MEMORANDUM September 11, 2017

TO: Gracie Guerrero
Assistant Superintendent, Multilingual Programs

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **2017 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 2016–2017 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 9,523 students were in the Content-Based ESL program in 2016–2017 (up from 7,690 in 2015–2016), with 13,976 students in the Pullout ESL program (up from 11,441 in 2015–2016).
- On STAAR 3-8 reading and mathematics, 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 assessment, Pullout ESL students had a higher passing rate than did Content-Based ESL students, and the two groups were equivalent on English II, while both were low compared to the district (9 to 14 percent Approaches Grade Level versus 48-51 percent for the district).
- Students who had exited from an ESL program seemed to have eliminated the performance gaps relative to the district, with performance being better than that of the district on all STAAR 3-8 and EOC assessments.
- On the TELPAS, students in Pullout ESL showed higher overall English proficiency in 2017 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
cc: Grenita Lathan

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH

Educational Program Report

ESL STUDENT PERFORMANCE
ENGLISH STAAR AND TELPAS
2016 – 2017

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English as a Second Language Student Performance Report: English STAAR and TELPAS 2016–2017

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 2016–2017 school year, there were 9,523 students receiving ESL instruction using the CB-ESL model, and 13,976 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 or STAAR EOC.

- On the STAAR 3-8, students in CB-ESL performed better than those in PO-ESL, while students in the two programs were more similar on the EOC exams.

- The performance gaps for ESL students relative to the district were eliminated for those ESL students who had exited ELL status.

- Both exited CB-ESL students and exited PO-ESL students performed better than the district average across all measures on the STAAR 3-8 and EOC.

- 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. The higher performance and gains by CB-ESL students shows the importance of instruction by certified teachers in all content areas. 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 & Development 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 lev-

els should be developed so that the academic progress of these students can be accurately measured and monitored.

4. The implementation of the ELLevation In-Class and Instructional Strategies systems should continue at the secondary level 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" (immigrant 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).

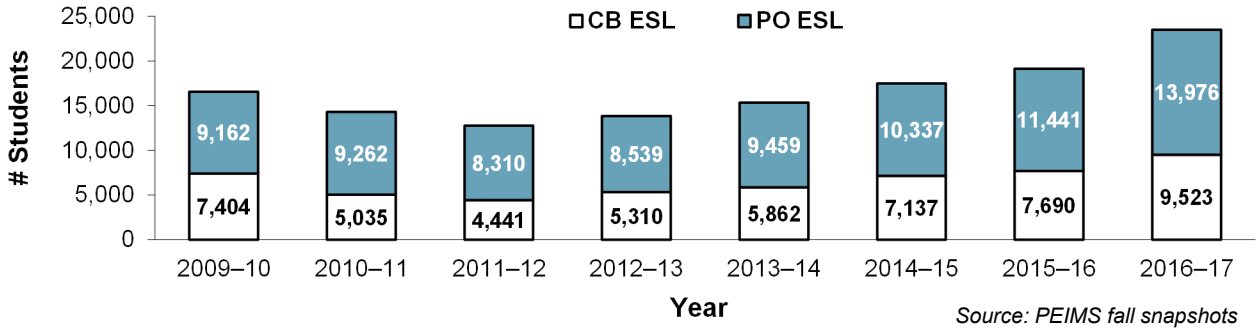
The purpose of this report is to provide program staff with a detailed examination of ELLs enrolled in the district's two ESL programs. The report includes data concerning the number of students enrolled in ESL, as well as information on their academic progress in English (STAAR and STAAR-EOC), and level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

Methods

Participants

ELLs in either the Content-Based or Pullout ESL program were identified using 2016–2017 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**. The majority of ESL students are served under the PO-ESL program (13,976), with fewer students served under the CB-ESL program (9,523). ESL enrollment has also increased since 2011–2012.

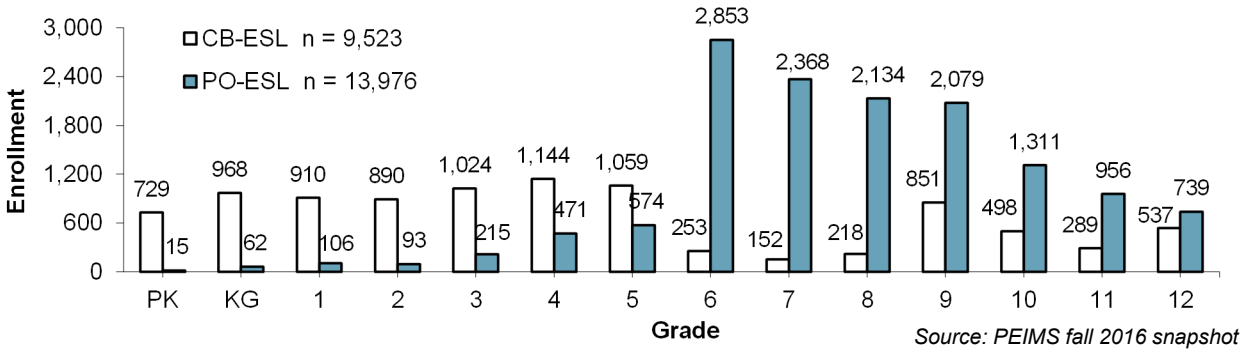
Figure 1. ELL Enrollment by ESL Program Type, 2009–2010 to 2016–2017



Source: PEIMS fall snapshots

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 more common 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 2009–2010 to 2016–2017. 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 2010 at both the elementary and secondary levels, and the same is true of Swahili.

Figure 2. ESL student enrollment by ESL program and grade level, 2017



Source: PEIMS fall 2016 snapshot

Data Collection & Analysis

ELL performance on three 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, and the Texas English Language Proficiency Assessment System (TELPAS). All ESL students in HISD are assessed using the English versions of the STAAR assessments, so no Spanish STAAR results are included in this report. All ESL students in grades K through 12 with valid STAAR, STAAR-EOC, or TELPAS test results from 2016–2017 were included in the analyses for this report.

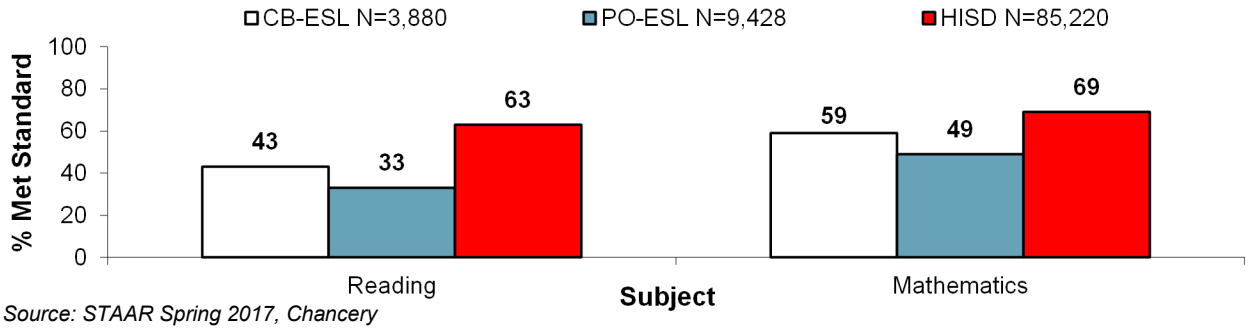
STAAR results are reported for the reading and mathematics tests (first administration only). For each test, the percentage of students who passed (met Approaches Grade Level standard or higher) is shown. For STAAR EOC, the percent of students who met standard (Student Standard) are reported for English 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 accomodated or linguistically accomodated 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 (see **Appendix B**, p. 12 and **Appendix C**, p.13 for more explanation).

Table 1. ESL Student Enrollment by Home Language and Grade Level, 2009–2010 to 2016–2017: The Six Most Common Home Languages Used

Grade Level	Home Language	School Year							
		09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
PK-5	Spanish	2,778	493	335	1,061	1,528	2,240	3,125	4,808
	Arabic	301	386	410	462	520	643	684	710
	Mandarin	136	131	155	217	229	241	215	241
	Vietnamese	300	282	243	233	184	177	156	231
	Nepali	51	70	98	130	149	155	145	178
	Swahili	60	77	92	102	116	124	144	131
	Other	1,353	1,253	1,234	1,322	1,475	1,558	1,802	1,962
6-12	Spanish	10,687	10,487	9,043	9,186	9,770	11,000	11,446	13,759
	Arabic	122	180	183	174	211	248	294	321
	Swahili	42	69	90	97	125	120	140	199
	Nepali	75	147	171	146	150	132	90	94
	Vietnamese	88	95	97	97	101	86	87	72
	French	41	51	47	47	53	49	57	71
	Other	532	576	553	575	710	701	746	722

Source: PEIMS fall snapshots

Figure 3. ESL student STAAR percent met Approaches Grade Level standard by ESL program and subject, 2017



Source: STAAR Spring 2017, Chancery

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 students gained one or more levels of English language proficiency between testing in 2016 and 2017. For this second indicator, the percent gaining one or more proficiency levels in the previous year is reported.

Results

STAAR

- **Figure 3** shows the percent of students who met the 2017 passing standard (Approaches Grade Level) for the reading and mathematics sections of the STAAR in 2017. Further details, including performance by grade level, and results for 2016, can be seen in **Appendix D** (p. 14).

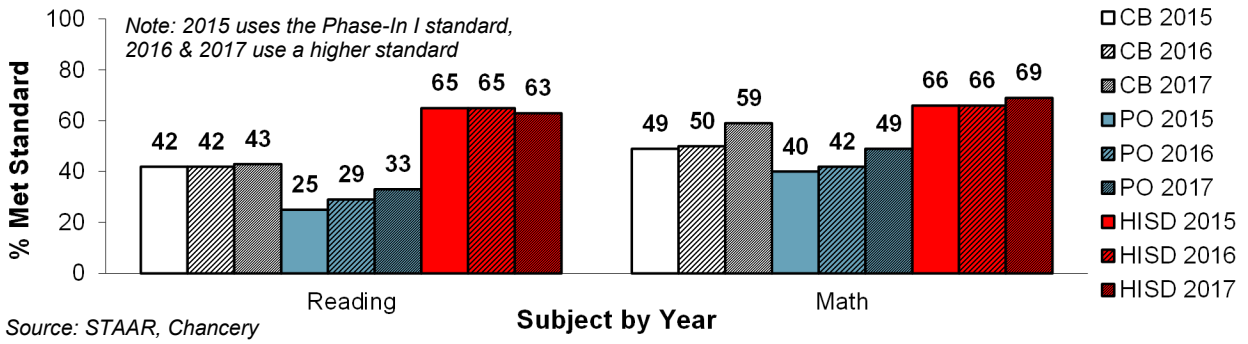
- CB-ESL performance was exceeded that of PO-ESL, by 10 percentage points in both subjects.

- Both groups of ESL students were lower than the district in reading (gaps of 20 and 30 percentage points, respectively) as well as in mathematics (gaps of 10 and 20 points).

- **Figure 4** (see below) shows STAAR results for ESL students for 2015 to 2017. Both CB-ESL and PO-ESL students have improved in reading, with PO-ESL showing larger gains. Mathematics scores for both groups have also improved (+10 and + 9 percentage points). Note that 2015 uses the older Phase-In I standard, while 2016 and 2017 use a slightly higher standard.

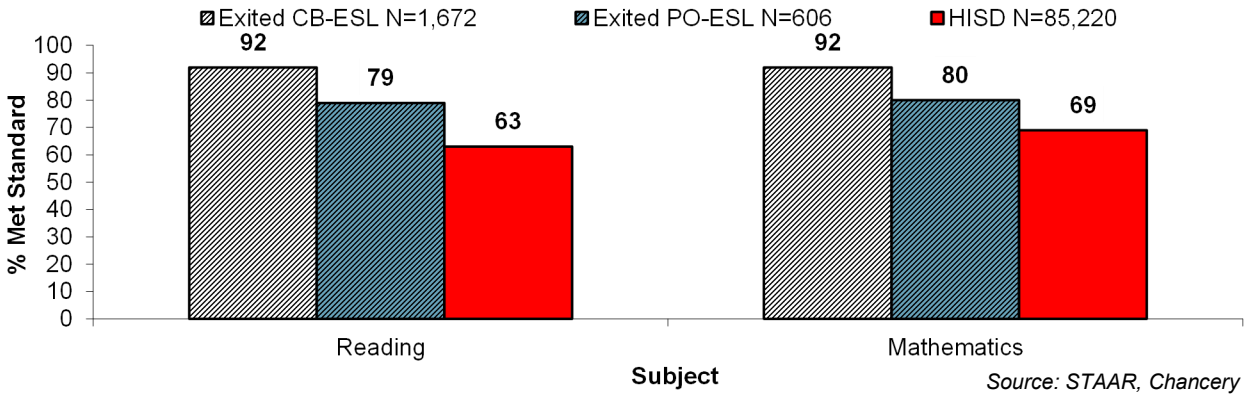
- Overall, the district has shown a decline of two percentage points in reading over the same time frame, with only a three-point improvement in mathematics.

Figure 4. ESL student STAAR percent met Approaches Grade Level standard by ESL program and subject, 2015 to 2017



Source: STAAR, Chancery

Figure 5. Exited ESL student STAAR percent met Approaches Grade Level standard by ESL program and subject, 2017



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 2017, 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** (below) shows STAAR results for exited ESL students over the period 2015 to 2017. Both groups have been consistently higher than HISD overall, and both have either shown gains in performance or remained stable, while the district has declined in reading since 2015 while showing a small gain in mathematics (see Appendix D for additional results).

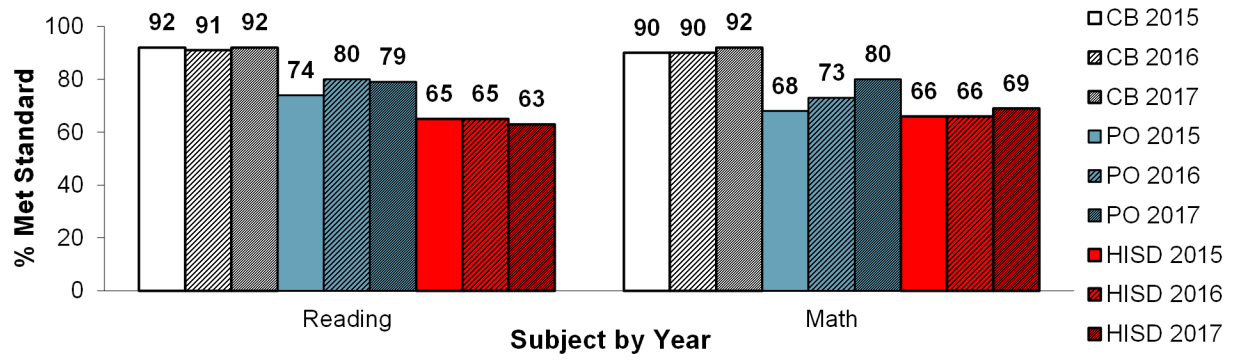
- **Figure 7** (see p. 7) shows results for the ELL progress and STAAR progress measures (for detailed results see **Appendices E and F**, pp. 15-16). Results for STAAR reading and mathematics are included in the figure (English STAAR only).

- 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 also did better than exited PO-ESL students, on both the reading and mathematics STAAR progress measures.

- Exited CB-ESL and PO-ESL students either did better than the district on the STAAR progress measures, or performed at the same level (PO-ESL on STAAR reading).

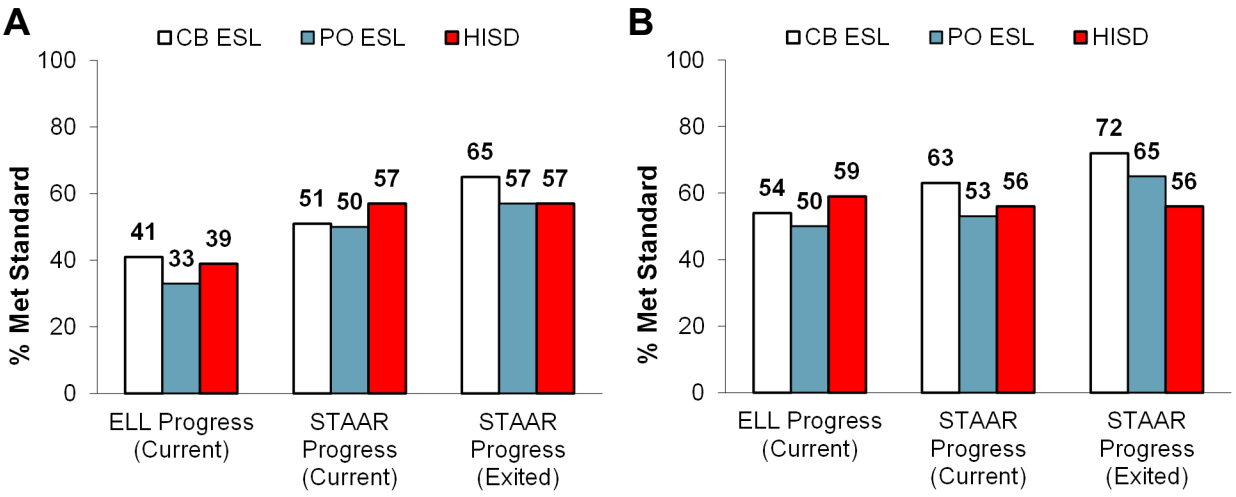
Figure 6. Exited ESL student STAAR percent met Approaches Grade Level standard by ESL program and subject, 2015 to 2017



Source: STAAR, Chancery

Note: 2015 uses the Phase-In I standard, 2016 & 2017 use a higher standard

Figure 7. STAAR progress and ELL progress performance on English reading (A) and mathematics (B) by ESL program, 2017 (combined results for grades 3 through 8)



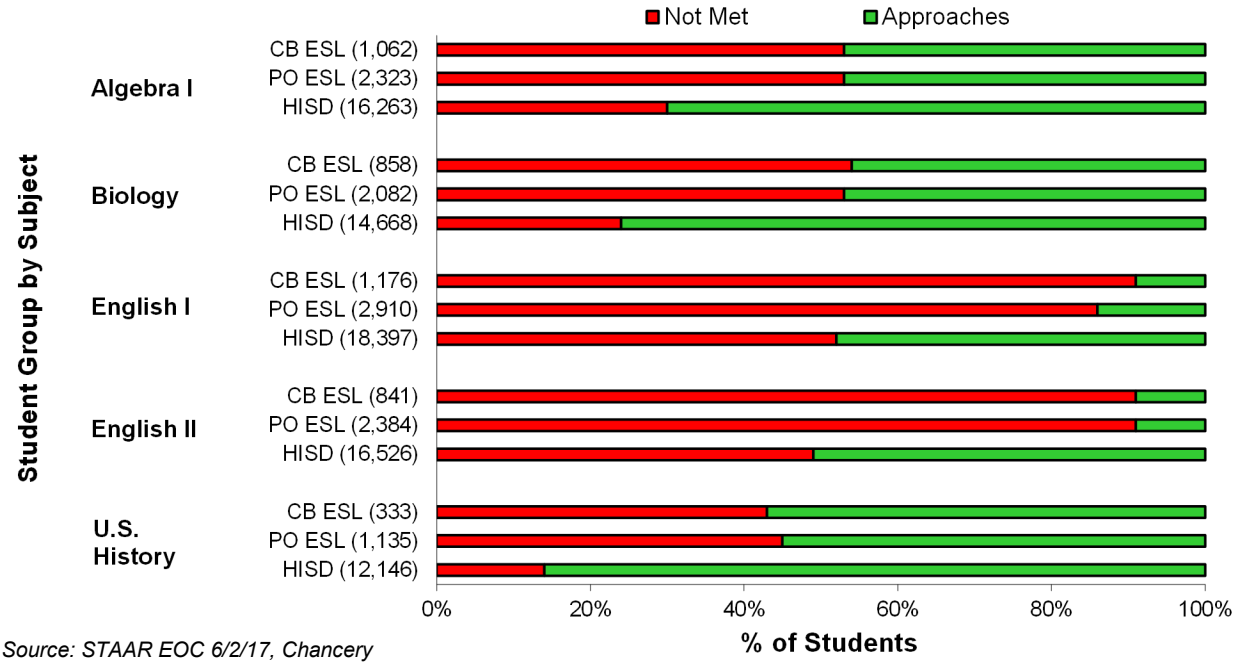
Source: STAAR, Chancery

STAAR EOC

- **Figure 8** (below) shows results for current ESL students on the STAAR-EOC assessment (see also **Appendix G**, 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 Approaches Grade Level standard for 2016–2017 (green). Red indicates the percentage of students who scored did not meet this standard (number tested in parentheses).

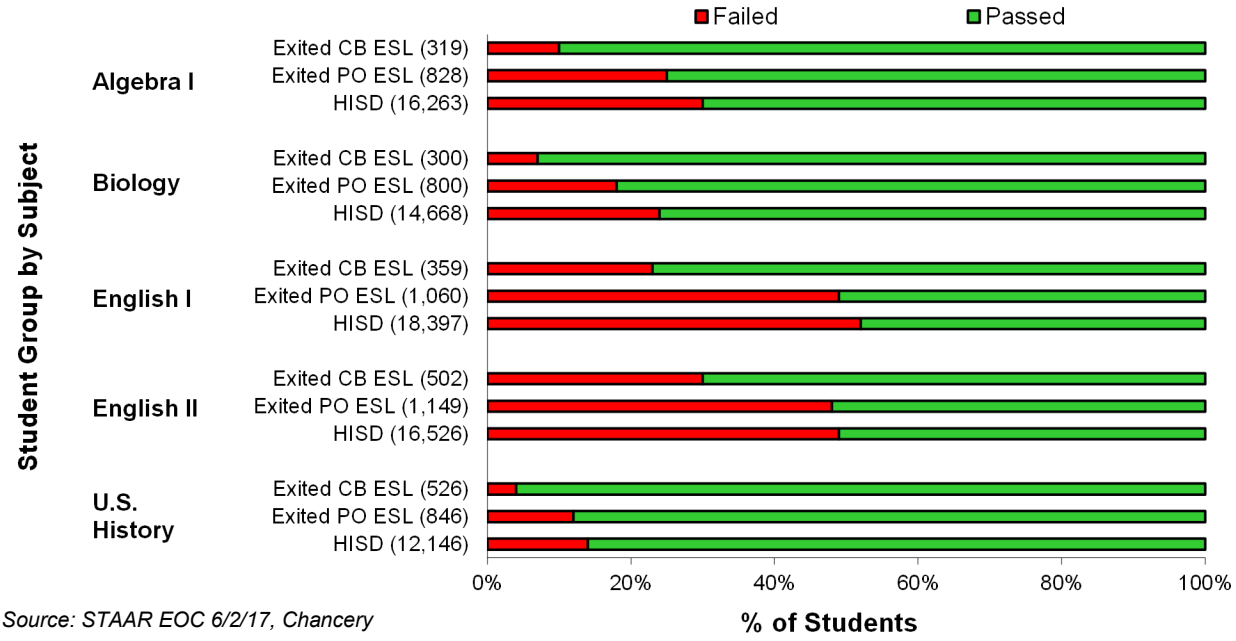
- Both CB-ESL and PO-ESL had fewer students who met standard or better, and more who failed to meet standard, than did the district overall (only 9% to 14% of ESL students passed English I or II).

Figure 8. ESL student STAAR-EOC percent met Approaches Grade Level standard by ESL program and subject, 2017



Source: STAAR EOC 6/2/17, Chancery

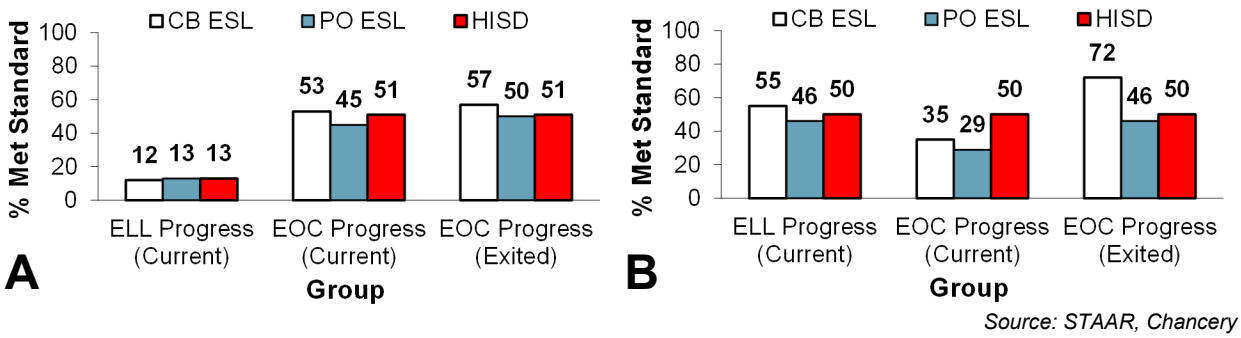
Figure 9. Exited ESL student STAAR-EOC percent met Approaches Grade Level standard by ESL program and subject, 2017



Source: STAAR EOC 6/2/17, Chancery

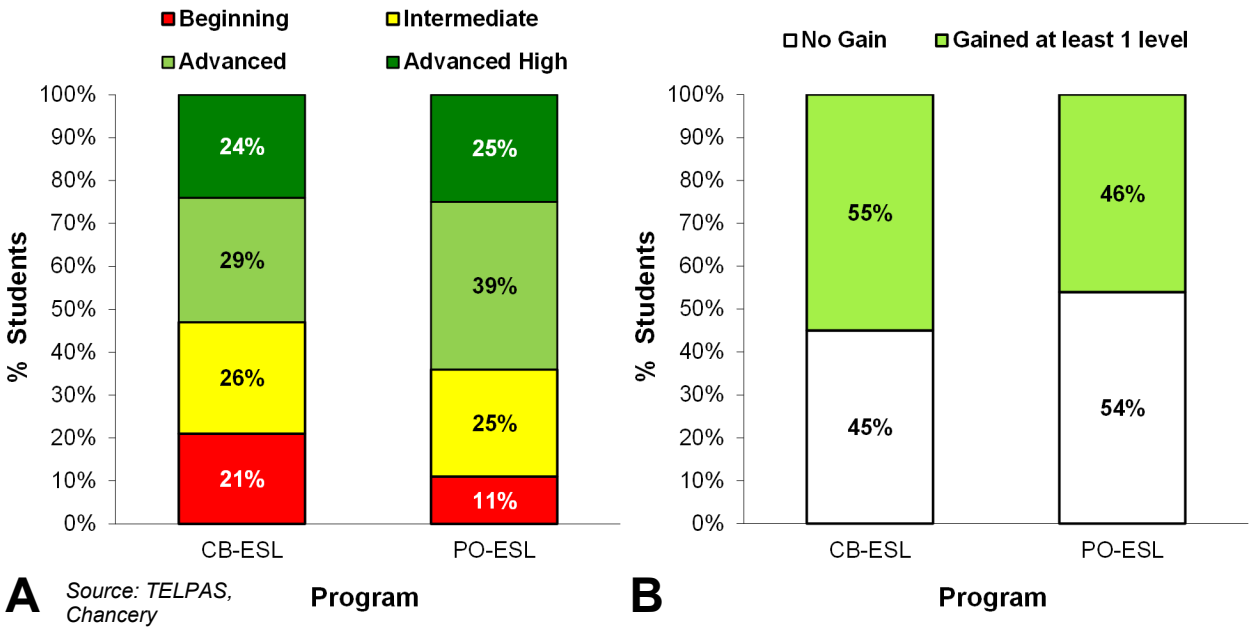
- **Figure 9** (see above) shows STAAR-EOC performance for students who had exited ELL status. HISD overall results are included for comparison (see also Appendix G).
- Students who had previously been in CB-ESL had higher passing rates than did HISD overall or those who had previously been in PO-ESL, and this was true for all subjects.
- Exited PO-ESL students had higher passing rates than the district in all subjects.
- **Figure 10** below shows results for the ELL progress and STAAR progress measures from the EOC exams, English I and II (combined) and Algebra I. (see **Appendix H** for details, p. 18).
- Current ESL students did better on Algerbra I than for English I and II on the ELL progress measure, but showed the opposite pattern on STAAR EOC progress.
- Exited CB-ESL students did better than the district on the STAAR EOC progress measure for both English I/II and Algebra I, while exited PO-ESL students performed lower than the district on both.

Figure 10. STAAR EOC Progress and ELL Progress performance by ESL program, 2017: A. English I and II (combined), and B. Algebra I



Source: STAAR, Chancery

Figure 11. ESL student TELPAS performance 2017: A. Percent of students at each proficiency level by ESL program, B. Percent of students making gains in proficiency



TELPAS

- **Figure 11** 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 2016 and 2017.

- Overall, the PO-ESL program had more students at the Advanced level or better (64% vs. 53%) and fewer at the Beginning level in 2017 (11% vs. 21%) than did CB-ESL (see Figure 12a).

- In contrast, the CB-ESL program had a higher percentage of students who made progress in 2017 than did PO-ESL (55% vs. 46%; see Figure 12b).

- Further details including grade level data can be seen in **Appendices I** and **J** (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), and this is correlated with any number of factors (e.g., years a student has been ELL). However, performance data from 2016–2017 showed 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 U.S. History). 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 better than exited PO-ESL students on both the STAAR 3-8 and EOC.

Performance of ESL students on the STAAR EOC English I and II assessments remains a cause for concern. Passing rates ranged from only nine to fourteen percent for current ESL students. This is an improvement over the previous year, but is still problematic. 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, 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).

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 as "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 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).

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

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

Appendix C

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. 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 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 Performance of CB-ESL and PO-ESL Students, with HISD for Comparison: Number Tested and Percentage of Students Meeting Approaches Grade Level Standard by Grade Level and Subject

Program	Grade	Enrollment 2016 N	Enrollment 2017 N	Reading 2016 # Tested	Reading 2016 % Met Sat.	Reading 2017 # Tested	Reading 2017 % Appr.	Mathematics 2016 # Tested	Mathematics 2016 % Met Sat	Mathematics 2017 # Tested	Mathematics 2017 % Appr.
Content-Based ESL	3	1,078	1,091	1,025	53	1,031	51	1,044	58	1,035	64
	4	1,059	1,232	1010	50	1,147	44	1,023	51	1,152	60
	5	1,016	1,211	957	36	1,141	45	973	55	1,142	66
	6	256	195	252	20	190	23	252	33	190	38
	7	252	161	249	29	156	28	233	31	153	33
	8	280	231	273	17	215	23	264	21	217	26
	Total	**3,941**	**4,121**	**3,766**	**42**	**3,880**	**43**	**3,789**	**50**	**3,889**	**59**
Pullout ESL	3	88	398	87	39	391	51	87	57	392	55
	4	126	656	125	51	648	51	125	60	650	68
	5	170	798	167	38	759	46	165	58	760	63
	6	2,269	3,039	2,211	25	2,987	27	2,215	47	2,983	51
	7	2,080	2,443	2,019	25	2,404	32	1,996	37	2,386	41
	8	1,911	2,269	1,882	34	2,239	28	1,825	39	2,155	45
	Total	**6,644**	**9,603**	**6,491**	**29**	**9,428**	**33**	**6,413**	**42**	**9,326**	**49**
Exited Content-Based ESL	3	153	158	146	97	156	97	146	97	156	97
	4	228	259	221	98	252	93	221	94	252	94
	5	337	267	327	95	257	93	327	97	257	96
	6	369	396	356	86	385	88	356	89	385	92
	7	309	359	295	85	344	91	266	83	307	86
	8	339	294	317	91	278	92	214	79	186	90
	Total	**1,735**	**1,733**	**1,662**	**91**	**1,672**	**92**	**1,530**	**90**	**1,543**	**92**
Exited Pullout ESL	3	14	31	14	100	31	94	14	100	31	100
	4	15	18	15	100	18	100	15	93	18	100
	5	16	24	16	88	24	92	16	100	24	96
	6	13	40	12	92	40	75	12	92	40	88
	7	296	141	280	74	138	76	277	72	133	72
	8	586	374	571	81	355	77	448	70	278	77
	Total	**940**	**628**	**908**	**80**	**606**	**79**	**782**	**73**	**524**	**80**
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 < 5 students tested*

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

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

Appendix E

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

Program	Grade	Enrollment 2016 N	Enrollment 2017 N	ELL Progress 2016 # Tested	ELL Progress 2016 % Met Std.	ELL Progress 2017 # Tested	ELL Progress 2017 % Met Std.	STAAR Progress 2016 # Tested	STAAR Progress 2016 % Met Std	STAAR Progress 2017 # Tested	STAAR Progress 2017 % Met Std.
Content-Based ESL (Current)	3	1,078	1,091	758	53	839	49	n/a	n/a	n/a	n/a
	4	1,059	1,232	578	42	594	35	316	60	407	53
	5	1,016	1,211	230	42	280	44	589	64	728	52
	6	256	195	108	34	88	30	127	33	91	27
	7	252	161	103	16	83	41	135	69	65	68
	8	280	231	164	32	137	23	85	60	70	57
	Total	**3,941**	**4,121**	**1,941**	**44**	**2,021**	**41**	**1,252**	**60**	**1,361**	**51**
Pullout ESL (Current)	3	88	398	67	42	324	48	n/a	n/a	n/a	n/a
	4	126	656	68	49	361	39	30	60	231	60
	5	170	798	26	38	94	47	114	62	568	48
	6	2,269	3,039	500	36	659	31	1,592	38	2,178	32
	7	2,080	2,443	497	24	703	32	1,438	65	1,569	67
	8	1,911	2,269	546	32	659	25	1,255	67	1,414	59
	Total	**6,644**	**9,603**	**1,704**	**32**	**2,800**	**33**	**4,429**	**56**	**5,960**	**50**
Content-Based ESL (Exited)	3	n/a	n/a					n/a	n/a	n/a	n/a
	4	228	259					218	69	251	67
	5	337	267					327	71	255	69
	6	369	396					353	56	384	49
	7	309	359					291	64	343	74
	8	339	294					310	73	273	71
	Total	**1,582**	**1,575**					**1,499**	**66**	**1,506**	**65**
Pullout ESL (Exited)	3	n/a	n/a					n/a	n/a	n/a	n/a
	4	15	18					15	67	18	72
	5	16	24					16	81	24	63
	6	13	40					11	64	40	28
	7	296	141					273	59	135	67
	8	586	374					567	70	352	56
	Total	**926**	**597**					**882**	**66**	**569**	**57**
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 F

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		2016		2017		2016		2017	
Program	Grade	2016 N	2017 N	# Tested	% Met Std.	# Tested	% Met Std.	# Tested	% Met Std.	# Tested	% Met Std.
Content-Based ESL (Current)	3	1,078	1,091	768	55	843	63	n/a	n/a	n/a	n/a
	4	1,059	1,232	584	44	599	52	389	54	501	60
	5	1,016	1,211	242	54	281	60	679	71	819	69
	6	256	195	108	19	88	19	127	44	91	46
	7	252	161	103	19	83	31	119	60	63	46
	8	280	231	162	33	135	25	75	68	59	51
	Total	**3,941**	**4,121**	**1,967**	**46**	**2,029**	**54**	**1,389**	**63**	**1,533**	**63**
Pullout ESL (Current)	3	88	398	67	54	325	52	n/a	n/a	n/a	n/a
	4	126	656	68	60	363	60	52	50	275	63
	5	170	798	26	62	95	64	135	59	650	64
	6	2,269	3,039	501	45	660	52	1,603	53	2,198	38
	7	2,080	2,443	495	36	698	41	1,412	43	1,556	52
	8	1,911	2,269	545	51	652	49	1,195	70	1,321	70
	Total	**6,644**	**9,603**	**1,702**	**45**	**2,793**	**50**	**4,397**	**55**	**6,000**	**53**
Content-Based ESL (Exited)	3	n/a	n/a					n/a	n/a	n/a	n/a
	4	228	259					218	67	251	75
	5	337	267					327	78	255	84
	6	369	396					353	70	382	63
	7	309	359					261	65	310	67
	8	339	294					168	79	155	81
	Total	**1,582**	**1,575**					**1,327**	**72**	**1,353**	**72**
Pullout ESL (Exited)	3	n/a	n/a					n/a	n/a	n/a	n/a
	4	15	18					15	67	18	78
	5	16	24					16	88	24	63
	6	13	40					11	64	40	48
	7	296	141					270	50	132	54
	8	586	374					435	73	272	72
	Total	**926**	**597**					**747**	**65**	**486**	**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 G

STAAR End-of-Course Performance of CB-ESL and PO-ESL Students: Number Tested, And Number and Percentage Who Met the Approaches Grade Level Standard or Meets Grade Level Standard (Spring 2017 Data Only, All Students Tested Including Retesters)

		#	Fail		Approaches Grade Level		Meets Grade Level	
	Student Group	Tested	N	% Stu	N	% Stu	N	% Stu
Algebra I	CB-ESL	1,062	567	53	495	47	146	14
	PO-ESL	2,323	1,240	53	1,083	47	342	15
	Exited CB-ESL	319	33	10	286	90	214	67
	Exited PO-ESL	828	210	25	618	75	302	36
	HISD	16,263	4,826	30	11,437	70	6,358	39
Biology	CB-ESL	858	465	54	393	46	113	13
	PO-ESL	2,082	1,094	53	988	47	275	13
	Exited CB-ESL	300	22	7	278	93	237	79
	Exited PO-ESL	800	147	18	653	82	354	44
	HISD	14,668	3,574	24	11,094	76	6,924	47
English I	CB-ESL	1,295	1,176	91	119	9	49	4
	PO-ESL	2,910	2,497	86	413	14	130	4
	Exited CB-ESL	359	81	23	278	77	235	65
	Exited PO-ESL	1,060	520	49	540	51	275	26
	HISD	18,397	9,537	52	8,860	48	6,079	33
English II	CB-ESL	841	769	91	72	9	24	3
	PO-ESL	2,384	2,180	91	204	9	57	2
	Exited CB-ESL	502	149	30	353	70	293	58
	Exited PO-ESL	1,149	547	48	602	52	334	29
	HISD	16,526	8,137	49	8,389	51	5,991	36
U.S. History	CB-ESL	333	143	43	190	57	72	22
	PO-ESL	1,135	507	45	628	55	181	16
	Exited CB-ESL	526	21	4	505	96	378	72
	Exited PO-ESL	846	104	12	742	88	429	51
	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 H

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			
		2016		2017		2016		2017	
Program	Exam	# Tested	% Met	# Tested	% Met	# Tested	% Met	# Tested	% Met
CB-ESL	E1	370	15	803	14	n/a	n/a	n/a	n/a
(Current)	E2	221	5	530	8	14	43	166	53
	Total	**591**	**11**	**1,333**	**12**	**14**	**43**	**166**	**53**
PO-ESL	E1	1,001	14	1,191	17	n/a	n/a	n/a	n/a
(Current)	E2	1,006	8	1,178	9	611	49	589	45
	Total	**2,007**	**11**	**2,369**	**13**	**611**	**49**	**589**	**45**
CB-ESL	E1					n/a	n/a	n/a	n/a
(Exited)	E2					547	57	400	57
	Total					**547**	**57**	**400**	**57**
PO-ESL	E1					n/a	n/a	n/a	n/a
(Exited)	E2					796	54	853	50
	Total					**796**	**54**	**853**	**50**
HISD	E1	1,410	14	2,009	19	n/a	n/a	n/a	n/a
	E2	1,274	8	1,719	9	11,277	55	11,186	51
	Total	**2,684**	**11**	**3,728**	**13**	**11,277**	**55**	**11,186**	**51**

Algebra I

		ELL Progress				STAAR Progress			
		2016		2017		2016		2017	
Program	Exam	# Tested	% Met	# Tested	% Met	# Tested	% Met	# Tested	% Met
CB-ESL	A1	390	56	702	55	101	42	238	35
(Current)	**Total**	**390**	**56**	**702**	**55**	**101**	**42**	**238**	**35**
PO-ESL	A1	917	44	1,020	46	887	24	879	29
(Current)	**Total**	**917**	**44**	**1,020**	**46**	**887**	**24**	**879**	**29**
CB-ESL	A1					347	69	273	72
(Exited)	**Total**					**347**	**69**	**273**	**72**
PO-ESL	A1					763	42	667	46
(Exited)	**Total**					**763**	**42**	**667**	**46**
HISD	A1	1,342	48	1,734	50	11,395	46	11,459	50
	Total	**1,342**	**48**	**1,734**	**50**	**11,395**	**46**	**11,459**	**50**

Source: STAAR EOC 6/27/16, Chancery

Note: STAAR EOC 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 files available. STAAR EOC results reflect data from the Spring administrations of the designated year, including retesters.

Appendix I

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 2017, With 2016 Results Shown in Shaded Column)

Program	Grade Level	Tested	Beginning		Intermediate		Advanced		Advanced High		%AH 2016	Composite Score
			N	%	N	%	N	%	N	%		
Content Based ESL	K	957	374	39	258	27	196	20	129	13	11	2.1
	1	907	194	21	272	30	218	24	223	25	22	2.5
	2	849	136	16	243	29	265	31	205	24	21	2.5
	3	1,057	121	11	250	24	356	34	330	31	31	2.7
	4	1,193	147	12	260	22	445	37	341	29	22	2.7
	5	1,177	139	12	186	16	387	33	465	40	31	2.9
	6	191	61	32	33	17	54	28	43	23	12	2.4
	7	157	52	33	36	23	39	25	30	19	19	2.3
	8	226	86	38	40	18	57	25	43	19	8	2.2
	9	935	350	37	279	30	211	23	95	10	6	2.0
	10	511	120	23	199	39	116	23	76	15	4	2.2
	11	257	19	7	90	35	85	33	63	25	9	2.6
	12	450	75	17	175	39	137	30	63	14	7	2.3
	Total	**8,867**	**1,874**	**21**	**2,321**	**26**	**2,566**	**29**	**2,106**	**24**	**20**	**2.5**

Program	Grade Level	Tested	Beginning		Intermediate		Advanced		Advanced High		%AH 2016	Composite Score
			N	%	N	%	N	%	N	%		
Pullout ESL	K	317	204	64	67	21	35	11	11	3	0	1.5
	1	366	78	21	154	42	80	22	54	15	57	2.3
	2	308	43	14	124	40	94	31	47	15	43	2.4
	3	385	28	7	127	33	128	33	102	26	22	2.7
	4	654	40	6	208	32	260	40	146	22	24	2.7
	5	788	67	9	161	20	283	36	277	35	42	2.9
	6	2,979	229	8	746	25	1,315	44	689	23	23	2.7
	7	2,381	233	10	554	23	999	42	595	25	24	2.7
	8	2,157	232	11	447	21	877	41	601	28	23	2.7
	9	1,951	322	17	468	24	703	36	458	23	19	2.5
	10	1,202	119	10	319	27	473	39	291	24	26	2.6
	11	885	51	6	202	23	366	41	266	30	33	2.8
	12	641	10	2	113	18	286	45	232	36	41	3.0
	Total	**15,014**	**1,656**	**11**	**3,690**	**25**	**5,899**	**39**	**3,769**	**25**	**25**	**2.7**

Source: TELPAS, Chancery

Appendix J

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 2017, With 2016 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 2016
		N	N	%	N	%	N	%	N	%	
Content Based ESL	1	700	372	53	87	12	14	2	473	68	64
	2	658	331	50	40	6	6	1	377	57	54
	3	884	482	55	23	3	0	0	505	57	57
	4	1011	488	48	23	2	2	<1	513	51	48
	5	994	586	59	48	5	0	0	634	64	58
	6	120	50	42	2	2	0	0	52	43	35
	7	91	43	47	2	2	0	0	45	49	43
	8	110	54	49	0	0	0	0	54	49	42
	9	440	158	36	10	2	0	0	168	38	45
	10	342	148	43	8	2	0	0	156	46	43
	11	212	103	49	3	1	0	0	106	50	49
	12	311	141	45	4	1	0	0	145	47	51
	Total	**5,873**	**2,956**	**50**	**250**	**4**	**22**	**<1**	**3,228**	**55**	**54**

Program	Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		% Gained 2016
		N	N	%	N	%	N	%	N	%	
Pullout ESL	1	329	110	33	40	12	3	1	153	47	94
	2	280	116	41	25	9	1	<1	142	51	76
	3	339	169	50	7	2	0	0	176	52	42
	4	592	216	36	11	2	0	0	227	38	44
	5	714	389	54	25	4	0	0	414	58	66
	6	2641	1001	38	44	2	0	0	1045	40	41
	7	2015	895	44	44	2	0	0	939	47	44
	8	1792	842	47	38	2	0	0	880	49	44
	9	1477	652	44	30	2	1	<	683	46	39
	10	998	426	43	15	2	0	0	441	44	49
	11	750	350	47	9	1	0	0	359	48	55
	12	585	280	48	6	1	0	0	286	49	56
	Total	**12,512**	**5,446**	**44**	**294**	**2**	**5**	**<1**	**5,745**	**46**	**45**

Source: TELPAS, Chancery