

MEMORANDUM

September 5, 2017

TO: Gracie Guerrero
Assistant Superintendent, Multilingual Programs

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **DUAL LANGUAGE PROGRAM EVALUATION REPORT 2017**

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 7,818 ELL students participated in the Dual Language program in 2016–2017, and it was offered at 59 campuses.
- Current Dual Language students performed better than other bilingual students in mathematics on the STAAR 3-8 (English version) in 2017, but were slightly lower in reading.
- Current Dual Language students improved in mathematics performance on the STAAR (English) in 2017 compared to 2016, but declined STAAR reading.
- 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, and also did better than students who had exited other bilingual programs.
- Dual Language students had higher overall English proficiency at most grade levels, and showed more improvement, than did students in other bilingual programs.
- English-speaking students in the Dual Language program showed evidence for full bilingualism and biliteracy.
- Finally, the percentage of Dual Language students subject to disciplinary actions in 2016–2017 was lower than the corresponding rates for students from other bilingual programs or non-ELL students.

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

DUAL LANGUAGE PROGRAM EVALUATION
2016 - 2017



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DUAL LANGUAGE BILINGUAL PROGRAM EVALUATION 2016–2017

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 secondary schools for language minority students who need to enhance their English language skills, but the program also includes English speakers who wish to learn Spanish as a second language. 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

Highlights

- There were 7,818 ELLs enrolled in the dual-language bilingual program (DL) in 2016–2017.
- DL was offered in 59 campuses districtwide (52 elementary campuses, five secondary, and two K-8 campuses).
- Current DL students performed better than did those in other bilingual programs in mathematics on the STAAR 3-8 (English version) in 2017 (+1 percentage point) but were slightly lower in reading (-2 points).
- English language performance of both DL students and those in other bilingual programs was better on mathematics tests than it was on reading and both DL and other bilingual students performed better than the district in mathematics (English STAAR).
- Reading performance of DL students declined in 2017 compared to 2016 on the English STAAR, but improved in mathematics.
- 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, more DL students scored at the highest level of English proficiency than did other bilingual students as early as grade K, and this trend persisted at higher grades.
- DL students also 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 they had fewer reported disciplinary incidents.

Recommendations

1. Planning for DL expansion in district geographical areas growing into middle school services should be on-going and made a priority in order to establish DL pathways across the district.
2. 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.
3. Strategic campus visits should continue in order to provide feedback and ensure fidelity to program guidelines.
4. Training for campus DL leadership should be strengthened and tiered in order to meet the varied needs and level of experience.
5. 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 Spanish-English dual language program is the focus of this report.¹

Expansion of the Dual Language Program

In the district's dual language program, roughly equal numbers² 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, 47 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, although the new guidelines are being implemented at these campuses starting with the lower grades. 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. Currently 12 DL campuses follow the 80:20 model, while 42 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 2016–2017 Chancery Student Management System (SMS), 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. 4). Note that enrollment in DL is substantially lower than enrollment in TBP; 20 percent of ELLs served through bilingual programs were served in the dual-language program and 60 percent were served in the transitional program. However, total enrollment in the dual-language program has more than doubled since 2015. In 2016–2017, the dual-language bilingual program was offered at 53 elementary

Table 1. Number and Percent of Bilingual ELL Students by Program, 2014–2015 to 2016–2017

Bilingual Program	Enrolled			Percent		
	2015	2016	2017	2015	2016	2017
Transitional Bilingual (TBP)	28,136	25,293	23,537	71	64	60
Pre-Exit Bilingual	7,755	7,800	7,582	20	20	19
Dual-Language (DL, Two or One-Way)	3,531	6,223	7,818	9	16	20
Cultural Heritage	152	128	74	<1	<1	<1
Mandarin Bilingual	63	76	59	<1	<1	<1
Arabic Bilingual	n/a	13	39		<1	<1
French Bilingual (E. White ES)	n/a	n/a	96			<1
Other*	41	50	38	<1	<1	<1
Total	39,678	39,583	39,243			

Source: IBM Cognos, Chancery

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

schools, five 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 59 for the 2016–2017 school year. All DL students with assessment results from 2016–2017 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

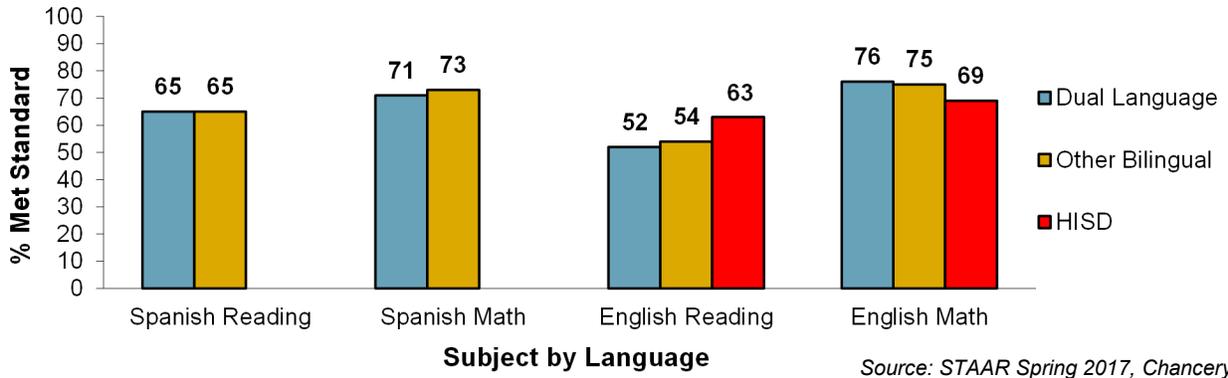
Results for DL students from the State of Texas Assessments of Academic Readiness (STAAR 3-8) and Texas English Language Proficiency Assessment System (TELPAS) were analyzed at the district level. In addition, results for exited DL students on the STAAR End-of-course (EOC) were examined. Comparisons 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 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. Accordingly, where data from 2016 or earlier is reported, data 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 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 Approaches Grade Level standard on STAAR grades 3-8 reading and mathematics tests, 2017: Dual language students, other bilingual students, and all students districtwide (1st-administration only, no STAAR Alt 2).



Results

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

STAAR

- **Figure 1** shows the percent of students who met the Approaches Grade Level standard on the Spanish and English language versions of the STAAR 3-8 in 2016 (reading and mathematics).
- Results are shown for DL students, as well as all students districtwide and students from other bilingual programs.³ See **Appendices C** and **D** for further details (see pp. 16–17).
- DL students had a lower passing rate than other bilingual students in English reading, but exceeded them in English mathematics.
- **Figure 2** shows English STAAR performance in reading and mathematics for 2015 to 2017.
- Dual language students declined by 3 percentage points in reading from the previous year, compared to +1 point gain for other bilingual students and a decline for the district overall. DL students also showed a gain in mathematics, with comparison groups also showing gains.

Figure 2. Percentage of students who met Approaches Grade Level standard on STAAR grades 3-8 reading and mathematics tests, 2015 through 2017: DL students and all students districtwide (English STAAR, 1st-administration only, no STAAR Alt 2).

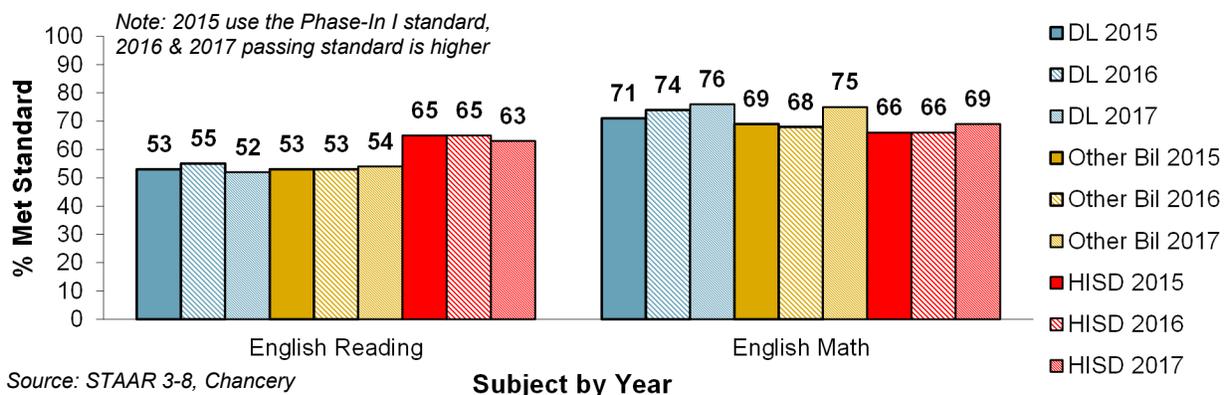
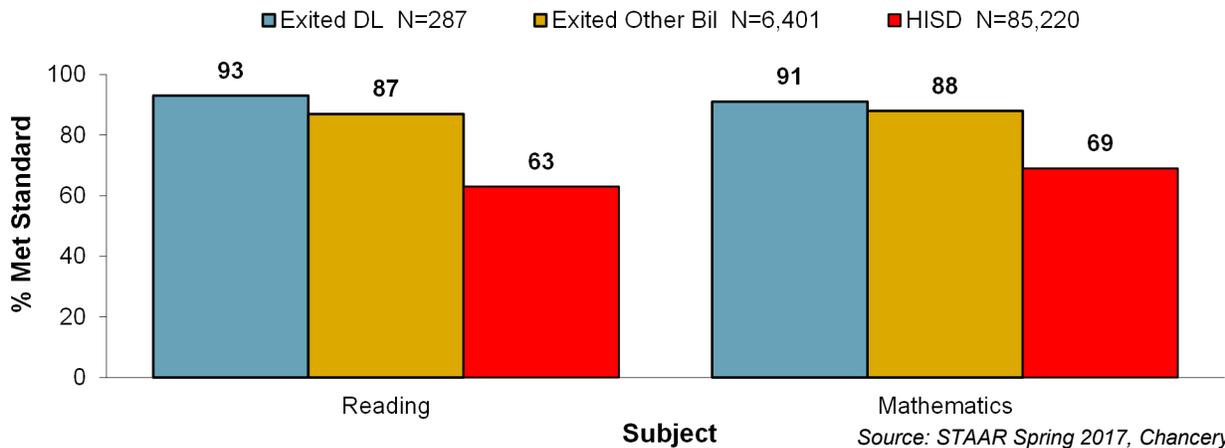


Figure 3. Percentage of students who met Approaches Grade Level standard on English STAAR grades 3-8 reading test, 2017: Exited DL students, exited students from other bilingual programs, and all students districtwide (1st-administration only, no STAAR Alt 2).



- STAAR reading and mathematics results for exited DL students in 2017 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 2017.
- The district declined in reading (-2 points) and improved in mathematics (+3 points), while other exited bilingual students improved in both subjects. Appendix D (p. 18) shows additional results.
- **Figure 5** (p.7) shows results for the ELL progress and STAAR progress measures (for an explanation of these measures see **Appendix E**, p. 18, and **Appendices F** and **G** for details, pp. 19-20).

Figure 4. Percentage of students who met Approaches Grade Level standard on English STAAR grades 3-8 reading and mathematics tests, 2015 to 2017: Exited DL, other exited bilingual students, and all students districtwide (1st-administration only, no STAAR Alt 2).

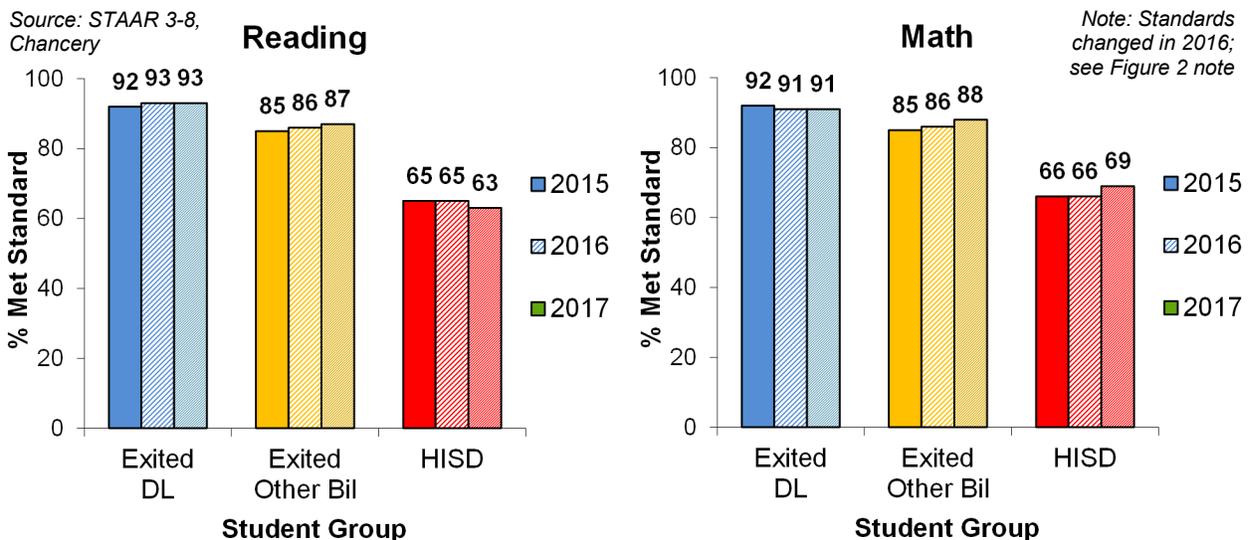
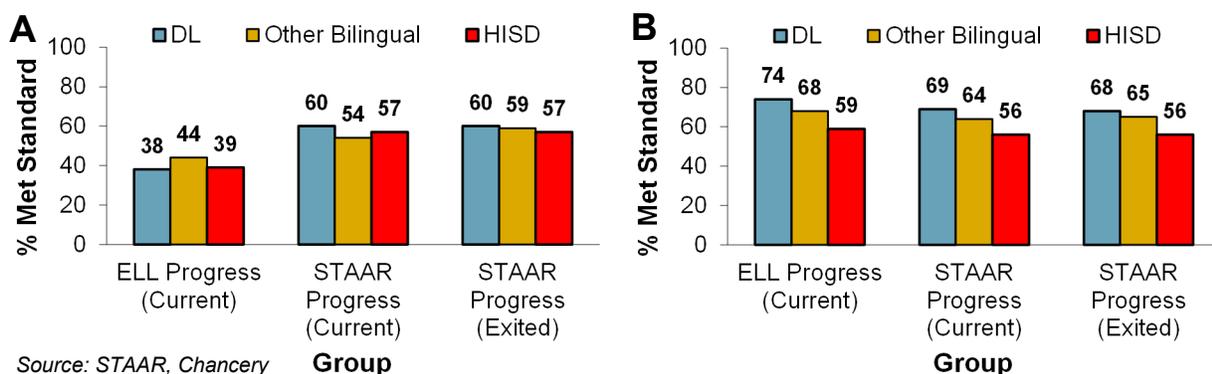


Figure 5. STAAR Progress and ELL Progress performance on English reading (A) and mathematics (B) for DL students, other bilingual students, and all students districtwide, 2017 (Combined Results for Grades 3 through 8).



- Both current and exited DL students performed better than other bilingual students and the district overall on the ELL progress and STAAR progress measures, with the sole exception of ELL progress in reading for current DL students, where they were lower than both comparison groups.

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. The figure shows the percentage of students who met the Approaches Grade Level standard for 2016–2017 (dark green). Red indicates the percentage of students who did not meet standard. Figures in parentheses are the number of students tested (see also Appendix H, p. 21).

Figure 6. STAAR-EOC percent met Approaches Grade Level standard for monitored and former DL students, by subject, 2017: 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)

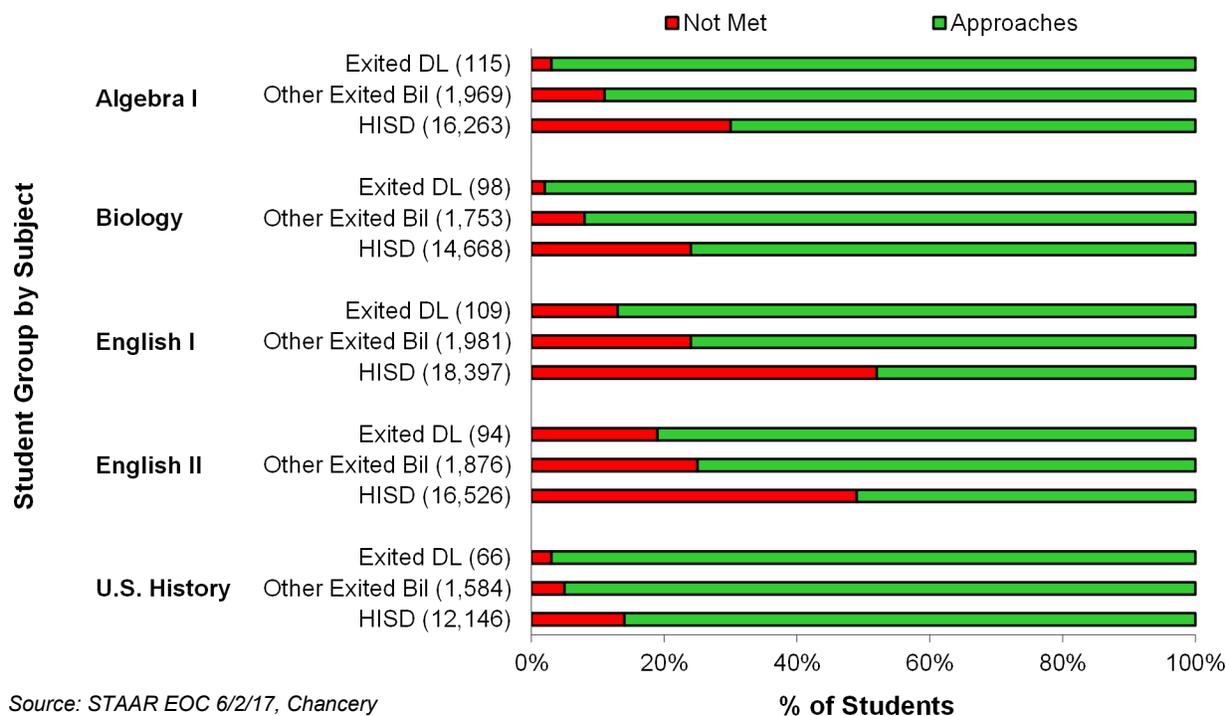
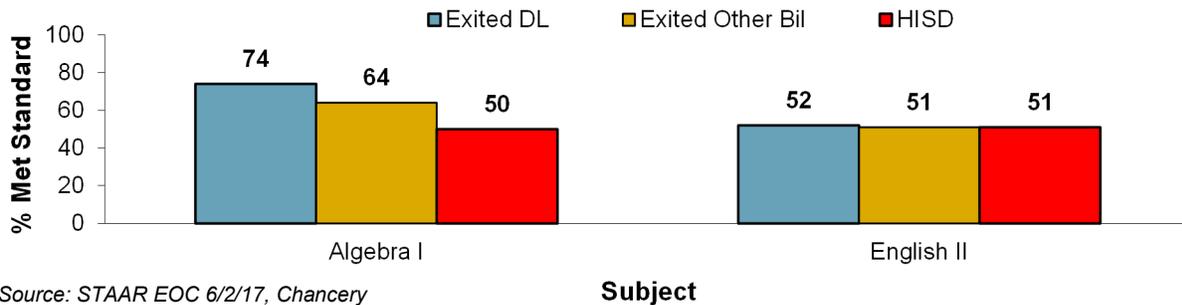


Figure 7. EOC Progress performance for exited DL students, other exited bilingual students, and all students districtwide, 2017 (Algebra I and English II only).



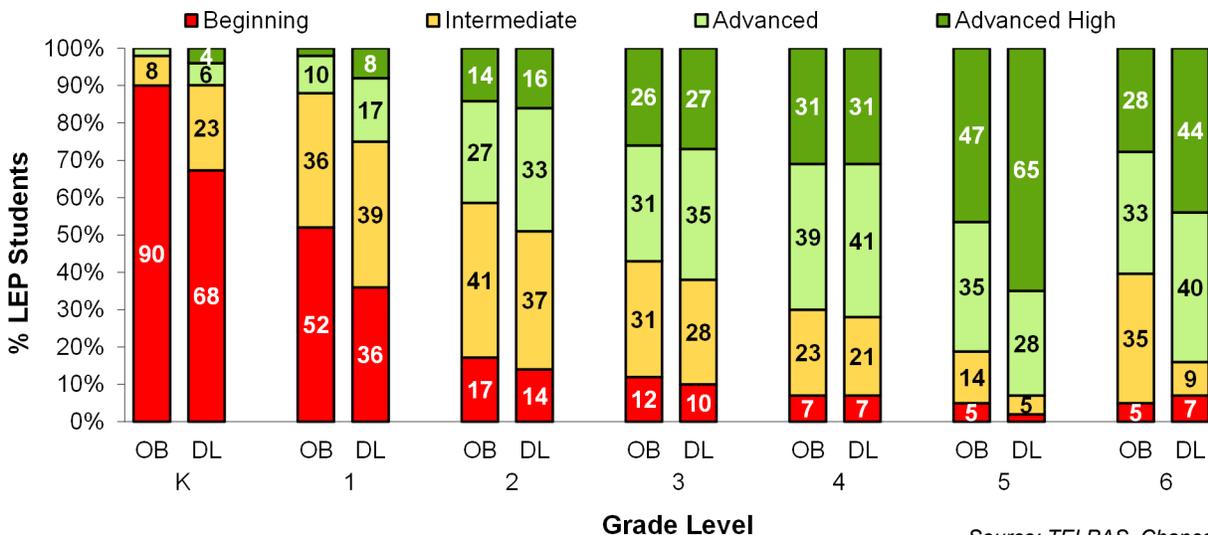
Source: STAAR EOC 6/2/17, Chancery

- Exited DL students performed better than the district, and higher than other exited bilingual students, on all tests. The highest passing rates were in Algebra I, Biology, and U.S. History, with the lowest rates on English I and II. Note that students exited from other bilingual programs also exceeded the district.
- **Figure 7** (above) 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 I**, p. 22).

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

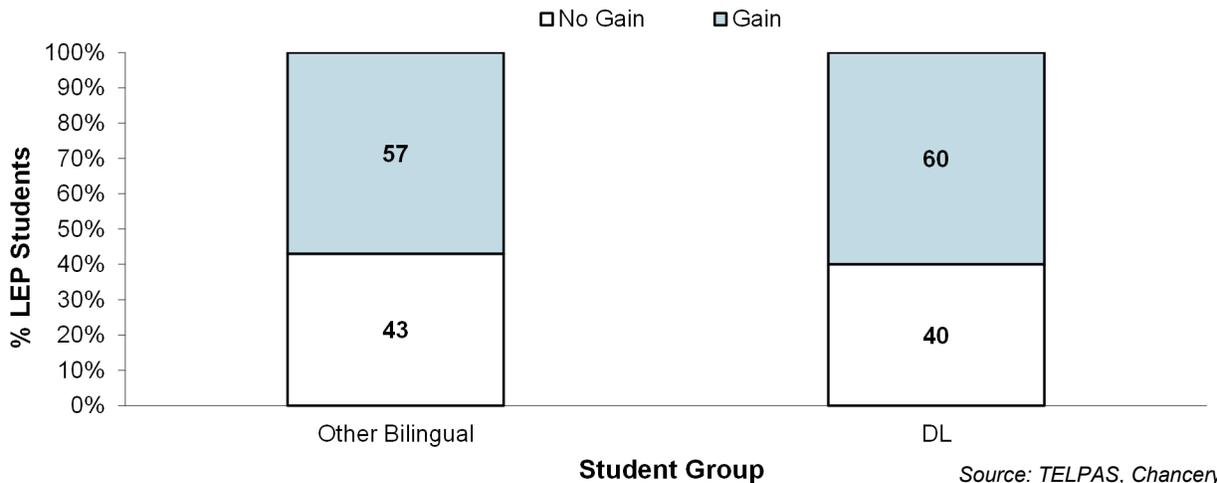
- **Figure 8** shows attainment, i.e., the percentage of students scoring at each proficiency level on the TELPAS in 2017. Further details can be found in **Appendices J** and **K** (pp. 23–24).
- English proficiency for DL students improved across grade levels, with 93% or more of students scoring Advanced or better by grade 5 in 2017.
- DL students showed higher overall English proficiency than did students in other bilingual programs at all grade levels.

Figure 8. TELPAS composite proficiency ratings for DL and other bilingual (OB) students, 2017.



Source: TELPAS, Chancery

Figure 9. TELPAS yearly progress for DL and other bilingual students, 2017.



- **Figure 9** shows yearly progress, i.e. the percentage of students who made gains in English language proficiency between 2016 and 2017. The percentage of students who made gains in English proficiency was higher for DL students than for other bilingual students (60 versus 57 percent).

What was the academic performance of fluent English speakers in the dual-language 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 2016–2017, as well as those who may have participated previously.
- Spanish-language STAAR results show that fluent English speakers (n = 117) 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 slightly higher in both reading and mathematics compared to all students districtwide who took the Spanish language STAAR.

Figure 10. Spanish STAAR performance of ELL and FEP students in the DLBP program, 2017: Percent meeting standard in reading and mathematics.

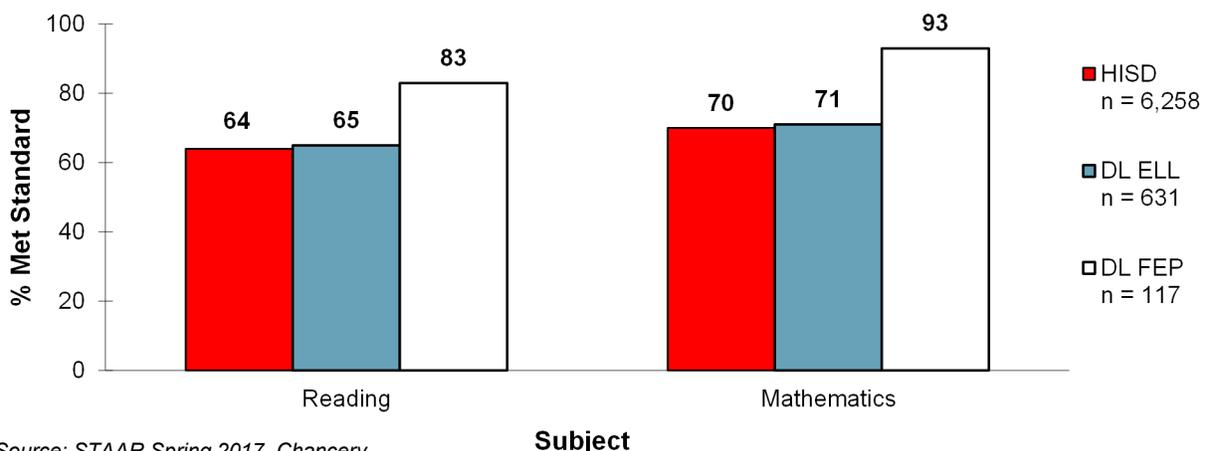
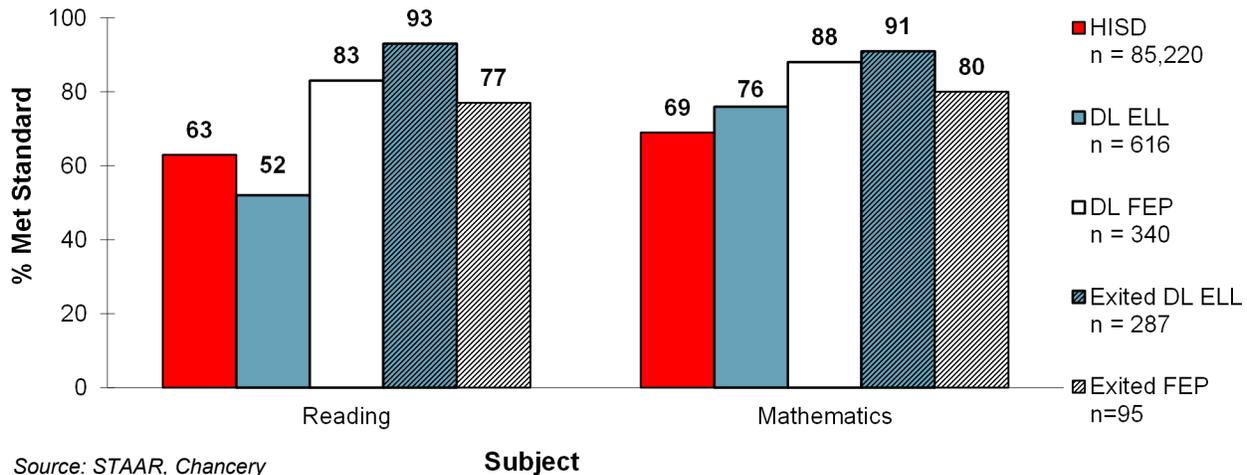


Figure 11. English STAAR performance of ELL and FEP students in the DLBP program, 2017: Percent meeting standard in reading and mathematics.



Source: STAAR, Chancery

- English STAAR results (see **Figure 11**) show that FEP students (n = 340) also did well in comparison with former DL students who have exited ELL status.
- Native-English FEP students, exited DL students, and exited FEP students, each had higher passing rates than the district overall on the English STAAR, and this was true for both reading and mathematics.
- Exited DL students had the highest passing rates of all comparison groups, even higher than that of native English speaking FEP students (both current and exited FEPs).

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

District student attendance and discipline data from 2016–2017 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 for 2016–2017 showed that the average attendance rate for DL students was 96.9%, which did not differ from comparable rates for other bilingual students (97.2%) or non-ELL students in grades PK to 5 (97.1%).
- 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 2016–2017

Student Group	Number Enrolled	Number of Incidents (Duplicated)				Number & Percent of Students (Unduplicated)	
		ISS	OSS	DAEP	Total	# Students	Total
Dual Language	8,268	4	17	0	21	17	0.21
Non-ELLs	65,087	252	367	2	621	424	0.65
Other Bilingual	34,225	121	180	0	301	217	0.63

Source: Cognos Chancery Ad Hoc Database

- As **Table 2** (p.10) shows, seventeen DL students received some type of disciplinary action in 2016–2017, equivalent to only 0.21% of all DL students enrolled in PK-5. Comparable rates for other bilingual students and non-ELLs were also low (0.65% and 0.63% respectively), but were still significantly greater than that observed for DL students ($p < .0001$).

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

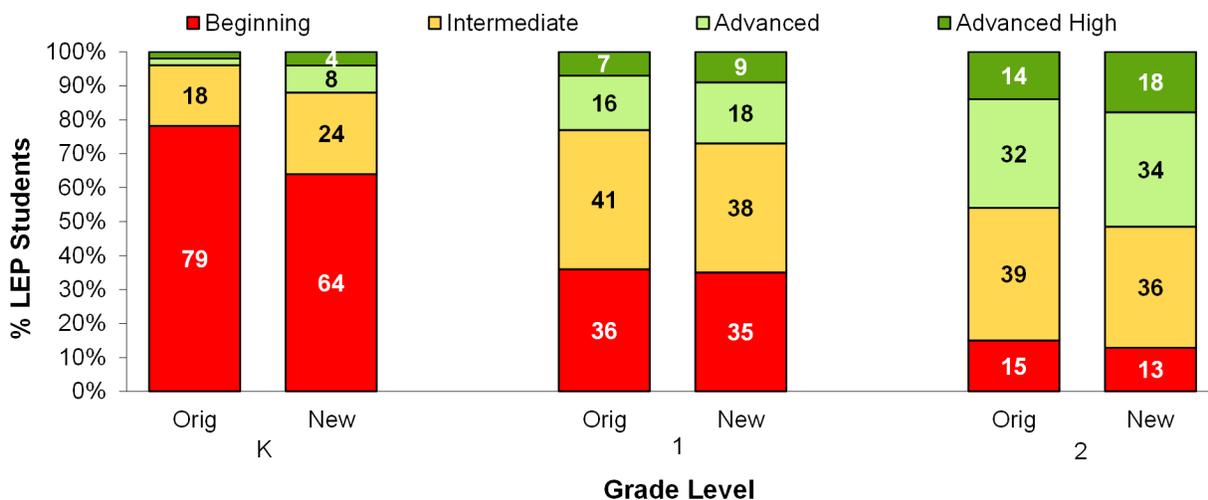
Data provided by e-TRAIN indicated that 152 staff development training sessions pertaining to dual language education were coordinated by the Multilingual Department during the 2016–2017 school year. These sessions, summarized in **Appendix L** (p. 25), were attended by total of 1,561 teachers and other district staff. Note that individuals may have been counted more than once if they attended multiple events (the unduplicated staff count was 700). A full record of professional development activities can be obtained from the Multilingual Department.

Does student English language proficiency differ for those in the newer program campuses compared to the original dual language campuses?

Since most students in the newer DL campuses have not yet reached third grade, there is no STAAR data available to use in order to compare how students in these newer programs are doing relative to those in the older more established programs. However, all ELL students do take the TELPAS assessment beginning in kindergarten, so performance on this can be used to get a rough indicator of how the newer DL campuses are doing.

- Figure 12** shows the TELPAS proficiency ratings for DL students from the original campuses (established 2013-2014 or earlier) and those from the newer campuses (established 2014-2015 or later). Results are shown for grades K through 2 only.
- Performance of the two cohorts of campuses appears to be very similar. If there is any difference it would appear to favor the new DL campuses (i.e., slightly higher English proficiency at all grade levels). Thus it does not appear that expansion of the DL program has negatively affected student English proficiency.

Figure 12. TELPAS composite proficiency ratings for original versus new DL campuses, 2017.



Discussion

Over the past three school years, 42 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 through second grade, 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 campuses, the program's performance will need to be monitored to ensure that this record of success continues. However, initial data available from TELPAS does suggest that the newer DL campuses are performing at the same level as the more established DL schools.

Appendices M.1 through **M.6** (pp. 26-33) 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. Three other campuses offer what are labelled as "dual-language" programs, but they are not covered in the present report. These include a Mandarin Language Immersion program, an Arabic Immersion program, and a French Dual-Language program at E. White ES. Each of these three programs fall administratively under the Office of Special Programs, and not the Multilingual Programs Department, and they do not follow the time and content guidelines specified for Dual Language programs (as outlined in the Multilingual Programs Guidelines for 2016–2017). No data from these campuses are included in any records showing enrollment or performance of dual-language students in this report.
2. 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).
3. 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

- U.S. Department of Education. (2002). No Child Left Behind Act of 2001. Retrieved from <http://www.nochildleftbehind.gov>.
- U.S. Department of Education. (2015). Every Student Succeeds Act of 2015. Retrieved from <https://www.congress.gov/bill/114th-congress/senate-bill/1177/text>.

Appendix A

Campuses Offering Dual-Language Programs (DL), 2016–2017

Campus	Date Started	Grades Served	ELL Enrolled 2014-2015											Total ELL	# NT*	
			PK	K	1	2	3	4	5	6	7	8	HS			
Briscoe ES	↑	PK, K, 1, 2, 3, 4	20	24	20	32	26								122	22
Emerson ES		PK, K, 1, 2, 3, 4	62	61	63	59	57								302	29
Helms ES		PK, K, 1, 2, 3, 4, 5	34	18	39	30	27	24	29						201	168
Herod ES		K, 1, 2, 3, 4, 5		12	15	14	16	11	25						93	62
Herrera ES		K, 1, 2, 3, 4, 5		64	63	53	57	63	20						320	24
Northline ES		Prior to	PK, K, 1, 2, 3, 4, 5	22	59	61	62	75	57	45					381	22
Sherman ES		2013-14	PK, K, 1, 2, 3, 4, 5	30	35	37	40	41	35	22					240	68
Twain ES			K, 1, 2, 3, 4, 5		10	4	9	5	2	9					39	85
Wharton K-8			PK, K, 1, 2, 3, 4, 5, 6, 7, 8	21	38	31	27	26	24	11	4				182	224
Burbank MS			6, 7, 8									118	104	90	312	6
Meyerland PVA MS		6, 7, 8										1		1	23	
Heights HS		9, 10, 11, 12											0	0	44	
Daily ES	↑	K, 1, 2		13	10	13	10							46	29	
Deanda ES		PK, K, 1, 2, 3	58	80	78	72	79							367	108	
Kashmere Gardens ES		2013-14	K, 1, 2		10	10	4	5						29	43	
Law ES			PK, K, 1, 2, 3	18	19	27	27	30	36					157	127	
B Reagan Ed Ctr			K, 1, 2		58	51	67	57						233	6	
Anderson ES		↑	K, 1	1	56	85	75								217	61
Ashford ES			PK, K, 1	29	31	26	26								112	36
Burnet ES			K, 1		37	46	61								144	71
Coop ES			K, 1		40	54	56								150	69
Dogan ES			PK, K, 1	35	31	37	33								136	9
Garden Villas ES	PK, K, 1		29	35	52	46								162	57	
Gregg ES	2014-15		K, 1		28	36	32							96	77	
RP Harris ES			K, 1	20	58	62	70							210	78	
McNamara ES			K, 1		79	89	96							264	82	
Memorial ES			PK, K, 1	20	32	37	23							112	40	
Osborne ES		K, 1	1	20	15	19							55	53		
Shearn ES		PK, K, 1	64	61	68	62							255	107		
Whidby ES		PK, K, 1	7	6	8	10							31	50		
White ES		PK, K, 1	56	61	84	85							286	48		
Browning ES	↑	PK, K	37	34	37									108	123	
Burrus ES		K		2	12									14	61	
Cage ES		PK, K	23	34	49									106	91	
Condit ES		K		12	10									22	29	
Davila ES		2015-16	PK, K	29	19	32								80	40	
De Zavala ES			PK, K	36	46	41								123	104	
Durham ES			PK, K, 1	30	22	18	25							95	70	
Elrod ES			PK, K	61	80	65	1		2					209	47	
Farias ECC			PK	218										218	115	

Source: Multilingual Department, IBM Cognos 4/1/17

* NT students are native English-speakers enrolled in DL

Appendix A (continued)

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

Campus	Date Started	Grades Served	ELL Enrolled 2014-2015											Total ELL	# NT*	
			PK	K	1	2	3	4	5	6	7	8	HS			
Franklin ES	↑	PK, K	36	36	41		1								114	31
JR Harris ES		PK, K	31	40	42										113	43
Highland Heights ES		PK, K		14	27	1		1	1						44	48
Hobby ES		PK, K	37	47	53										137	148
Kelso ES		PK, K	31	45											76	13
Laurenzo ECC		PK	52												52	64
Love ES		PK, K	30	40	26										96	70
Mading ES		2015-16	PK, K	10	7	6									23	43
C Martinez ES		↓	PK, K	39	24	14									77	132
Patterson ES			PK, K	70	62	69									201	68
Pugh ES	PK		29	39										68	60	
Robinson ES	K			51	50									101	75	
Roosevelt ES	PK, K		26	35	30									91	54	
Scarborough ES	PK, K		52	63	74									189	99	
Wainwright ES	K			43	47									90	70	
Hamilton MS			6								2	0	0	2	24	
Durkee ES	↑		PK, K		42										42	26
Moreno ES			2016-17	K		71									71	25
Hogg MS			6							1	0	0	1	22		

Source: Multilingual Department, IBM Cognos 4/1/17

* NT students are native English-speakers enrolled in DL

Note: Heights HS, had no ELL students coded as being in the dual language program, according to the Chancery SMS records. In addition, Meyerland MS, Hamilton MS, and Hogg MS had only one or two students listed as DL. Instead it appears that students at these campuses were coded as participating in an ESL program. Nevertheless, since there were students at each campus coded as being English-speaking participants in DL (between 22 and 44 students) 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 2016-2017.

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 2016–2017 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).

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 renamed "Approaches Grade Level") and used 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 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 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 (now labelled Approaches Grade Level).

The second 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. 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 (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 Approaches Grade Level Standard by Grade Level, Subject, and Year

Program	Grade	Enrollment		Spanish Reading				Spanish Mathematics			
		2016 N	2017 N	2016		2017		2016		2017	
				# Tested	% Met Sat.	# Tested	% Appr.	# Tested	% Met Sat.	# Tested	% Appr.
Other	3	4,333	4,060	3,951	67	3,580	65	3,730	70	3,499	74
Bilingual	4	1,207	1,612	1,096	65	1,254	63	1,096	74	1,210	72
	5	112	172	62	60	54	52	50	40	50	40
	Total	5,652	5,844	5,109	67	4,888	65	4,876	71	4,759	73
Dual Language	3	403	513	358	65	428	65	300	65	322	72
	4	287	253	186	71	195	67	223	75	195	72
	5	103	164	6	83	8	75	3	*	7	29
	Total	793	930	550	67	631	65	526	69	524	71

Source: STAAR student data files, Chancery

* Indicates fewer than five 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 D

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

Program	Grade	Enrollment		English Reading				English Mathematics			
		2016 N	2017 N	2016		2017		2016		2017	
				# Tested	% Met Sat.	# Tested	% Appr.	# Tested	% Met Sat.	# Tested	% Appr.
Current	3	403	513	42	88	84	50	100	81	190	77
DL	4	287	253	98	57	58	59	61	69	58	81
	5	103	164	95	71	156	68	98	89	156	90
	6	107	125	106	55	124	40	106	77	125	70
	7	84	105	84	31	104	50	84	57	104	68
	8	79	90	79	43	90	39	79	65	81	64
	Total	1,063	1,250	504	55	616	52	528	74	714	76
Other	3	5,706	5,231	1,697	68	1,563	62	1,913	77	1,637	77
Bilingual	4	4,494	4,791	3,302	58	3,350	54	3,301	68	3,414	72
	5	3,286	3,377	3,135	40	3,160	50	3,162	63	3,192	76
	6	43	55	39	33	53	25	39	51	53	45
	7	8	12	8	50	11	64	8	38	10	70
	8	3	7	2	100	7	43	2	50	7	29
	Total	13,540	13,473	8,183	53	8,144	54	8,425	68	8,313	75
Exited	3	8	31	2	*	19	100	2	*	19	100
DL	4	13	10	7	100	9	89	6	100	9	89
	5	17	16	17	94	16	100	17	100	16	100
	6	77	50	76	89	49	94	76	95	49	96
	7	113	81	112	94	80	91	109	89	77	90
	8	111	114	110	96	114	93	66	89	58	83
	Total	339	302	324	93	287	93	276	91	228	91
Exited	3	90	138	85	88	136	96	86	95	136	98
Other	4	610	286	599	95	281	93	600	93	282	93
Bilingual	5	1,617	887	1,613	92	876	93	1,612	93	876	96
	6	1,843	1,516	1,827	80	1,509	82	1,826	87	1,512	89
	7	1,889	1,799	1,882	82	1,768	87	1,840	82	1,664	85
	8	1,798	1,840	1,777	89	1,831	88	1,235	78	1,228	82
	Total	7,847	6,466	7,783	86	6,401	87	7,199	86	5,698	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 five 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 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 the next at the same level.

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 (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 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

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											
Program	Grade	Enrollment		ELL Progress				STAAR Progress			
				2016		2017		2016		2017	
		2016 N	2017 N	# Tested	% Met Std.	# Tested	% Met Std.	# Tested	% Met Std.	# Tested	% Met Std.
Dual Language (Current)	3	403	513	32	88	73	47	n/a	n/a	n/a	n/a
	4	287	253	51	43	25	36	2	*	4	*
	5	103	164	2	*	10	60	5	80	28	54
	6	107	125	8	50	16	19	93	53	100	56
	7	84	105	14	21	17	24	63	59	87	59
	8	79	90	18	28	23	30	61	62	65	69
Total		1,063	1,250	125	51	164	38	225	58	284	60
Other Bilingual (Current)	3	5,706	5,231	1,202	60	1,216	56	n/a	n/a	n/a	n/a
	4	4,494	4,791	1,678	44	1,630	36	579	63	739	57
	5	3,286	3,377	329	40	275	41	1,721	65	2,116	53
	6	43	55	9	67	5	40	27	37	45	33
	7	8	12	3	67	3	*	3	*	6	100
	8	3	7	0	—	3	*	2	*	3	*
Total		13,540	13,473	3,221	50	3,132	44	2,332	64	2,909	54
Dual Language (Exited)	3	8	31					n/a	n/a	n/a	n/a
	4	13	10					2	*	6	100
	5	17	16					17	65	10	70
	6	77	50					76	54	49	45
	7	113	81					111	70	79	68
	8	111	114					109	81	112	57
Total		339	302					315	70	256	60
Other Bilingual (Exited)	3	90	138					n/a	n/a	n/a	n/a
	4	610	286					594	66	275	66
	5	1,617	887					1,610	65	874	61
	6	1,843	1,516					1,816	46	1,501	38
	7	1,889	1,799					1,858	64	1,747	69
	8	1,798	1,840					1,756	71	1,820	64
Total		7,847	6,466					7,634	62	6,217	59
HISD (Includes ELL & Exited ELL)	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	57

Source: STAAR student data files, Chancery

* Indicates fewer than five 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.

Appendix G

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											
Program	Grade	Enrollment		ELL Progress				STAAR Progress			
				2016		2017		2016		2017	
		2016 N	2017 N	# Tested	% Met Std.	# Tested	% Met Std.	# Tested	% Met Std.	# Tested	% Met Std.
Dual Language (Current)	3	403	513	85	78	169	76	n/a	n/a	n/a	n/a
	4	287	253	36	67	25	76	25	72	32	69
	5	103	164	3	*	10	80	94	71	141	72
	6	107	125	8	50	16	81	97	60	107	61
	7	84	105	14	86	17	35	63	62	87	68
	8	79	90	18	61	23	83	61	77	56	80
Total		1,063	1,250	164	73	260	74	340	67	423	69
Other Bilingual (Current)	3	5,706	5,231	1,384	72	1,293	75	n/a	n/a	n/a	n/a
	4	4,494	4,791	1,676	59	1,674	63	1,544	54	1,676	61
	5	3,286	3,377	343	60	287	67	2,751	62	2,853	67
	6	43	55	9	67	5	20	27	41	45	31
	7	8	22	3	0	3	*	3	*	5	80
	8	3	9	0	--	3	*	2	*	3	*
Total		13,540	13,485	3,415	65	3,265	68	4,327	59	4,582	64
Dual Language (Exited)	3	8	31					n/a	n/a	n/a	n/a
	4	13	10					6	83	9	89
	5	17	16					17	53	16	94
	6	77	50					76	71	49	61
	7	113	81					108	76	76	62
	8	111	114					64	69	53	74
Total		339	302					271	72	203	68
Other Bilingual (Current)	3	90	138					n/a	n/a	n/a	n/a
	4	610	286					597	62	281	72
	5	1,617	887					1,610	71	875	77
	6	1,843	1,516					1,814	52	1,502	52
	7	1,889	1,799					1,814	61	1,648	63
	8	1,798	1,840					1,145	73	1,182	75
Total		7,847	6,466					6,980	63	5,488	65
HISD (Includes ELL & Exited ELL)	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

* Indicates fewer than five 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.

Appendix H

STAAR End-of-Course Performance of Exited (Monitored and Former) DL Students: Number Tested and Number and Percentage who Met the Approaches or Meets Grade Level Standards (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	Exited DL	115	4	3	111	97	92	80
	Other Exited Bil	1,969	217	11	1,752	89	1,225	62
	HISD	16,263	4,826	30	11,437	70	6,358	39
Biology	Exited DL	98	2	2	96	98	82	84
	Other Exited Bil	1,753	142	8	1,611	92	1,186	68
	HISD	14,668	3,574	24	11,094	76	6,924	47
English I	Exited DL	109	14	13	95	87	71	65
	Other Exited Bil	1,981	482	24	1,499	76	1,077	54
	HISD	18,397	9,537	52	8,860	48	6,079	33
English II	Exited DL	94	18	19	76	81	53	56
	Other Exited Bil	1,876	463	25	1,413	75	1,054	56
	HISD	16,526	8,137	49	8,389	51	5,991	36
U.S. History	Exited DL	66	2	3	64	97	59	89
	Other Exited Bil	1,584	72	5	1,512	95	1,092	69
	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 I

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

STAAR Progress (Exited ELL)					
Program	Exam	2016		2017	
		# tested	% met	# tested	% met
Dual Language (Exited)	Algebra I	95	66	113	74
	English II	61	61	90	52
	Total	156	64	203	65
Other Bilingual (Exited)	Algebra I	1,723	57	1,780	64
	English II	1,664	55	1,688	51
	Total	3,387	56	3,468	58
HISD (Includes ELL & Exited ELL)	Algebra I	11,395	46	11,459	50
	English II	11,277	55	11,186	51
	Total	22,672	51	22,645	50

Source: STAAR EOC 6/2/17, Chancery

Note: There was no ELL Progress data for current bilingual students in 2016 or 2017. 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 program at those grade levels.

Appendix J

**Composite TELPAS Results: Number and Percent of Students at Each Proficiency Level in 2017, 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	1,958	1,329	68	441	23	119	6	69	4	1.5
1	1,973	701	36	766	39	343	17	163	8	2.0
2	1,219	169	14	450	37	402	33	198	16	2.4
3	513	50	10	146	28	181	35	136	27	2.7
4	253	18	7	53	21	104	41	78	31	2.8
5	163	4	2	8	5	45	28	106	65	3.4
6	125	9	7	11	9	50	40	55	44	3.0
7	105	9	9	8	8	36	34	52	50	3.1
8	90	9	10	14	16	23	26	44	49	2.9
Total	6,399	2,298	36	1,897	30	1,303	20	901	14	2.1

All Other Bilingual Students										
Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		Composite Score
		N	%	N	%	N	%	N	%	
K	3,768	3,380	90	315	8	63	2	10	0	1.1
1	4,312	2,253	52	1,556	36	411	10	92	2	1.6
2	5,044	863	17	2,078	41	1,382	27	721	14	2.3
3	5,176	598	12	1,586	31	1,624	31	1,368	26	2.6
4	4,725	344	7	1,106	23	1,820	39	1,455	31	2.8
5	3,319	151	5	449	14	1,152	35	1,567	47	3.1
6	43	2	5	15	35	14	33	12	28	2.8
7	9	0	0	1	11	5	56	3	33	3.0
8	4	0	0	1	25	2	50	1	25	2.8
Total	26,400	7,591	29	7,107	27	6,473	25	5,229	20	2.3

Source: TELPAS, Chancery

* Indicates fewer than five students tested

Appendix K

**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 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	%
1	1,817	768	42	224	12	49	3	1,041	57
2	1,143	551	48	154	13	14	1	719	63
3	496	261	53	22	4	1	<1	284	57
4	237	132	56	3	1	0	0	135	57
5	155	120	77	7	5	0	0	127	82
6	117	80	68	0	0	0	0	80	68
7	94	60	64	0	0	0	0	60	64
8	80	53	66	0	0	0	0	53	66
Total	4,139	2,025	49	410	10	64	2	2,499	60

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	%
1	4,004	1,482	37	280	7	42	1	1,804	45
2	4,749	2,182	46	770	16	87	2	3,039	64
3	4,897	2,626	54	186	4	2	<1	2,814	57
4	4,473	2,280	51	75	2	0	0	2,355	53
5	3,146	2,007	64	100	3	2	<1	2,109	67
6	41	13	32	1	2	0	0	14	34
7	7	4	57	0	0	0	0	4	57
8	1	0	0	0	0	0	0	0	0
Total	21,318	10,594	50	1,412	7	133	1	12,139	57

Source: TELPAS, Chancery

* Indicates fewer than five students tested

Appendix L

Summary of Professional Development Training Attended by Teachers in the Dual Language Bilingual Program, 2016-2017

Course Title	Type	Total Attendance	# Attending
Biliter Devel I 3-5	COURSE	18	2
Biliter Devel I K-2	COURSE	105	3
Biliter Devel I PK	COURSE	16	2
Biliter Devel II 3-5	COURSE	5	1
Biliter Devel II K-2	COURSE	66	2
Biliter Devel II PK	COURSE	18	2
Cross-Ling Conn 3-8	COURSE	1	1
Cross-Ling Conn PK-2	COURSE	31	3
DL Curriculum Writing G4	MEETING	5	1
DL Essentials Online	ONLINE	85	90
DL Essentials PK-5	COURSE	132	4
DL Institute 3-8	COURSE	3	1
DL Institute PK-2	COURSE	20	2
DL National Standards Alignment	MEETING	16	2
DL Resources Overview	COURSE	128	2
Effective PVR PK-5	COURSE	36	4
GLAD 2-Day Workshop	COURSE	237	4
GLAD 4-Day Class Demo	COURSE	178	3
GLAD Follow-Up	COURSE	53	3
GLADiators Training	COURSE	91	8
Interactive Word Walls	COURSE	41	3
Language Transfer 3-5	COURSE	26	2
Language Transfer K-5	COURSE	128	4
Language Transfer PK-2	COURSE	122	3
TOTAL		1,561	152

Source: Multilingual Department, e-TRAIN

Appendix M.1
Spanish STAAR Grades 3-5 Reading Performance of Dual-Language Bilingual Program (DL) Students by Campus
(2017 Data): Number Tested and Percent Met Approaches Grade Level Standard

Campus	Number of Students Tested										Percent Met Approaches Grade Level																				
	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	25			25							1			1		44			44							*					*
Daily ES	2			2							*			*																	*
DeAnda ES	74			74							66			66																	66
Franklin ES	1			1							*			*																	*
Gregg ES											1			1																	*
Helms ES	22	23	5	50		9	8	17	74	80	77	74	80	76												89	88		88		88
Herod ES	12	11		23		7		7	75	73	75	73		74																	100
Herrera ES	15	22	1	38		42	41	3	83		93	91	*	92												60	73		66		*
Kashmere Gardens ES	3			3							*			0																	
Law ES	30	36		66							1			1		57	44		50							69	49		63		*
Northline ES			2	2		75	35		110					*												68			68		*
Reagan Ed Ctr PK-8						56			56		1			1																	*
Sherman ES		1		1		41			41		1			1		*			*							44			44		*
Twain ES	5	2		7							12	10		22		100	*		100							100	90		95		95
Wharton K-8	25	24		49							28	35		63		80	79		80							86	69		76		76

* Indicates fewer than five students tested

Appendix M.2
English STAAR Reading Performance of Dual-Language Bilingual Program (DL) Students by Campus
(2017 Data): Number tested and Percent Met Approaches Grade Level Standard

Campus	Number of Students Tested												Percent Met Approaches Grade Level																							
	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	3	4	5	Total	3	4	5	Total	3	4	5	Total
Briscoe ES	1			1					1	3		4					*			*									*			*				*
Condit ES								1			1	1																								*
Coop ES																																*				
Daily ES	8			8				9	9	11	1	31	9	11	1	31	75			75	75			75	89			89	74	91		77				*
DeAnda ES	5			5				5	19	11	1	31	1	1		2	80			80	80			80	74	91		77				*				
DeZavala ES																																*				
Durham ES									2	1	3	6	2	1	3	6																*				
Elford ES	1		3	4				4									*			*	*			*				*				*				
Emerson ES	36			36	21			21	4	4	3	11	53			53	33			33	53			53	33			33	*		*	100				
Helms ES	5	1	23	29				29	16	8	12	36	60	*		52	52			52	52			52	75	100	75	81	100			95				
Herod ES	4		25	29				29	8	14	22	44	*			86	86			86	86			86	100			93	93			95				
Herrera ES			19	19				19	1	2	2	5	1	2	2	5	79			79	79			79	*		*	100	*		*	100				
Highland Heights ES					1	1		2									*		*	*	*		*	*												
Kashmere Gardens ES	2			2				2	11			11	*			*	*			*	*			*	64			64	45	50		47				
Law ES									20	12		32																								
Love ES											1	1				1												*				*				
Martinez, C ES											1	1				1												*				*				
Memorial ES																												*				*				
Northline ES			19	43	62				62	3	3	4	10	1	4	4	9	74	56	61	91	61			91	*		*	44	*		*	44			
Reagan Ed Ctr PK-8					1			1									*			*	*			*												
Sherman ES	34		22	56				56	4	8	3	15	50	64	55	169	55			169	55			169	*		*	80	*		*	80				
Twain ES			9	9				9	4	4	14	22	78	78		156	78			156	78			156	*		*	100	*		*	100				
Wharton K-8			11	11				11	1	31	32	64	82	82		164	82			164	82			164	*		*	94	*		*	91				
Whidby ES											1	1				1												*				*				

Campus	Number of Students Tested												Percent Met Approaches Grade Level																							
	YT						YO						NT						YT						YO						NT					
	6	7	8	90	91	310	6	7	8	91	92	311	6	7	8	92	93	312	6	7	8	93	94	313	6	7	8	94	95	314	6	7	8	95	96	315
Burbank MS	117	103	90	310					4	1	1	6	39	50	39	43	43			43									*		*	100				
Hamilton MS	2			2				2	14	7	3	24	*			*	*			*	*			*	93	100	*	96								
Hogg MS					1			1	8	4	2	14					*			*	*			*	50	*	*	71								
Meyerland MS	1			1				1	7	5	11	23	*			*	*			*	*			*	100	80	91	91	100	80	91	91				
Wharton K-8	4			4				4	8	9	7	24	*			*	*			*	*			*	88	100	100	96	88	100	100	96				

* 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
(2017 Data): Number tested and Percent Met Approaches Grade Level Standard

Campus	Number of Students Tested										Percent Met Approaches Grade Level																				
	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	26			26												50			50												
Daily ES	2			2							*			*		*			*												
DeAnda ES	1			1							*			*		*			*												
Franklin ES	1			1							*			*		*			*												
Gregg ES											1			1																	
Helms ES	13	23	4	40		1	14	15	30		1	14	15	30		62	70	*	65							*	79		80		
Herod ES	1	11		12			6		6		*	100		100		*	100		100							100			100		
Herrera ES	15	22	1	38		3	3	3	9		3	93	86	*	87		60	63	61	61							*			*	
Law ES	30	36		66		2	2	2	6		2	63	72	68												*			*		
Northline ES																										89	60		80		
Reagan Ed Ctr PK-8						45	45	45	135							73			73												
Sherman ES	1	1		2		1	1	1	3		1	1	1	3		*			*							*			*		
Twain ES	5	2		7		14	10	24	48		14	10	24	48		100	*	*	86							100	100		100		
Wharton K-8	25	24		49		29	35	64	128		29	35	64	128		88	88	88	88							93	91		92		

* Indicates fewer than five students tested

Appendix M.4
English STAAR Mathematics Performance of Dual-Language Bilingual Program (DL) Students by Campus
(2017 Data): Number Tested and Percent Met Approaches Grade Level Standard

Campus	Number of Students Tested															Percent Met Approaches Grade Level																
	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	3	4	5	Total				
Briscoe ES																																
Condit ES																																
Coop ES																																
Daily ES																																
DeAnda ES																																
DeZavala ES																																
Durham ES																																
Elrod ES																																
Emerson ES																																
Helms ES																																
Herd ES																																
Herrera ES																																
Highland Heights ES																																
Kashmere Gardens ES																																
Law ES																																
Love ES																																
Martinez, C ES																																
Memorial ES																																
Northline ES																																
Reagan Ed Ctr PK-8																																
Sherman ES																																
Twain ES																																
Wharton K-8																																
Whidby ES																																
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	6	7	8	Total				
Burbank MS	118	103	81	302					4	1	5	68																				
Hamilton MS	2			2	14	7	1	22	*																							
Hogg MS					1			1																								
Meyerland MS	1			1	7	5	8	20	*																							
Wharton K-8	4			4	8	9	17	17	*																							

* 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	214	90	69	27	28						42	32	13	13						
Ashford ES	78	11	21	26	20						14	27	33	26						
Briscoe ES	81	21	23	22	15	19	2	7	5	5	26	28	27	19	11	37	26	26		
Browning ES	70	38	20	7	5						54	29	10	7						
Burbank MS	312	25	33	107	147						8	11	34	47						
Burnet ES	144	36	57	33	18						25	40	23	13						
Burrus ES	14	5	7	2	0						36	50	14	0						
Cage ES	83	47	25	7	4						57	30	8	5						
Condit ES	22	19	1	1	1						86	5	5	5						
Coop ES	149	55	40	39	15						37	27	26	10						
Daily ES	46	17	10	10	9						37	22	22	20						
Davila ES	51	13	22	13	3						25	43	25	6						
DeAnda ES	306	83	81	76	66						27	26	25	22						
DeZavala ES	85	38	42	4	1						45	49	5	1						
Dogan ES	97	18	30	28	21						19	31	29	22						
Durham ES	65	18	20	18	9						28	31	28	14						
Durkee ES	41	18	13	5	5						44	32	12	12						
Elrod ES	147	58	47	23	19						39	32	16	13						
Emerson ES	195	40	79	48	28	44	21	10	8	5	21	41	25	14	48	23	18	11		
Farias ECC																				
Franklin ES	78	30	31	17	0						38	40	22	0						
Garden Villas ES	97	34	37	13	13	36	14	14	7	1	35	38	13	13	39	39	19	3		
Gregg ES	96	30	30	27	9						31	31	28	9						
Hamilton MS	2	*	*	*	*						*	*	*	*						
Harris, JR ES	62	18	22	17	5	17	5	12	0	0	29	35	27	8	29	71	0	0		
Harris, RP ES	188	100	57	25	6	1	*	*	*	*	53	30	13	3	*	*	*	*		
Heights HS																				
Helms ES	166	53	37	43	33						32	22	26	20						
Herod ES	93	17	26	25	25						18	28	27	27						
Herrera ES	108	17	17	30	44	212	58	76	54	24	16	16	28	41	27	36	25	11		

* 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	#A	#AH	Tested	#B	#A	#AH	%B	%I	%A	%AH	%B	%I	%A	%AH
Highland Heights ES	42	37	4	1	0	2	*	*	*	*	*	*	88	10	2	0
Hobby ES	99	52	24	15	8								53	24	15	8
Hogg MS						1	*	*	*	*	*	*				
Kashmere Gardens ES	29	10	15	1	3								34	52	3	10
Kelso ES	39	9	11	10	9	37	13	14	7	3			23	28	26	23
Laurenzo ECC																
Law ES	139	40	39	48	12								29	28	35	9
Love ES	66	46	12	5	3								70	18	8	5
Mading ES	13	1	5	2	5								8	38	15	38
Martinez, C ES	37	25	11	1	0								68	30	3	0
McNamara ES	238	138	55	32	13	20	18	2	0	0			58	23	13	5
Memorial ES	92	24	31	26	11								26	34	28	12
Meyerland MS	1	*	*	*	*								*	*	*	*
Moreno ES	71	43	19	7	2								61	27	10	3
Northline ES	156	76	24	18	38	201	46	77	58	20			49	15	12	24
Osborne ES	52	30	19	3	0								58	37	6	0
Patterson ES	131	39	53	24	15								30	40	18	11
Pugh ES	39	20	14	1	4								51	36	3	10
Reagan Ed Ctr PK-8						231	81	88	47	15						
Robinson ES	101	56	29	9	7								55	29	9	7
Roosevelt ES	65	42	23	0	0								65	35	0	0
Scarborough ES	136	78	42	14	2								57	31	10	1
Shearn ES	188	54	61	47	26								29	32	25	14
Sherman ES	169	80	30	29	30	41	11	15	10	5			47	18	17	18
Twain ES	39	12	4	7	16								31	10	18	41
Wainwright ES	89	35	35	17	2								39	39	19	2
Wharton K-8	164	35	41	44	44								21	25	27	27
Whidby ES	24	5	7	10	2								21	29	42	8
White, E ES	228	89	76	42	21								39	33	18	9

* Indicates fewer than five students tested

Appendix M.6

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

Campus	Number of Students						Percent of Students			
	YT			YO			YT		YO	
	Cohort	#Gain	#No Gain	Cohort	#Gain	#No Gain	% Gain	% No Gain	% Gain	% No Gain
Anderson ES	144	95	49				66	34		
Ashford ES	43	9	34				21	79		
Briscoe ES	54	35	19	18	17	1	65	35	94	6
Browning ES	34	22	12				65	35		
Burbank MS	285	189	96				66	34		
Burnet ES	105	62	43				59	41		
Burrus ES	12	8	4				67	33		
Cage ES	49	33	16				67	33		
Condit ES	10	2	8				20	80		
Coop ES	108	77	31				71	29		
Daily ES	25	10	15				40	60		
Davila ES	31	17	14				55	45		
DeAnda ES	213	163	50				77	23		
DeZavala ES	36	31	5				86	14		
Dogan ES	63	34	29				54	46		
Durham ES	44	33	11				75	25		
Durkee ES	1	*	*				*	*		
Elrod ES	64	50	14				78	22		
Emerson ES	145	93	52	20	12	8	64	36	60	40
Farias ECC										
Franklin ES	38	27	11				71	29		
Garden Villas ES	65	43	22	29	13	16	66	34	45	55
Gregg ES	67	35	32				52	48		
Hamilton MS	2	*	*				*	*		
Harris, JR ES	38	17	21	1	*	*	45	55	*	*
Harris, RP ES	108	66	42				61	39		
Heights HS										
Helms ES	144	75	69				52	48		
Herod ES	73	42	31				58	42		
Herrera ES	88	76	12	159	120	39	86	14	75	25
Highland Heights ES	28	3	25	1	*	*	11	89	*	*
Hobby ES	50	22	28				44	56		
Hogg MS										
Kashmere Gardens ES	13	6	7				46	54		
Kelso ES	22	14	8	20	13	7	64	36	65	35
Laurenzo ECC										

* Indicates fewer than five students tested

Appendix M.6 (continued)

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

Campus	Number of Students						Percent of Students			
	YT			YO			YT		YO	
	Cohort	#Gain	#No Gain	Cohort	#Gain	#No Gain	% Gain	% No Gain	% Gain	% No Gain
Law ES	114	57	57				50	50		
Love ES	21	11	10				52	48		
Mading ES	6	6	0				100	0		
Martinez, C ES	14	7	7				50	50		
McNamara ES	144	69	75	18	2	16	48	52	11	89
Memorial ES	54	43	11				80	20		
Meyerland MS										
Moreno ES										
Northline ES	94	65	29	189	86	103	69	31	46	54
Osborne ES	32	18	14				56	44		
Patterson ES	68	58	10				85	15		
Pugh ES										
Reagan Ed Ctr PK-8				166	89	77			54	46
Robinson ES	50	20	30				40	60		
Roosevelt ES	29	14	15				48	52		
Scarborough ES	65	18	47				28	72		
Shearn ES	118	67	51				57	43		
Sherman ES	130	62	68	38	14	24	48	52	37	63
Twain ES	26	22	4				85	15		
Wainwright ES	36	22	14				61	39		
Wharton K-8	117	79	38				68	32		
Whidby ES	18	8	10				44	56		
White, E ES	148	97	51				66	34		

* Indicates fewer than five students tested