**MEMORANDUM** September 27, 2016

TO: Gracie Guerrero
Assistant Superintendent, Multilingual Programs

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **2016 ESL STUDENT PERFORMANCE REPORT**

The Houston Independent School District offers two different English as a Second Language (ESL) programs for language minority students. One of these is a Content-Based ESL program where ESL methodology is used to deliver English instruction across a variety of subject areas. The second is a Pullout ESL program where students attend special intensive language classes for part of the day, separate from their regular all-English classes. Content-Based ESL is mainly used in the elementary grades, while Pullout-ESL is primarily a secondary-level program. Attached is a report summarizing the performance of students who were in these two ESL programs during the 2015–2016 school year. Included in the report are findings from assessments of academic achievement and English language proficiency, including results from the English STAAR, STAAR EOC, and the TELPAS.

Key Findings Include:

- A total of 7,690 students were in the Content-Based ESL program in 2015–2016 (up from 7,137 in 2014–2015), with 11,441 students in the Pullout ESL program (up from 10,337 in 2014–2015).
- On the majority of assessments and subjects, performance of students in the Content-Based ESL program was superior to that of students in Pullout ESL, but this advantage was small in comparison with the performance gap both groups showed compared to the district.
- On the STAAR EOC English I and II assessments, Pullout ESL students had higher passing rates than did Content-Based ESL students, but both were low compared to the district (3 to 11 percent passed versus 35-36 percent for the district).
- Students who had exited from an ESL program seemed to have largely eliminated the performance gaps relative to the district, with performance usually being better than that of the district but being lower on some measures.
- On the TELPAS, students in Pullout ESL showed higher overall English proficiency in 2016 than those in Content-Based ESL, but a higher percentage of Content-Based ESL students showed gains in proficiency compared to the prior year.

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

Carla J. Stevens CJS

Attachment

HOUSTON INDEPENDENT SCHOOL DISTRICT

# RESEARCH

Educational Program Report

## ESL STUDENT PERFORMANCE: ENGLISH STAAR AND TELPAS 2015 – 2016

HISD | Research and Accountability

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# English as a Second Language Student Performance Report: English STAAR and TELPAS 2015–2016

## Executive Summary

### Program Description

The Houston Independent School District offers two different ESL programs for students whose native language is not English and who need to develop and enhance their English language skills (English Language Learners, or ELLs). The Content-Based ESL model (CB-ESL) consists of an intensive program of English instruction in all subject areas with instruction delivered through the use of ESL methodology, commensurate with the student's level of English proficiency. The district also offers a Pullout ESL model (PO-ESL), where students are served with an ESL language program for part of each day but are in a mainstream instructional setting in other subject areas. This report contains summaries of ESL student enrollment and academic performance.

### Highlights

- During the 2015–2016 school year, there were 7,690 students receiving ESL instruction using the CB-ESL model, and 11,441 receiving instruction using the PO-ESL model.
- Students in both ESL programs did not perform as well as those in the district overall on the STAAR, STAAR-L, or STAAR EOC.
- On the majority of assessments and subjects, students in CB-ESL performed better than those in PO-ESL.
- The performance gaps for ESL students relative to the district were largely eliminated for those ESL students who had exited ELL status.
- Exited CB-ESL students performed better than the district average across all measures.
- Results for exited PO-ESL students were mixed, with performance being higher than that of the district on some measures but lower on others.
- On the TELPAS, PO-ESL students showed more proficiency overall than did CB-ESL students, but showed lower proficiency gains over the previous year.

### Recommendations

1. Performance of secondary ESL students on the STAAR EOC English I and II assessments is a cause for concern, as passing rates con tinue to be low. There have been efforts by both the Multilingual Programs Department and Curriculum to address this issue, but this most recent data indicates that there is still room for improvement. The district should take appropriate efforts to ensure that teachers of ESL students are both ESL certified and trained in sheltered instruction methodology.

2. During scheduled campus visits, Multilingual Programs staff should work with principals in order to

ensure that campuses with appropriately certified teachers are implementing a Content-based ESL program, based on district guidelines. Campuses should be guided in data analysis, ELL needs assessment, goal setting, and ELL action plan development in order to enhance language services and improve ELL academic achievement.

3. Collaboration between the Curriculum and Instruction and the Multilingual Programs departments should result in the development of curricula that can be differentiated for ELLs at various stages of English proficiency. Additionally, district assessments aligned to the various English proficiency levels should be developed so that the academic progress of these students can be accurately measured and monitored.

4. The implementation of the ELLevation platform, along with the In-Class and Instructional Strategies systems should continue in all high schools and selected pilot middle schools in order to facilitate LPAC procedures, progress monitoring, and ELL goal setting.

# Introduction

The Houston Independent School District (HISD) offers two English as a second language (ESL) programs for students whose native language is not English and who need to develop and enhance their English language skills (English Language Learners, or ELLs). The Content-Based ESL model (CB-ESL) consists of an intensive program of English instruction in all subject areas with instruction delivered through the use of ESL methodology, commensurate with the student's level of English proficiency. At the secondary level CB-ESL is available for Newcomers (students with three or fewer years in U.S. schools), and students receive ESL/English Language Arts (ELA) and content ESL courses (e.g., ESL History, ESL Biology). The district also offers a Pullout ESL model (PO-ESL), where students are served with an ESL language program for part of each day while remaining in a mainstream instructional arrangement in the other content areas. In middle and high school, PO-ESL means that students are receiving the minimal support of one or more ESL/ELA courses (see **Appendix A**, p. 11 for details).

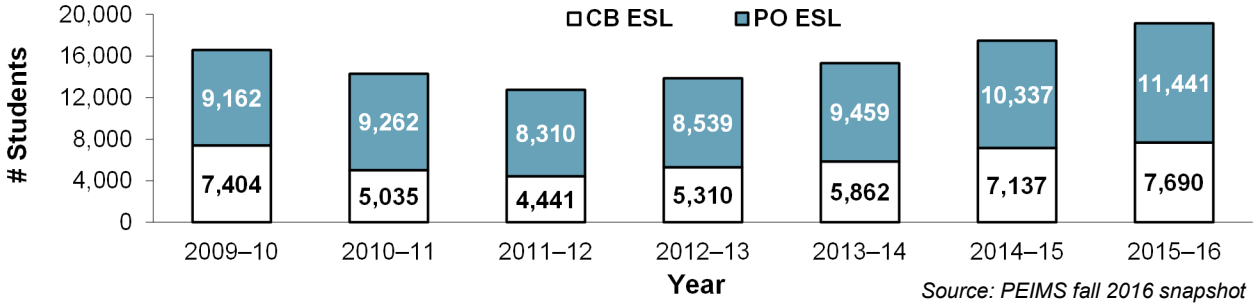
The purpose of this report is to provide program staff with a detailed examination of ELLs enrolled in the district's two ESL programs. The report includes data concerning the number of students enrolled in ESL, as well as information on their academic progress in English (STAAR and STAAR-EOC), and level of English-language proficiency (TELPAS).

# Methods

## Participants

ELLs in either the Content-Based or Pullout ESL program were identified using 2015–2016 Chancery Student Management System (SMS), IBM Cognos, and Public Education Information Management System (PEIMS) databases. A summary of enrollment figures for ELLs in the two programs is shown in **Figure 1**. Note that the majority of ESL students are served under the PO-ESL program (11,441), with fewer students served under the CB-ESL program (7,690).

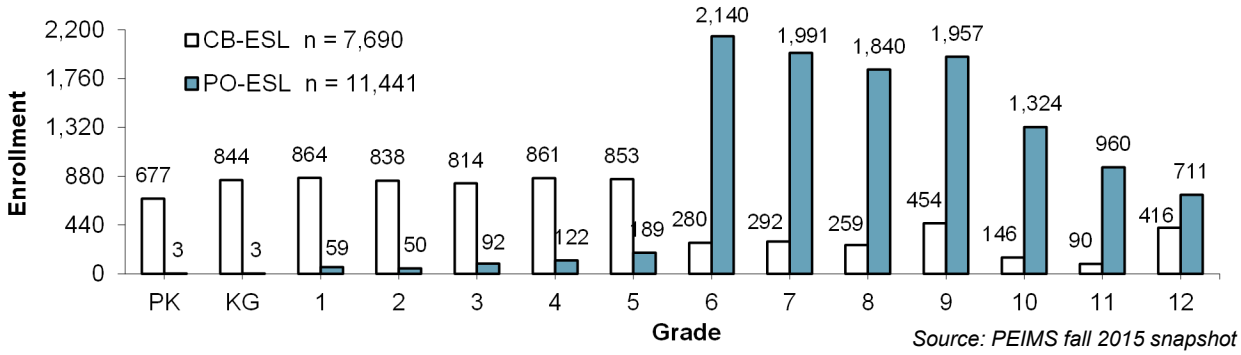
**Figure 1. ELL Enrollment by ESL Program Type, 2009–2010 to 2015–2016**




*Source: PEIMS fall 2016 snapshot*

**Figure 2** (see p. 4) shows ESL enrollment by program and grade level. As can be seen, CB-ESL is more common in the elementary grades, whereas PO-ESL is dominant at the secondary level. **Table 1** (also on p. 4) provides a breakdown of the six most common home languages of students enrolled in ESL, for the period 2008–2009 to 2015–2016. This includes a separate count for students at the elementary and secondary level. Note that Spanish is the most common language for ESL students, even at the elementary level. In addition, Arabic is the second most common language for ESL students at both grade levels. Another thing to note is that whereas Mandarin is the third most common language for elementary ESL students, it does not even rank among the top six languages at the secondary level. Finally, the number of Arabic ESL students has increased since 2009 at both the elementary and secondary levels, while the number of Vietnamese speakers has declined.

**Figure 2. ESL student enrollment by ESL program and grade level, 2016**




*Source: PEIMS fall 2015 snapshot*

## Data Collection & Analysis

ELL performance on five assessments is included in this report; the State of Texas Assessments of Academic Readiness (STAAR) for grade 3–8, the STAAR End-of-Course (EOC) for students taking high school courses, the STAAR-L and EOC-L (linguistically-accommodated version of the regular STAAR and EOC tests), and the Texas English Language Proficiency Assessment System (TELPAS) (see **Appendix B**, p. 12, as well as **Appendix C**, p. 13 for an explanation of the STAAR progress and ELL progress measures). With few exceptions, ELLs in HISD are assessed in their primary language of instruction; therefore, ESL students are assessed in English.

STAAR 3-8 results are reported and analyzed for the reading and mathematics tests, and STAAR-L results are reported for mathematics. The percentage of students who met standard is reported (met standard, Satisfactory Level II, Progression Standards 2015–2016). For STAAR EOC, results are reported for English I and II, Algebra I, Biology, and U.S. History. Results are also included for students taking the linguistically-accommodated versions of EOC tests in Algebra, Biology, and U.S. History. EOC results are reported for the Student's Standard (see Appendix B for more explanation).

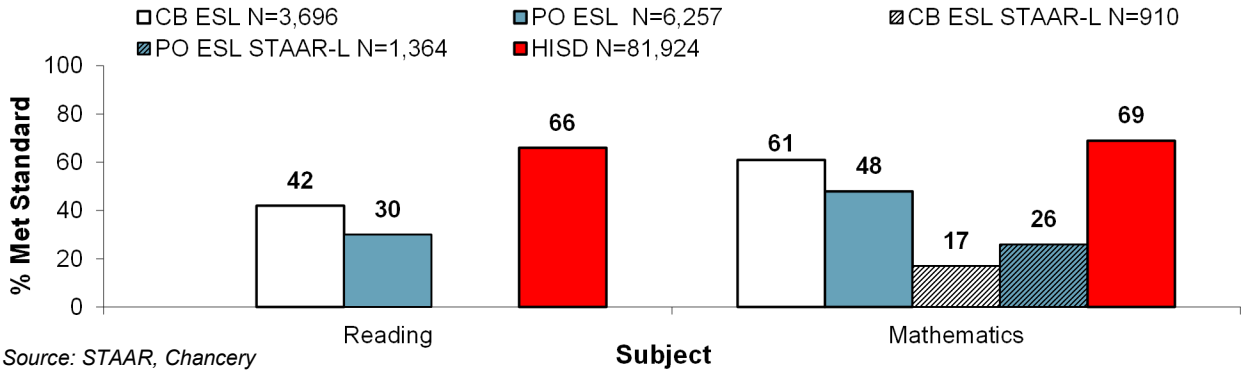
TELPAS results are reported and analyzed for two indicators. One of these reflects attainment, i.e., the overall level of English language proficiency exhibited by ELLs. For this indicator, the percent of students at each proficiency level is presented. The second indicator reflects progress, i.e., whether stu-

**Table 1. ESL Student Enrollment by Home Language and Grade Level, 2008–2009 to 2015–2016: The Six Most Common Home Languages Used**

| Grade Level | Home Language | School Year | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 08-09 | 09-10 | 10-11 | 11-12 | 12-13 | 13-14 | 14-15 | 15-16 |
| PK-5 | Spanish | 3,234 | 2,778 | 493 | 335 | 1,061 | 1,528 | 2,240 | 3,125 |
| | Arabic | 244 | 301 | 386 | 410 | 462 | 520 | 643 | 684 |
| | Mandarin | 121 | 136 | 131 | 155 | 217 | 229 | 241 | 215 |
| | Vietnamese | 329 | 300 | 282 | 243 | 233 | 184 | 177 | 156 |
| | Nepali | 10 | 51 | 70 | 98 | 130 | 149 | 155 | 145 |
| | Swahili | 46 | 60 | 77 | 92 | 102 | 116 | 124 | 144 |
| | Other | 1,229 | 1,353 | 1,253 | 1,234 | 1,322 | 1,475 | 1,558 | 1,802 |
| 6-12 | Spanish | 10,535 | 10,687 | 10,487 | 9,043 | 9,186 | 9,770 | 11,000 | 11,446 |
| | Arabic | 84 | 122 | 180 | 183 | 174 | 211 | 248 | 294 |
| | Swahili | 44 | 42 | 69 | 90 | 97 | 125 | 120 | 140 |
| | Nepali | 8 | 75 | 147 | 171 | 146 | 150 | 132 | 90 |
| | Vietnamese | 99 | 88 | 95 | 97 | 97 | 101 | 86 | 87 |
| | French | 46 | 41 | 51 | 47 | 47 | 53 | 49 | 57 |
| | Other | 534 | 532 | 576 | 553 | 575 | 710 | 701 | 746 |

*Source: PEIMS fall snapshots*

**Figure 3. ESL student STAAR performance by ESL program and subject, 2016**




*Source: STAAR, Chancery*

dents gained one or more levels of English language proficiency between testing in 2015 and 2016. For this second indicator, the percent gaining one or more proficiency levels in the previous year is reported. All ESL students in grades K through 12 with valid STAAR, STAAR-EOC, or TELPAS test results from 2015–2016 were included in the analyses for this report.

# Results

## STAAR

- **Figure 3** shows the percent of students who met the 2016 progression standard (Satisfactory Level II) for the reading and mathematics sections of the STAAR in 2016. Further details, including performance by grade level, and results for 2015, can be seen in **Appendix D** (p. 14).

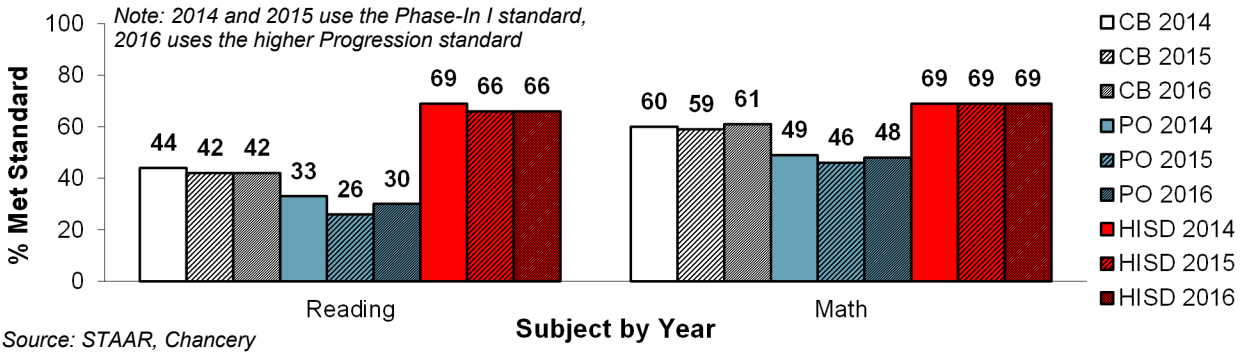
- CB-ESL performance was better than that of PO-ESL overall, by 12 percentage points in reading and 13 points in mathematics.

- Both groups of ESL students were lower than the district in reading (gaps of 24 and 36 percentage points, respectively) as well as in mathematics district (gaps of 8 and 21 points).

- **Figure 4** (see below) shows STAAR results for ESL students for 2014 to 2016. Both CB-ESL and PO-ESL students have shown declines in reading (-2 and -3 percentage points respectively), whereas mathematics scores for CB-ESL have improved slightly (+1 percentage point). Note that 2014 and 2015 use the older Phase-In I standard, while 2016 uses the new Progression standard.

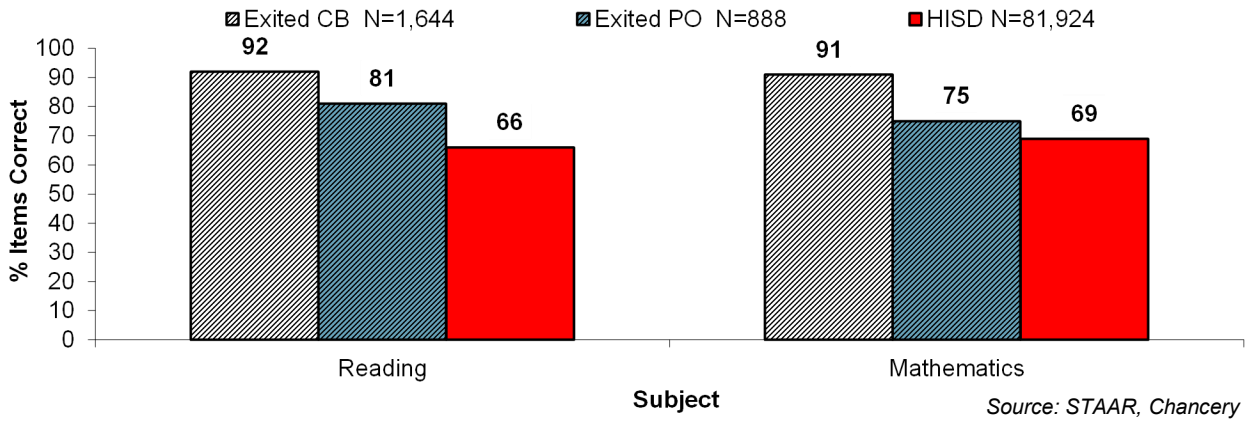
- Overall, the district has shown a decline of three percentage points in reading over the same time frame, with no change in mathematics.

**Figure 4. ESL student STAAR performance by ESL program and subject, 2014 to 2016**




*Source: STAAR, Chancery*

**Figure 5. Exited ESL student STAAR performance by ESL program and subject, 2016**




*Source: STAAR, Chancery*

- STAAR results for exited ESL students (**Figure 5**) show that students who had exited CB-ESL exceeded the district on reading and mathematics in 2016, as did those who had exited PO-ESL. Exited CB-ESL students also had higher passing rates than did students from PO-ESL.

- **Figure 6** (see below) shows STAAR results for exited ESL students over the period 2014 to 2016. Both groups have performed consistently higher than HISD overall, and CB-ESL have either shown gains in performance or remained stable, while the district has declined in reading since 2014.

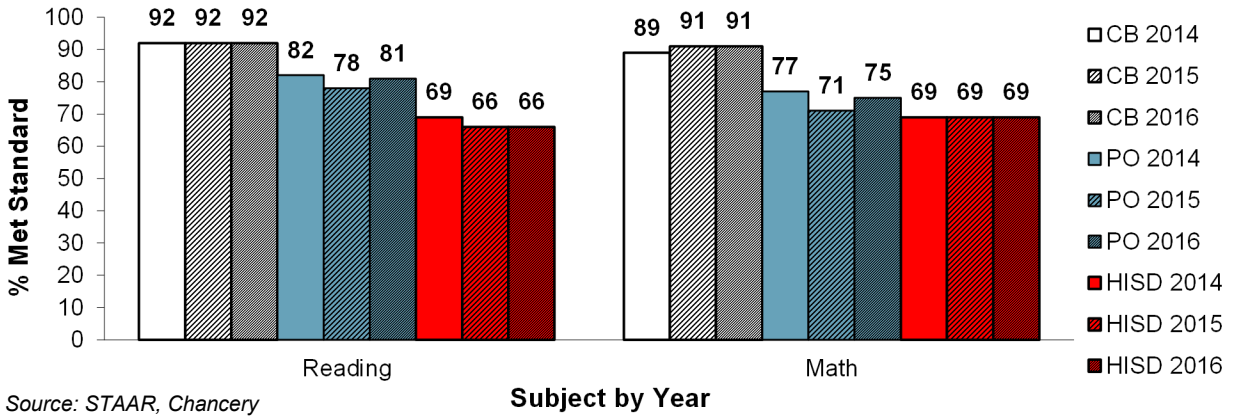
- **Figure 7** (see p. 7) shows results for the ELL progress and STAAR progress measures (for detailed results see **Appendix E**, pp. 15-16). Results for STAAR reading and mathematics are included in the figure (English STAAR only).

- Results for ELL and STAAR progress show the same pattern as seen in overall STAAR performance. Namely, current CB-ESL students performed better than did students in PO-ESL.

- Exited CB-ESL students were slightly lower than exited PO-ESL (-1 percentage points) on STAAR progress in reading, but were the higher group in mathematics.

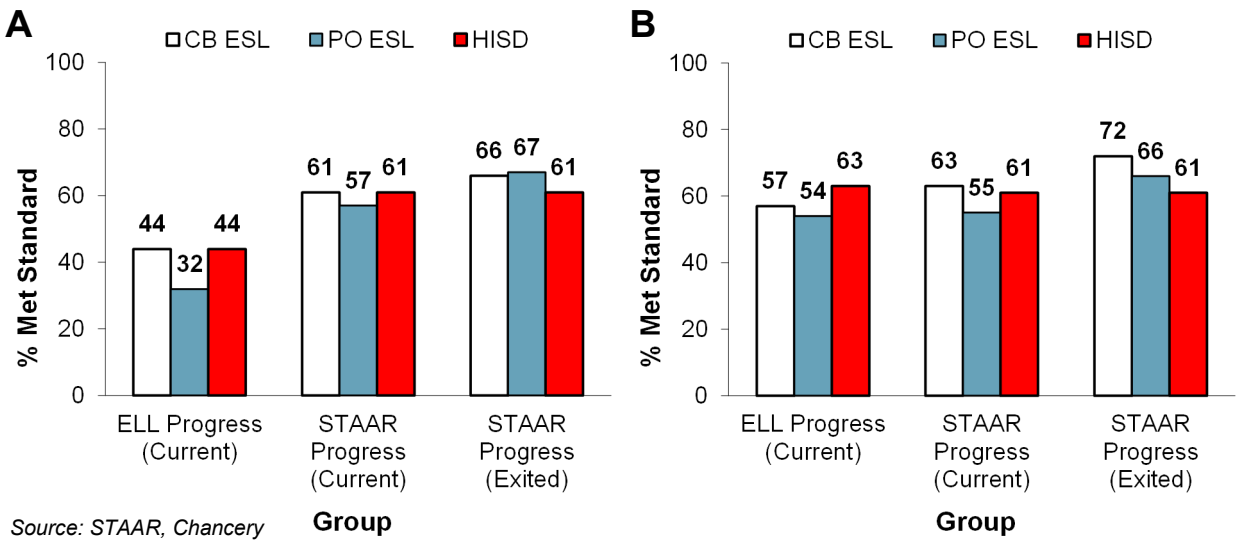
- Exited CB-ESL and PO-ESL students did better on both the reading and mathematics STAAR progress measures than the district (advantages of +5 to +11 percentage points).

**Figure 6. Exited ESL student STAAR performance by ESL program and subject, 2014 to 2016**




*Source: STAAR, Chancery*

**Figure 7. STAAR progress and ELL progress performance on English reading (A) and mathematics (B) by ESL program, 2016 (combined results for grades 3 through 8)**



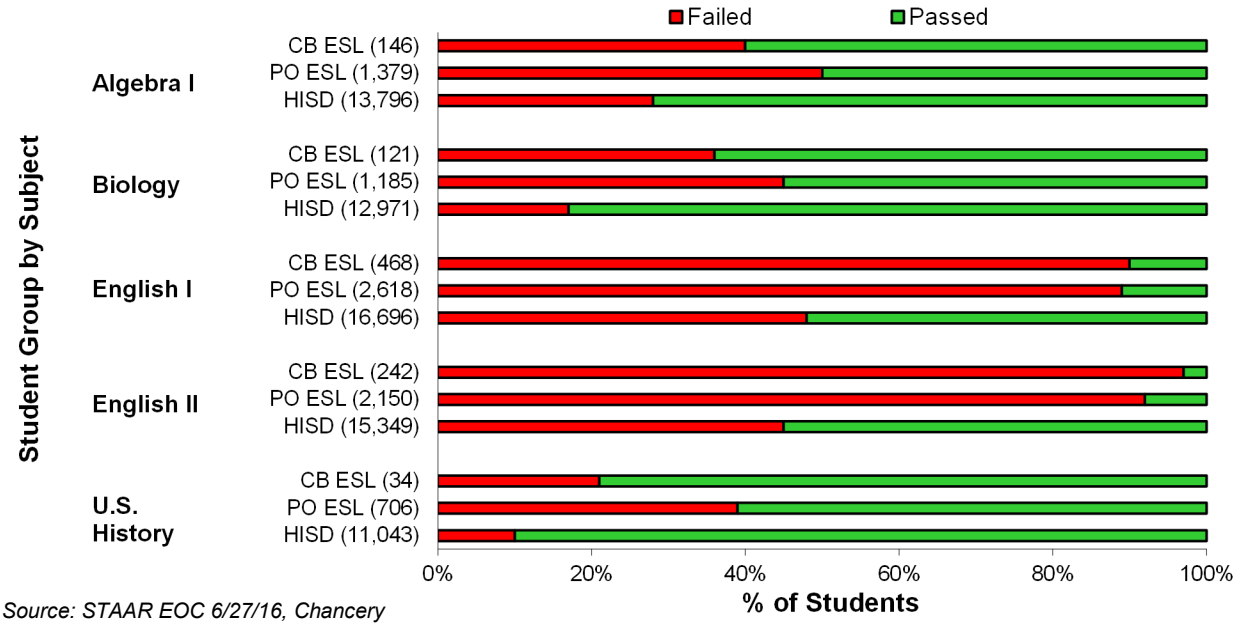

*Source: STAAR, Chancery*

## STAAR EOC

- **Figure 8** (below) shows results for current ESL students on the STAAR-EOC assessment (see also **Appendix F**, p. 17). Tests included English I and II, Algebra I, Biology, and U.S. History. For each test, the figure shows the percentage of students who met the student standard for 2015–2016 (green). Red indicates the percentage of students who scored Unsatisfactory (number tested in parentheses).

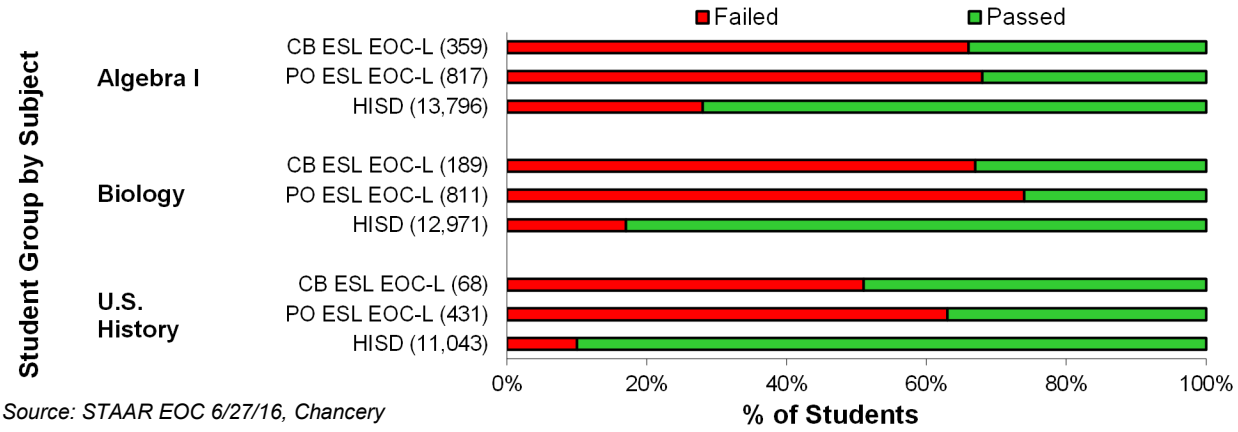
- Both CB-ESL and PO-ESL had fewer students rated Satisfactory or better, and more who were Unsatisfactory, than did the district overall (only 3% to 11% of ESL students passed English I or II).

**Figure 8. ESL student STAAR-EOC percent met student standard by ESL program and subject, 2016**




*Source: STAAR EOC 6/27/16, Chancery*

**Figure 9. ESL student STAAR-EOC percent met student standard by ESL program and subject, 2016: Results for students taking linguistically-accommodated version of the STAAR EOC**




*Source: STAAR EOC 6/27/16, Chancery*

- **Figure 9** (above) shows STAAR-EOC performance for students who took the linguistically-accommodated version of the STAAR EOC, in those subjects where it was offered.

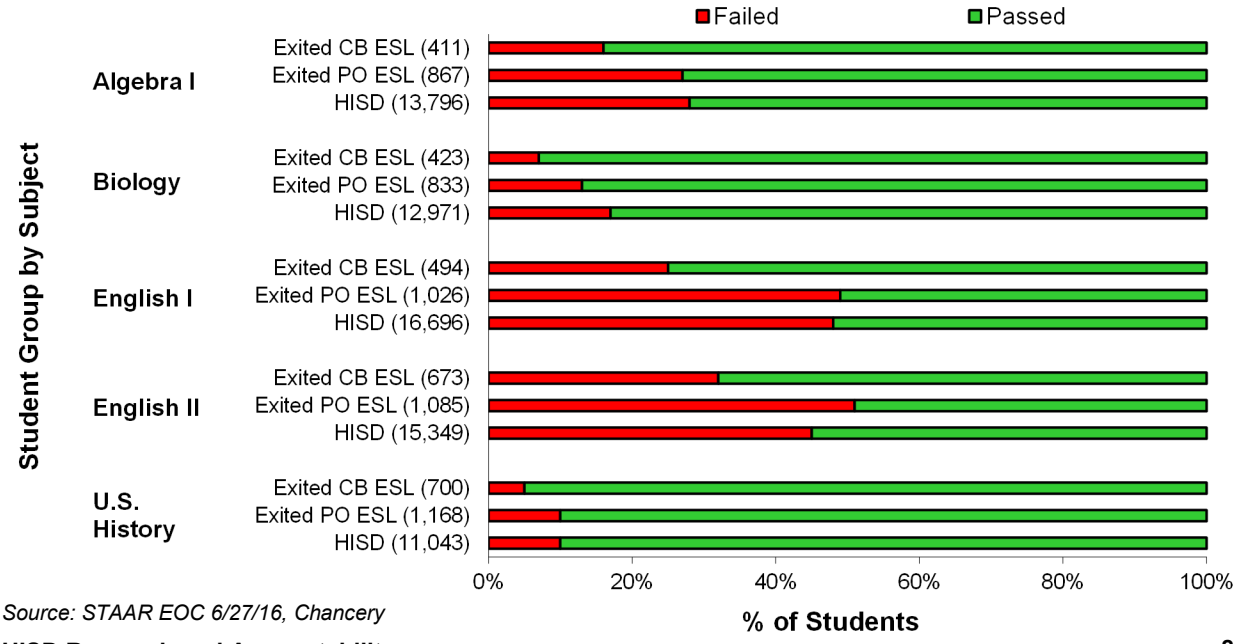
- Neither CB-ESL nor PO-ESL performed as well as the district overall, and neither performed as well as those taking the regular EOC tests (compare with Figure 8). This was true for all subjects.

- **Figure 10** (see below) shows STAAR-EOC performance for students who had exited ELL status. HISD overall results are included for comparison (see also Appendix F).

- Students who had previously been in CB-ESL had higher passing rates than did HISD overall or those who had previously been in PO-ESL, and this was true for all subjects.

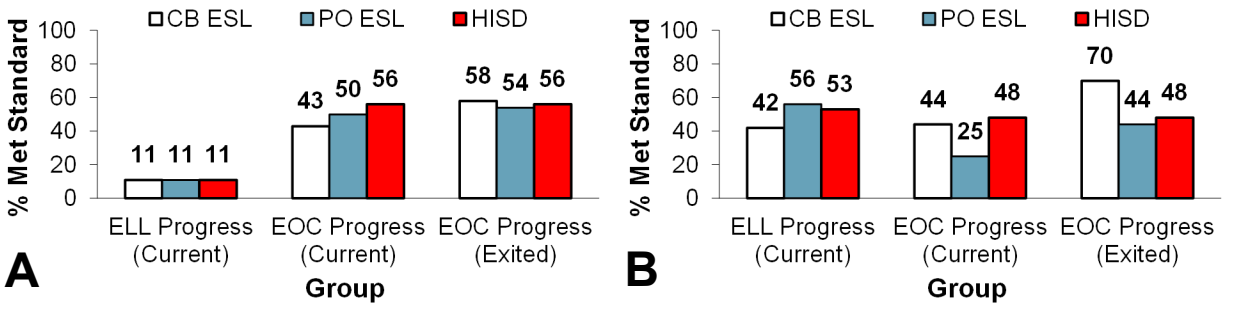
- Exited PO-ESL students had higher passing rates than the district in Algebra I (1 percentage point) and Biology (4 points), but were lower in English I (-1 points) and English II (-6 points).

**Figure 10. Exited ESL student STAAR-EOC percent met student standard by ESL program and subject, 2016**




*Source: STAAR EOC 6/27/16, Chancery*

**Figure 11. STAAR EOC Progress and ELL Progress performance by ESL program, 2016: A. English I and II, and B. Algebra I**




*Source: STAAR, Chancery*

- Figure 11 above shows results for the ELL progress and STAAR progress measures from the EOC exams (see **Appendix G** for details, p. 18). Results are included for English I and II (combined) and Algebra I.

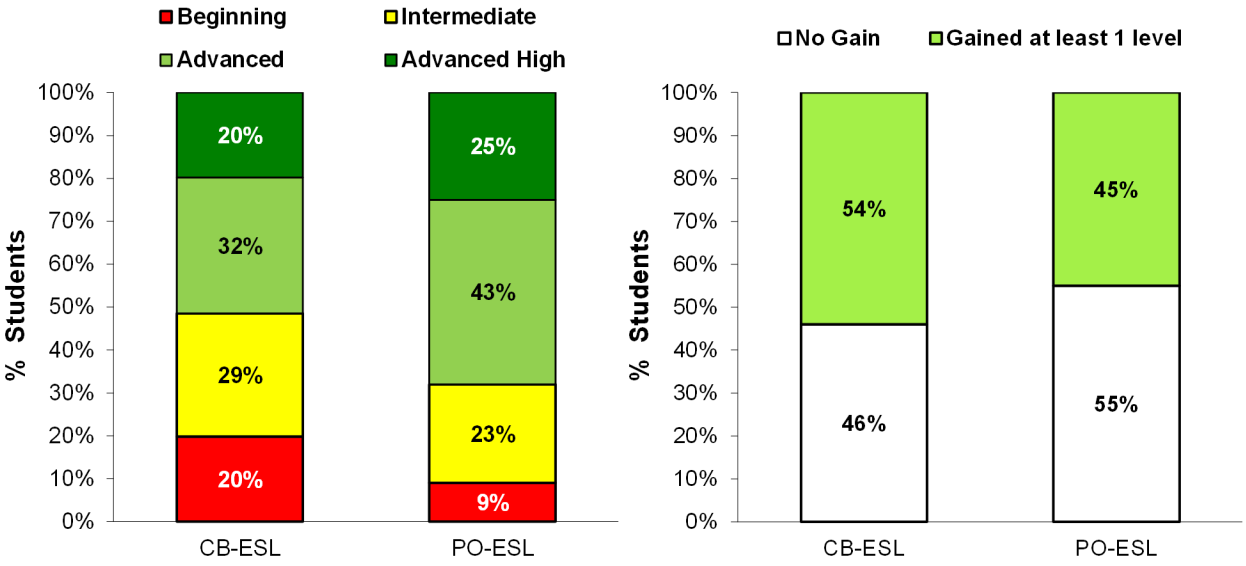
- Results show that current ESL students had low performance on the ELL progress measure for English I and II (11 percent met standard), but did better on Algebra I.

- Current ESL students were lower than the district on STAAR EOC progress, whereas exited CB-ESL students did better than the district and exited PO-ESL students were only slightly lower.

## TELPAS

- **Figure 12** summarizes TELPAS performance for students in the two ESL programs. Shown are the percentages of students scoring at each proficiency level on the TELPAS as well as the percentage of students who made gains in proficiency between 2015 and 2016.

**Figure 12. ESL student TELPAS performance 2016: A. Percent of students at each proficiency level by ESL program, B. Percent of students making gains in proficiency between 2015 and 2016**




*Source: TELPAS, Chancery*

- Overall, the PO-ESL program had more students at the Advanced High (25% vs. 20%) and fewer at the Beginning level in 2016 (9% vs. 20%) than did CB-ESL (see Figure 12a).

- In contrast, the CB-ESL program had a higher percentage of students who made progress in 2016 than did PO-ESL (54% vs. 45%; see Figure 12b).

- Further details including grade level data can be seen in **Appendices H** and **I** (pp. 19-20).

## Discussion

The district provides two different ESL programs for ELLs: Content-Based ESL and Pullout ESL. Direct comparison of the two programs is difficult, given that enrollment is largely a function of grade level (see Figure 2). However, performance data from 2015–2016 appeared to show that students in the CB-ESL program performed slightly better than those in the PO-ESL program across some assessments (STAAR reading and mathematics, TELPAS progress), while PO-ESL performed better than CB-ESL on other assessments (TELPAS proficiency, STAAR EOC English I and II). Results for exited ESL students showed students from both programs did well relative to the district, indicating that ESL students were capable of closing the performance gap relative to the district, with exited CB-ESL doing somewhat better than exited PO-ESL students.

Performance of ESL students on the STAAR EOC English I and II assessments is a cause for concern, as passing rates ranged from only three to eleven percent. Passing one of these tests is one of the criteria for exiting ELL status in grades 9 and 10, and with passing rates this low, it seems most ELLs at these grade levels will not be able to exit, regardless of their proficiency in other English language domains (i.e., writing, oral language proficiency). In addition, English I and II are required for students to graduate, and passing rates this low suggest that long-term outcomes for secondary ELLs are questionable. There are continuing efforts by both the Multilingual Programs Department and Curriculum to address this issue, but this most recent data indicates that there is still room for improvement.

# Appendix A

## Some Background on District ESL Programs

The Texas Education Code (§ 29.051) requires school districts to provide every language minority student with the opportunity to participate in a bilingual or other special language program. Texas Administrative Code (BB § 89.1205) further specifies that all elementary schools must offer a bilingual program to English Language Learners (ELLs) whose home language is spoken by 20 or more students in any single grade level across the entire district. If an ELL student's home language is spoken by fewer than 20 students in any single grade level across the district, elementary schools must provide an English as a Second Language (ESL) program, regardless of the students' grade levels, home language, or the number of such students.

As a results of these two requirements, the district has offered two different types of ESL programs for its ELL students. Mainly at the elementary level, Content Based ESL (CB-ESL) offers English language support to ELL students who do not have access to a bilingual education program. In CB ESL, instruction within content areas is delivered using ESL methodologies. At the secondary level, CB-ESL is available for Newcomers (students with three or fewer years in U.S. schools), and these students receive ESL/ELA as well as content ESL courses (e.g., ESL History, ESL Biology).

The district also offers a Pullout ESL model (PO-ESL) where students are served with an ESL language program for part of each day. Since bilingual programs in the district are generally not offered at the secondary level, PO-ESL is the dominant ESL program in middle and high school. PO-ESL students receive the minimal support of one or more ESL/ELA courses. PO-ESL is also offered for some ELL students at the elementary level (e.g., if a student's homeroom teacher is not ESL certified and the student needs to attend a separate class to get their required English language support).

# 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. The STAAR-L is a linguistically accommodated version of the STAAR given to ELLs who meet certain eligibility requirements (specifically, Spanish STAAR not he most appropriate test, student has not yet obtained a TELPAS rating of Advanced High in grade 2 or higher, and enrolled in U.S. schools 3 years or less).

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

For high school students, STAAR includes end-of-course (EOC) exams in English language arts (English I, II), mathematics (Algebra I), science (Biology), and social studies (U.S. History). Certain students continued to take the TAKS if they first entered ninth-grade in 2010–2011 or earlier and they had not previously passed their exit-level exam. Because of the small number of students in this category, TAKS data are not included in this report.

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

The TELPAS is an English language proficiency assessment which is administered to all ELL students in kindergarten through twelfth grade, and which was developed by the Texas Education Agency (TEA) in response to federal testing requirements. Proficiency scores in the domains of listening, speaking, reading, and writing are used to calculate a composite score. Composite scores are in turn used to indicate where ELL students are on a continuum of English language development. This continuum, based on the stages of language development for second language learners, is divided into four proficiency levels: Beginning, Intermediate, Advanced, and Advanced High.

# Appendix C

## 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. The expectations vary according to both the number of years the ELL students has been attending school, and their English proficiency level, as measures by the TELPAS. Thus, students who start at the same absolute performance level on a STAAR assessment may have different growth targets for the purposes of measuring ELL Progress, if they differ on either of these factors.

ELL Progress is reported for ELL students who (a) are classified as ELL, (b) took the English version of the STAAR, (c) did not receive a parental waiver or ELL services, and (d) were in their fourth year or less of enrollment in U.S. schools. ELL students not meeting these criteria may instead receive the regular STAAR Progress measure. Analogous versions of these two measures are reported for the EOC assessments.

# Appendix D

## English STAAR and STAAR-L Performance of CB-ESL and PO-ESL Students, with HISD for Comparison: Number Tested, and Percentage of Students Who Met Satisfactory Standard, by Grade Level and Subject

| Program | Grade | Enrollment 2015 N | Enrollment 2016 N | Reading 2015 # tested | Reading 2015 % Met Sat. | Reading 2016 # tested | Reading 2016 % Met Sat. | Mathematics 2015 # tested | Mathematics 2015 % Met Sat | Mathematics 2016 # tested | Mathematics 2016 % Met Sat. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Content-Based ESL | 3 | 788 | 1078 | 743 | 55 | 1,012 | 54 | 523 | 62 | 816 | 67 |
| | 4 | 829 | 1059 | 769 | 45 | 991 | 51 | 638 | 55 | 834 | 57 |
| | 5 | 802 | 1016 | 739 | 39 | 932 | 36 | 562 | 56 | 789 | 64 |
| | 6 | 361 | 256 | 353 | 37 | 243 | 20 | 263 | 64 | 147 | 52 |
| | 7 | 252 | 252 | 245 | 33 | 248 | 29 | 125 | 73 | 134 | 52 |
| | 8 | 231 | 280 | 224 | 18 | 270 | 17 | 57 | 67 | 98 | 44 |
| | **Total** | **3,263** | **3,941** | **3,073** | **42** | **3,696** | **42** | **2,168** | **59** | **2,818** | **61** |
| Pullout ESL | 3 | 44 | 88 | 43 | 42 | 86 | 40 | 22 | 50 | 72 | 56 |
| | 4 | 47 | 126 | 44 | 41 | 121 | 53 | 33 | 58 | 115 | 59 |
| | 5 | 38 | 170 | 35 | 51 | 163 | 39 | 28 | 68 | 154 | 61 |
| | 6 | 2,089 | 2,269 | 1,979 | 28 | 2,122 | 26 | 1,649 | 52 | 1,724 | 53 |
| | 7 | 1,933 | 2,080 | 1,838 | 22 | 1,961 | 25 | 1,404 | 38 | 1,496 | 43 |
| | 8 | 1,903 | 1,911 | 1,813 | 26 | 1,804 | 35 | 1,307 | 45 | 1,268 | 45 |
| | **Total** | **6,054** | **6,644** | **5,752** | **26** | **6,257** | **30** | **4,443** | **46** | **4,829** | **48** |
| Content-Based ESL STAAR-L | 3 | 232 | 218 | | | | | 232 | 45 | 218 | 29 |
| | 4 | 148 | 172 | | | | | 148 | 36 | 172 | 23 |
| | 5 | 187 | 162 | | | | | 116 | 24 | 87 | 87 |
| | 6 | 90 | 97 | ** No STAAR-L for Reading* | | | | 84 | 31 | 90 | 90 |
| | 7 | 116 | 97 | | | | | 116 | 8 | 97 | 2 |
| | 8 | 159 | 164 | | | | | 159 | 8 | 164 | 7 |
| | **Total** | **932** | **910** | ** 2015 uses the Phase-In I standard, 2016 uses the higher Progression standard* | | | | **932** | **27** | **910** | **17** |
| Pullout ESL STAAR-L | 3 | 21 | 14 | | | | | 21 | 62 | 14 | 71 |
| | 4 | 11 | 7 | | | | | 11 | 55 | 7 | 86 |
| | 5 | 7 | 8 | | | | | 7 | 71 | 8 | 25 |
| | 6 | 329 | 406 | | | | | 160 | 26 | 329 | 329 |
| | 7 | 432 | 444 | | | | | 432 | 18 | 444 | 20 |
| | 8 | 475 | 485 | | | | | 475 | 26 | 485 | 27 |
| | **Total** | **1,275** | **1,364** | | | | | **1,275** | **24** | **1,364** | **26** |
| Exited Content-Based ESL | 3 | 152 | 153 | 148 | 98 | 146 | 97 | 148 | 99 | 146 | 97 |
| | 4 | 188 | 228 | 179 | 97 | 220 | 99 | 179 | 96 | 220 | 94 |
| | 5 | 322 | 337 | 311 | 95 | 327 | 95 | 311 | 95 | 327 | 97 |
| | 6 | 305 | 369 | 286 | 89 | 352 | 87 | 286 | 86 | 352 | 90 |
| | 7 | 333 | 309 | 311 | 87 | 290 | 87 | 272 | 86 | 261 | 84 |
| | 8 | 432 | 339 | 404 | 92 | 309 | 93 | 253 | 86 | 205 | 81 |
| | **Total** | **1,732** | **1,735** | **1,639** | **92** | **1,644** | **92** | **1,449** | **91** | **1,511** | **91** |
| Exited Pullout ESL | 3 | 17 | 14 | 16 | 100 | 14 | 100 | 16 | 100 | 14 | 100 |
| | 4 | 13 | 15 | 13 | 100 | 15 | 100 | 13 | 100 | 15 | 93 |
| | 5 | 10 | 16 | 10 | 90 | 16 | 88 | 10 | 100 | 16 | 100 |
| | 6 | 18 | 13 | 14 | 100 | 12 | 92 | 14 | 79 | 12 | 92 |
| | 7 | 410 | 296 | 380 | 69 | 269 | 77 | 368 | 67 | 267 | 75 |
| | 8 | 610 | 586 | 557 | 82 | 562 | 82 | 412 | 72 | 435 | 71 |
| | **Total** | **1,078** | **940** | **990** | **78** | **888** | **81** | **833** | **71** | **759** | **75** |
| HISD | 3 | 17,669 | 18,387 | 12,736 | 69 | 13,370 | 66 | 12,657 | 71 | 13,345 | 69 |
| | 4 | 17,161 | 17,105 | 14,869 | 62 | 14,862 | 69 | 14,672 | 68 | 14,538 | 69 |
| | 5 | 16,095 | 16,560 | 15,275 | 69 | 15,684 | 64 | 14,995 | 73 | 15,441 | 72 |
| | 6 | 13,585 | 13,374 | 12,963 | 64 | 12,582 | 62 | 12,458 | 70 | 12,004 | 72 |
| | 7 | 13,388 | 13,443 | 12,746 | 64 | 12,743 | 64 | 11,733 | 65 | 11,685 | 66 |
| | 8 | 13,667 | 13,429 | 13,048 | 68 | 12,683 | 73 | 9,816 | 65 | 9,592 | 64 |
| | **Total** | **91,565** | **92,298** | **81,637** | **66** | **81,924** | **66** | **76,331** | **69** | **76,605** | **69** |

*Source: STAAR, Chancery*

** indicates < 5 students tested*

# Appendix Ea

## STAAR Progress and ELL Progress Performance of CB-ESL and PO-ESL 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. |
| Content-Based ESL (Current) | 3 | 788 | 1078 | 622 | 57 | 747 | 53 | n/a | n/a | n/a | n/a |
| | 4 | 829 | 1059 | 561 | 41 | 566 | 43 | 137 | 61 | 308 | 60 |
| | 5 | 802 | 1016 | 233 | 41 | 230 | 42 | 351 | 61 | 567 | 65 |
| | 6 | 361 | 256 | 104 | 36 | 108 | 34 | 243 | 34 | 118 | 34 |
| | 7 | 252 | 252 | 118 | 25 | 103 | 16 | 125 | 57 | 134 | 69 |
| | 8 | 231 | 280 | 164 | 40 | 164 | 32 | 55 | 71 | 80 | 60 |
| | **Total** | **3,263** | **3,941** | **1,802** | **46** | **1,918** | **44** | **911** | **54** | **1,207** | **61** |
| Pullout ESL (Current) | 3 | 44 | 88 | 38 | 45 | 66 | 42 | n/a | n/a | n/a | n/a |
| | 4 | 47 | 126 | 33 | 33 | 67 | 49 | 11 | 55 | 27 | 59 |
| | 5 | 38 | 170 | 11 | 73 | 26 | 38 | 21 | 67 | 111 | 63 |
| | 6 | 2,089 | 2,269 | 362 | 32 | 494 | 36 | 1,452 | 31 | 1,514 | 38 |
| | 7 | 1,933 | 2,080 | 466 | 23 | 494 | 24 | 1,214 | 52 | 1,381 | 66 |
| | 8 | 1,903 | 1,911 | 523 | 28 | 541 | 33 | 1,202 | 58 | 1,186 | 70 |
| | **Total** | **6,054** | **6,644** | **1,433** | **28** | **1,688** | **32** | **3,900** | **46** | **4,219** | **57** |
| Content-Based ESL (Exited) | 3 | n/a | n/a | | | | | n/a | n/a | n/a | n/a |
| | 4 | 188 | 228 | | | | | 175 | 79 | 217 | 69 |
| | 5 | 322 | 337 | | | | | 309 | 72 | 327 | 71 |
| | 6 | 305 | 369 | | | | | 281 | 57 | 349 | 56 |
| | 7 | 333 | 309 | | | | | 299 | 54 | 286 | 65 |
| | 8 | 432 | 339 | | | | | 395 | 68 | 304 | 73 |
| | **Total** | **1,580** | **1,582** | | | | | **1,459** | **65** | **1,483** | **66** |
| Pullout ESL (Exited) | 3 | n/a | n/a | | | | | n/a | n/a | n/a | n/a |
| | 4 | 13 | 15 | | | | | 13 | 77 | 15 | 67 |
| | 5 | 10 | 16 | | | | | 10 | 90 | 16 | 81 |
| | 6 | 18 | 13 | | | | | 13 | 77 | 11 | 64 |
| | 7 | 410 | 296 | | | | | 360 | 38 | 263 | 59 |
| | 8 | 610 | 586 | | | | | 522 | 61 | 559 | 70 |
| | **Total** | **1,061** | **926** | | | | | **918** | **52** | **864** | **67** |
| 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 Eb

## STAAR Progress and ELL Progress Performance of CB-ESL and PO-ESL 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. |
| Content-Based ESL (Current) | 3 | 788 | 1078 | 409 | 59 | 574 | 62 | Not Available 2015 | | n/a | n/a |
| | 4 | 829 | 1059 | 439 | 47 | 430 | 48 | | | 374 | 55 |
| | 5 | 802 | 1016 | 75 | 57 | 103 | 73 | | | 657 | 74 |
| | 6 | 361 | 256 | 15 | 73 | 25 | 48 | | | 117 | 44 |
| | 7 | 252 | 252 | 4 | 75 | 14 | 71 | | | 116 | 60 |
| | 8 | 231 | 280 | 8 | 75 | 19 | 58 | | | 69 | 68 |
| | **Total** | **3,263** | **3,941** | **950** | **53** | **1,165** | **57** | | | **1,333** | **63** |
| Pullout ESL (Current) | 3 | 44 | 88 | 20 | 45 | 53 | 49 | Not Available 2015 | | n/a | n/a |
| | 4 | 47 | 126 | 22 | 45 | 60 | 57 | | | 50 | 48 |
| | 5 | 38 | 170 | 4 | 75 | 19 | 58 | | | 131 | 60 |
| | 6 | 2,089 | 2,269 | 60 | 67 | 145 | 60 | | | 1,513 | 54 |
| | 7 | 1,933 | 2,080 | 58 | 50 | 111 | 47 | | | 1,339 | 44 |
| | 8 | 1,903 | 1,911 | 76 | 49 | 99 | 55 | | | 1,120 | 72 |
| | **Total** | **6,054** | **6,644** | **240** | **53** | **487** | **54** | | | **4,153** | **55** |
| Content-Based ESL (Exited) | 3 | n/a | n/a | | | | | Not Available 2015 | | n/a | n/a |
| | 4 | 188 | 228 | | | | | | | 217 | 67 |
| | 5 | 322 | 337 | | | | | | | 327 | 78 |
| | 6 | 305 | 369 | | | | | | | 349 | 70 |
| | 7 | 333 | 309 | | | | | | | 256 | 65 |
| | 8 | 432 | 339 | | | | | | | 162 | 78 |
| | **Total** | **1,580** | **1,582** | | | | | | | **1,311** | **72** |
| Pullout ESL (Exited) | 3 | n/a | n/a | | | | | Not Available 2015 | | n/a | n/a |
| | 4 | 13 | 15 | | | | | | | 15 | 67 |
| | 5 | 10 | 16 | | | | | | | 16 | 88 |
| | 6 | 18 | 13 | | | | | | | 11 | 64 |
| | 7 | 410 | 296 | | | | | | | 260 | 52 |
| | 8 | 610 | 586 | | | | | | | 423 | 74 |
| | **Total** | **1,061** | **926** | | | | | | | **725** | **66** |
| 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 F

## STAAR End-of-Course Performance of CB-ESL and PO-ESL Students: Number Tested, And Number and Percentage Who Met the Satisfactory Level II Student Standard or Final Recommended Standard (Spring 2016 Data Only, All Students Tested Including Retesters)

| | | | Satisfactory Level II Student Standard | | | | Final Recommended Standard | |
|---|---|---|---|---|---|---|---|---|
| | Student Group | # Tested | N | % Fail | N | % Met Student Standard | N | % Met Final Rec. Standard |
| Algebra I | CB ESL | 146 | 52 | 36 | 94 | 64 | 48 | 33 |
| | PO ESL | 1,379 | 690 | 50 | 689 | 50 | 191 | 14 |
| | CB ESL EOC-L | 359 | 237 | 66 | 122 | 34 | 28 | 8 |
| | PO ESL EOC-L | 817 | 559 | 68 | 258 | 32 | 78 | 10 |
| | Exited CB ESL | 411 | 67 | 16 | 344 | 84 | 245 | 60 |
| | Exited PO ESL | 867 | 233 | 27 | 634 | 73 | 309 | 36 |
| | HISD | 13,796 | 3,842 | 28 | 9,954 | 72 | 5,426 | 39 |
| Biology | CB ESL | 121 | 44 | 36 | 77 | 64 | 19 | 16 |
| | PO ESL | 1,185 | 531 | 45 | 654 | 55 | 137 | 12 |
| | CB ESL EOC-L | 189 | 127 | 67 | 62 | 33 | 5 | 3 |
| | PO ESL EOC-L | 811 | 602 | 74 | 209 | 26 | 22 | 3 |
| | Exited CB ESL | 423 | 29 | 7 | 394 | 93 | 319 | 75 |
| | Exited PO ESL | 833 | 111 | 13 | 722 | 87 | 375 | 45 |
| | HISD | 12,971 | 2,143 | 17 | 10,828 | 83 | 6,578 | 51 |
| English I | CB ESL | 468 | 423 | 90 | 45 | 10 | 17 | 4 |
| | PO ESL | 2,618 | 2,337 | 89 | 281 | 11 | 57 | 2 |
| | Exited CB ESL | 494 | 123 | 25 | 371 | 75 | 306 | 62 |
| | Exited PO ESL | 1,026 | 503 | 49 | 523 | 51 | 287 | 28 |
| | HISD | 16,696 | 8,085 | 48 | 8,611 | 52 | 5,926 | 35 |
| English II | CB ESL | 242 | 234 | 97 | 8 | 3 | 4 | 2 |
| | PO ESL | 2,150 | 1,974 | 92 | 176 | 8 | 36 | 2 |
| | Exited CB ESL | 673 | 218 | 32 | 455 | 68 | 326 | 48 |
| | Exited PO ESL | 1,085 | 558 | 51 | 527 | 49 | 240 | 22 |
| | HISD | 15,349 | 6,914 | 45 | 8,435 | 55 | 5,537 | 36 |
| U.S. History | CB ESL | 34 | 7 | 21 | 27 | 79 | 18 | 53 |
| | PO ESL | 706 | 272 | 39 | 434 | 61 | 99 | 14 |
| | CB ESL EOC-L | 68 | 35 | 51 | 33 | 49 | 2 | 3 |
| | PO ESL EOC-L | 431 | 271 | 63 | 160 | 37 | 39 | 9 |
| | Exited CB ESL | 700 | 36 | 5 | 664 | 95 | 475 | 68 |
| | Exited PO ESL | 1,168 | 112 | 10 | 1,056 | 90 | 590 | 51 |
| | HISD | 11,043 | 1,108 | 10 | 9,935 | 90 | 6,276 | 57 |

*Source: STAAR EOC 6/27/16, Chancery* *Note: HISD percentages may differ from district EOC report due to rounding error*

*Note: The Satisfactory Level II Student Standard is the 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).*

# Appendix G

## STAAR Progress and ELL Progress Performance of CB-ESL and PO-ESL Students: Number Tested, and Percent Met Standard, by Grade Level (End-of-Course)

**English I and II**

| | | ELL Progress | | | | STAAR Progress | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 2015 | | 2016 | | 2015 | | 2016 | |
| Program | Exam | # tested | % met | # tested | % met | # tested | % met | # tested | % met |
| CB-ESL | E1 | 346 | 8 | 370 | 15 | n/a | n/a | n/a | n/a |
| (Current) | E2 | 132 | 13 | 221 | 5 | 52 | 42 | 14 | 43 |
| | **Total** | **478** | **9** | **591** | **11** | **52** | **42** | **14** | **43** |
| PO-ESL | E1 | 819 | 11 | 999 | 14 | n/a | n/a | n/a | n/a |
| (Current) | E2 | 848 | 10 | 1,002 | 8 | 509 | 42 | 578 | 50 |
| | **Total** | **1,667** | **10** | **2,001** | **11** | **509** | **42** | **578** | **50** |
| CB-ESL | E1 | | | | | n/a | n/a | n/a | n/a |
| (Exited) | E2 | | | | | 703 | 50 | 541 | 58 |
| | **Total** | | | | | **703** | **50** | **541** | **58** |
| PO-ESL | E1 | | | | | n/a | n/a | n/a | n/a |
| (Exited) | E2 | | | | | 1,073 | 47 | 773 | 54 |
| | **Total** | | | | | **1,073** | **47** | **773** | **54** |
| HISD | E1 | 1,178 | 10 | 1,408 | 14 | n/a | n/a | n/a | n/a |
| | E2 | 986 | 11 | 1,270 | 7 | 10,334 | 47 | 10,976 | 56 |
| | **Total** | **2,164** | **10** | **2,678** | **11** | **10,334** | **47** | **10,976** | **56** |

**Algebra I**

| | | ELL Progress | | | | STAAR Progress | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 2015 | | 2016 | | 2015 | | 2016 | |
| Program | Exam | # tested | % met | # tested | % met | # tested | % met | # tested | % met |
| CB-ESL | A1 | 22 | 45 | 43 | 42 | 40 | 30 | 94 | 44 |
| (Current) | **Total** | **22** | **45** | **43** | **42** | **40** | **30** | **94** | **44** |
| PO-ESL | A1 | 119 | 39 | 165 | 56 | 725 | 15 | 812 | 25 |
| (Current) | **Total** | **119** | **39** | **165** | **56** | **725** | **15** | **812** | **25** |
| CB-ESL | A1 | | | | | 523 | 57 | 342 | 70 |
| (Exited) | **Total** | | | | | **523** | **57** | **342** | **70** |
| PO-ESL | A1 | | | | | 735 | 43 | 722 | 44 |
| (Exited) | **Total** | | | | | **735** | **43** | **722** | **44** |
| HISD | A1 | 143 | 41 | 218 | 53 | 11,064 | 44 | 10,938 | 48 |
| | **Total** | **143** | **41** | **218** | **53** | **11,064** | **44** | **10,938** | **48** |

*Source: STAAR EOC 6/27/16, Chancery*

# Appendix H

## TELPAS Performance for CB-ESL and PO-ESL Students: Number Tested and Number and Percentage of Students at Each Proficiency Level, by Grade Level (Data From 2016, With 2015 Results Shown in Shaded Column)

| Program | Grade Level | Tested | Beginning | | Intermediate | | Advanced | | Advanced High | | %AH 2015 | Composite Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | N | % | N | % | N | % | N | % | | |
| Content Based ESL | K | 1,101 | 405 | 37 | 305 | 28 | 271 | 25 | 120 | 11 | 12 | 2.1 |
| | 1 | 1,101 | 258 | 23 | 329 | 30 | 277 | 25 | 237 | 22 | 23 | 2.4 |
| | 2 | 1,049 | 131 | 12 | 325 | 31 | 370 | 35 | 223 | 21 | 25 | 2.6 |
| | 3 | 1,005 | 101 | 10 | 232 | 23 | 362 | 36 | 310 | 31 | 25 | 2.8 |
| | 4 | 1,014 | 113 | 11 | 295 | 29 | 383 | 38 | 223 | 22 | 24 | 2.6 |
| | 5 | 986 | 118 | 12 | 188 | 19 | 373 | 38 | 307 | 31 | 26 | 2.8 |
| | 6 | 250 | 58 | 23 | 82 | 33 | 79 | 32 | 31 | 12 | 19 | 2.2 |
| | 7 | 248 | 45 | 18 | 70 | 28 | 87 | 35 | 46 | 19 | 13 | 2.4 |
| | 8 | 270 | 89 | 33 | 73 | 27 | 86 | 32 | 22 | 8 | 8 | 2.1 |
| | 9 | 479 | 170 | 35 | 189 | 39 | 92 | 19 | 28 | 6 | 6 | 1.8 |
| | 10 | 140 | 23 | 16 | 66 | 47 | 45 | 32 | 6 | 4 | 11 | 2.2 |
| | 11 | 69 | 5 | 7 | 33 | 48 | 25 | 36 | 6 | 9 | 28 | 2.4 |
| | 12 | 353 | 73 | 21 | 142 | 40 | 112 | 32 | 26 | 7 | 15 | 2.2 |
| | **Total** | **8,065** | **1,589** | **20** | **2,329** | **29** | **2,562** | **32** | **1,585** | **20** | **20** | **2.4** |
| Pullout ESL | K | 4 | 3 | 75 | 1 | 25 | 0 | 0 | 0 | 0 | 22 | 1.4 |
| | 1 | 56 | 3 | 5 | 8 | 14 | 13 | 23 | 32 | 57 | 44 | 3.3 |
| | 2 | 51 | 4 | 8 | 11 | 22 | 14 | 27 | 22 | 43 | 33 | 2.9 |
| | 3 | 86 | 9 | 10 | 24 | 28 | 34 | 40 | 19 | 22 | 24 | 2.7 |
| | 4 | 122 | 8 | 7 | 36 | 30 | 49 | 40 | 29 | 24 | 20 | 2.7 |
| | 5 | 169 | 9 | 5 | 21 | 12 | 68 | 40 | 71 | 42 | 27 | 3.0 |
| | 6 | 2,196 | 173 | 8 | 516 | 23 | 1,009 | 46 | 498 | 23 | 22 | 2.7 |
| | 7 | 1,991 | 181 | 9 | 449 | 23 | 886 | 45 | 475 | 24 | 25 | 2.7 |
| | 8 | 1,860 | 149 | 8 | 441 | 24 | 837 | 45 | 433 | 23 | 30 | 2.7 |
| | 9 | 1,768 | 246 | 14 | 437 | 25 | 746 | 42 | 339 | 19 | 24 | 2.5 |
| | 10 | 1,205 | 123 | 10 | 328 | 27 | 440 | 37 | 314 | 26 | 25 | 2.6 |
| | 11 | 809 | 28 | 3 | 177 | 22 | 333 | 41 | 271 | 33 | 33 | 2.8 |
| | 12 | 655 | 9 | 1 | 105 | 16 | 275 | 42 | 266 | 41 | 34 | 3.0 |
| | **Total** | **10,972** | **945** | **9** | **2,554** | **23** | **4,704** | **43** | **2,769** | **25** | **26** | **2.7** |

*Source: TELPAS, Chancery*

# Appendix I

## TELPAS Performance for CB-ESL and PO-ESL Students: Number Tested and Number and Percentage of Students Gaining 1, 2, 3, or 1 or More Proficiency Levels, by Grade Level (Data From 2016, With 2015 Results in Shaded Column)

| Program | Grade Level | Cohort Size | Gained 1 Proficiency Level | | Gained 2 Proficiency Levels | | Gained 3 Proficiency Levels | | Gained at Least 1 Proficiency Level | | % Gained 2015 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | N | N | % | N | % | N | % | N | % | |
| Content Based ESL | 1 | 909 | 429 | 47 | 135 | 15 | 21 | 2 | 585 | 64 | 66 |
| | 2 | 882 | 406 | 46 | 68 | 8 | 4 | <1 | 478 | 54 | 53 |
| | 3 | 861 | 462 | 54 | 26 | 3 | 2 | <1 | 490 | 57 | 49 |
| | 4 | 845 | 378 | 45 | 23 | 3 | 1 | <1 | 402 | 48 | 50 |
| | 5 | 805 | 425 | 53 | 39 | 5 | 1 | <1 | 465 | 58 | 56 |
| | 6 | 182 | 62 | 34 | 2 | 1 | 0 | 0 | 64 | 35 | 39 |
| | 7 | 186 | 77 | 41 | 3 | 2 | 0 | 0 | 80 | 43 | 40 |
| | 8 | 153 | 60 | 39 | 5 | 3 | 0 | 0 | 65 | 42 | 43 |
| | 9 | 224 | 92 | 41 | 8 | 4 | 0 | 0 | 100 | 45 | 54 |
| | 10 | 92 | 37 | 40 | 3 | 3 | 0 | 0 | 40 | 43 | 45 |
| | 11 | 55 | 21 | 38 | 6 | 11 | 0 | 0 | 27 | 49 | 49 |
| | 12 | 211 | 99 | 47 | 9 | 4 | 0 | 0 | 108 | 51 | 52 |
| | **Total** | **5,405** | **2,548** | **47** | **327** | **6** | **29** | **1** | **2,904** | **54** | **53** |

| Program | Grade Level | Cohort Size | Gained 1 Proficiency Level | | Gained 2 Proficiency Levels | | Gained 3 Proficiency Levels | | Gained at Least 1 Proficiency Level | | % Gained 2015 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | N | N | % | N | % | N | % | N | % | |
| Pullout ESL | 1 | 48 | 39 | 81 | 6 | 13 | 0 | 0 | 45 | 94 | 82 |
| | 2 | 38 | 18 | 47 | 10 | 26 | 1 | 3 | 29 | 76 | 40 |
| | 3 | 74 | 30 | 41 | 1 | 1 | 0 | 0 | 31 | 42 | 50 |
| | 4 | 113 | 47 | 42 | 3 | 3 | 0 | 0 | 50 | 44 | 42 |
| | 5 | 158 | 96 | 61 | 8 | 5 | 0 | 0 | 104 | 66 | 59 |
| | 6 | 1,943 | 760 | 39 | 37 | 2 | 0 | 0 | 797 | 41 | 37 |
| | 7 | 1,690 | 717 | 42 | 20 | 1 | 1 | <1 | 738 | 44 | 45 |
| | 8 | 1,576 | 661 | 42 | 25 | 2 | 0 | 0 | 686 | 44 | 52 |
| | 9 | 1,411 | 528 | 37 | 28 | 2 | 0 | 0 | 556 | 39 | 42 |
| | 10 | 968 | 444 | 46 | 31 | 3 | 0 | 0 | 475 | 49 | 49 |
| | 11 | 672 | 355 | 53 | 15 | 2 | 0 | 0 | 370 | 55 | 54 |
| | 12 | 603 | 328 | 54 | 12 | 2 | 0 | 0 | 340 | 56 | 46 |
| | **Total** | **9,294** | **4,023** | **43** | **196** | **2** | **2** | **<1** | **4,221** | **45** | **46** |

*Source: TELPAS, Chancery*