

# MEMORANDUM

December 6, 2016

TO: Gracie Guerrero  
Assistant Superintendent, Multilingual Programs

FROM: Carla Stevens  
Assistant Superintendent, Research and Accountability

SUBJECT: **NEWCOMER IMMIGRANT ENGLISH-LANGUAGE LEARNER (ELL) PROGRAM  
EVALUATION 2016**

Many of the English Language Learner (ELL) students in the district are recent immigrants who have been in the United States for three years or less. In recent years, the number of immigrant ELLs in the district has increased dramatically, and the number of first-year immigrants has increased by 117 percent since 2011–2012. In an attempt to address the needs of the most challenged of these recent immigrants, the district in 2015–2016 implemented a Newcomer Program for immigrant ELLs in their first year in U.S. schools. The program assists new immigrant students to adapt to a new country, language, and school, and has been implemented in seven high schools and 14 middle schools. Included in the report are findings from assessments of English language proficiency for newcomer students, including results from TELPAS, ReadingSmart, and the Scholastic Reading Inventory (SRI). Also included are attendance and disciplinary data for newcomer students, and a summary of training and support offered for teachers at campuses participating in the program.

Key findings include:

- A total of 1,397 newcomer students were enrolled at the 21 participating campuses in 2015–2016 (764 in high school, 633 in middle school).
- More than half (55%) of these newcomer students came from just three countries: El Salvador (344), Honduras (234), and Guatemala (181).
- Twenty-seven teachers and 10 administrators attended Quality Teaching for English Language Learners (QTEL) training, which was intended to facilitate teachers' and schools' engagement with newcomer students.
- A variety of measures (TELPAS, ReadingSmart, and SRI) showed that newcomer students lagged behind other ELLs in terms of the English language proficiency, and did not differ greatly from newcomers at campuses that did not participate in the program.
- Attendance rates for newcomers did not differ from those of other students, but they had significantly lower rates of disciplinary incidents in comparison with other students in the district.

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

Attachment  
cc: Grenita Lathan

 CJS



# RESEARCH

Educational Program Report

NEWCOMER IMMIGRANT PROGRAM EVALUATION  
2015 - 2016



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# NEWCOMER PROGRAM EVALUATION REPORT 2015–2016

## Executive Summary

### Program Description

There are approximately 65,000 students in Houston ISD labeled as “English language learners”, or ELLs. Many of these students have the additional obstacle of being recent immigrants who have been in the United States for three years or less. In recent years, the number of immigrant ELLs in the district has increased dramatically, and the number of first year immigrant has increased by 117 percent since 2011–2012. Without proper instructional supports, these students are at risk of falling behind academically. In an attempt to address the needs of the most challenged of these recent immigrants, the district has implemented a Newcomer Program for immigrant ELLs in their first year in U.S. schools. This report summarizes data from this program for the 2015–2016 school year.

The Newcomer Program in HISD is an English as a Second Language (ESL) based program designed to accommodate and educate newly arrived immigrant ELL students. The program assists new immigrant students to adapt to a new country, language, and school, and has been implemented in seven high schools and 14 middle schools. The newcomer program follows a "school-within-a-school" model, in which newcomer students are not segregated from the general student population in a separate facility, but receive a specialized instruction/schedule within an existing campus. The main components of the program involve:

- providing orientation to the new school, community and society;
- intensive English language development via ESL methodology;
- staff who are trained to work with first year immigrant ELLs;
- specialized curriculum and scheduling;
- support services (e.g., counseling, tutoring, career education, transportation, health services); and
- parent resources/education.

### Highlights

- A total of 1,397 newcomer students were enrolled at the 21 participating campuses (764 in high school and 633 in middle school).
- More than half (55%) of these newcomer students came from just three countries: El Salvador (344), Honduras (234), and Guatemala (181). The majority of participating newcomers were economically disadvantaged (70%) and Spanish-speaking (77%).
- Twenty-seven teachers and 10 administrators attended Quality Teaching for English Learners (QTEL) training offered by the district.
- Multilingual Programs Department staff provided additional support for the participating newcomer campuses, with staff logs showing that 344 teachers were served.
- Newcomer students at participating campuses showed slightly lower English proficiency on TELPAS

in comparison with newcomers from other campuses, and both groups were less proficient than ELLs as a group.

- On the ReadingSmart end-of year (EOY) assessment, newcomer students at participating campuses showed smaller lexile gains than did other newcomers.
- SRI (Scholastic Reading Inventory) testing showed that very few newcomers were at the Basic level or better (only 3.4%), compared to 65.5% for non-newcomers and 1.9% for newcomers at non-participating campuses. The majority of newcomers (96.6%) were at the Below Basic level.
- Attendance rates for newcomers did not differ from those of either other newcomers at non-participating campuses, or non-newcomer students in grades 6-12. Discipline data showed that newcomer students had lower rates of disciplinary incidents than did non-newcomers in the district.

### Recommendations

1. In order to continue to build teacher capacity, it is recommended that additional Quality Teaching for English Learners (QTEL) training be offered. The district should also explore building district capacity so that this type of training can be offered in-house in order to decrease costs associated with this specialized training and offer flexibility with scheduling.
2. To better gauge need for Newcomer support at each school, an online database to track all teacher data including support information and trainings attended should be made available and used to monitor teacher development and support throughout the year.
3. In order to monitor the academic and linguistic progress of Newcomer students, it is recommended that a database to track student lexile reading level and adapted TELPAS writing rating be utilized.
4. So that progress can be adequately measured, ensure that enough students participate in similar achievement measures so that a comparison can be made.

## Introduction

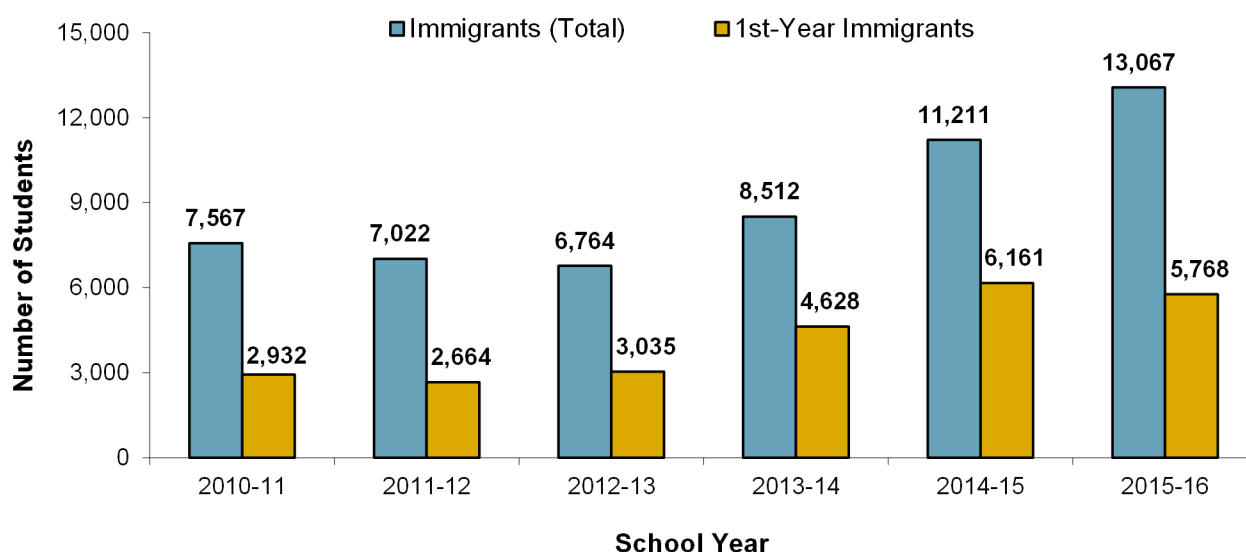
There are approximately 65,000 students in Houston ISD labeled as “English language learners”, or ELLs. Many of these students have the additional obstacle of being recent immigrants who have been in the United States for three years or less. In recent years, the number of immigrant ELLs in the district has increased dramatically, and the number of first year immigrants has increased by 117 percent since 2011–2012 (see **Figure 1**). Without proper instructional supports, these students are at risk of falling behind academically. In an attempt to address the needs of the most challenged of these recent immigrants, the district has implemented a Newcomer Program for immigrant ELLs in their first year in U.S. schools. This report summarizes data from this program for the 2015–2016 school year.

### Newcomer Program Background

The Newcomer Program in HISD is an English as a Second Language (ESL) based program designed to accommodate and educate newly arrived immigrant ELL students. The program assists new immigrant students to adapt to a new country, language, and school. “Immigrant” children or youth, as defined under the No Child Left Behind Act of 2001 (NCLB), are “individuals who are aged 3 through 21; were not born in any state; and have not not been attending schools in any one or more states for more than 3 full academic years” (P.L. 107-110 Title III, Part C, § 3301(6)). Although these students may arrive in HISD at any grade level, the Newcomer Program focuses on students in high school and middle school only.

Immigrant students can have widely varying backgrounds, which offers challenges to educators. They may simply be ELLs but they may also have refugee status. In addition to age differences, immigrants can have disparate experiences in formal educational settings, and some may arrive in school having experienced trauma due to events occurring before or during their move to this country. This may be particularly true with populations of immigrant students from Mexico and Central America (i.e., Honduras, El Salvador, and Guatemala). The upsurge in the number of immigrants from those countries has been driven by recent increases in gang and drug-related violence in those home countries, compounding problems caused by continuing economic difficulties.

**Figure 1. Number of Immigrants and newcomers (first-year immigrants) by year, 2011 to 2016.**



Source: IBM Cognos, Chancery

## Newcomer Program Details

The Newcomer Program was implemented in a total of seven high schools and 14 middle schools (see **Table 1**). The program follows a "school-within-a-school" model, in which newcomer students are not segregated from the general student population in a separate facility, but receive a specialized instruction/schedule within an existing campus. The main components of the program involve:

- providing orientation to the new school, community and society;
- intensive English language development via ESL methodology;
- staff who are trained to work with first year immigrant ELLS;
- specialized curriculum and scheduling;
- support services (e.g., counseling, tutoring, career education, transportation, health services); and
- parent resources/education.

The Newcomer Program has three tiers of campuses. Three high schools (Lee [now called Wisdom HS as of 2016–2017], Liberty, and Westbury) serve newcomer students zoned to their school, but can also accept students who transfer from other campuses. Four other high schools (Austin, Chavez, Sam Houston, and Westside) serve only newcomers who are zoned to their campus. Middle school campuses compose the final tier, and they also accept only zoned students. All of the high schools include a specialized curriculum and schedule for newcomer students. The primary objectives of the high school newcomer program are threefold. First, newcomer students are provided equitable access to the Recommended Level of Achievement graduation plan, which is the district's default plan for all high school students. Second, efforts are made to minimize the number of state assessments in the students' first year of enrollment in order to facilitate the acquisition of English proficiency. Third, students are given the opportunity for credit accrual in order that they do not face credit deficits in junior and senior year.

Middle schools provide no specialized schedule for newcomers. Instead, newcomers receive the same curriculum and schedule as other ESL students at those schools. Newcomers in middle school do continue to receive the other types of support described above.

## Methods

### Participants

There were 1,397 newcomer students served by the program in 2015–2016 (764 in high school and 633 in middle school). An additional 541 newcomer students were at campuses that did not participate in the

**Table 1. Number of Newcomer Students Enrolled at Participating Campuses, 2015–2016**

Campus	# Newcomers	# Teachers (Others)	Campus	# Newcomers	# Teachers (Others)
Lee HS	370	7 (1)	Sugar Grove MS	52	2 (0)
Liberty HS	133	4 (0)	Fondren MS	45	1 (0)
Westbury HS	85	0 (0)	Grady MS	29	0 (0)
Austin HS	37	3 (0)	Clifton MS	24	0 (0)
Chavez HS	48	6 (0)	Ortiz MS	26	0 (2)
Sam Houston HS	39	1 (1)	Welch MS	9	0 (2)
Westside HS	49	1 (0)	Deady MS	23	0 (1)
Las Americas MS	192	0 (0)	Hartman MS	14	2 (0)
Revere MS	119	0 (1)	Fonville MS	6	0 (0)
Long MS	50	0 (2)	Holland MS	12	0 (0)
West Briar MS	32	0 (0)	<i>Other Schools</i>	<i>541</i>	<i>9 (16)</i>



**Table 2. Demographics of newcomer students at participating campuses, 2015–2016**

Home Country	Number	Percent	Home Language	Number	Percent
El Salvador	344	25%	Spanish	1,069	77%
Honduras	234	17%	Arabic	74	5%
Guatemala	181	13%	Swahili	35	3%
Mexico	132	9%	Urdu	28	2%
Cuba	41	3%	Vietnamese	19	1%
Congo	41	3%	Burmese	16	1%
Iraq	36	3%	Farsi	15	1%
Afghanistan	28	1%	French	12	1%
Other Countries	360	26%	Somali	11	1%
	<b>Number</b>	<b>Percent</b>	Tigrinya	10	7%
Econ Disadvantaged	978	70%	Pashto	9	1%
Special Education	5	<1%	Amharic	7	1%
Gifted/Talented	0	0%	Other	92	7%
Male/Female	783/614	56%/44%	<b>Total</b>	<b>1,397</b>	

Source: IBM Cognos, Chancery

newcomer program; these students served as a comparison group for analyses of student performance data (see below). A breakdown of the number of students served by campus is provided in **Table 1**. All newcomers were first year immigrant ELLs. More than half (55%) of newcomer students came from three Central American countries: El Salvador, Honduras, and Guatemala (see **Table 2**). The majority qualified for free or reduced lunch (70%), with more males than females (56% vs. 44%). Also, most newcomers had Spanish as their home language (77%), although there appeared to be more linguistic variation than in the overall ELL population for the district, where 92% of ELLs were Spanish-speaking.

Teachers at participating campuses were designated as newcomer teachers if they attended QTEL training (Quality Teaching for English Learners) offered by the district, and taught newcomer students in at least one subject (see Table 1 for counts of newcomer teachers). The QTEL training was provided by WestEd in the summer and fall of 2015. On-site training (five days each) was provided for teachers in middle school and high school. There was also a five-day session offered for administrators on dealing with newcomer students. The QTEL sessions were intended to develop teacher expertise in engaging newcomer students in challenging, supportive instruction and strengthening the expertise of school administrators in supporting the newcomer program. A total of 5 middle school and 22 high school teachers from the Newcomers campuses attended QTEL training, as did 10 administrators and other staff.

### Data Collection & Analysis

- The Multilingual Programs Department provided of a list of teachers attending the QTEL training, and teacher's employee ID codes were retrieved from the district's Chancery database. Multilingual Programs department specialists maintained logs of support provided to teachers and participating campuses, and a summary of data from these logs is included.
- Additional data were to have come from two measures used to rate teacher performance, EVAAS ratings as well as a rating derived from a TELPAS Comparative Growth (CGI) measure. However, neither data source was available for the current year. There was no EVAAS data collected for 2015–2016 due to administrative decisions. In addition, the TELPAS CGI measure is only available for middle school teachers, not those in high school. Because of the small number of teachers identified (n = 5), this was not used.



- Student performance data were collected on four measures. IPT (IDEA Language Proficiency Test) scores for newcomers were obtained at three points in time: on entry to the district (for identification as ELLs), at the end of the first semester, and at the end of the year. Counts were obtained of the number and percentage of newcomers with both pre-and post-test scores, and their IPT ratings during the year.
- The second set of student assessment data was collected as part of students' participation in the ReadingSmart program. This is a web-based learning environment designed to accelerate English language development for ELLs, and all newcomers participated. Scores for ReadingSmart were obtained at the beginning of the year and at the end of the year, and the scores used reflect the lexile gain shown for each student.
- The third set of student assessment data came from the Scholastic Reading Inventory (SRI). The SRI is a computer-adaptive assessment designed to measure how well students read literature and expository texts of varying difficulties. Scores are obtained at the beginning, middle, and end of year. Scores fall into one of four proficiency levels (Below Basic, Basic, Proficient, and Advanced).
- Finally, TELPAS results are reported, specifically, the level of English language proficiency exhibited by newcomer students. Comparisons were made of the performance of newcomers at participating campuses to that of newcomers who did not attend these schools. **Appendix A** (see p. 12) provides further details on each of the assessments analyzed for this report.

## Results

### How many newcomer teachers received QTEL training?

- A total of 5 middle school and 22 high school teachers from the Newcomers campuses attended QTEL training, as did 10 administrators and other staff (see Table 1, p. 4). Eighteen of the newcomer teachers trained were female and 9 were male.

### How much support was provided to newcomer teachers or campuses according to activity logs?

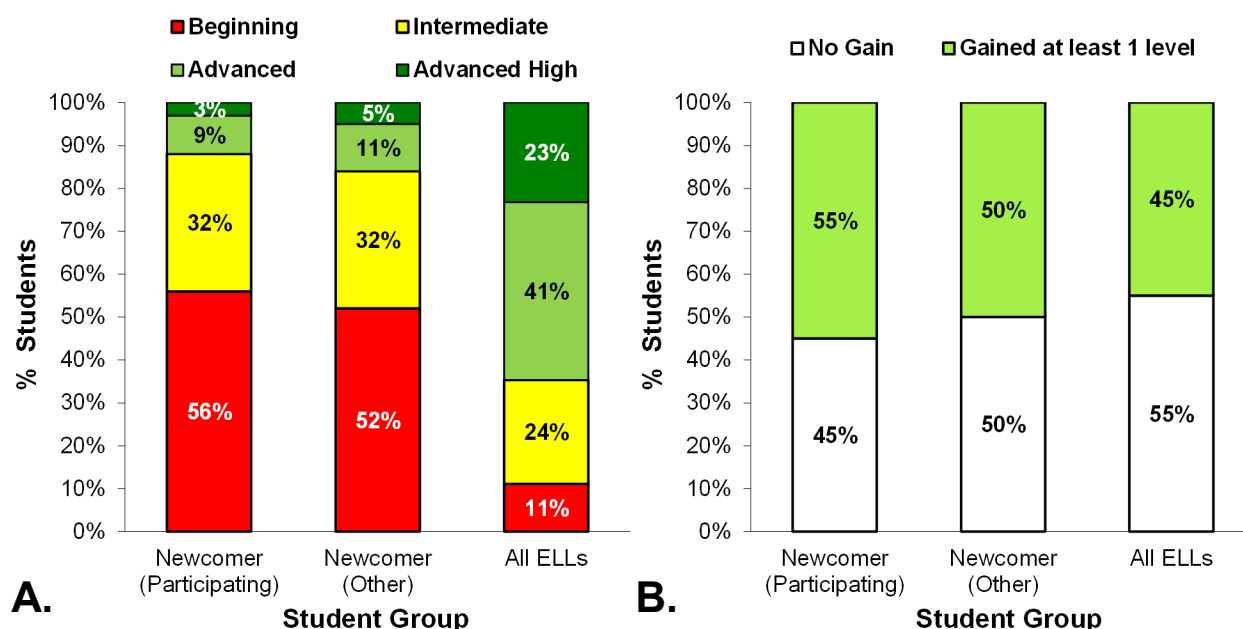
Data from support logs submitted by Multilingual Program department staff were collated, and a summary of the results are shown in **Table 3**.

- A total of 344 teachers received support at newcomer campuses during 2015–2016 (234 from high schools, 110 from middle schools). An additional 22 from other campuses also received support.

**Table 3. Number of Teacher at Newcomer Campuses Receiving Support, 2015–2016**

Campus	# Teachers	Campus	# Teacher	Campus	# Teachers
Lee HS	23	Long MS	24	Hartman MS	11
Liberty HS	38	West Briar MS	3	Fonville MS	7
Westbury HS	135	Sugar Grove MS	4	Holland MS	0
Austin HS	11	Fondren MS	12	<i>Other Schools</i>	22
Chavez HS	11	Grady MS	0		
Sam Houston HS	11	Clifton MS	23		
Westside HS	5	Ortiz MS	7		
Las Americas MS	10	Welch MS	2		
Revere MS	3	Deady MS	4		

**Figure 2. 2016 TELPAS performance of newcomer students, first-year immigrants from other (non-participating) campuses, and all ELLs districtwide: A. Overall proficiency level in 2016, B. Percent of students making gains in proficiency between 2015 and 2016**



Source: Chancery, TELPAS

### What was the TELPAS performance of students in the newcomer program?

Figure 2 shows TELPAS results for 2016 for three student groups: newcomer students at the participating campuses, newcomer students at other campuses, and all ELL students districtwide. In all cases, data are limited to students in grades 6 through 12. For details see **Appendices B and C**, pp. 13-14.

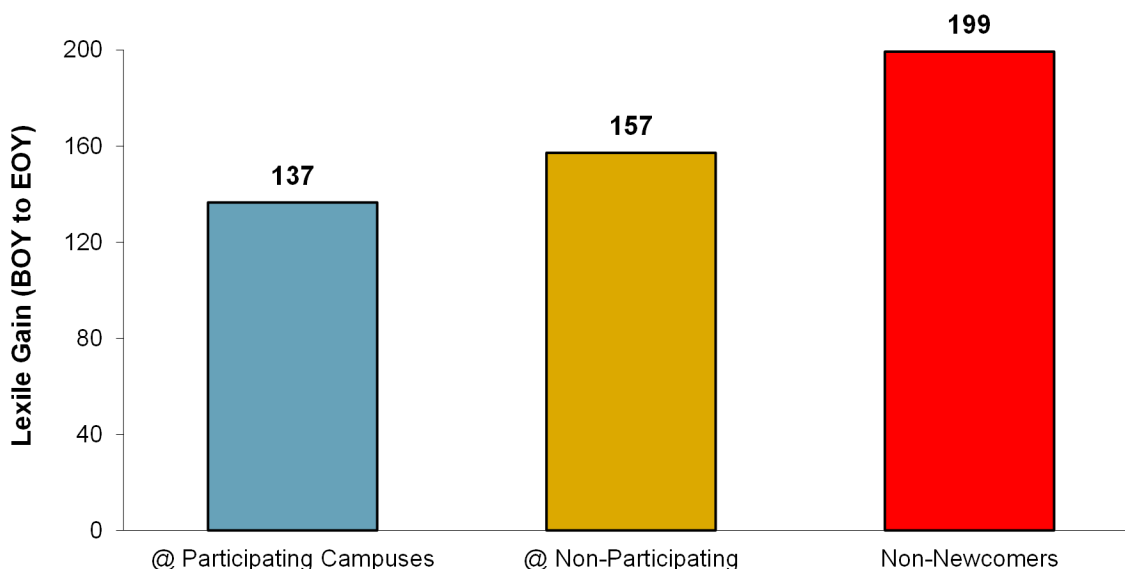
- Unsurprisingly, both groups of newcomer students had lower levels of overall English proficiency, as compared to ELLs as a group.
- Newcomers at participating campuses had slightly lower scores than other newcomers, with fewer students scoring Advanced or better (12% vs 16%) and more at the Beginning level (56% vs 52%).
- Surprisingly, both groups of newcomers did better than ELLs overall in terms of yearly progress, with participating newcomers showing the most progress between 2015 and 2016 (see **footnote #1**).

### How did newcomer students perform on the ReadingSmart assessment?

On the ReadingSmart assessment, there were 94 newcomer students at participating campuses with both beginning-of-year (BOY) and end-of-year (EOY) scores. There were an additional 50 newcomers from non-participating campuses with both BOY and EOY scores, as well as 601 non-newcomers with both BOY and EOY results. A summary of the data is shown in **Figure 3** (p. 8).

- Both groups of newcomer students showed smaller lexile gains than did non-newcomer ELLs.
- Newcomer students from the participating campuses showed the smallest lexile gains, lower than that shown by non-participating newcomers (137 vs 157 lexile points).

**Figure 3. ReadingSmart Results: Average lexile gain for students having both beginning-of-year (BOY) and end-of-year (EOY) assessments**



Source: Chancery, Multilingual Programs Dept

#### How did newcomer students perform on the SRI assessment?

The SRI assessment is administered at three different points during the year: at the start of the year (BOY), and at the end of the first (MOY) and second semesters (EOY). Summary data for students taking the SRI is shown in **Table 4** below.

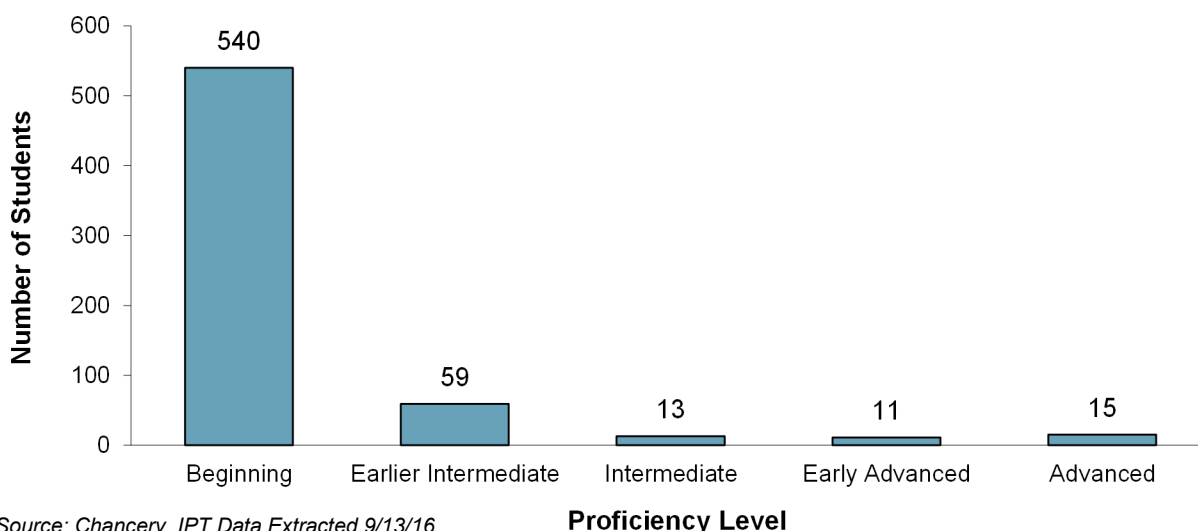
- There were 125 newcomers at participating campuses with sets of data for both pre (either BOY or MOY) as well as post (EOY). An additional 53 newcomers from other campuses also had reportable data.
- There were few newcomer students who scored at the Basic level or above at the EOY testing: only 5 for students from participating schools, and one for those at other campuses.
- In terms of percentage, more participating newcomers than non-participating newcomers scored Basic or better on the SRI at EOY testing (4.0% vs 1.9%). This difference was not statistically significant, however.

**Table 4. SRI Results: Number of Students Tested (BOY and EOY), and Percent Scoring Basic or Above**

	N Tested			N Tested N BOY + EOY	N Basic or Above		% Basic or Above	
	N BOY	N MOY	N EOY		BOY	EOY	BOY	EOY
<b>Newcomer (Participating)</b>	145	271	183	125	4	5	3.2	4.0
<b>Newcomer (Non-participating)</b>	72	61	91	53	2	1	3.8	1.9
<b>Non-Newcomer</b>	30,400	27,624	24,757	22,894	15,199	14,995	66.4	65.5

Source: IBM Cognos, Chancery

**Figure 4. IPT Results: Number of Newcomers Students at Each Proficiency Level in End-of-Year (EOY) Testing**



Source: Chancery, IPT Data Extracted 9/13/16

#### What was the IPT performance of students in the newcomer program?

The IPT is administered to new ELL students as part of their initial assessment when determining whether they qualify as ELLs. This normally occurs at the start of the school year, but for immigrant ELLs, it can occur at any time, depending on when they first enroll. The IPT is also given at the end of the year to some ELL students for the purposes of exiting them from ELL status (as a measure of oral language proficiency). Students in the newcomer program also are assessed with the IPT at the end of the school year, as way of monitoring their progress. This section summarizes the findings from analysis of the EOY results from IPT testing of all newcomer students at participating campuses.

- The IPT was administered to 638 newcomers at EOY, only from the 21 participating campuses.
- As **Figure 4** shows, most of these students were still rated at the lowest level (Beginning) at the end of their first school year (85%).
- Only 15 students (2%) were rated at the highest level (Advanced, or Fluent English Speaker).

#### Did newcomer students differ from other students in terms of school attendance or discipline?

Student attendance and discipline data from 2015–2016 were analyzed to determine whether there was a difference between the patterns shown by newcomer students and others in the district.

**Table 5. Number and Percent of Student Subject to Disciplinary Actions in 2015–2016**

Student Group	Number Enrolled	Number of Students (Unduplicated)					Percent of Students (Unduplicated)				
		ISS	OSS	DAEP	Expelled	Total	ISS	OSS	DAEP	Expelled	Total
Newcomers	1,397	103	76	4	0	146	7.37	5.44	0.29	0.00	10.45
Other Newcomers	541	50	29	7	0	60	9.24	5.36	1.29	0.00	11.09
Non-Newcomers	89,980	12,817	10,392	2,561	50	18,080	14.24	11.55	2.85	0.39	20.09

Source: TEA Discipline File 2015-2016

- Student attendance records (PEIMS ADA file for 2015–2016) showed that the average attendance rate for newcomer students was 94.1 percent, which did not differ from comparable rates for other newcomer students (94.4%) or non-newcomer students in grades 6 to 12 (94.4%).
- Student discipline data were extracted from district records using the appropriate PEIMS Disciplinary Action Codes (grades 6 to 12 only).
- As **Table 5** shows (p. 9), there were 146 newcomer program students who received any type of disciplinary action in 2015–2016, equivalent to 10.45% of all newcomer program students enrolled. This did not differ from the rate shown by newcomers from other campuses (11.09%), but was significantly lower than that observed for non-newcomer students in grades 6 to 12 (20.09%,  $p < .0001$ ).

## Discussion

The goal of the district's Newcomer program is to accommodate and educate newly arrived immigrant ELL students. Based on immigrant student enrollment, twenty-one secondary campuses were selected to participate, seven high schools and 14 middle schools. Under the program, newcomer students receive specialized instruction within an existing campus, rather than be segregated from the general student population in a separate facility.

Results of this initial evaluation report can be summarized as follows. The specialized QTEL training which was offered to teachers at the newcomer campuses was attended by only 27 teachers, and most campuses did not have any teachers attending. Over three hundred teachers did receive some type of support from Multilingual Programs Department staff during the course of the school year, however. In comparison with newcomer students from non-participating campuses, newcomers from the selected campuses did not show any particular pattern of better or lower performance on various assessments (TELPAS, ReadingSmart, SRI), in some cases showing superior performance and in others doing less well. Overall, large gaps still existed for the newcomer students in terms of their English language proficiency.

As we begin the second year of the program, it is likely that the number of newcomer students in the district will remain at least at the level observed in 2015–2016, and will likely be higher (based on preliminary enrollment data for 2016–2017). So there will continue to be a need for these types of services. A reassessment of the program's components, as well as consideration of what data would be most useful in judging its' success, seems warranted. Data reported here shows that most newcomers were still at the lowest level of English proficiency at year's end, and there was little to distinguish them from newcomers at schools not included in the program. Perhaps other measures of student performance (attendance, discipline, etc.) might be useful to include in the future, as well as perhaps some data on student attitudes towards school. At this early date, the program's success is difficult to determine.

## References

ESL ReadingSmart (2012) Archipelago Learning, Dallas TX, [eslreadingsmart.com](http://eslreadingsmart.com)

## Endnotes

- <sup>1</sup> TELPAS Yearly Progress data requires that students be tested in two consecutive school years. In the present case, this would require that TELPAS data be available from both 2016 as well as from 2015. Although new-

comer students are considered to be in their first year in U.S. schools, nevertheless TELPAS Yearly Progress data is available for some of them because of the way in which newcomer students are identified. An immigrant student is still considered to be in their first year if they were enrolled in the previous year for fewer than 60 consecutive days. For the newcomers covered in this report, this would include those who enrolled on or after February 26, 2015. However, this date is prior to the 2015 testing window for the TELPAS, and thus there are a few newcomer students who have data from both years. The number of newcomer students this situation applies to is small, as Appendices B and C will bear out. While over 1,000 newcomers were tested on TELPAS in 2016 (see Appendix B), only 11 were tested in both 2015 and 2016 (see Appendix C).

## Appendix A

### Explanation of Assessments Included in Report

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.

ESL ReadingSmart is a Web-based program that was created to help students learning English as their second language and increase the speed at which they learn. The program addresses four language domains: listening, speaking, reading, and writing, and includes a number of features such as placement tests and individualized learning paths. Students who master 20 or more lessons will automatically be offered an achievement test. The achievement test is an assessment tool that measures student progress in reference to the initial placement test. Results on the achievement test measure student progress by comparing students' placement test results with their results in the achievement test. Student performance on the achievement test is represented by both an achievement level and by a lexile gain relative to their initial placement.

The Scholastic Reading Inventory (SRI) is a computer-adaptive assessment designed to measure how well students read literature and expository texts of varying difficulties. It is a nationally normed, formative assessment that provides a reading level in the form of a Lexile, or alternatively in terms of a proficiency level (Below Basic, Basic, Proficient, Advanced). Scores are obtained at the beginning, middle, and end of year. Scores fall into one of four proficiency levels.

The IDEA Language Proficiency Test (IPT) is an assessment of oral language proficiency which is individually administered. Some items are based on pictures while others are based on interaction between the examiner and the student. For example, students identify objects or actions in pictures, listen to brief stories and answer questions about them, and answer questions about themselves and their opinions and experiences. The oral tests assess proficiency in four domains of oral English or Spanish: vocabulary, grammar, comprehension, and verbal expression. The items are grouped into levels. At the end of each level, the examiner tallies the number of errors at that level and compares this to a scoring rule that tells the examiner to either stop testing or continue on to the next level. In this way, students advance through the test levels until the test is completed or until they stop at the highest level they can attain based on their language proficiency. Students are then assigned one of five oral proficiency levels: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. Scores for newcomers were obtained at three points in time: on entry to the district (for identification as ELLs), at the end of the first semester, and at the end of the year. Counts were obtained of the number and percentage of newcomers with both pre-and post-test scores, and their IPT ratings during the year.



## Appendix B

### Composite TELPAS Results: Number and Percent of Students at Each Proficiency Level in 2016, by Grade. Results Shown Separately for Newcomers and All ELLs

Newcomers (Participating Campuses)										
Grade	# Tested	Beginning		Intermediate		Advanced		Advanced High		Composite Score
		N	%	N	%	N	%	N	%	
6	131	78	60	38	29	12	9	3	2	1.5
7	139	84	60	45	32	7	5	3	2	1.5
8	211	124	59	61	29	19	9	7	3	1.5
9	343	198	58	107	31	30	9	8	2	1.5
10	111	59	53	38	34	11	10	3	3	1.6
11	41	16	39	12	29	11	27	2	5	1.9
12	121	51	42	51	42	14	12	5	4	1.7
Total	1,097	610	56	352	32	104	9	31	3	1.5

Newcomers (Other Campuses)										
Grade	# Tested	Beginning		Intermediate		Advanced		Advanced High		Composite Score
		N	%	N	%	N	%	N	%	
6	64	39	61	16	25	6	9	3	5	1.5
7	61	35	57	21	34	3	5	2	3	1.5
8	63	34	54	19	30	7	11	3	5	1.6
9	116	74	64	36	31	6	5	0	0	1.4
10	51	16	31	18	35	15	29	2	4	1.9
11	32	4	13	15	47	5	16	8	25	2.4
12	2	1	50	0	0	1	50	0	0	2.2
Total	389	203	52	125	32	43	11	18	5	1.6

All ELLs										
Grade	# Tested	Beginning		Intermediate		Advanced		Advanced High		Composite Score
		N	%	N	%	N	%	N	%	
6	2,900	267	9	688	24	1,279	44	666	23	2.7
7	2,534	255	10	563	22	1,089	43	627	25	2.7
8	2,437	273	11	568	23	1,054	43	542	22	2.6
9	2,522	465	18	657	26	959	38	441	17	2.4
10	1,501	166	11	416	28	552	37	367	24	2.6
11	1,014	43	4	235	23	400	39	336	33	2.8
12	995	82	8	237	24	388	39	288	29	2.7
Total	13,903	1,551	11	3,364	24	5,721	41	3,267	23	2.6

Source: TELPAS data file 5/25/16, Chancery

## Appendix C

### TELPAS Yearly Progress: Number and Percent of Students Gaining One or More Levels of English Language Proficiency in 2016, by Grade. Results Shown Separately for Newcomers and All ELLs

Newcomers (Participating Campuses)								
Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level
	N	N	%	N	%	N	%	N %
6	1	0	0	0	0	0	0	0 0
7	1	0	0	1	100	0	0	1 100
8	3	2	67	0	0	0	0	2 67
9	3	2	67	0	0	0	0	2 67
10	1	0	0	0	0	0	0	0 0
11	0	0	--	0	--	0	--	0 --
12	2	0	0	1	50	0	0	1 50
<b>Total</b>	<b>11</b>	<b>4</b>	<b>36</b>	<b>2</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>6 55</b>

Newcomers (Other Campuses)								
Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level
	N	N	%	N	%	N	%	N %
6	3	1	33	0	0	0	0	1 33
7	4	2	50	0	0	0	0	2 50
8	4	3	75	0	0	0	0	3 75
9	4	2	50	0	0	0	0	2 50
10	4	1	25	0	0	0	0	1 25
11	1	1	100	0	0	0	0	1 100
12	0	0	--	0	--	0	--	0 --
<b>Total</b>	<b>20</b>	<b>10</b>	<b>50</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10 50</b>

All ELLs								
Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level
	N	N	%	N	%	N	%	N %
6	2,524	978	39	49	2	0	0	1,027 41
7	2,125	913	43	24	1	1	<1	938 44
8	1,966	828	42	31	2	0	0	859 44
9	1,809	674	37	39	2	0	0	713 39
10	1,175	527	45	37	3	0	0	564 48
11	833	444	53	21	3	0	0	465 56
12	795	417	52	21	3	0	0	438 55
<b>Total</b>	<b>11,227</b>	<b>4,781</b>	<b>43</b>	<b>222</b>	<b>2</b>	<b>1</b>	<b>&lt;1</b>	<b>5,004 45</b>

Source: TELPAS data file 5/25/16, Chancery