

MEMORANDUM

September 11, 2017

TO: Gracie Guerrero
Assistant Superintendent, Multilingual Programs

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **2017 PRE-EXIT ELL STUDENT PERFORMANCE REPORT**

The Houston Independent School District offers two primary bilingual programs for Spanish-speaking English-language learners (ELLs). In the Transitional Bilingual program (TBP), students may move into a pre-exit phase of bilingual education so long as they meet certain performance criteria. In this Pre-Exit phase, predominantly English-language instruction is used in core subject areas. Attached is a report summarizing the performance of students who were in the pre-exit phase of the district's Transitional Bilingual program 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 and the TELPAS.

Key findings include:

- A total of 7,393 English language learners were in the pre-exit phase of TBP in 2016–2017, a decrease from 7,800 in the previous year.
- Students in the pre-exit phase outperformed other ELL students on the reading, mathematics, writing, and science portions of the English STAAR, as well as on the TELPAS.
- Results from the STAAR showed that pre-exit students outperformed the district in mathematics (+3 percentage point), with performance gaps in reading (-8 points), writing (-8 points), and science (-7 points).
- There has been a three-year improvement in STAAR reading performance for pre-exit ELLs, greater than that shown for other ELLs (+1 point) or the district (-3 points) over the same period.
- Program compliance continues to be an issue, as data indicated that only 35 percent of first-year pre-exit students had met the recommended criteria for acceptance into the pre-exit phase in 2016–2017.
- Students who had not met the acceptance criteria (but who were nonetheless considered pre-exit) showed markedly lower English language proficiency and STAAR reading performance, and were less likely to have exited ELL status even three years after beginning the pre-exit phase.

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

 CJS

Attachment
cc: Grenita Lathan



RESEARCH

Educational Program Report

**PRE-EXIT ELL STUDENT PERFORMANCE:
ENGLISH STAAR AND TELPAS
2016 - 2017**



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PRE-EXIT ELL STUDENT PERFORMANCE REPORT: STAAR AND TELPAS 2016–2017

Executive Summary

Program Description

English Language Learner (ELL) students in the district's two main bilingual programs (Transitional and Dual Language) are instructed in both English and Spanish. The relative amount of instruction in each language depends on both program and grade level. Students in the Transitional Bilingual Program have the option of entering a *pre-exit phase or strand* in grades 3 or 4 as long as certain criteria are met. In this phase, English instruction is emphasized while introduction and reinforcement of new concepts are done in the primary language. This report summarizes data from ELLs who are in the pre-exit phase of the district's Transitional Bilingual Program (grades 3 through 5).

Highlights

- A total of 7,393 ELL students were coded as pre-exit in 2016–2017, a decrease from 7,800 in 2015–2016.
- Pre-exit students outperformed other ELL students on the reading, mathematics, writing, and science portions of the STAAR (English version).
- Pre-exit students showed performance gaps compared to the district on STAAR reading (-8 percentage points), writing (-8 points), and science (-7 points), but had a higher passing rate in mathematics (+3 percentage point).
- The three-year improvement in STAAR reading performance (+2 percentage points) for pre-exit students is larger than that shown by either other ELL students (+1 points) or the district overall (a decline of 3 percentage points). It should be noted that the 2016 and 2017 data reflect a higher passing standard as compared to the phase-in I standard that was applied for 2015.
- TELPAS results showed that 44% of pre-exit students scored at the highest level of English language proficiency (Advanced High), compared to 28% for other ELLs.
- TELPAS results also showed that 63% of pre-exit students and 54% of other ELL students had made gains in English proficiency between 2016 and 2017.
- Analysis of data from first-year pre-exit students showed that there continues to be a widespread lack of adherence to district readiness indicators for acceptance into the pre-exit phase. Overall, only 35% of first-year pre-exit students met the established readiness indicators, and this percentage has declined in each of the past three years.
- Pre-exit students who had actually met the readiness indicators performed much better than did those who had not, as reflected in 2017 TELPAS and STAAR scores.
- There was also evidence confirming that students who did not meet the readiness indicators were much less likely to successfully exit ELL status in subsequent years.

Recommendations

1. It is crucial that students enter the Pre-Exit phase only if they have met the specified performance criteria in the previous school year. However, data indicate that barely a third of first-year pre-exit students (35 percent) had met the established readiness indicators, and this statistic has declined in each of the last three school years. Campus LPAC administrators need to monitor the academic and linguistic progress of all ELLs each year so that students who enter U.S. schools in early grades meet the established readiness indicators to participate in the Pre-Exit phase of the Transitional Bilingual program by the time they reach third or fourth grade. The Multilingual Programs department needs to disseminate the findings that there are significant performance deficits on TELPAS and STAAR for pre-exit students who do not meet the readiness criteria, to underscore the impact that improper student placement has on ELL academic success.
2. The historical data of academic achievement of students participating in the Pre-Exit phase should be reviewed for each campus, to ensure that the appropriate performance indicators are being utilized to screen students for entry into the pre-exit phase according to district guidelines. In addition, reports for each campus should be generated for monitoring throughout the year, with customized data to be reviewed with the Schools Office. Campuses should be guided in the disaggregation of data such as running records and Istation information in order to adjust/differentiate instruction for pre-exit students with the aim of attaining high academic achievement and language acquisition at this crucial transition phase of the bilingual education program.
3. In order to continue to provide appropriate native language support, teachers serving students in the Pre-Exit phase should all be bilingual certified. If this is not the case, an exception to the Bilingual Education program must be filed with the district to be included in the required TEA Bilingual Education Exception and/or ESL Waiver Application.

Introduction

English Language Learner (ELL) students in the district's two main bilingual programs (Transitional and Dual Language) are instructed in both English and Spanish. The relative amount of instruction in each language depends on both program and grade level. In the Transitional bilingual program, students receive primary language instruction for concept development while at the same time acquiring English skills. English instruction increases annually through grade 5 (when all subjects are taught in English), but in grades 3 and 4, at least half of instructional time is still allocated to Spanish.

Students in the Transitional program (who entered the program in prekindergarten or kindergarten) have the option of entering the *pre-exit phase or strand* in grades 3 or 4 if they meet certain performance criteria.¹ In the pre-exit phase, English instruction is emphasized, with introduction and reinforcement of new concepts done in the primary language. This report summarizes data from ELL students who participated in the pre-exit phase of the district's Transitional Bilingual Programs (grades 3 through 5) in –2017.

An illustration of the normal progression through the Transitional bilingual program is provided in **Figure 1**. Students who enter the program (YL) in pre-kindergarten or kindergarten will normally receive some Spanish-language instruction through grade 4. In the pre-exit phase or strand (YP), ELLs have all subjects taught in English, with only supplemental Spanish instruction in Spanish Literature.

Figure 1. Transitional Bilingual Program Model Including Description of How Students Enter the Pre-Exit Phase

Expectations					
* Students will make at least one level of growth in English proficiency in the areas of Listening, Speaking, Reading, and Writing as documented on TELPAS.					
* Continuously enrolled non-immigrant students will successfully transfer to all English instruction no later than 5th grade and will meet program exit criteria BEFORE entering middle school.					
Transitional Bilingual Program - Spanish Phase					
PK	K	1st Grade	2nd Grade	3rd Grade	4th Grade
· SPANISH	· SPANISH	· SPANISH	· SPANISH	· SPANISH	· SPANISH
Reading Language Arts Mathematics Social Studies Science	Reading Language Arts Mathematics Social Studies Science	Reading Language Arts Mathematics Social Studies	Reading Language Arts Mathematics	Reading Language Arts Mathematics	Reading Language Arts Mathematics
· ENGLISH	· ENGLISH	· ENGLISH	· ENGLISH	· ENGLISH	· ENGLISH
45 min. Ancillary 30 min. ESL/ELD	45 min. Ancillary 45 min. ESL/ELD	35 min. ESL Science 45 min. Ancillary 45 min. ESL/ELD	30 min. ESL Social Studies 45 min. ESL Science 45 min. Ancillary 45 min. ESL/ELD	25 min. ESL Social Studies 45 min. ESL Science 45 min. Ancillary 75 min. ESL/ELD	25 min. ESL Social Studies 45 min. ESL Science 45 min. Ancillary 75 min. ESL/ELD

Transitional Bilingual Program - English Pre-Exit Phase		
3rd Grade	4th Grade	5th Grade
· SPANISH	· SPANISH	· SPANISH
30 min. Concept Development	30 min. Concept Development	30 min. Concept Development
· ENGLISH	· ENGLISH	· ENGLISH
TBP/Pre-Exit ESL Reading TBP/Pre-Exit ESL Language Arts ESL Mathematics ESL Social Studies ESL Science Ancillary	TBP/Pre-Exit ESL Reading TBP/Pre-Exit ESL Language Arts ESL Mathematics ESL Social Studies ESL Science Ancillary	TBP/Pre-Exit ESL Reading TBP/Pre-Exit ESL Language Arts ESL Mathematics ESL Social Studies ESL Science Ancillary ** Exceptions are made for recent immigrants

Third Grade Pre-Exit Phase Readiness Indicators Based on Second Grade Data

- Students must score Advanced (3) or Advanced High (4) on TELPAS Reading and
- Students must score Advanced (3) or Advanced High (4) on TELPAS Writing

Fourth Grade Pre-Exit Phase Readiness Indicators Based on Third Grade Data

- Students must meet passing standard on 3rd grade Spanish STAAR Reading and
- Students must score Advanced (3) or Advanced High (4) on TELPAS Reading and
- Students must score Advanced (3) or Advanced High (4) on TELPAS Writing

Table 1. Transition Indicators for Admission into Pre-Exit Phase/Strand for 2015–2016

Entering Grade	Criteria
Grade 3 Indicators	Student scores Advanced or Advanced High on TELPAS Reading AND TELPAS Writing
Grade 4 Indicators	Student passes 3 rd grade Spanish STAAR Reading AND Student scores Advanced or Advanced High on TELPAS Reading AND TELPAS Writing

Source: HISD Multilingual Programs Guidelines

Students are admitted to the pre-exit strand in grades 3 and 4 only if certain criteria are met, as illustrated in **Table 1**. Note that for a student who was admitted into the pre-exit phase starting in 2016–2017, they would be assessed on the basis of performance in the previous school year (i.e., 2015–2016).

Methods

Participants

ELL students in the pre-exit phase of the district's bilingual programs were identified using 2016–2017 IBM Cognos and Public Education Information Management System (PEIMS) databases. A summary of enrollment figures for ELL students in the various programs is shown in **Table 2**. Note that enrollment in the Transitional bilingual program declines abruptly after grade 2, corresponding to an increase in the number of students coded as pre-exit in grade 3. All pre-exit ELLs in grades 3 through 5 with valid State of Texas Assessments of Academic Readiness (STAAR), or Texas English Language Proficiency Assessment System (TELPAS) results from 2016–2017 were included in analyses for this report. There were 7,393 students coded as pre-exit in 2016–2017. This compares to 7,800 in 2015–2016, a decrease of 5.2%.

Data Collection & Analysis

Results for pre-exit ELL students from the STAAR 3-8 and TELPAS assessments were analyzed at the district and campus levels. English STAAR results are reported and analyzed for 7,393 pre-exit students on the reading, mathematics, writing, and science tests. For each test, the percentage of students who met standard is shown (Approaches Grade Level standard for 2016–2017), as are results for the STAAR progress measures. For STAAR, only results from the regular versions are included (i.e., no data from alternate 2 assessments are reported). Note that the "regular" version of the STAAR is now administered to students who previously would have taken either an accommodated or linguistically accommodated version of these exams. Accordingly, where STAAR data from 2016 or earlier is reported, data have been adjusted to include results from these versions.

TELPAS results are reported and analyzed for pre-exit students on two indicators. One of these indicators 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

Table 2. ELL Enrollment by Bilingual Program and Grade Level, 2016–2017

Program	PK	K	1	2	3	4	5	6
Transitional	4,467	4,209	5,271	5,691	4,332	1,203	107	9
Pre-Exit	0	0	0	0	1,341	3,269	3,162	28
Dual Language	1,444	1,867	1,302	546	403	287	103	107
Cultural Heritage	11	17	23	28	22	15	12	0
Mandarin Bilingual	7	14	22	20	10	3	0	0
Arabic Bilingual	3	10	0	0	0	0	0	0

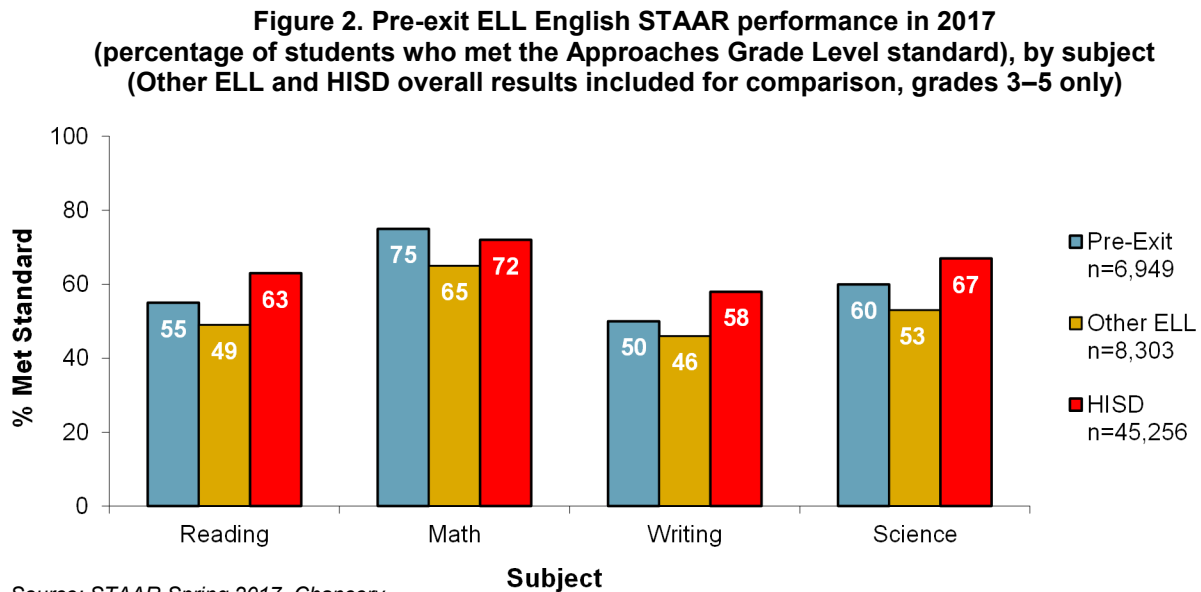
Source: Cognos Data Warehouse 4/1/17

progress, i.e., whether students gained one or more levels of English language proficiency between testing in 2016 and 2017. For this indicator, the percent gaining one or more proficiency levels in the previous year is reported. **Appendix A** (see p. 11) provides further details on each of the assessments analyzed for this report, while **Appendix B** (p. 12) explains the STAAR and ELL progress measures.

Results

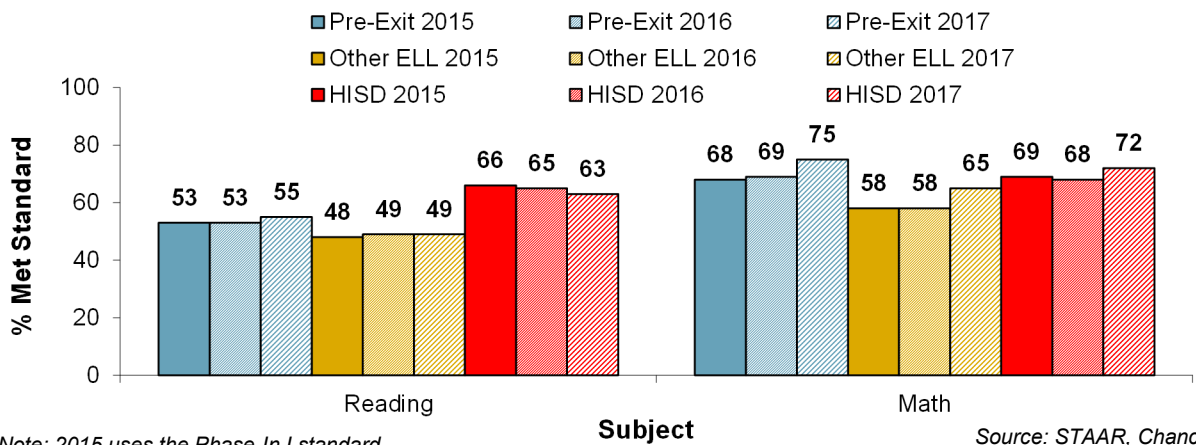
STAAR

Figure 2 shows the mean percentage of students who met the Approaches Grade Level standard on the English STAAR. Results are shown for pre-exit students who took the STAAR, those who took the STAAR L, and all students districtwide.



- Pre-exit student performance was below that of the district on all tests except STAAR mathematics, with performance gaps ranging from 7 to 8 percentage points.
- Pre-exit students had higher passing rates than did other ELLs and this was true for all subjects, with advantages ranging from 6 to 10 percentage points.
- More detailed data on STAAR performance can be found in **Appendix C** (see p. 13), including grade-level data, the number of students tested, and data for 2016.
- **Figure 3** (see p. 6) shows STAAR reading and mathematics results for pre-exit students and other ELL students for the period 2015 to 2017.
- Overall passing rates in reading for pre-exit students have improved by 2 percentage points over this time period, compared to an increase of 1 point for other ELL students who are not pre-exit, and a decline of 3 points for the district. It should be noted that the passing standard was higher in 2016 and 2017 than it was in 2015.
- Mathematics passing rates improved for all comparison groups, with gains by pre-exit and other ELLs (+7 percentage points) greater than that for the district (+3 points).

Figure 3. Percentage of pre-exit ELL students who met Approaches Grade Level Standard on English STAAR 2015 to 2017 (reading and mathematics, other ELL and HISD overall results included for comparison, grades 3–5 only)



- **Figure 4** (below) shows results for ELL progress and STAAR progress measures (for detailed results see **Appendix D**, p. 14). Results for STAAR reading and mathematics (English) are shown.
- Results for the ELL progress measure show that pre-exit students performed better than other ELLs on both reading (+2 percentage points) and mathematics (+8). On STAAR progress, they performed better than other ELLs on reading (+1 percentage point) with no difference on mathematics.

TELPAS

Figure 5 (see p. 7) shows TELPAS performance for pre-exit students. 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. Other ELL results are included for comparison.

- A higher percentage of pre-exit students scored Advanced High (44% vs. 28%) and a smaller percentage scored at the Beginning or Intermediate levels in 2016 (20% vs. 38%) than did ELLs who were not in the pre-exit phase (see Figure 5a; for further details see **Appendix E**, p. 15).

Figure 4. STAAR Progress and ELL Progress performance in reading (A) and mathematics (B) by Pre-exit and other ELL students in 2017 (combined results for grades 3 through 5)

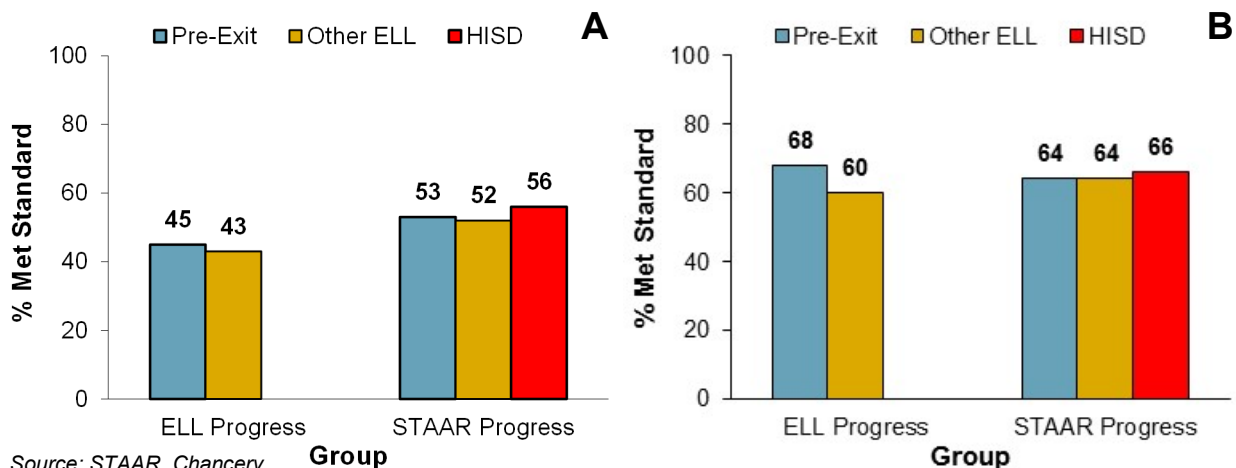
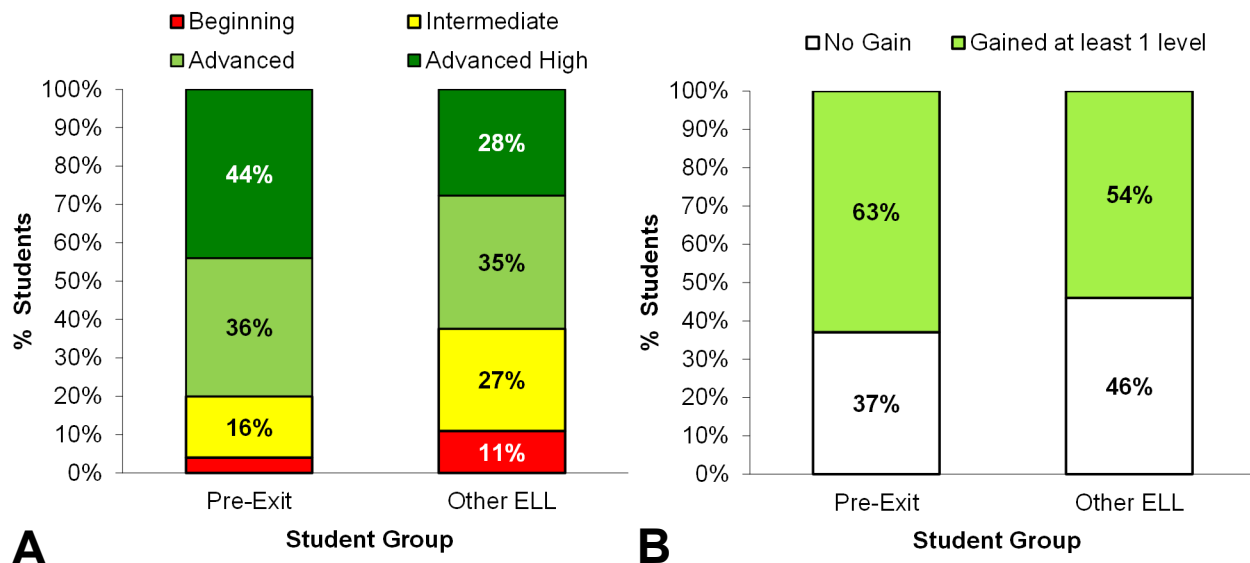


Figure 5. Pre-exit student TELPAS performance 2017: A. Percent of students at each proficiency level in 2017, B. Percent of students making gains in proficiency between 2016 and 2017 (grades 3–5 only)



Source: TELPAS data file 5/8/17, Chancery

- A higher percentage of pre-exit students made progress in 2017 than did ELL students from the district overall (Figure 5b, 63% vs. 54%; see also **Appendix F**, p. 15).

What percentage of students who entered the pre-exit strand met the readiness indicators?

Entry into the pre-exit phase is explicitly tied to the criteria summarized in Table 1 (p. 4). Students not meeting these criteria are not supposed to begin the pre-exit phase in 3rd or 4th grade. Accordingly, it is useful to analyze data from newly enrolled pre-exit students to find out how much variation there was among campuses in how well the criteria were applied. A summary of these data is shown in **Figures 6 and 7**.

- Overall, only 35% of first-year pre-exit students met the stated readiness criteria, a decrease from the 40% observed in 2015–2016 (see **Figure 6a**).
- The percentage of new pre-exit students who have met the readiness criteria has declined in each of the past three years (see **Figure 6b**).

Figure 6. Percentage of 3rd- and 4th-grade students who started pre-exit phase in 2016–2017, and who met the grade level readiness indicators required by the district

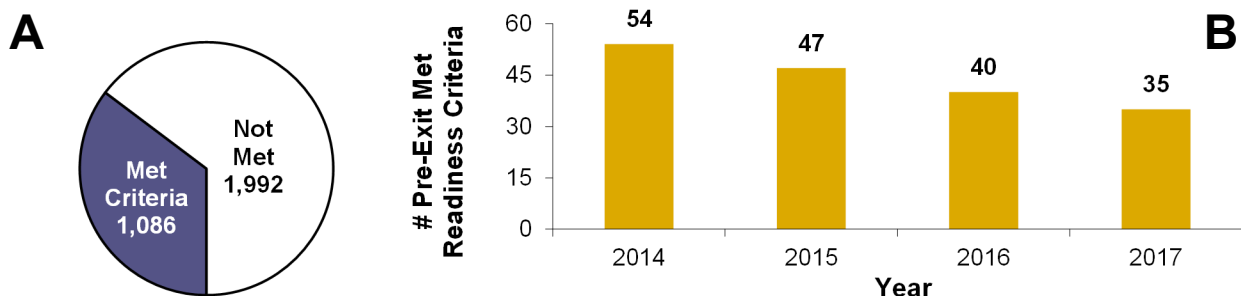
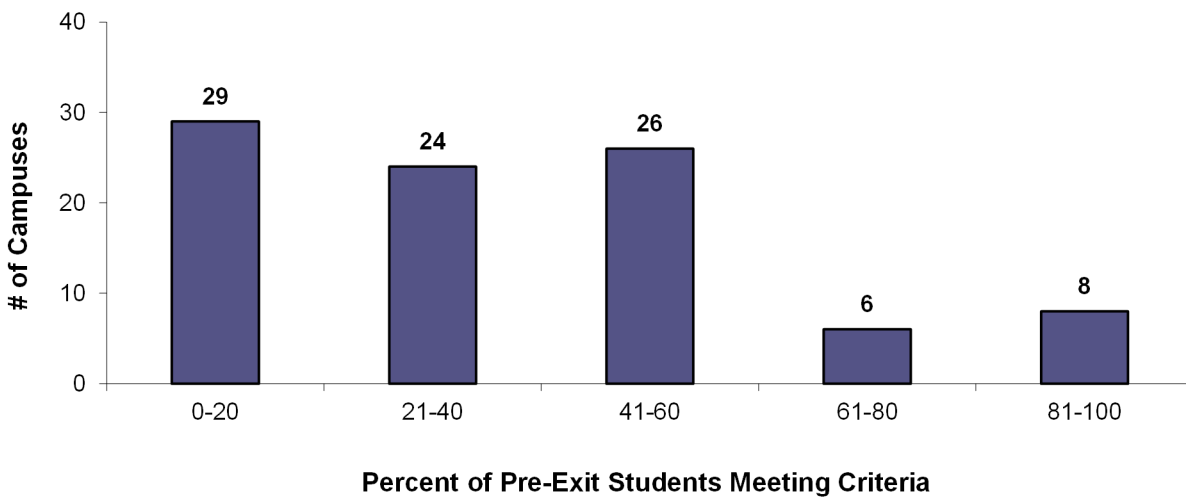


Figure 7. Counts of campuses grouped by the percentage of new pre-exit students meeting the readiness criteria, 2016–2017



- Of the 93 campuses with new (as of 2016–2017) pre-exit students in grades 3 or 4, only 8 of them had at least 81% of students who met the stated readiness criteria (see **Figure 7**), and the majority of campuses (79 of 93) had 60% or fewer of new pre-exit students who met readiness criteria.
- Pre-exit students who had met the readiness criteria performed much better on the TELPAS, as can be seen in **Figure 8**. Seventy-eight percent of students who met the criteria scored Advanced High (versus 19% for students who did not meet the criteria), and 78% showed progress in English proficiency compared to the previous year (versus 49% for students not meeting criteria).
- **Appendix G** (p. 16) shows further details, including a breakdown of performance by language domain.

Figure 8. 2017 TELPAS performance of students who either met or did not meet pre-exit readiness indicators: A. Overall proficiency level in 2017, B. Percent of students making gains in proficiency between 2016 and 2017

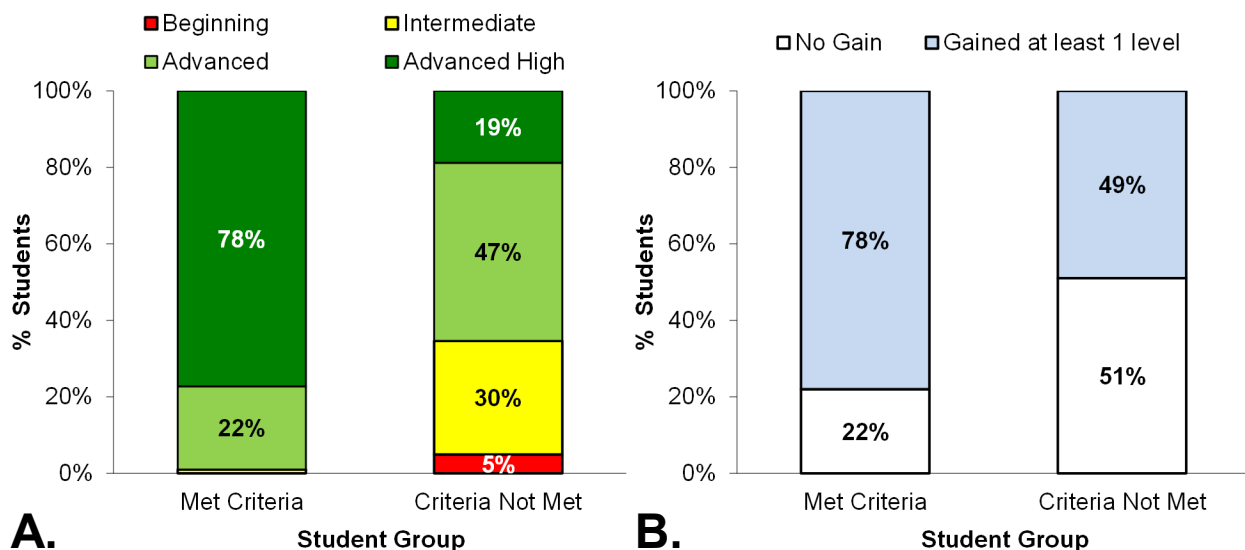
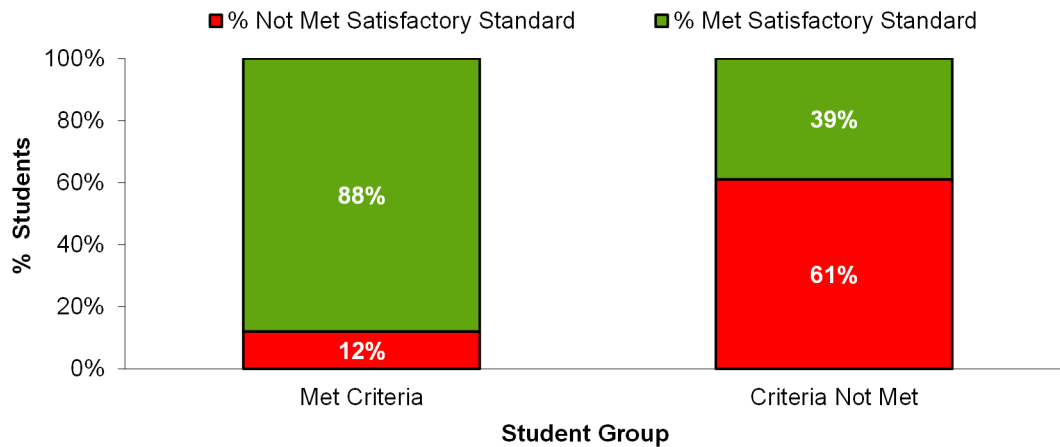


Figure 9. 2017 STAAR English reading performance of students who either met or did not meet pre-exit readiness criteria

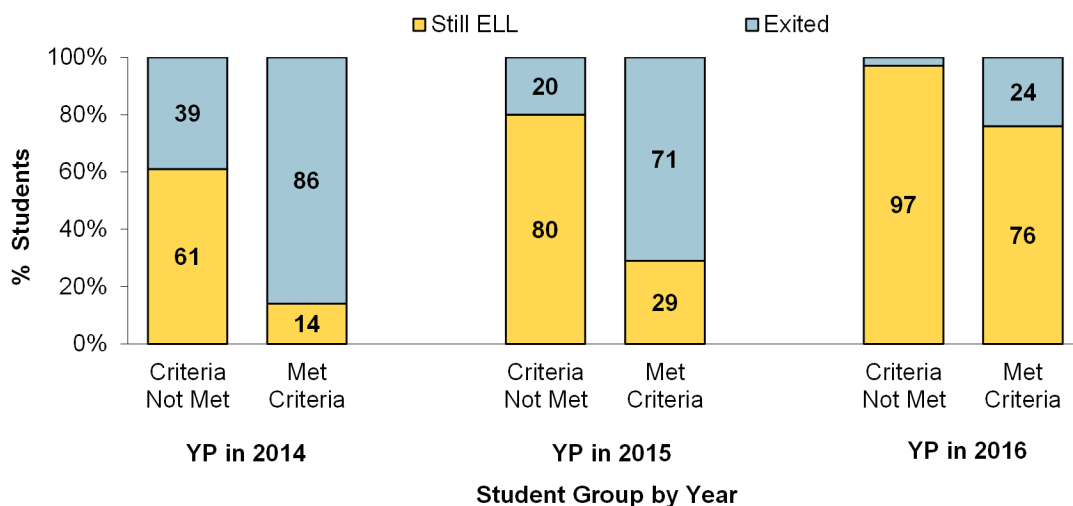


- Analogous results from the STAAR English reading assessment are shown in **Figure 9**, where it can be seen that pre-exit students who met the eligibility criteria had a much higher passing rate (88 percent) than did those who did not (39 percent).

Did pre-exit students who did not meet the readiness indicators manage to exit ELL status?

- **Figure 10** shows the percentage of students entering the pre-exit phase in 2014 through 2016, who had exited ELL status as of 2/13/2017. Data are broken down by whether the student had met the applicable readiness indicators for that year.
- For each cohort of new pre-exit students, results showed that they were far less likely to have exited ELL status by 2016–2017 if they had not met the applicable pre-exit readiness criteria.
- Even students who entered the pre-exit phase as long ago as the 2013–2014 school year were most likely to still be ELL (61 percent) if they had not met the relevant pre-exit readiness criteria.

Figure 10. Percentage of first-year pre-exit students from 2014 through 2016 who had exited ELL status as of 2/13/2017, based on whether they did or did not meet the readiness indicators



Discussion

In HISD, ELL students in the Transitional bilingual education program begin to receive mostly English instruction in grade 5, but these students (as well as certain students in the Dual Language program) can enter a pre-exit phase beginning in either grade 3 or 4 if they meet certain performance criteria. Students in the pre-exit phase are expected to be, if not yet fully proficient in English, at least making progress toward being able to meet ELL exit criteria. Performance on the STAAR and TELPAS showed that pre-exit ELLs scored higher than did other ELLs not in the pre-exit phase. On the STAAR, the performance gap relative to the district had been eliminated in mathematics, but persisted for reading, writing, and science. In addition, English language proficiency results from the TELPAS showed that well less than half of pre-exit students (44%) scored at the highest level of English proficiency, but that this had improved compared to the previous year.

One finding that raises concern is the fact that barely a third (35%) of students who started the pre-exit phase in 2016–2017 met the recommended acceptance criteria. Furthermore, this actually represents the third consecutive year of decline in this statistic: the comparable figure for 2014 through 2016 were 54%, 47%, and 40%, respectively. This low and declining rate of compliance is problematic, particularly, given the evidence reviewed regarding performance. Specifically, there is clear evidence that students who are not prepared to enter the pre-exit phase of the bilingual program (based on their failure to meet the entrance criteria) do in fact perform quite poorly on both tests of English language proficiency (TELPAS) and on the state-mandated STAAR assessment. They are also less likely to successfully exit ELL status in subsequent years.

Endnotes

- 1 Students in a Dual Language (DL) program cannot enter the pre-exit phase unless they have transferred to a campus without a Dual Language program. However, there is an exception to this rule. In 2012 and again in 2014, the district began implementing a revised curriculum for Dual Language schools, which included new time and content allocations for English and Spanish instruction. This coincided with an expansion of the program to new campuses. At these new DL campuses, implementation of the revised DL program has occurred gradually, beginning in prekindergarten and kindergarten, and moving into higher grades only as the original cohorts of students progressed. Based on this implementation timeline, students at most of the new Dual Language campuses may be eligible for entry into the pre-exit phase once they reach 3rd or 4th grade (assuming they meet the performance criteria), since the revised DL program is not yet offered at those grade levels. This report includes results from this latter group of students.

Appendix A

Explanation of Assessments Included in Report

Pre-exit ELL performance on two assessments is included in this report; the State of Texas Assessments of Academic Readiness (STAAR, English version) and the Texas English Language Proficiency Assessment System (TELPAS).

The STAAR is a state-mandated, criterion-referenced assessment used to measure student achievement. Pre-exit ELL students are assessed in English. The STAAR measures academic achievement in reading and mathematics at grades 3-8; writing at grades 4 and 7; social studies in grade 8; and science at grades 5 and 8. STAAR results for pre-exit students are reported for reading, mathematics, writing, and science.

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 charts or tables in the present report that include multiple years of data should be interpreted with caution.

The TELPAS is an English language proficiency assessment which is administered to all ELL students in kindergarten through twelfth grade, and which was developed by the Texas Education Agency (TEA) in response to federal testing requirements. 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 B

STAAR Progress and ELL Progress Measures

This report includes two additional performance measures from the STAAR (3-8) assessment, STAAR Progress and ELL Progress. Students who took the STAAR assessment 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 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.

Appendix C

English STAAR Performance of Pre-Exit Students with HISD for Comparison: Number Tested and Percent Who Met the Approaches Grade Level Standard by Grade Level and Subject

Program	Grade	Enrollment		Reading				Mathematics			
				2016		2017		2016		2017	
		2016 N	2017 N	# Tested	% Met Sat.	# Tested	% Appr.	# Tested	% Met Sat	# Tested	% Appr.
Pre-Exit	3	1,341	1,147	1,303	72	1,083	70	1,296	82	1,080	81
	4	3,269	3,088	3,192	59	2,916	54	3,191	69	2,936	72
	5	3,162	3,110	3,078	40	2,950	50	3,092	63	2,978	76
	Total	7,772	7,345	7,573	53	6,949	55	7,579	69	6,994	75
Other ELL	3	6,746	6,775	2,329	54	2,646	51	2,630	63	2,834	65
	4	3,377	4,471	1,993	52	2,880	48	1,969	55	2,931	63
	5	1,900	2,975	1,740	38	2,777	47	1,770	56	2,785	66
	Total	12,023	14,221	6,062	49	8,303	49	6,369	58	8,550	65
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	15,721	67	15,755	69
	5	16,560	16,680	16,062	63	15,986	64	16,104	70	16,022	76
	Total	52,052	52,663	44,856	65	45,256	63	45,685	68	45,534	72

Program	Grade	Enrollment		Writing				Science			
				2016		2017		2016		2017	
		2016 N	2017 N	# Tested	% Met Sat.	# Tested	% Appr.	# Tested	% Met Sat	# Tested	% Appr.
Pre-Exit	3	1,341	1,147	0	*	0	*	0	*	0	*
	4	3,269	3,088	3,200	49	2,916	50	0	*	0	*
	5	3,162	3,110	0	*	0	*	3,072	52	2,983	60
	Total	7,772	7,345	3,200	49	2,916	50	3,072	52	2,983	60
Other ELL	3	6,746	6,775	0	*	0	*	0	*	0	*
	4	3,377	4,471	2,000	45	2,904	46	0	*	0	*
	5	1,900	2,975	0	*	0	*	1,746	47	2,788	53
	Total	12,023	14,221	2,000	45	2,904	46	1,746	47	2,788	53
HISD	3	18,387	18,108	0	*	0	*	0	*	0	*
	4	17,105	17,875	15,226	61	15,730	58	0	*	0	*
	5	16,560	16,680	0	*	0	*	16,079	66	16,021	67
	Total	52,052	52,663	15,226	61	15,730	58	16,079	66	16,021	67

Source: STAAR student data files, Chancery

* Scores not reported for fewer than 5 students

Note: Passing standard for both years are equivalent

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

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

Appendix D

STAAR Progress and ELL Progress Performance of Pre-Exit Students: Number Tested and Percent Met Standard by Grade Level

Reading											
		ELL Progress				STAAR Progress					
		Enrollment		2016		2017		2016		2017	
Program	Grade	2016	2017	# Tested	% Met	# Tested	% Met	# Tested	% Met	# Tested	% Met
Pre-Exit	3	1,341	1,147	884	64	826	64	n/a	n/a	n/a	n/a
	4	3,269	3,088	1,612	44	1,406	35	557	63	669	56
	5	3,162	3,110	314	40	248	40	1,685	65	2,041	53
	Total	7,772	7,345	2,810	50	2,480	45	2,242	65	2,710	53
Other ELL	3	6,746	6,775	1,202	52	1,270	48	n/a	n/a	n/a	n/a
	4	3,377	4,471	768	44	1,032	36	962	62	1,260	54
	5	1,900	2,975	274	42	397	45	1,193	63	1,897	51
	Total	12,023	14,221	2,244	48	2,699	43	2,155	63	3,157	52
HISD	3	18,387	18,108					n/a	n/a	n/a	n/a
	4	17,105	17,875					10,895	62	11,212	55
	5	16,560	16,680					13,632	65	13,721	57
	Total	52,052	52,663					24,527	63	24,933	56

Mathematics											
		ELL Progress				STAAR Progress					
		Enrollment		2016		2017		2016		2017	
Program	Grade	2016	2017	# Tested	% Met	# Tested	% Met	# Tested	% Met	# Tested	% Met
Pre-Exit	3	1,341	1,147	881	76	824	77	n/a	n/a	n/a	n/a
	4	3,269	3,088	1,610	60	1,425	63	1,505	54	1,456	60
	5	3,162	3,110	326	60	256	68	2,701	62	2,673	66
	Total	7,772	7,345	2,817	65	2,505	68	4,206	59	4,129	64
Other ELL	3	6,746	6,775	1,450	60	1,371	62	n/a	n/a	n/a	n/a
	4	3,377	4,471	759	47	1,039	57	1,118	56	1,600	60
	5	1,900	2,975	289	56	399	62	1,410	68	2,294	67
	Total	12,023	14,221	2,498	55	2,809	60	2,528	62	3,894	64
HISD	3	18,387	18,108					n/a	n/a	n/a	n/a
	4	17,105	17,875					12,009	56	12,346	60
	5	16,560	16,680					14,936	67	14,827	71
	Total	52,052	52,663					26,945	62	27,173	66

Source: STAAR student data files, Chancery

* Scores not reported for fewer than 5 students

Note: Passing standard for both years are equivalent

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 E

TELPAS Performance for Pre-Exit Students for 2017: Number Tested and Number and Percentage of Students at Each Proficiency Level, by Grade Level

Program	Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		Composite Score
			N	%	N	%	N	%	N	%	
Pre-Exit 2017	3	1,137	50	4	178	16	329	29	580	51	3.2
	4	3,041	143	5	583	19	1,213	40	1,102	36	2.9
	5	3,057	115	4	406	13	1,070	35	1,466	48	3.1
	Total	7,235	308	4	1,167	16	2,612	36	3,148	44	3.1
Other ELL 2017	3	6,645	784	12	2,084	31	2,204	33	1,573	24	2.6
	4	4,363	428	10	1,166	27	1,665	38	1,104	25	2.7
	5	2,892	259	9	475	16	995	34	1,163	40	2.9
	Total	13,900	1,471	11	3,725	27	4,864	35	3,840	28	2.7

Source: TELPAS, Chancery

* Scores not reported for fewer than 5 students

Appendix F

TELPAS Performance for Pre-Exit Students for 2017: Number Tested and Number and Percentage of Students Gaining 1, 2, 3, or 1 or More Proficiency Levels, by Grade Level

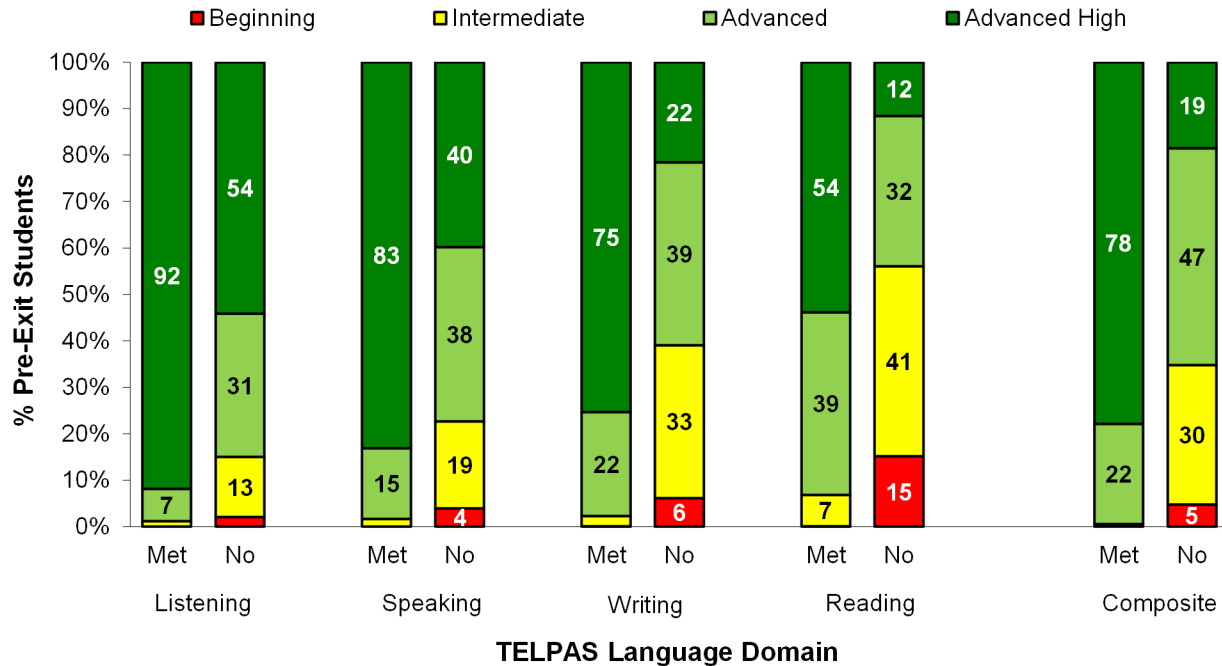
Program	Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level	
			N	%	N	%	N	%	N	%
Pre-Exit 2017	3	1,106	752	68	35	3	0	0	787	71
	4	2,921	1,578	54	51	2	0	0	1,629	56
	5	2,923	1,868	64	88	3	1	<1	1,957	67
	Total	6,950	4,198	60	174	3	1	<1	4,373	63
Other ELL 2017	3	6,125	3,072	50	220	4	3	<1	3,295	54
	4	3,944	1,796	46	66	2	2	<1	1,864	47
	5	2,559	1,499	59	101	4	1	<1	1,601	63
	Total	12,628	6,367	50	387	3	6	<1	6,760	54

Source: TELPAS, Chancery

* Scores not reported for fewer than 5 students

Appendix G

TELPAS Performance for First-Year Pre-Exit Students: Percent of Students at Each Proficiency Level, by Language Domain and Whether They Had met the Readiness Criteria



The TELPAS results shown in Figure 8a confirm previous findings that pre-exit students do better on the TELPAS if they had successfully met the recommended readiness criteria before being admitted into the pre-exit phase. Students who had not met these criteria do not do as well.

The data shown in the above chart represent a further exploration of this finding, in the form of an examination of how this pattern holds up across the four language domains represented by the TELPAS. While all four domains show clear differences between the performance of students who either met or did not meet these criteria, this analysis reveals a clear difference between the impact on oral versus written English proficiency. Specifically, in both the writing and reading TELPAS measure, students not meeting the readiness criteria do particularly poorly. Only 12 percent of these students scored Advanced High on TELPAS reading. Thus, it is clear that while a failure to ensure that students are ready before entering the pre-exit phase does lead to problems, this is particularly an issue in regards to how they deal with written English, more so than oral proficiency.