489	76	1,107	56
	HISD	16,526	8,137	49	8,389	51	5,991	36
U.S. History	Current ESL	1,468	650	44	818	56	253	17
	Exited ESL	1,372	125	9	1,247	91	807	59
	Exited Bilingual	1,650	74	4	1,576	96	1,151	70
	HISD	12,146	1,674	14	10,472	86	7,044	58

Source: STAAR EOC 6/2/17, Chancery

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

Note: The Approaches Grade Level Standard is used, but is actually equivalent to the applicable Student Standard for each subject. The Student Standard is the passing standard in place the year a student first starts taking the STAAR EOC tests. That standard then applies throughout their high school career (see Appendix B). In other words, for some students, the actual passing standard applied might be slightly lower than the standard most students were required to face, but it is nevertheless labelled as "Approaches Grade Level". "Meets Grade Level" is a higher standard and is included within the Approaches Grade Level category.

Appendix L

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			
		2016		2017		2016		2017	
Program	Exam	# Tested	% Met	# Tested	% Met	# Tested	% Met	# Tested	% Met
Bilingual (Current)	E1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	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 (Current)	E1	1,371	14	1,994	16	n/a	n/a	n/a	n/a
	E2	1,227	8	1,708	9	625	49	755	47
	Total	2,598	11	3,702	13	625	49	755	47
Bilingual (Exited)	E1					n/a	n/a	n/a	n/a
	E2					1,725	55	1,778	51
	Total					1,725	55	1,778	51
ESL (Exited)	E1					n/a	n/a	n/a	n/a
	E2					1,343	55	1,253	52
	Total					1,343	55	1,253	52
HISD	E1					n/a	n/a	n/a	n/a
	E2					11,277	55	11,186	51
	Total					11,277	55	11,186	51

Algebra I									
		ELL Progress				STAAR Progress			
		2016		2017		2016		2017	
Program	Exam	# Tested	% Met	# Tested	% Met	# Tested	% Met	# Tested	% Met
Bilingual (Current)	A1	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 (Current)	A1	1,307	48	1,722	50	988	26	1,117	30
	Total	1,307	48	1,722	50	988	26	1,117	30
Bilingual (Exited)	A1					1,818	58	1,893	65
	Total					1,818	58	1,893	65
ESL (Exited)	A1					1,110	51	940	53
	Total					1,110	51	940	53
HISD	A1					11,395	46	11,459	50
	Total					11,395	46	11,459	50

Source: STAAR EOC 6/2/17, Chancery

Appendix M

Composite TELPAS Results: Number and Percent of Students at Each Proficiency Level in 2017, by Grade. Results Shown Separately for Bilingual and ESL Students

Bilingual Students											
Grade	# Tested	Beginning		Intermediate		Advanced		Advanced High		% AH 2016	Composite Score
		N	%	N	%	N	%	N	%		
K	5,726	4,709	82	756	13	182	3	79	1	1	1.3
1	6,285	2,954	47	2,322	37	754	12	255	4	3	1.7
2	6,263	1,032	16	2,528	40	1,784	28	919	15	12	2.3
3	5,689	648	11	1,732	30	1,805	32	1,504	26	26	2.6
4	4,978	362	7	1,159	23	1,924	39	1,533	31	30	2.8
5	3,482	155	4	457	13	1,197	34	1,673	48	38	3.1
6	168	11	7	26	15	64	38	67	40	39	3.0
7	114	9	8	9	8	41	36	55	48	40	3.1
8	94	9	10	15	16	25	27	45	48	50	2.9
Total	32,799	9,889	30	9,004	27	7,776	24	6,130	19	16	2.2

ESL Students											
Grade	# Tested	Beginning		Intermediate		Advanced		Advanced High		% AH 2016	Composite Score
		N	%	N	%	N	%	N	%		
K	1,274	578	45	325	26	231	18	140	11	11	1.9
1	1,273	272	21	426	33	298	23	277	22	23	2.4
2	1,157	179	15	367	32	359	31	252	22	22	2.5
3	1,442	149	10	377	26	484	34	432	30	30	2.7
4	1,847	187	10	468	25	705	38	487	26	22	2.7
5	1,965	206	10	347	18	670	34	742	38	33	2.9
6	3,170	290	9	779	25	1,369	43	732	23	22	2.7
7	2,538	285	11	590	23	1,038	41	625	25	23	2.7
8	2,383	318	13	487	20	934	39	644	27	21	2.7
9	2,886	672	23	747	26	914	32	553	19	16	2.3
10	1,713	239	14	518	30	589	34	367	21	24	2.5
11	1,142	70	6	292	26	451	39	329	29	32	2.7
12	1,091	85	8	288	26	423	39	295	27	29	2.7
Total	22,607	2,952	13	5,686	25	8,234	36	5,735	25	23	2.7

Source: TELPAS data file 5//8/17, Chancery

Appendix N

TELPAS Yearly Progress: Number and Percent of Students Gaining One or More Levels of English Language Proficiency in 2017, 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 2016
		N	%	N	%	N	%	N	%	
1	5,821	2,250	39	504	9	91	2	2,845	49	48
2	5,892	2,733	46	924	16	101	2	3,758	64	61
3	5,393	2,887	54	208	4	3	<1	3,098	57	54
4	4,710	2,412	51	78	2	0	0	2,490	53	53
5	3,301	2,127	64	107	3	2	<1	2,236	68	60
6	158	93	59	1	1	0	0	94	59	51
7	101	64	63	0	0	0	0	64	63	52
8	81	53	65	0	0	0	0	53	65	66
Total	25,457	12,619	50	1,822	7	197	1	14,638	58	55

ESL Students										
Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		% Gained 2016
		N	%	N	%	N	%	N	%	
1	1,029	482	47	127	12	17	2	626	61	66
2	938	447	48	65	7	7	1	519	55	55
3	1,223	651	53	30	2	0	0	681	56	56
4	1,603	704	44	34	2	2	<1	740	46	47
5	1,708	975	57	73	4	0	0	1,048	61	59
6	2,761	1,051	38	46	2	0	0	1,097	40	41
7	2,106	938	45	46	2	0	0	984	47	44
8	1,902	896	47	38	2	0	0	934	49	43
9	1,917	810	42	40	2	1	<1	851	44	40
10	1,340	574	43	23	2	0	0	597	45	49
11	962	453	47	12	1	0	0	465	48	55
12	896	421	47	10	1	0	0	431	48	55
Total	18,385	8,402	46	544	3	27	<1	8,973	49	48

Source: TELPAS data file 5/8/17, Chancery

Appendix O

Scope and Frequency of Professional Development Training, 2016–2017

Description	Total Attendance	# Sessions	Description	Total Attendance	# Sessions
Achieve3000CondensedVersion	11	2	Language Transfer 3-5	26	2
Achieve3000NewcomerTraining	46	3	Language Transfer K-5	128	4
Anchor Charts for Newcomers	42	1	Language Transfer PK-2	122	3
AnchorChartsVisibleThinking	15	1	LPAC Basic Training PK -12 (Make-up)	28	2
Biliter Devel I 3-5	18	2	LPAC Basic Training PK-12	401	10
Biliter Devel I K-2	105	3	Making Content Comprehensible	42	2
Biliter Devel I PK	16	2	MOY LPAC Decision Making	467	11
Biliter Devel II 3-5	5	1	Multilingual Job Alike 2016	2,031	2
Biliter Devel II K-2	66	2	NewcomerInstitute Day 2 ELA	8	1
Biliter Devel II PK	18	2	Phonics & Grammar Instr 3-5	5	1
Comprehensible Input for ELLs	88	2	Phonics & Grammar Instr K-2	155	1
Cross-Ling Conn 3-8	1	1	Phonics & Grammar Instr PK	46	1
Cross-Ling Conn PK-2	31	3	QTEL BASE INSTITUTE DAY 5	24	1
CrossLing1 Phon & Morph 3-5	14	1	QTEL BASE INSTITUTE DAYS 1&2	38	1
CrossLing1 Phon & Morph K-2	245	1	QTEL Base Institute Days 1-3	47	2
CrossLing1 Phon & Morph PK	63	1	QTEL BASE INSTITUTE DAYS 3&4	40	1
CrossLing2 SyntGramPrag 3-5	1	1	QTEL Base Institute Days 4 & 5	38	2
CrossLing2 SyntGramPrag K-2	92	1	QTEL Base Institute TOT	10	1
CrossLing2 SyntGramPrag PK	66	1	QTEL Base Institute TOT Day 5	10	1
Data Driven ESL Instruction	212	6	QTEL Base Institute TOT Days 3&4	10	1
DL Curriculum Writing G4	5	1	QTEL Classroom Observations	23	2
DL Essentials PK-5	132	4	Rdg & Wrtg in Content 3-5	27	1
DL Institute 3-8	3	1	Rdg & Wrtg in Content K-2	179	1
DL Institute PK-2	20	2	Rdg & Wrtg in Content PK	54	1
DL National Standards Alignment	16	2	Read&Respond Using Evidence	28	3
DL Resources Overview	128	2	ReadAloud & Comp MiniLe 3-5	21	1
Effective PVR PK-5	36	4	ReadAloud & Comp MiniLe K-2	186	1
ELL Data Entry	200	11	ReadAloud & Comp MiniLe PK	51	1
ELL Data Entry ELLevation	86	7	Reader's and Writer's Works	6	1
ELL Kinder Summer School	144	2	Secondary Dual Language	8	1
ELL Pre-K Summer School	123	2	Sheltered Instruction K-5	140	3
ELLevate Students' Writing 2-5	101	4	System44 for Newcomer Teachers	13	1
ELLevation for Teachers	44	1	TALK READ TALK WRITE	34	1
EOY ELL Data Entry / Documentation ES	126	3	TELPAS Disaggregation K-5	108	3
EOY ELL Data Entry / Documentation Sec	60	2	TELPAS Review	21	2
EOY LPAC Annual Review Elementary	249	4	TELPAS Scoring for Newcomers	53	11
EOY LPAC Annual Review High School	52	1	Words Words Words	12	1
EOY LPAC Annual Review Middle School	61	1	Writing to Learn Across Content	63	1
ESL Teacher Focus Newcomer Division	7	1	TOTAL (Courses)	8,631	225
ESL TExES Preparation	219	8	Cultural Awareness	173	177
ESL Workshop for Math	40	3	DL Essentials Online	85	90
GLAD 2-Day Workshop	237	4	ELPS-TELPAS Foundational Training for New Raters	363	364
GLAD 4-Day Class Demo	178	3	Second Language Acquisition	167	168
GLAD Follow-Up	53	3	Sheltered Instruction 2.2	1,946	1,850
GLADIators Training	91	8	Sheltered Instruction Part 1	1,762	1,750
How to Reach ELLs	176	3	Sheltered Instruction Pt2	3,696	3,629
Interactive Word Walls	41	3	TOTAL (Online)	8,192	8,028
IOWA Assessments (NRT)	70	6			
IPT (Oral Language Test)	75	6			

Source: Multilingual Department, OneSource