MEMORANDUM December 6, 2016

TO: Gracie Guerrero
Assistant Superintendent, Multilingual Programs

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **DUAL LANGUAGE PROGRAM EVALUATION REPORT 2016**

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 Dual Language Bilingual Program. Included in the report are findings from assessments of academic achievement and English language proficiency for all students classified as English Language Learners (ELL) who participated in Dual Language program. In addition, the report includes performance results of fluent English-speakers enrolled in the Dual Language program.

Key findings include:

- A total of 6,223 ELL students participated in the Dual Language program in 2015–2016, and it was offered at 56 campuses.
- Current Dual Language students performed better than other bilingual students in reading and mathematics on the STAAR 3-8 (English version) in 2016.
- Current Dual Language students improved in reading performance on the STAAR in 2016 compared to 2015, but declined on the Spanish STAAR 3-8.
- Students who used to be in the Dual Language program but who had exited ELL status did better than the district average in the reading and mathematics tests of the STAAR, and also did better than those who exited from other bilingual programs.
- On the STAAR EOC, exited Dual Language students did better than the district average.
- Dual Language students had higher overall English proficiency in grade four and higher, and showed more improvement, than did students in other bilingual programs.
- Finally, English-speaking students in the Dual Language program showed evidence for full bilingualism and biliteracy.

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
cc: Grenita Lathan

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH

Educational Program Report

DUAL LANGUAGE PROGRAM EVALUATION
2015 – 2016

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DUAL LANGUAGE BILINGUAL PROGRAM EVALUATION 2015–2016

Executive Summary

Program Description

The Dual language program in HISD is intended to facilitate English Language Learner (ELL) integration into the regular school curriculum and ensure access to equal educational opportunities, while promoting biliteracy and bilingualism for both ELLs and native English speakers. The dual language program is offered in elementary schools and selected middle schools for language minority students who need to enhance their English language skills, but the program also includes English speakers who wish to improve their Spanish language proficiency. Beginning in prekindergarten, the program provides 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 dual language programs, the function of the native language is 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, and also ensures that English-speaking students are immersed in a foreign language.

The present evaluation of the dual language bilingual program (DL) addresses the following topics:

- academic progress of dual language ELLs;
- English proficiency among dual language ELLs and Spanish proficiency of native English speakers;
- academic progress of native English-speakers enrolled in the dual language program;
- data on school attendance and discipline for dual-language ELLs; and
- the quality, retention, and professional development activities of dual language teachers.

Highlights

- There were 6,223 ELLs enrolled in the dual-language bilingual program (DL) in 2015–2016.
- DL was offered in 56 campuses districtwide (51 elementary campuses, four secondary, and one K-8 campus).
- Current DL students performed better than did those in other bilingual programs in reading and mathematics on the STAAR 3-8 (English version) in 2016.
- English language performance of both DL students and those in other bilingual programs was generally better on mathematics tests than it was on reading or language tests.
- Both DL and other bilingual students performed better than the district in mathematics (English STAAR).
- Reading performance of DL students improved in 2016 compared to 2015 on the English STAAR, but declined on the Spanish STAAR.
- Students who had exited ELL status but who had previously been in DL did better than the district average on the reading and mathematics tests for the STAAR.

- Exited DL students also did better than those who exited from other bilingual programs.
- On the STAAR EOC, exited DL students performed better than students who had exited other bilingual programs, and both groups did better than the district.
- On the TELPAS, fewer DL students scored at the highest level of English proficiency than did other bilingual students in grades 2-3, but exceeded students in other bilingual programs by grade 4.
- DL students did show more improvement or growth in English proficiency (as measured by performance on the TELPAS) than did other bilingual students.
- Fluent English speakers in DL showed evidence of bilingualism and biliteracy, doing well on both the Spanish and English language STAAR reading assessments.
- DL students did not differ from either other bilingual students or non-ELL students in terms of their attendance rate, but there was evidence that they had fewer disciplinary problems.
- DL teachers did not differ from non-DL teachers in terms of the TELPAS comparative growth ratings they received, and teacher retention rate data were unavailable at this time.

Recommendations

1. At this stage of district DL expansion, it is recommended that a review of processes is conducted so that district support is provided to campuses, based on identified need. It is also timely to calibrate programming at the state and national levels to ensure fidelity to Guiding Principles for Dual Language Education.
2. Planning for DL expansion in district geographical areas growing into middle school services should be on-going and made a priority.
3. A plan for expansion at early childhood centers should be explored to allow for an early start in bilingualism and biliteracy of prekindergarten students feeding into established DL campuses.
4. Campus visits should continue in order to provide feedback and ensure fidelity to program guidelines.
5. Training for campus DL leadership should be strengthened and tiered in order to meet the varied needs and level of experience.
6. Teacher staff development should be monitored so that instruction adheres to program expectations and campuses are supported, depending on their needs.

Introduction

Texas requires school districts to provide specialized linguistic programs to meet the needs of 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. HISD exceeds the state mandate by implementing three bilingual education programs: the Dual-Language Bilingual Program (DL), the Transitional Bilingual Program (TBP), and a smaller Cultural Heritage Bilingual Program for Vietnamese-speaking ELLs offered at one campus. The Dual-Language Program differs from the Transitional Bilingual Program in two ways: in DL, classes are composed of a mix of Spanish-speaking ELLs as well as native English speakers, and there is a higher percentage of instructional time offered in Spanish. The dual language program is the focus of this report.

Expansion of the Dual Language Program

In the district's dual language program, roughly equal numbers [1] of ELL and fluent English-speaking students are taught together in an effort to develop full bilingualism and biliteracy for both groups. The district has committed to an expansion and alignment of its existing dual language program. Since the 2013–2014 school year, 44 new campuses have been added to supplement the original 12 campuses which had been offering DL previously. At each of the new DL campuses, only students up to and including grade one are initially enrolled in the program, with higher grades added as students advance each year. All of the original DL campuses that offered the program in elementary grades did so through fifth grade. Thus, at the present time, the DL program includes a mix of campuses that have been offering the program through fifth grade for a number of years, and campuses that only offer the program at lower grade levels. Eventually, all elementary DL campuses will offer the program through fifth grade.

Standardization of Curriculum and Guidelines

Besides increasing the number of campuses offering DL, a second major aim of the DL initiative has been an alignment of the program's curriculum and guidelines. These changes have included a standardization of the time and content allocation that campuses are required to follow. DL campuses have the choice of following either a 50:50 or an 80:20 model. In the 80:20 model, students in prekindergarten receive 80 percent of their instruction in Spanish and 20 percent in English. The percentage of instruction time in English gradually increases throughout the grade levels, until reaching 50 percent in grade 3. The 50:50 model differs slightly, in that students receive half of their instruction in English and half in Spanish starting in prekindergarten, and this mix persists until at least 5th grade.[2] Currently 13 DL campuses follow the 80:20 model, while 38 operate under the 50:50 framework (excluding programs that operate in secondary level campuses).

Methods

Participants

ELLs in the dual language bilingual program were identified using 2015–2016 Chancery Student Management System (SMS)[3], IBM Cognos, and Public Education Information Management System (PEIMS) databases. Enrollment figures for ELLs in the various bilingual programs are shown in **Table 1** (see p. 5). Note that enrollment in DL is substantially lower than enrollment in TBP; 16 percent of ELLs served through bilingual programs were served in the dual-language program and 64 percent were served in the transitional program. However, total enrollment in the dual-language program has in-

Table 1. Number and Percent of Bilingual ELL Students by Program, 2013–2014 to 2015–2016

Bilingual Program	Enrolled			Percent		
	2014	2015	2016	2014	2015	2016
Transitional Bilingual (TBP)	30,764	28,136	25,293	78	71	64
Pre-Exit Bilingual	6,878	7,755	7,800	17	20	20
Dual-Language (DL, Two or One-Way)	1,831	3,531	6,223	5	9	16
Cultural Heritage	162	152	128	<1	<1	<1
Mandarin Bilingual	20	63	76	<1	<1	<1
Arabic Bilingual	n/a	n/a	13			<1
Other*	4	41	50	<1	<1	<1
Total	**39,659**	**39,678**	**39,583**			

Source: IBM Cognos, Chancery

** Inappropriate code (ELL student listed as served through a bilingual program which has been discontinued).*

creased by 240 percent since 2014. In 2015–2016, the dual-language bilingual program was offered at 51 elementary schools, four secondary campuses, and one K–8 campus (see **Appendix A** for a complete list, pp. 13-14). The number of campuses offering DL has increased from 17 in 2012–2013 to 56 for the 2015–2016 school year. All DL students with assessment results from 2015–2016 were included in analyses for this report, as were all students who had participated in the program but who had since exited ELL status.

Data Collection & Analysis

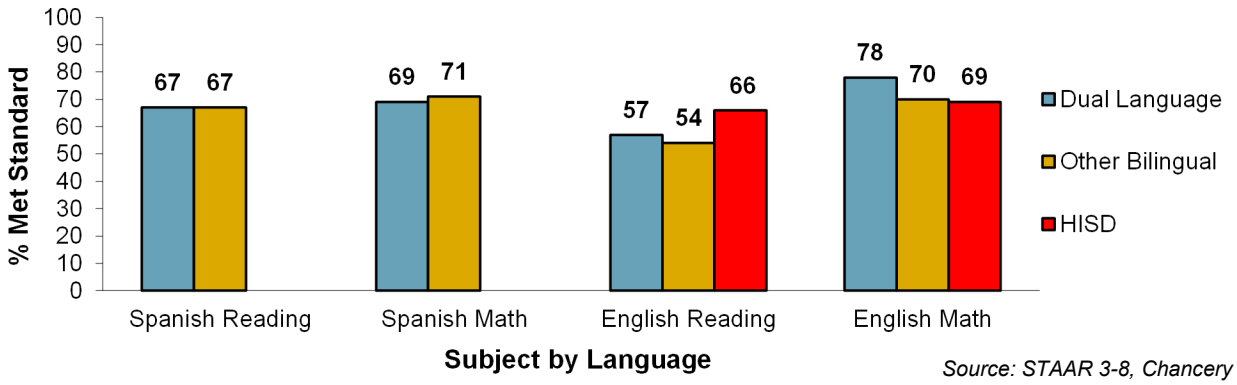
Results for DL students from the State of Texas Assessments of Academic Readiness (STAAR 3-8) and Texas English Language Proficiency Assessment System (TELPAS) were analyzed at the district level. In addition, results for exited DL students on the STAAR End-of-course (EOC) were examined. Comparisons were made between dual-language students, other bilingual 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 standard, Satisfactory Level II, Progression Standards 2015–2016) 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 accomodated, linguistically accomodated, or alternate 2 assessments 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 B** (see p. 15) provides further details on each of the assessments analyzed for this report.

Finally, results for native English-speakers in DL are presented. These English-speakers are an integral part of the DL program, as it is assumed that their presence enhances the acquisition of English proficiency for ELLs. However, it is important to document that these students are not disadvantaged academically by being in a class with ELLs, and their results are included in the latter part of the report.

Figure 1. Percentage of students who met satisfactory standard on STAAR grades 3-8 reading and mathematics tests, 2016: Dual language students, other bilingual students, and all students districtwide (1st-administration only, no accomodated versions).



Source: STAAR 3-8, Chancery

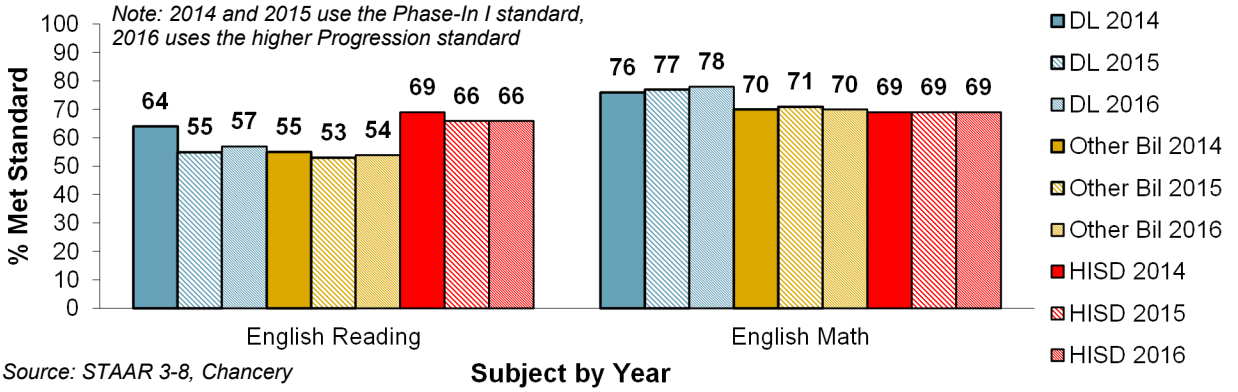
Results

What was the academic performance of ELLs in the dual-language program?

STAAR

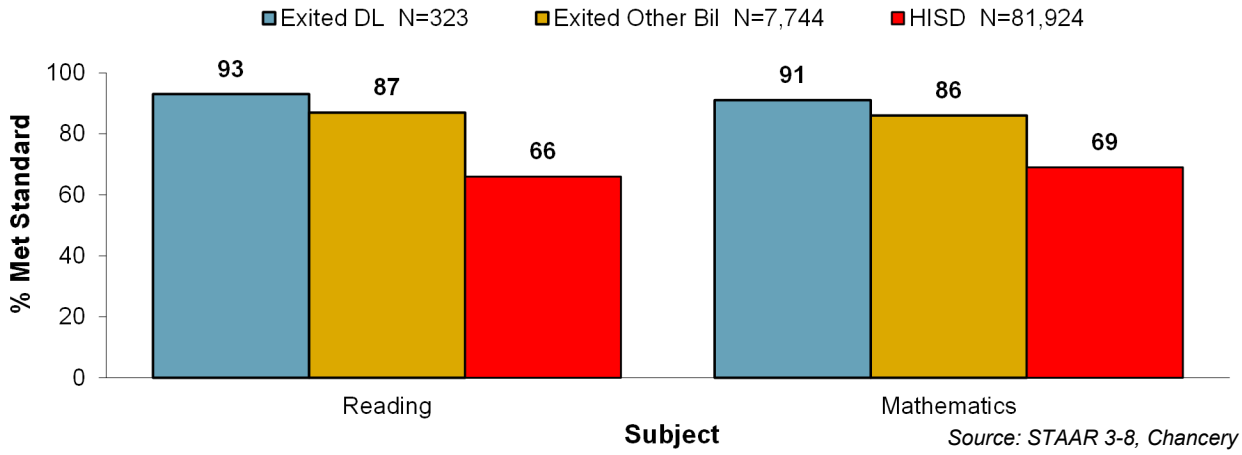
- **Figure 1** shows the percent of students in grades 3-8 who met the satisfactory standard on the Spanish and English language versions of the STAAR in 2016 (reading and mathematics).
- Results are shown for DL students, as well as all students districtwide and students from other bilingual programs.[4] See **Appendices C** and **D** for further details (see pp. 16–17).
- DL students exceeded other bilingual students in English reading and mathematics, but both groups were lower than the district in English reading (gaps of -9 and -12 percentage points).
- **Figure 2** shows English STAAR performance in reading and mathematics for 2014 to 2016.
- Dual language students improved by 2 percentage points in reading from the previous year, compared to +1 point for other bilingual students and no change for the district overall. DL students also showed a gain in mathematics, while comparison groups showed either a decline or no change.

Figure 2. Percentage of students who met satisfactory standard on STAAR grades 3-8 reading and mathematics tests, 2014 through 2016: DL students and all students districtwide (English STAAR, 1st-administration only, no accomodated versions).



Source: STAAR 3-8, Chancery

Figure 3. Percentage of students who met satisfactory standard on English STAAR grades 3-8 reading test, 2016: Exited DL students, exited students from other bilingual programs, and all students districtwide (1st-administration only, no accomodated versions).



Source: STAAR 3-8, Chancery

- STAAR reading and mathematics results for exited DL students in 2016 are shown in **Figure 3**.
- Exited students from the DL program had higher passing rates than the district, and also exceeded performance of students from other bilingual programs, in both reading and mathematics.
- **Figure 4** (below) shows the reading and mathematics performance of exited DL students for the past three years. Exited DL students improved in reading (+1 percentage point) but declined in mathematics (-1 points) between 2015 and 2016. The district showed no change in either subject, while exited bilingual students improved (+1 percentage points) in both.
- **Figure 5** (see p. 7) shows results for the ELL progress and STAAR progress measures (for an explanation of these measures see **Appendix E**, p. 18, and **Appendix F** for details, pp. 19-20).

Figure 4. Percentage of students who met satisfactory standard on English STAAR grades 3-8 reading and mathematics tests, 2014 to 2016: Exited DL, other exited bilingual students, and all students districtwide (1st-administration only, no accomodated versions).

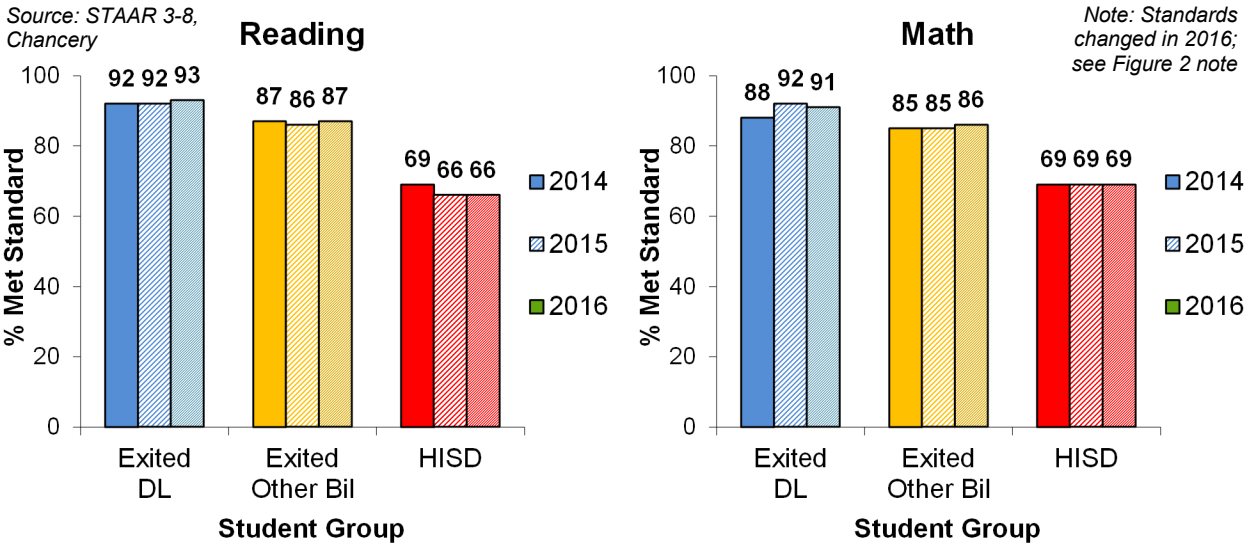
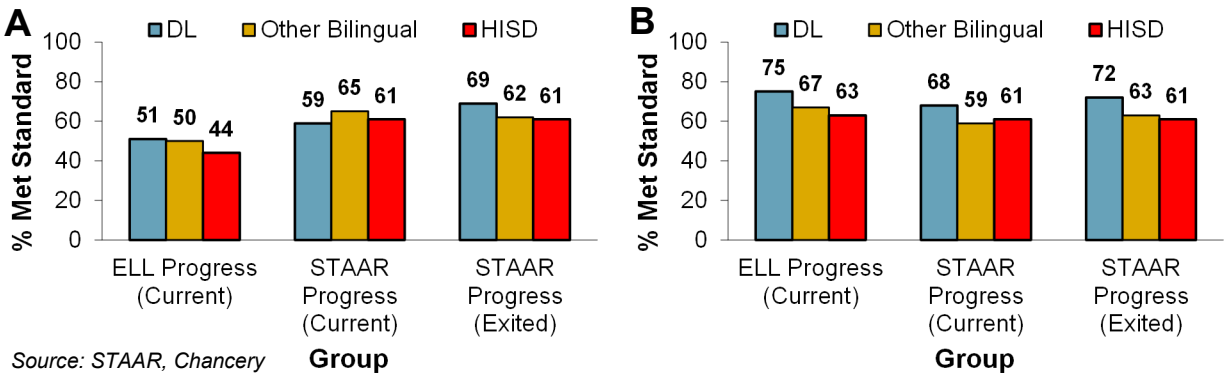


Figure 5. STAAR Progress and ELL Progress performance on English reading (A) and mathematics (B) for DL students, other bilingual students, and all students districtwide, 2016 (Combined Results for Grades 3 through 8).



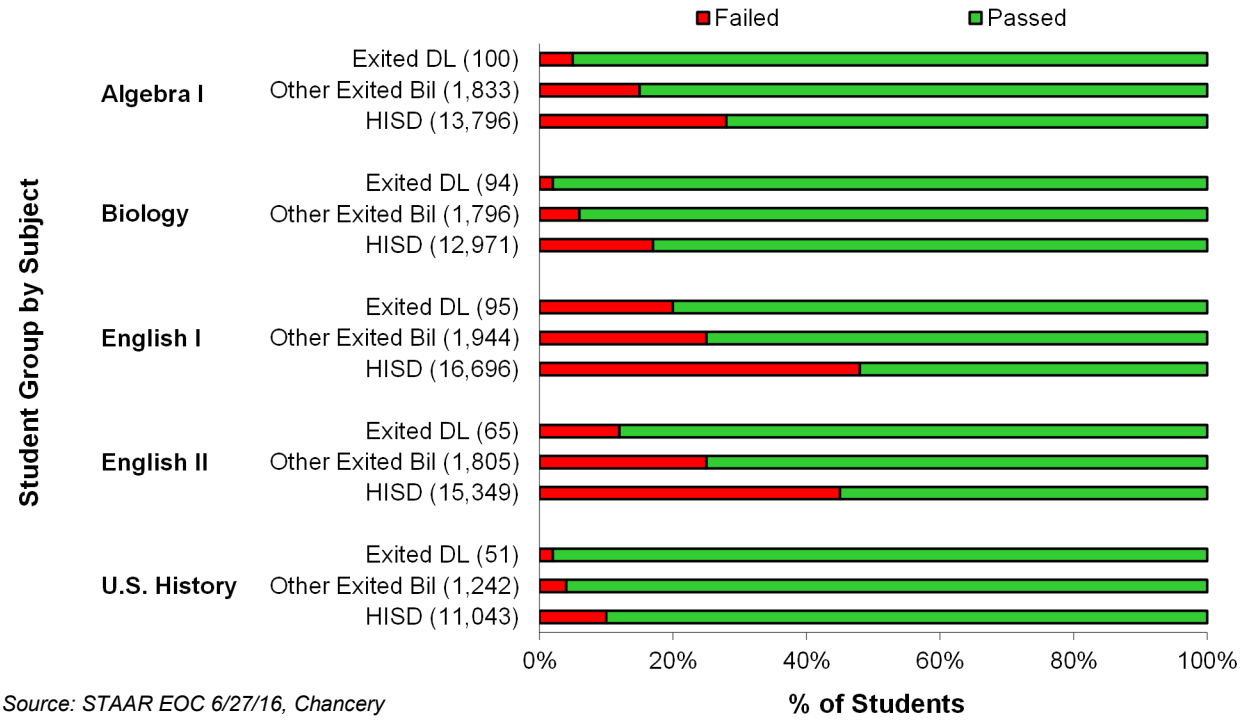
Source: STAAR, Chancery

- Current DL students performed better than other bilingual students and the district overall on the ELL progress measure, whereas on STAAR progress they were lower on reading but better on mathematics. Exited DL students outperformed both comparison groups on STAAR progress.

STAAR EOC

Figure 6 depicts results for the STAAR-EOC assessment. 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 for 2015–2016 (dark green). Red indicates the percentage of students who scored Unsatisfactory. Figures in parentheses are the number of students tested (see also **Appendix G**, p. 21).

Figure 6. STAAR-EOC percent met student standard for monitored and former DLBP students, by subject, 2016: Results are included for all exited dual-language students, exited students from other bilingual programs, as well as for the district overall (Spring administration, all students tested including retesters, no accomodated versions).

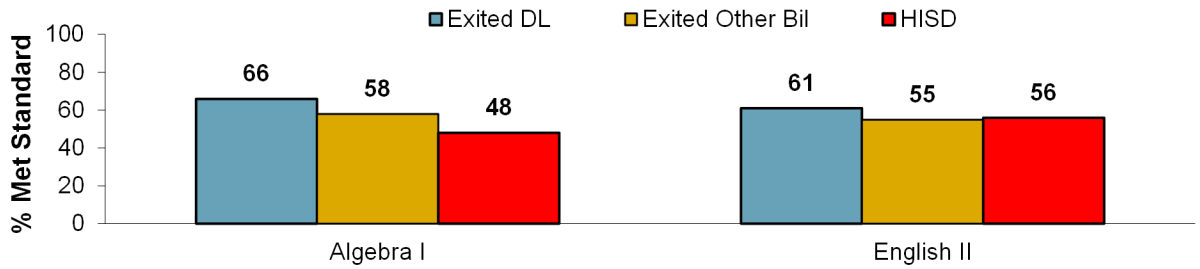


Source: STAAR EOC 6/27/16, Chancery

- Exited DL students performed better than the district, and higher than other exited bilingual students, on all tests. The highest passing rates were in Biology and U.S. History, with the lowest rates on English I and II.

- **Figure 7** (below) shows results for the EOC Progress measure (exited ELLs only). Results show that exited DL students did better than students from other bilingual programs. Both groups outperformed the district average on Algebra I but on English II, this was only true for exited DL students (see also **Appendix H**, p. 22.

Figure 7. EOC Progress performance for exited DL students, other exited bilingual students, and all students districtwide, 2016 (Algebra I and English II only).



Source: STAAR EOC 6/27/16, Chancery

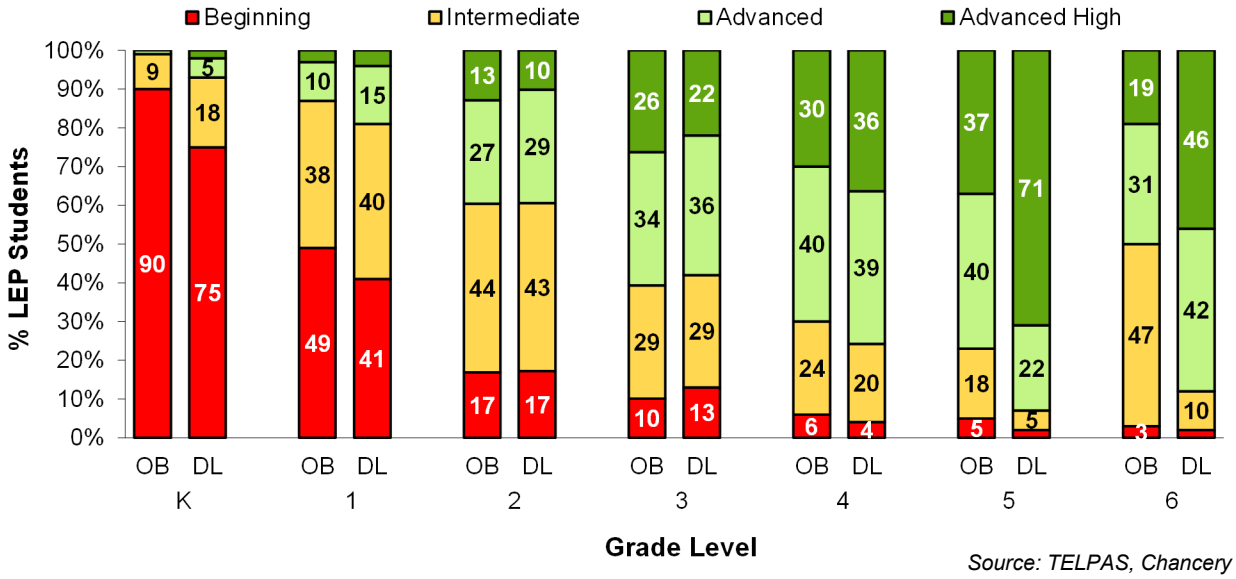
What were the levels of English proficiency among ELLs in dual-language programs?

- **Figure 8** shows attainment, i.e., the percentage of students scoring at each proficiency level on the TELPAS in 2016. Further details can be found in **Appendices I** and **J** (pp. 23–24).

- English proficiency for DL students improved across grade levels, with 93% or more of students scoring Advanced or better by grade 5 in 2016.

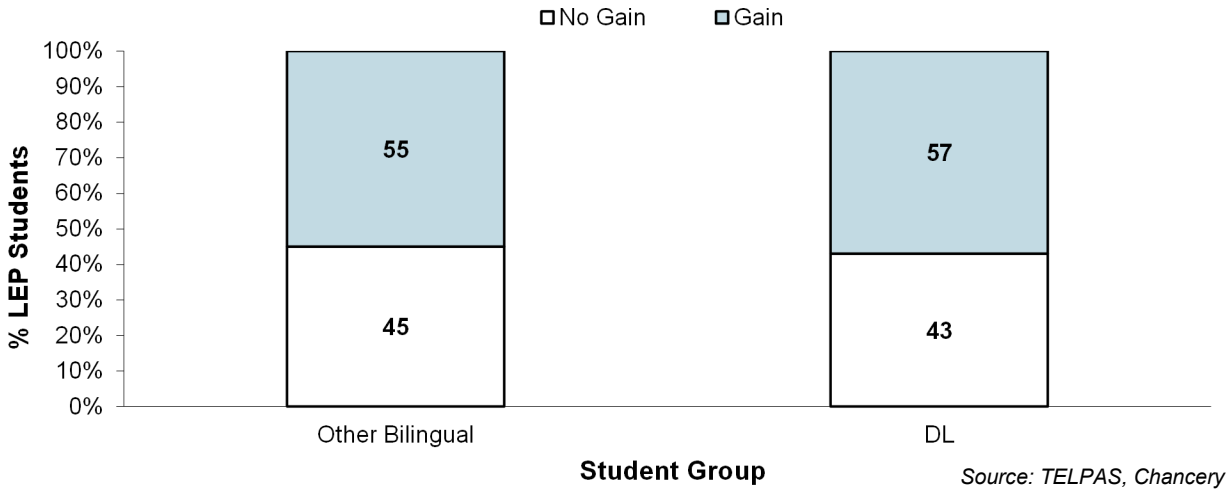
- DL students showed lower overall English proficiency than did students in other bilingual programs in grades two and three, but showed higher proficiency in grades four and higher.

Figure 8. TELPAS composite proficiency ratings for DL and other bilingual (OB) students, 2016.



Source: TELPAS, Chancery

Figure 9. TELPAS yearly progress for DL and other bilingual students, 2016.



Source: TELPAS, Chancery

- **Figure 9** shows yearly progress, i.e. the percentage of students who made gains in English language proficiency between 2015 and 2016. The percentage of students who made gains in English proficiency was higher for DL students than for other bilingual students (57 versus 55 percent).

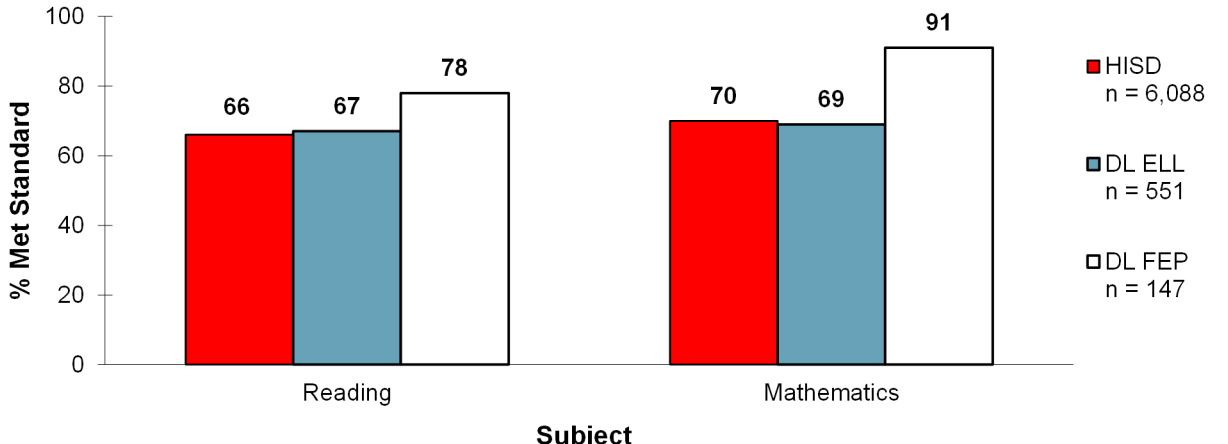
What was the academic performance of fluent English speakers in the two-way bilingual program?

- The goal of the DL program is for students to achieve full bilingualism and biliteracy. Data have already been presented on the performance of current and former ELLs in the program. In this section, data are reported from students with fluent English proficiency (FEP) who participated in the DL program during 2015–2016, as well as those who may have participated previously.

- Spanish-language STAAR results show that fluent English speakers (n = 147) had higher passing rates than did Spanish speaking DL students on the reading and mathematics tests (see **Figure 10**).

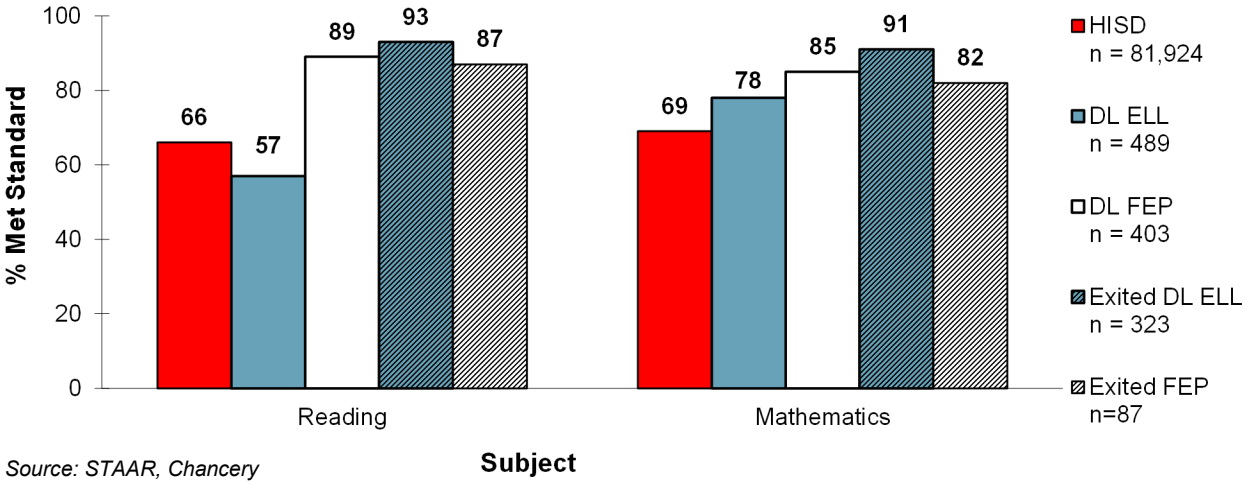
- The passing rate for DL ELL students was almost identical in both subjects to that for all bilingual students districtwide.

Figure 10. Spanish STAAR performance of ELL and FEP students in the DLBP program, 2016: percent meeting standard in reading and mathematics.



Source: STAAR, Chancery

Figure 11. English STAAR performance of ELL and FEP students in the DLBP program, 2016: percent meeting standard in reading and mathematics.



Source: STAAR, Chancery

- English STAAR results (see **Figure 11**) show that FEP students (n = 403) also did well in comparison with former DL students who have exited ELL status.

- Exited DL students, native-English FEP students, and exited FEP students, had higher passing rates than the district overall on the English STAAR (advantages of +21 and +13 percentage points or better on reading and mathematics, respectively).

- It is interesting to note that exited FEP students performed slightly lower than current DL FEP students, but there are only 87 exited FEP students at this point in time so results should not be generalized.

Did dual language student differ from other students in terms of school attendance/discipline?

District student attendance and discipline data from 2015–2016 were analyzed to determine whether there was any evidence for a difference between the patterns shown by DL students and others in the district.

- Student attendance records (PEIMS ADA file for 2015–2016) showed that the average attendance rate for DL students was 97.2%, which did not differ from comparable rates for other bilingual students (97.6%) or non-ELL students in grades PK to 5 (97.5%).

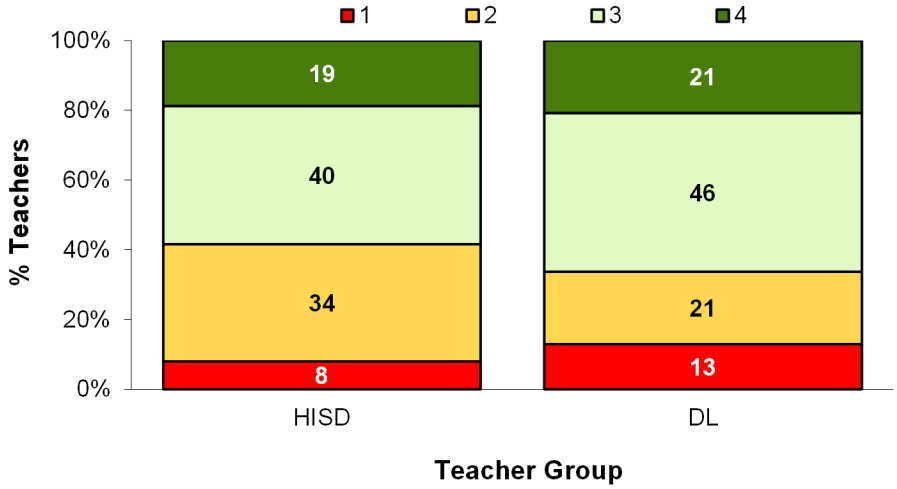
- Student discipline data were extracted from district records using the appropriate PEIMS Disciplinary Action Codes (grades PK to 5 only).

Table 2. Number and Percent of Student Subject to Disciplinary Actions in 2015–2016

Student Group	Number Enrolled	Number of Students (Unduplicated)				Percent of Students (Unduplicated)			
		ISS	OSS	DAEP	Total	ISS	OSS	DAEP	Total
Dual Language	6,233	5	21	0	26	0.08	0.34	0.00	0.42
Non-ELLs	61,583	195	378	2	575	0.32	0.61	0.00	0.93
Other Bilingual	34,607	92	192	0	284	0.27	0.55	0.00	0.82

Source: TEA Discipline File 2015-2016

Figure 12. TELPAS Comparative Growth ratings for DL and other district teachers, 2016.



- As **Table 2** (p.10) shows, there were twenty-six DL students who received any type of disciplinary action in 2015–2016, equivalent to only 0.42% of all DL students enrolled in PK-5. Comparable rates for other bilingual students and non-ELLs were also low (0.82% and 0.93% respectively), but were still significantly greater than that observed for DL students ($p < .001$).

How did dual language teachers compare to other district teachers in terms of qualifications and retention rate?

District teachers usually receive annual ratings on a number of different measures, including a rating derived from a TELPAS Comparative Growth measure. This section of the report summarizes the ratings for teachers assigned to DL classes, compared to other teachers in the district. Only elementary teachers are included here, and the few secondary campuses where DL is offered are not considered.

- **Figure 12** shows the distribution of elementary teacher ratings for TELPAS comparative growth (CG). Dual language teachers are compared to all other teachers in the district. For details of analyses see **Appendix K** (p.25).

- While DL teachers had slightly higher rating on TELPAS comparative growth than other teachers (67 percent with ratings of 3 or 4 compared to 59 percent for other teachers), this difference was not significant.

- Teacher retention data were not available for 2015–2016 as of the date this report was published.

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

Data provided by e-TRAIN indicated that 55 staff development training sessions pertaining to dual language education were coordinated by the Multilingual Department during the 2015–2016 school year. These sessions, summarized in **Appendix L** (p. 26), were attended by total of 3,028 teachers and other district staff. Note that individuals may have been counted more than once if they attended multiple events (the unduplicated staff count was 1,199). A full record of professional development activities can be obtained from the Multilingual Department.

Discussion

In the past two school years, 38 new campuses were added to the DL program, with the program being phased in starting at lower grade levels. Although there is little student performance data to analyze with DL students in prekindergarten or kindergarten, the evidence reviewed here does indicate that the dual language program in HISD provides ELLs with the support needed to succeed academically. ELLs who have participated in DL acquire English-language proficiency while in the programs, and outperform the district average on the STAAR and STAAR EOC assessments once they have successfully met exit criteria. Native English speakers (FEPs) involved in the program also do well. Based on these results, it would appear that the HISD Multilingual Department is fulfilling its mission to ensure that ELLs achieve their full academic potential. As the expanded DL program introduces the new time and content allocations at higher grade levels in the newly added camuses, the program's performance will need to be monitored to ensure that this record of success continues.

Appendices M.1 through **M.6** (pp. 27-33) provide summaries of student performance at the various DL campuses. Shown are results for Spanish-speaking DL students in classes with native English-speakers (YT), Spanish-speaking DL students in classes where there were no native English speakers (YO), and native English-speakers enrolled in the DL program (NT).

Endnotes

1. The dual language model proposes that approximately equal numbers of fluent and non-fluent English speakers should be enrolled in the class, but practitioners in the field stress that this ratio should be used as a heuristic and not an absolute rule. Ratios of 60:40 and even 70:30 may be considered appropriate under some circumstances. It should not be assumed that a functional dual language program requires exactly equal number of students from both language groups (Collier, personal communication).

2. This is the sequence normally followed by students in the dual language programs. However, students in the transitional bilingual program can enter the pre-exit phase (i.e., predominantly English-only instruction) as early as grade 3, pending LPAC approval, if they have met certain performance criteria. These criteria can be found in the district's *2015–2016 Pre-Exit Student Performance Report*.

3. The Chancery system replaced the School Administrative Student Information database system (i.e., SASI), which the district used prior to the 2006-2007 school year. Where data from multiple years are shown, archived files from SASI were used as needed, thus some tables or figures may include references to both sources.

4. Note that all districtwide performance data includes results from ELLs enrolled in the dual language programs, as well as all other comparison groups (e.g., monitored and former ELLs).

References

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Appendix A

Campuses Offering Dual-Language Programs (DL), 2015–2016

			ELL Enrolled 2014-2015												
Campus	Date Started	Grades Served	PK	K	1	2	3	4	5	6	7	8	HS	Total ELL	# NT*
Briscoe ES	↑	PK, K, 1, 2, 3, 4	24	19	32	28	19	7						129	27
Emerson ES		PK, K, 1, 2, 3, 4	54	65	64	62	60	40						345	46
Helms ES		PK, K, 1, 2, 3, 4, 5	26	39	31	31	24	30	20					201	186
Herod ES		K, 1, 2, 3, 4, 5		14	13	17	16	25	16					101	59
Herrera ES		K, 1, 2, 3, 4, 5		60	63	55	62	61	18					319	19
Northline ES	Prior to	PK, K, 1, 2, 3, 4, 5	22	65	69	73	54	19	18					320	22
Sherman ES	2013-14	PK, K, 1, 2, 3, 4, 5	29	38	39	48	42	51	5					252	61
Twain ES		K, 1, 2, 3, 4, 5		4	9	10	3	9	3					38	96
Wharton K-8		PK, K, 1, 2, 3, 4, 5, 6, 7, 8	28	29	31	26	23	13	23	1				174	278
Burbank MS		6, 7, 8								98	82	78		258	4
Johnston MS		6, 7, 8								8	2	1		11	27
Reagan HS	↓	9, 10, 11, 12											0	0	44
Daily ES	↑	K, 1, 2		8	12	14								34	28
Deanda ES		PK, K, 1, 2, 3	76	82	78	88	66							390	98
Kashmere Gardens ES	2013-14	K, 1, 2		3	3	5								11	43
Law ES		PK, K, 1, 2, 3	18	31	31	26	34							140	101
Reagan Ed Ctr	↓	K, 1, 2		44	64	61								169	5
Anderson ES	↑	K, 1		73	73									146	40
Ashford ES		PK, K, 1	32	30	26									88	35
Burnet ES		K, 1		41	57									98	55
Coop ES		K, 1		53	52									105	48
Dogan ES		PK, K, 1	30	34	31									95	5
Garden Villas ES		PK, K, 1	32	46	52									130	44
Gregg ES	2014-15	K, 1		36	50									86	54
RP Harris ES		K, 1		53	73									126	17
McNamara ES		K, 1		81	101									182	29
Memorial ES		PK, K, 1	32	30	30									92	32
Osborne ES		K, 1	1	12	16									29	29
Shearn ES		PK, K, 1	71	64	76									211	104
Whidby ES		PK, K, 1	9	8	9									26	43
White ES	↓	PK, K, 1	34	80	88									202	71
Browning ES	↑	PK, K	36	29										65	93
Burrus ES		K		10										10	33
Cage ES		PK, K	29	41										70	67
Condit ES		K		11										11	14
Davila ES	2015-16	PK, K	23	34										57	39
De Zavala ES		PK, K	33	38										71	62
Durham ES		PK, K, 1	17	21	27									65	72
Elrod ES		PK, K	69	57	1									127	28
Farias ECC	↓	PK	257											257	122

Source: Multilingual Department, IBM Cognos

** NT students are native English-speakers enrolled in DL*

Appendix A (continued)

Campuses Offering Dual-Language Programs (DL), 2015–2016

			ELL Enrolled 2014-2015												
Campus	Date Started	Grades Served	PK	K	1	2	3	4	5	6	7	8	HS	Total ELL	# NT*
Franklin ES		PK, K	40	41	1	1		1						84	29
JR Harris ES		PK, K	43	43										86	38
Highland Heights ES		PK, K	16	31				1						48	78
Hobby ES		PK, K	50	50										100	116
Kelso ES		PK, K	1	18										19	14
Laurenzo ECC		PK	53											53	57
Love ES		PK, K	40	33										73	37
Mading ES	2015-16	PK, K	10	8										18	54
C Martinez ES		PK, K	24	19										43	103
Patterson ES		PK, K	64	71										135	42
Pugh ES		PK	40											40	42
Robinson ES		K		45										45	42
Roosevelt ES		PK, K	32	27										59	29
Scarborough ES		PK, K	49	64		1								114	66
Wainwright ES		K		34										34	3
Hamilton MS		6								0	0	0		0	0

Source: Multilingual Department, IBM Cognos ** NT students are native English-speakers enrolled in DL*

Note: Hamilton MS and Reagan HS had no ELL students coded as being in the dual language program, according to the Chancery SMS records. Instead it appears that students were coded as participating in an ESL program. Nevertheless, since there were students at each campus coded as being English-speaking participants in DL (13 and 44 students, respectively) it is assumed that their ELL DL students were coded incorrectly. Rather than alter the official records, it was decided to provide DL enrollment counts based on what was actually recorded in Chancery for 2015-2016.

Appendix B

Explanation of Assessments Included in Report

The STAAR is a state-mandated, criterion-referenced assessment used to measure student achievement. STAAR measures academic achievement in reading and mathematics in grades 3–8; writing at grades 4 and 7; social studies in grades 8; and science at grades 5 and 8. For 2015–2016 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).

By commissioner's rule, the STAAR 3-8 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 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.

With regards to the STAAR 3-8 mathematics assessment, note that in April of 2012, the State Board of Education revised the Texas Essential Knowledge and Skills (TEKS) for mathematics. These new stadards were implemented for grades K-8 in the 2014–2015 school year, and as a result the STAAR mathematics assessment was revised. For this reason, comparison of STAAR mathematics results from 2015 or later to those from previous years should be made with caution.

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 (U.S. Department of Education, 2002). Proficiency scores in the domains of listening, speaking, reading, and writing are used to calculate a composite score. Composite scores are in turn used to indicate where ELL students are on a continuum of English language development. This continuum, based on the stages of language development for second language learners, is divided into four proficiency levels: Beginning, Intermediate, Advanced, and Advanced High.

Appendix C

Spanish STAAR Performance of Dual Language and Other Bilingual Students: Number Tested, and Percent Meeting Satisfactory Standard, by Grade Level, Subject, and Year

		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.
Other	3	4,023	4,333	3,781	71	3,911	68	3,592	73	3,690	71
Bilingual	4	1,406	1,207	1,300	66	1,097	65	1,231	68	1,096	74
	5	148	112	69	52	62	60	54	46	50	40
	Total	**5,577**	**5,652**	**5,150**	**69**	**5,070**	**67**	**4,877**	**71**	**4,836**	**71**
Dual	3	309	403	305	70	359	65	305	70	301	65
Language	4	215	287	192	68	186	71	192	78	223	75
	5	142	103	5	60	6	83	5	60	3	*
	Total	**666**	**793**	**502**	**69**	**551**	**67**	**502**	**73**	**527**	**69**

Source: STAAR, Chancery

** Indicates fewer than five students tested*

Appendix D

English STAAR Performance of Dual-Language Bilingual Program (DL) Students: Number Tested, and Percentage Met Satisfactory Standard, by Grade Level, Subject and Year

				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 DL	3	309	403	6	67	42	88	3	*	99	81
	4	215	287	23	70	96	58	23	91	58	71
	5	142	103	136	72	95	71	137	83	97	90
	6	112	107	106	51	102	57	97	74	96	81
	7	87	84	81	40	80	33	68	65	67	60
	8	72	79	70	39	74	45	48	77	59	80
	Total	**937**	**1,063**	**422**	**55**	**489**	**57**	**376**	**77**	**476**	**78**
Other Bilingual	3	5,424	5,706	1,580	70	1,710	67	1,704	80	1,847	79
	4	4,801	4,494	3,371	52	3,268	59	3,341	69	3,173	70
	5	3,131	3,286	2,938	46	3,073	41	2,827	67	2,981	65
	6	20	43	19	32	37	35	16	50	36	53
	7	7	8	5	80	8	50	5	80	7	43
	8	8	3	6	67	2	*	7	57	2	*
	Total	**13,391**	**13,540**	**7,919**	**53**	**8,098**	**54**	**7,900**	**71**	**8,046**	**70**
Exited DL	3	14	8	3	*	2	*	3	*	2	*
	4	5	13	5	100	7	100	5	100	6	100
	5	27	17	27	100	17	94	27	96	17	100
	6	90	77	89	85	76	89	89	92	76	95
	7	102	113	102	92	111	95	101	93	108	90
	8	85	111	85	95	110	96	40	88	66	89
	Total	**323**	**339**	**311**	**92**	**323**	**93**	**265**	**92**	**275**	**91**
Exited Other Bilingual	3	108	90	99	96	85	88	100	93	86	95
	4	532	610	525	92	595	96	526	93	596	93
	5	1,573	1,617	1,564	93	1,608	92	1,563	94	1,607	93
	6	1,965	1,843	1,943	83	1,816	80	1,940	85	1,817	88
	7	1,852	1,889	1,835	81	1,873	82	1,764	82	1,831	82
	8	1,857	1,798	1,830	85	1,767	89	1,270	77	1,225	78
	Total	**7,887**	**7,847**	**7,796**	**86**	**7,744**	**87**	**7,163**	**85**	**7,162**	**86**
HISD	3	17,669	18,387	12,761	69	13,370	66	12,657	71	13,345	69
	4	17,161	17,105	14,868	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	13,027	68	12,683	73	9,816	65	9,592	64
	Total	**91,565**	**92,298**	**81,640**	**66**	**81,924**	**66**	**76,331**	**69**	**76,605**	**69**

Source: STAAR, Chancery

** Indicates fewer than five students tested*

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 the next at the same level.

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 (i.e., Level II: Satisfactory Academic Performance). The expectations vary according to both the number of years the ELL students has been attending school, and their 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 Fa

STAAR Progress and ELL Progress Performance of Dual Language and Other Bilingual Students: Number Tested, and Percent Met Standard, by Grade Level, Reading Only

READING											
				ELL Progress				STAAR Progress			
		Enrollment		2015		2016		2015		2016	
Program	Grade	2015 N	2016 N	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat	# tested	% Met Sat.
Dual Language (Current)	3	309	403	5	60	32	88	n/a	n/a	n/a	n/a
	4	215	287	11	64	51	43	1	*	2	*
	5	142	103	8	75	2	*	3	*	5	80
	6	112	107	15	60	8	50	88	42	89	54
	7	87	84	13	15	14	21	64	70	60	60
	8	72	79	23	39	18	28	43	65	56	64
	Total	**937**	**1,063**	**75**	**48**	**125**	**51**	**199**	**57**	**212**	**59**
Other Bilingual (Current)	3	5,424	5,706	1,179	66	1,214	60	n/a	n/a	n/a	n/a
	4	4,801	4,494	2,246	43	1,657	44	292	63	576	64
	5	3,131	3,286	281	37	326	40	1,395	62	1,677	65
	6	20	43	4	*	9	67	11	36	25	40
	7	7	8	0	--	3	*	4	*	3	*
	8	8	3	1	*	0	--	2	*	2	*
	Total	**13,391**	**13,540**	**3,711**	**50**	**3,209**	**50**	**1,704**	**62**	**2,283**	**65**
Dual Language (Exited)	3	14	8					n/a	n/a	n/a	n/a
	4	5	13					4	*	2	*
	5	27	17					25	72	17	65
	6	90	77					87	57	76	54
	7	102	113					101	51	110	70
	8	85	111					85	60	109	81
	Total	**323**	**339**					**302**	**58**	**314**	**69**
Other Bilingual (Current)	3	108	90					n/a	n/a	n/a	n/a
	4	532	610					495	59	590	66
	5	1,573	1,617					1,541	59	1,605	65
	6	1,965	1,843					1,918	43	1,806	46
	7	1,852	1,889					1,773	52	1,849	64
	8	1,857	1,798					1,802	63	1,745	72
	Total	**7,887**	**7,847**					**7,529**	**54**	**7,595**	**62**
HISD (Includes ELL & Exited ELL)	3	17,669	18,387	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	11,405	62	11,374	69
	Total	**91,565**	**92,298**	**7,157**	**44**	**7,059**	**44**	**55,931**	**57**	**58,053**	**61**

Source: STAAR, Chancery

** Indicates fewer than five students tested*

Appendix Fb

STAAR Progress and ELL Progress Performance of Dual Language and Other Bilingual Students: Number Tested, and Percent Met Standard, by Grade Level, Mathematics Only

MATHEMATICS											
				ELL Progress				STAAR Progress			
		Enrollment		2015		2016		2015		2016	
Program	Grade	2015 N	2016 N	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat	# tested	% Met Sat.
Dual Language (Current)	3	309	403	2	*	85	78	Not Available 2015		n/a	n/a
	4	215	287	11	82	35	66			23	74
	5	142	103	8	88	2	*			94	71
	6	112	107	6	83	2	*			93	61
	7	87	84	0	--	2	*			60	62
	8	72	79	5	60	3	*			56	79
	Total	**937**	**1,063**	**32**	**78**	**129**	**75**			**326**	**68**
Other Bilingual (Current)	3	5,424	5,706	1,303	77	1,327	74	Not Available 2015		n/a	n/a
	4	4,801	4,494	2,203	65	1,569	60			1,531	54
	5	3,131	3,286	167	71	232	66			2,690	62
	6	20	43	1	*	8	75			25	40
	7	7	8	0	--	2	*			3	*
	8	8	3	1	*	0	--			2	*
	Total	**13,391**	**13,540**	**3,675**	**70**	**3,138**	**67**			**4,251**	**59**
Dual Language (Exited)	3	14	8					Not Available 2015		n/a	n/a
	4	5	13							6	83
	5	27	17							17	53
	6	90	77							76	71
	7	102	113							107	77
	8	85	111							64	69
	Total	**323**	**339**							**270**	**72**
Other Bilingual (Current)	3	108	90					Not Available 2015		n/a	n/a
	4	532	610							593	63
	5	1,573	1,617							1,605	71
	6	1,965	1,843							1,806	52
	7	1,852	1,889							1,805	61
	8	1,857	1,798							1,134	73
	Total	**7,887**	**7,847**							**6,943**	**63**
HISD (Includes ELL & Exited ELL)	3	17,669	18,387	1,791	72	2,076	**70**	Not Available 2015		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			14,587	68
	6	13,585	13,374	86	69	182	58			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	**91,565**	**92,298**	**4,982**	**66**	**4,982**	**63**			**57,183**	**61**

Source: STAAR, Chancery

** Indicates fewer than five students tested*

Appendix G

STAAR End-of-Course Performance of Exited (Monitored and Former) DL Students: Number Tested, And Number and Percentage who Passed or Failed at the Student and Recommended Satisfactory Standards (2016 Data Only, All Students Tested Including Retesters)

2016 Results			StudentSatisfactory Standard				Recommended Satisfactory Standard			
			Fail		Pass		Fail		Pass	
	Student Group	# Tested	N	% Stu	N	% Stu	N	% Stu	N	% Stu
Algebra I	Exited DL	100	5	5	95	95	34	34	66	66
	Other Exited Bil	1,833	267	15	1,566	85	844	46	989	54
	HISD	13,796	3,842	28	9,954	72	8,370	61	5,426	39
Biology	Exited DL	94	2	2	92	98	30	32	64	68
	Other Exited Bil	1,796	109	6	1,687	94	619	34	1,177	66
	HISD	12,971	2,143	17	10,828	83	6,393	49	6,578	51
English I	Exited DL	95	19	20	76	80	46	48	49	52
	Other Exited Bil	1,944	492	25	1,452	75	885	46	1,059	54
	HISD	16,696	8,085	48	8,611	52	10,770	65	5,926	35
English II	Exited DL	65	8	12	57	88	22	34	43	66
	Other Exited Bil	1,805	451	25	1,354	75	943	52	862	48
	HISD	15,349	6,914	45	8,435	55	9,812	64	5,537	36
U.S. History	Exited DL	51	1	2	50	98	12	24	39	76
	Other Exited Bil	1,242	52	4	1,190	96	428	34	814	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 H

STAAR EOC Progress Performance of Dual Language and Other Bilingual Students: Number Tested, and Percent Met Standard, by Exam Subject

		STAAR Progress (Exited ELL)			
		2015		2016	
Program	Exam	# tested	% met	# tested	% met
Dual Language (Exited)	Algebra I	90	59	95	66
	English II	49	53	61	61
	Total	**139**	**57**	**156**	**64**
Other Bilingual (Exited)	Algebra I	1,776	55	1,708	58
	English II	1,221	50	1,654	55
	Total	**2,997**	**53**	**3,362**	**56**
HISD (Includes ELL & Exited ELL)	Algebra I	11,064	44	10,938	48
	English II	10,334	47	10,976	56
	Total	**21,398**	**45**	**21,914**	**52**

Source: STAAR EOC 6/27/16, Chancery

Note: There was no ELL Progress data for current bilingual students in 2015 or 2016. The EOC assessments are administered primarily to students in 9th grade and higher, and there were no students listed as being in the dual language pogram at those grade levels.

Appendix I

Composite TELPAS Results: Number and Percent of Students at Each Proficiency Level in 2016, by Grade. Results Shown Separately for DL and Other Bilingual Students.

DL Students

Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		Composite Score
		N	%	N	%	N	%	N	%	
K	1,840	1,388	75	325	18	91	5	36	2	1.3
1	1,293	530	41	514	40	198	15	51	4	1.8
2	543	93	17	234	43	159	29	57	10	2.2
3	398	50	13	115	29	144	36	89	22	2.6
4	284	12	4	58	20	111	39	103	36	3.0
5	103	2	2	5	5	23	22	73	71	3.5
6	107	2	2	11	10	45	42	49	46	3.2
7	84	8	10	7	8	33	39	36	43	3.0
8	79	4	5	9	11	27	34	39	49	3.0
Total	**4,731**	**2,089**	**44**	**1,278**	**27**	**831**	**18**	**533**	**11**	**1.9**

All Other Bilingual Students

Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		Composite Score
		N	%	N	%	N	%	N	%	
K	4,192	3,764	90	357	9	59	1	12	<1	1.1
1	5,273	2,571	49	2,020	38	545	10	137	3	1.7
2	5,691	950	17	2,495	44	1,534	27	712	12	2.3
3	5,654	555	10	1,663	29	1,947	34	1,489	26	2.7
4	4,459	272	6	1,082	24	1,774	40	1,331	30	2.8
5	3,251	154	5	578	18	1,303	40	1,216	37	3.0
6	36	1	3	17	47	11	31	7	19	2.5
7	6	2	33	0	0	4	67	0	0	2.4
8	1	*	*	*	*	*	*	*	*	*
Total	**28,563**	**8,269**	**29**	**8,212**	**29**	**7,177**	**25**	**4,905**	**17**	**2.2**

Source: TELPAS, Chancery

** Indicates fewer than five students tested*

Appendix J

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 DL and Other Bilingual Students.

DL Students

Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level	
	N	N	%	N	%	N	%	N	%
1	1,208	498	41	104	9	19	2	621	51
2	520	246	47	78	15	12	2	336	65
3	387	193	50	10	3	0	0	203	52
4	279	158	57	2	1	0	0	160	57
5	101	81	80	4	4	0	0	85	84
6	107	61	57	1	1	0	0	62	58
7	74	40	54	0	0	0	0	40	54
8	70	45	64	1	1	0	0	46	66
Total	**2,746**	**1,322**	**48**	**200**	**7**	**31**	1	**1,553**	**57**

All Other Bilingual Students

Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level	
	N	N	%	N	%	N	%	N	%
1	5,009	1,970	39	346	7	59	1	2,375	47
2	5,441	2,488	46	735	14	88	2	3,313	61
3	5,424	2,797	52	158	3	3	<1	2,958	55
4	4,284	2,167	51	107	2	4	<1	2,278	53
5	3,090	1,749	57	84	3	3	<1	1,836	59
6	33	9	27	0	0	0	0	9	27
7	3	*	*	*	*	*	*	*	*
8	1	*	*	*	*	*	*	*	*
Total	**23,285**	**11,181**	**48**	**1,432**	**6**	**157**	**1**	**12,770**	**55**

Source: TELPAS, Chancery

** Indicates fewer than five students tested*

Appendix K

Analyses of Teacher Comparative Growth on TELPAS

A TELPAS comparative growth measure is calculated annually for all teachers of ELLs in grades 3 through 8 for use in the Teacher Appraisal and Development System (TADS). Teachers at these grade levels receive a TELPAS CG rating if they selected 'TELPAS' as the subject taught during the spring linkage and verification process. Full TADS data was unavailable at the time of publication, but those homeroom teachers who received a TELPAS comparative growth (CG) score were included in a secondary analysis, also summarized in Figure 14.

Teachers were first identified if they were the teacher of record and had a home room assignment in 2015-2016, with at least 10 students listed (source: Chancery/Cognos). This list included a total of 5,583 teachers in grades PK through 5. Of these, a further 424 were identified as dual-language teachers by virtue of (a) teaching at one of the designated DL campuses, and (b) having at least 10 DL students in their classroom. Since this teacher appraisal measures only cover teachers in grades 3 through 5, note that teachers in grades 2 and lower were not included in the analyses reported.

Twenty-four DL teachers received TELPAS CG ratings, and 605 other teachers also received a rating. The data showed that 67% of DL teachers and 59% of other teachers received TELPAS ratings of 3 or 4. However, the TELPAS reading performance of students did not significantly distinguish DL from other teachers.

Appendix L

Summary of Professional Development Training Attended by Teachers in the Dual Language Bilingual Program, 2015-2016

Course Title	Course #	# Sessions	Total Attendance
Biliteracy Development I 1.2	ML0277	4	276
Biliteracy Development II 2.1	ML0275	3	118
Dinner & Dual 1	ML0270	1	20
DL Inst. Planning GR 1	ML0316	3	71
DL Inst. Planning GR 2	ML0317	3	21
DL Inst. Planning K	ML0315	3	166
DL Inst. Planning PK	ML0314	3	118
DL Inst. Planning/WS/ Gr 2	ML0321	2	24
DL Inst. Planning/WS/ Gr1	ML0320	2	89
DL Inst. Planning/WS/ K	ML0319	2	152
DL Inst. Planning/WS/ PK	ML0318	2	106
Dual Language Essentials 1.1	ML0269	4	211
Exploration of DL Resources	ML0266	2	92
GLAD 2Day Strategies Overview	ML0291	2	132
GLAD 4Day Classroom Demonstrat	ML0292	2	107
GLAD Follow-Up	ML0330	3	86
JobAlike2015: K-4 SLAR/DL	ML0282	2	930
Language Transfer 1.3	ML0278	3	211
Metalinguistic Awareness I	ML0327	2	34
Metalinguistic Awareness II	ML0328	2	15
Writing Gr 2 Units of Study	ML0274	2	21
Writing Gr 3 Units of Study	ML0298	3	28
TOTAL		**55**	**3,028**

Source: Multilingual Department, e-TRAIN

Appendix M.1

Spanish STAAR Grade 3-5 Reading Performance of Dual-Language Bilingual Program (DL) Students by Campus (2016 Data)

	Number of Students Tested												Percent Met Standard											
	YT				YO				NT				YT				YO				NT			
Campus	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total
Briscoe ES	19	1		20					2			2	32	*		35					*			*
Deanda ES	63			63									68			68								
Emerson ES	22			22									73			73								
Garden Villas ES									1			1									*			*
Helms ES	23	28	5	56					11	6		17	61	54	80	59					82	67		76
Herod ES	16	25		41					5	14		19	69	88		80					100	86		89
Herrera ES	21	19		40	41	41		82	1	1		2	76	89		83	59	71		65	*	*		*
Law ES	34			34									44			44								
Northline ES	31	11		42	22	38		60	4	2		6	84	73		81	82	58		67	*	*		50
Sherman ES	40	1		41					5			5	53	*		51					40			40
Twain ES	3	9		12					14	10		24	*	78		83					93	100		96
Wharton K-8 DL Academy	23	13	1	37					36	34		70	87	85	*	86					67	79		73

** Indicates fewer than five students tested*

Appendix M.2

English STAAR Grade 3-5 Reading Performance of Dual-Language Bilingual Program (DL) Students by Campus (2016 Data)

	Number of Students Tested												Percent Met Standard											
	YT				YO				NT				YT				YO				NT			
Campus	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total
Briscoe ES		6		6					1	1	1	3		17		17					*	*	*	*
Burrus ES										3	1	4										*	*	*
Coop ES										1		1										*		*
De Zavala ES										1		1										*		*
Deanda ES	3			3					11	2		13	*			*					100	*		92
Durham ES									3	1		4									*	*		*
Emerson ES	37	39		76		1		1	5	5	1	11	86	54		70		*		*	100	80	*	91
Helms ES	1	1	15	17					5	7	13	25	*	*	73	76					80	71	92	84
Herod ES (ISA)			16	16					4		8	12			56	56					*		88	75
Herrera ES			18	18					1	1	4	6			83	83					*	*	*	100
Law ES									14			14									71			71
Love ES											2	2											*	*
Northline ES			17	17						2	4	6			65	65						*	*	67
Sherman ES	1	49	5	55					6	3	4	13	*	67	60	67					67	*	*	85
Twain ES			3	3						4	17	21			*	*						*	100	100
Wainwright ES										1	1	2										*	*	*
Wharton K-8 DL Academy			21	21							26	26			71	71							88	88

	Number of Students Tested												Percent Met Standard											
	YT				YO				NT				YT				YO				NT			
Campus	6	7	8	Total	6	7	8	Total	6	7	8	Total	6	7	8	Total	6	7	8	Total	6	7	8	Total
Burbank MS	93	78	73	244					1	1	2	4	55	33	44	45					*	*	*	*
Hamilton MS									7	4	2	13									86	*	*	85
Johnston MS	8	2	1	11					6	11	9	26	75	*	*	64					83	100	100	96
Wharton K-8 DL Academy	1			1					10	8	12	30	*			*					100	100	100	100

** Indicates fewer than five students tested*

Appendix M.3

Spanish STAAR Grade 3-5 Mathematics Performance of Dual-Language Bilingual Program (DL) Students by Campus (2016 Data)

	Number of Students Tested												Percent Met Standard											
	YT				YO				NT				YT				YO				NT			
Campus	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total
Briscoe ES	19	1		20					2			2	74	*		70					*			*
Deanda ES	4			4									*			*								
Emerson ES	22	36		58						4		4	32	69		55						*		*
Garden Villas ES									1			1									*			*
Helms ES	23	29	3	55					16	8		24	61	76	*	69					100	88		96
Herod ES	16	25		41					5	14		19	69	96		85					100	93		95
Herrera ES	21	19		40	41	41		82	1	1		2	86	79		83	54	68		61	*	*		*
Law ES	34			34									59			59								
Northline ES	31	11		42	22	38		60	4	2		6	77	73		76	68	66		67	*	*		83
Sherman ES	41	1		42					8			8	66	*		64					75			75
Twain ES	3	9		12					14	10		24	*	78		83					100	100		100
Wharton K-8 DL Academy	23	13		36					36	34		70	83	100		89					81	97		89

** Indicates fewer than five students tested*

Appendix M.4

English STAAR Grade 3-5 Mathematics Performance of Dual-Language Bilingual Program (DL) Students by Campus (2016 Data)

Campus	Number of Students Tested												Percent Met Standard											
	YT				YO				NT				YT				YO				NT			
	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total
Briscoe ES		6		6					1	1	1	3		50		50					*	*	*	*
Burrus ES										3	1	4										*	*	*
Coop ES										1		1										*		*
De Zavala ES										1		1										*		*
Deanda ES	62			62					12	2		14	76			76					83	*		79
Durham ES									3	1		4									*	*		*
Emerson ES	36	2		38		1		1	5	1	1	7	89	*		84		*		*	100	*	*	86
Helms ES	1		17	18						5	13	18	*		82	83						60	92	83
Herod ES			16	16					4		8	12			94	94					*		88	83
Herrera ES			18	18					1	1	4	6			100	100					*	*	*	83
Law ES									14			14									57			57
Love ES											2	2											*	*
Northline ES			16	16						2	4	6			88	88						*	*	67
Sherman ES		49	5	54					3	3	4	10		78	80	78					*	*	*	70
Twain ES			3	3						4	17	21			*	*						*	100	100
Wainwright ES										1	1	2										*	*	*
Wharton K-8 DL Academy			22	22							26	26			86	86							88	88

Campus	Number of Students Tested												Percent Met Standard											
	YT				YO				NT				YT				YO				NT			
	6	7	8	Total	6	7	8	Total	6	7	8	Total	6	7	8	Total	6	7	8	Total	6	7	8	Total
Burbank MS	87	65	58	210					1	1	1	3	80	58	79	73					*	*	*	*
Hamilton MS									7	4	1	12									100	*	*	100
Johnston MS	8	2	1	11					6	9	8	23	88	*	*	91					100	100	88	96
Wharton K-8 DL Academy	1			1					10	8		18	*			*					100	100		100

** Indicates fewer than five students tested*

Appendix M.5

TELPAS English Language Proficiency of Dual-Language Bilingual Program (DL) Students by Campus

Campus	Number Tested										Proficiency Levels (Percent)							
	YT					YO					YT				YO			
	Tested	#B	#I	#A	#AH	Tested	#B	#I	#A	#AH	%B	%I	%A	%AH	%B	%I	%A	%AH
Anderson ES	145	120	18	7	0						83	12	5	0				
Ashford ES	55	8	20	14	13						15	36	25	24				
B. Reagan Educational Ctr	60	24	22	11	3	106	67	32	6	1	40	37	18	5	63	30	6	1
Briscoe ES	105	38	36	25	6						36	34	24	6				
Browning ES	29	29	0	0	0						100	0	0	0				
Burbank MS	258	14	26	102	116						5	10	40	45				
Burnet ES	98	44	31	21	2						45	32	21	2				
Burrus ES	10	10	0	0	0						100	0	0	0				
C. Martinez ES	19	17	1	1	0						89	5	5	0				
Cage ES	41	35	4	2	0						85	10	5	0				
Condit ES	11	8	3	0	0						73	27	0	0				
Coop ES	104	68	26	8	2						65	25	8	2				
Daily ES	34	8	15	7	4						24	44	21	12				
Davila ES	33	21	7	5	0						64	21	15	0				
De Zavala ES	38	38	0	0	0						100	0	0	0				
Deanda ES	306	100	117	68	21						33	38	22	7				
Dogan ES	65	15	32	16	2						23	49	25	3				
Durham ES	48	30	11	3	4						63	23	6	8				
Elrod ES	57	44	7	5	1						77	12	9	2				
Emerson ES	290	69	103	61	57	1	*	*	*	*	24	36	21	20	*	*	*	*
Franklin ES	42	42	0	0	0						100	0	0	0				
Garden Villas ES	52	30	9	9	4	44	24	15	5	0	58	17	17	8	55	34	11	0
Gregg ES	86	27	40	19	0						31	47	22	0				
Harris, R.P. ES	46	23	13	7	3	81	64	14	3	0	50	28	15	7	79	17	4	0
Helms ES	174	62	39	52	21						36	22	30	12				
Herod ES	99	16	18	25	40						16	18	25	40				

** Indicates fewer than five students tested*

Appendix M.5 (continued)

TELPAS English Language Proficiency of Dual-Language Bilingual Program (DL) Students by Campus

Campus	Number Tested										Proficiency Levels (Percent)							
	YT					YO					YT				YO			
	Tested	#B	#I	#A	#AH	Tested	#B	#I	#A	#AH	%B	%I	%A	%AH	%B	%I	%A	%AH
Herrera ES	109	16	31	19	43	210	76	85	35	14	15	28	17	39	36	40	17	7
Highland Heights ES	31	23	7	1	0	1	*	*	*	*	74	23	3	0	*	*	*	*
Hobby ES	49	21	27	1	0						43	55	2	0				
Johnston MS	11	0	1	3	7						0	9	27	64				
JR Harris ES	42	12	15	12	3						29	36	29	7				
Kashmere Gardens ES	11	5	4	2	0						45	36	18	0				
Kelso ES	18	5	8	1	4						28	44	6	22				
Law ES	122	48	42	29	3						39	34	24	2				
Love ES	29	22	4	3	0						76	14	10	0				
Mading ES	7	3	2	1	1						43	29	14	14				
McNamara ES	156	118	34	3	1	23	12	7	3	1	76	22	2	1	52	30	13	4
Memorial ES	60	37	10	5	8						62	17	8	13				
Northline ES	98	35	16	23	24	230	96	69	48	17	36	16	23	24	42	30	21	7
Osborne ES	28	28	0	0	0						100	0	0	0				
Patterson ES	70	70	0	0	0						100	0	0	0				
Robinson ES	45	25	11	8	1						56	24	18	2				
Roosevelt ES	26	21	5	0	0						81	19	0	0				
Scarborough ES	65	40	19	6	0						62	29	9	0				
Shearn ES	139	43	53	29	14						31	38	21	10				
Sherman ES	172	74	30	36	32	47	12	21	10	4	43	17	21	19	26	45	21	9
Twain ES	38	7	7	11	13						18	18	29	34				
Wainwright ES	33	21	9	3	0						64	27	9	0				
Wharton K-8 DL Academy	146	27	34	46	39						18	23	32	27				
Whidby ES	17	4	9	2	2						24	53	12	12				
White ES	144	77	56	9	2	17	15	2	0	0	53	39	6	1	88	12	0	0

** Indicates fewer than five students tested*

Appendix M.6

TELPAS Yearly Progress of Dual-Language Bilingual Program (DL) Students by Campus

	Number of Students						Percent of Students			
	YT			YO			YT		YO	
Campus	Cohort	#Gain	#No Gain	Cohort	#Gain	#No Gain	% Gain	% No Gain	% Gain	% No Gain
Anderson ES	70	22	48				31	69		
Ashford ES	21	14	7				67	33		
B. Reagan Educational Ctr	60	22	38	64	28	36	37	63	44	56
Briscoe ES	85	46	39				54	46		
Burbank MS	239	140	99				59	41		
Burnet ES	53	36	17				68	32		
Coop ES	48	31	17				65	35		
Daily ES	22	12	10				55	45		
Davila ES	2	*	*				*	*		
Deanda ES	216	134	82				62	38		
Dogan ES	31	5	26				16	84		
Durham ES (IB)	25	13	12				52	48		
Elrod ES	1	*	*				*	*		
Emerson ES	211	130	81	1	*	*	62	38	*	*
Garden Villas ES	27	16	11	22	13	9	59	41	59	41
Gregg ES	49	31	18				63	37		
Harris, R.P. ES	23	9	14	38	11	27	39	61	29	71
Helms ES	134	82	52				61	39		
Herod ES	81	65	16				80	20		
Herrera ES	93	81	12	161	87	74	87	13	54	46
Highland Heights ES				1	*	*			*	*
Hobby ES	1	*	*				*	*		
Johnston MS	11	7	4				64	36		
Kashmere Gardens ES	8	3	5				38	63		
Law ES	85	33	52				39	61		
McNamara ES	69	23	46	19	11	8	33	67	58	42
Memorial ES	28	21	7				75	25		
Northline ES	73	42	31	179	96	83	58	42	54	46
Osborne ES	15	0	15				0	100		
Scarborough ES	1	*	*				*	*		
Shearn ES	68	48	20				71	29		
Sherman ES	129	61	68	44	33	11	47	53	75	25
Twain ES	33	23	10				70	30		
Wharton K-8 DL Academy	115	73	42				63	37		
Whidby ES	9	4	5				44	56		
White ES	84	46	38				55	45		

** Indicates fewer than five students tested*