MEMORANDUM   September 26,2019

TO: Anna White
               Assistant Superintendent, Multilingual Programs

FROM: Carla Stevens
               Assistant Superintendent, Research and Accountability

SUBJECT: **2019 BILINGUAL & ENGLISH AS A SECOND LANGUAGE PROGRAM
               EVALUATION REPORT**

The Texas Education Code (§ 29.051) requires school districts to provide every language
minority student with the opportunity to participate in either a bilingual or English as a second
language (ESL) program. Attached is the evaluation report summarizing the performance of
students who participated in the district's bilingual and ESL programs during the 2018–2019
school year. Included in the report are findings from assessments of academic achievement and
English language proficiency for all students classified as English Learners (EL), demographic
characteristics of students served by these programs, and a count of how many students exited
EL status. The report also summarizes the professional development activities of staff involved
with the bilingual and ESL programs.

Key findings include:
- EL enrollment in the district in 2018–2019 was 66,394, a decline of 953 from 2017–2018.
- A total of 34,588 EL students participated in bilingual programs in 2018–2019, and an
  additional 28,594 in ESL programs.
- Results from the STAAR and STAAR EOC assessments showed that students currently
  enrolled in a bilingual or ESL program performed less well than students districtwide on all
  subjects tested, with performance gaps being smallest on mathematics assessments and
  greatest on the English I and English II EOC exams.
- STAAR 3-8 reading performance of both current bilingual students and that of current ESL
  students improved between 2017 and 2019 (+6 and +8 percentage points, respectively),
  exceeding the growth shown by the district (+4 percentage points) over the same period.
- Students who had exited either program performed above the district average on both STAAR
  reading and mathematics and the EOC assessments.
- On the TELPAS, fewer bilingual students achieved the highest level of English language
  proficiency overall, but by fifth grade their performance was superior to that of ESL students.
  More bilingual students showed growth on TELPAS in 2019 than did ESL students.
- Finally, the number of students exiting from EL status in 2018–2019 was 1,757, a 64 percent
  decline from the previous year.

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
     Silvia Trinh
     Courtney Busby

RESEARCH

Educational Program Report

BILINGUAL & ENGLISH AS A SECOND LANGUAGE PROGRAM EVALUATION REPORT 2018 – 2019

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BILINGUAL AND ENGLISH AS A SECOND LANGUAGE PROGRAM EVALUATION 2018–2019

Executive Summary

Program Description

The Houston Independent School District (HISD) currently offers two bilingual programs and two English as a Second Language (ESL) programs for English language learners (ELs). These programs facilitate ELs' integration into the regular school curriculum and ensure access to equal educational opportunities. Bilingual programs are offered in elementary schools and selected middle schools for language-minority students who need to enhance their English-language skills. Beginning in prekindergarten, the bilingual programs provide ELs with a carefully structured sequence of basic skills in their native language, as well as gradual skill development in English through ESL methodology. The native language functions to provide access to the curriculum while the student is acquiring English. Instruction in the native language assures that students attain grade-level cognitive skills without falling behind academically. ESL programs are also offered to language-minority students at all grade levels who need to develop and enhance their English-language skills. ESL programs provide intensive English instruction in all subjects, with a focus on listening, speaking, reading, and writing, through use of ESL methodology.

The state of Texas requires an annual evaluation of bilingual and ESL programs in all school districts where these services are offered [TAC § 89.1265]. This report must include the following information:

- academic progress of ELs;
- levels of English proficiency among ELs;
- the number of students exited from bilingual and ESL programs; and
- frequency and scope of professional development provided to teachers and staff serving ELs.

Highlights

- EL enrollment in the district in 2018–2019 was 66,394, a decline of 953 from the previous year. This was the second consecutive year in which a decline occurred, consistent with overall district trends.

- Current bilingual ELs did not perform as well as district students overall on English reading and language measures (STAAR, STAAR EOC). However, their mathematics performance on the STAAR 3–8 assessment exceeded district performance (Approaches Grade Level standard).

- Current ESL students also did not perform as well as the district average on all subjects tested (STAAR, STAAR EOC), with particularly low passing rates on English I and English II EOC exams (17 and 16 percent met Approaches Grade Level standard, respectively).

- STAAR grades 3–8 reading performance of both current bilingual students (+6 percentage points) and current ESL students (+8 points) has improved from 2017 to 2019, exceeding the growth shown by the district (+4 percentage points).

- Exited students from both bilingual and ESL programs performed better than the district average on both the STAAR and STAAR EOC assessments.

- STAAR grades 3–8 reading performance of exited bilingual students (+6 percentage points) and exited ESL students (+5 points) improved from 2017 to 2019, with the district improving by only four percentage points.

- Performance of current bilingual and ESL students on the STAAR 3–8 writing assessment improved by 10 percentage points in 2019 compared to 2018, which was greater than the growth shown by the district overall on this subject (+5 percentage points).

- On the TELPAS, ESL students showed higher English language proficiency in grades K to 3, but by grade 5, bilingual students showed more proficiency.

- More bilingual students showed yearly progress on the TELPAS in 2019 than did ESL students (46 percent versus 31 percent).

- A total of 1,757 ELs met the necessary proficiency criteria, and exited EL status during the 2018–2019 school year. This was an 64% decrease from the previous year.

- The annual dropout rate for district EL students declined in 2018 (the most recent year for which data were available). In addition, both the four-year dropout and graduation rates for ELs improved.

- There were 343 staff development training sessions held in 2018–2019 for teachers, administrators, and other HISD staff, with a total attendance (duplicated) of 9,768 (4,427 unduplicated). In addition, 9,656 staff participated in online training sessions (3,638 unduplicated).

Recommendations

1. Area Office administrators and Multilingual Programs Department personnel should continue to ensure that school administrators see that ELs are appropriately placed in the right bilingual or ESL program. The district goal should be to ensure all pre-kindergarten through fifth grade Spanish speaking ELs have an opportunity to participate in a bilingual program where students have an opportunity to learn and be assessed in their dominant language where they can best show mastery of content objectives.

2. Area Office Administrators and Multilingual Programs Department personnel should continue to ensure that school administrators follow the approved time and content allocation for both the Transitional Bilingual Program and the Dual Language Program as appropriate, depending on campus designation. This is particularly important for those campuses that have begun to implement the Dual Language Program, as this program continues to expand into higher grade levels. It is also important for campuses that fail to correctly apply the recommended criteria for admission of ELs to the pre-exit phase of the bilingual program.

3. Collaboration between the Curriculum & Development and the Multilingual Programs departments should lead to the development of curricula that can be differentiated for ELs at various stages of English proficiency. This is especially important at the secondary level where ELs continue to struggle to meet standard on STAAR English I and II.

4. Collaboration between the Curriculum & Development and Multilingual Programs departments that result in curricula to support bilingual teachers should continue. Multilingual specialists should provide supplemental supports for bilingual teachers and offer supplemental training to support instruction in the native language.

5. The implementation of the Sheltered Instructional Strategies should continue across the entire district for all students learning in their second language. To support this effort, the Curriculum and De-

velopment department should continue to provide teachers with access to Literacy Routine training while the Multilingual Programs department continues to provide supplemental professional development aligned to the Literacy Routines.

6. The identification of Sheltered Instruction (SI) Coaches on all campuses by campus principals is key to ensuring that all teachers of English Learners, especially those not ESL certified, have the support they need to appropriately teach ELs. The Multilingual Programs department will support and build capacity in all SI Coaches throughout the year to ensure that the coaches have the expertise to provide campus administrators and teachers with professional development related to EL needs and supports, feedback and development for teachers of ELs, and oversee the implementation of the EL instructional plan for the campus.

Introduction

Texas state law requires that specialized linguistic programs be provided for students who are English language learners (EL). These programs are intended to facilitate ELs' integration into the regular school curriculum and ensure access to equal educational opportunities. According to the Texas Education Code, every student in Texas who is identified as a language minority with a home language other than English must be provided an opportunity to participate in a bilingual or other special language program (Chapter 29, Subchapter B 29.051). The Texas Administrative Code (TAC) in Chapter 89, Subchapter BB provides a framework of indicators for the implementation of such programs.

The Houston Independent School District (HISD) currently offers two bilingual programs [1] and two English as a Second Language (ESL) programs for ELs. Bilingual programs are offered in elementary schools and selected secondary schools for language-minority students who need to enhance their English-language skills. Beginning in prekindergarten, the bilingual programs provide ELs with a carefully structured sequence of basic skills in their native language, as well as gradual skill development in English through ESL methodology. In bilingual programs, the native language functions to provide access to the curriculum while the student is acquiring English. Instruction in the native language assures that students attain grade-level cognitive skills without falling behind academically.

ESL programs are also offered to language-minority students at all grade levels who need to develop and enhance their English-language skills. ESL programs provide intensive English instruction in all subjects, with a focus on listening, speaking, reading, and writing through the use of ESL methodology. For the purpose of this report, "bilingual programs" refer to both program models as a single unit. Similarly, "ESL programs" refer to both ESL program models as a single unit. Separate reports are available for a detailed examination of the various bilingual and ESL program models (Houston Independent School District, 2019a; 2019b, 2019c). Further details on state requirements, and specific programs offered in HISD can be found in **Appendix A** (p 17).

Methods

Participants

The total student population of HISD in October 2018 was 209,040, as reported in the PEIMS fall snapshot data file for the 2018–2019 school year. Thirty-two percent of students in the district were ELs. Fifty-two percent of ELs were served in bilingual programs, 43% were served in an ESL program, and 5% did not receive any special linguistic services (see **Table 1**, also **Appendix B**, p. 18). Data for 2018–2019 are shaded in blue.

Table 1. Number and Percent of EL Students in HISD, 2016–2017 to 2018–2019											
	Program	Number of Students			% of All Students			% of ELL Students			
		2017	2018	2019	2017	2018	2019	2017	2018	2019	
Non-ELL		146,829	146,181	142,646	68	68	68				
ELL		68,579	67,347	66,394	32	32	32				
	Bilingual	*40,568*	*37,076*	*34,588*	*19*	*17*	*17*	*59*	*55*	*52*	
	ESL	*23,499*	*26,408*	*28,594*	*11*	*12*	*14*	*34*	*39*	*43*	
	Not Served	*4,512*	*3,863*	*3,212*	*2*	*2*	*2*	*7*	*6*	*5*	
Total		**215,408**	**213,528**	**209,040**				2017	2018		

Source: PEIMS Fall 2018 Snapshot

Figure 1. The Number of EL Students Enrolled in HISD Schools Over the Last Thirteen Years


Source: PEIMS Fall Snapshots
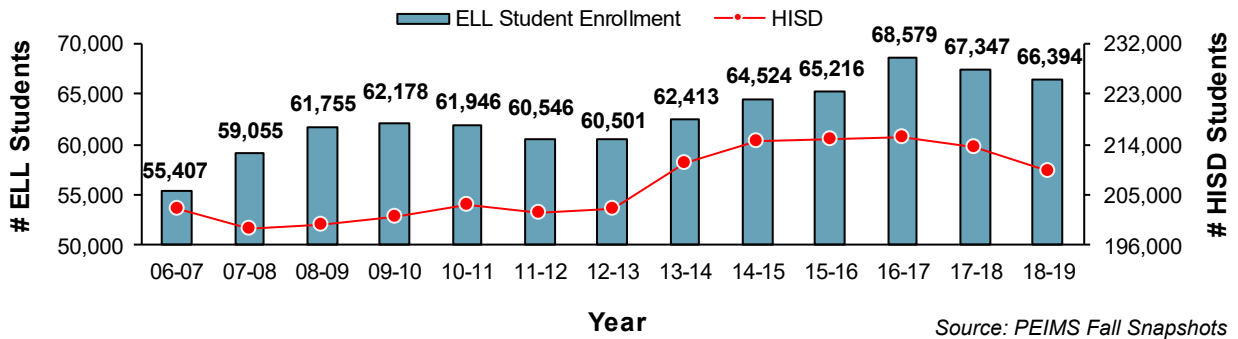
HISD had 66,394 ELs in 2018–2019, the second year of decline following four years of increases. The EL population was at 55,407 in 2006–2007 (see **Figure 1**), and gradually increased over the next ten years, mirroring trends in the overall HISD student population (district enrollment is represented by the solid red line; see right axis). EL enrollment decreased by 953 in 2018–2019, but has accounted for approximately 30% of the district students in each of the past twelve years. Altogether, 45 percent of the district's students were either current or exited ELs.

Figure 2 summarizes ELs' ethnicity and home language. Ninety-one percent of ELs in HISD were Hispanic. Students of Asian ethnicity made up the next largest group (4%). ELs come to HISD from all over the world, with 86 different native languages represented. Most ELs (92%) were native Spanish speakers. Arabic was the next most commonly spoken native language, followed by Swahili and Vietnamese. Details shown in **Appendix C** (p. 19) reveal that the number of Pashto speakers increased substantially in 2018–2019 (38%), while other language groups experienced declines or only modest increases.

All bilingual or ESL students with valid assessment results from 2018–2019 were included in analyses for this report, as were all students who had participated in one of these programs but who had since exited EL status. These latter students were defined as either monitored (student is in their first or second year after having exited EL status), or former (student is three years or more post-EL status).

Figure 2. EL Student Ethnicity and Home Language, 2018–2019

Source: PEIMS
Fall 2018 Snapshot
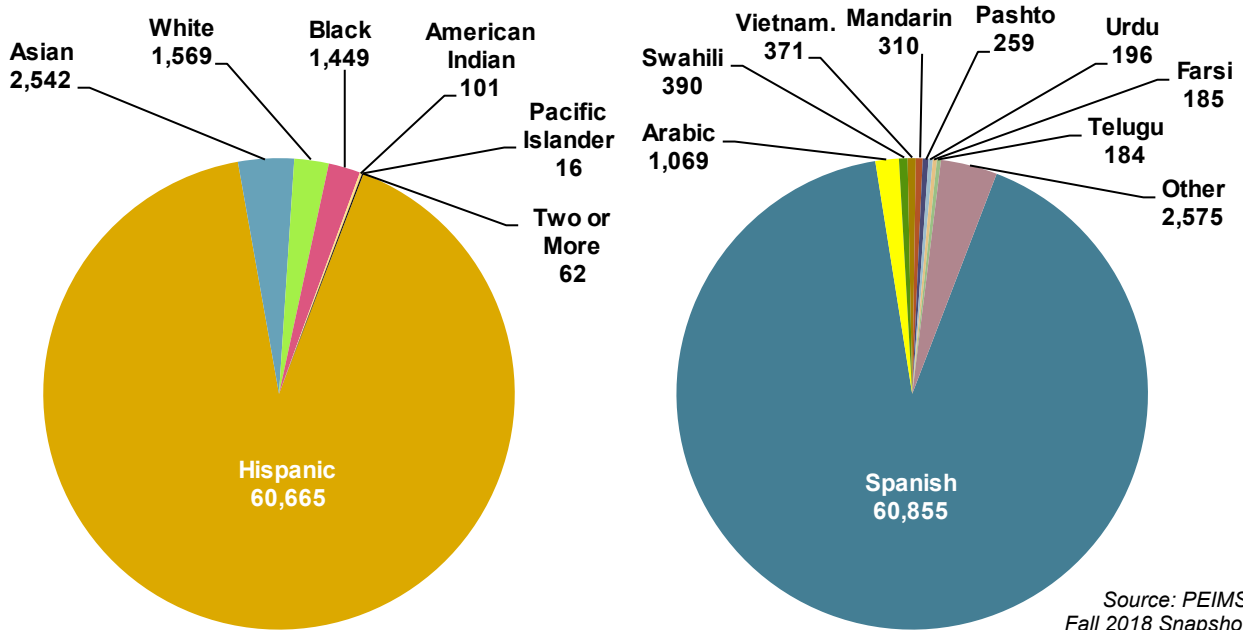
Data Collection & Analysis

Results for students enrolled in bilingual or ESL programs were analyzed, as were data from students who had exited these programs and were no longer EL. Data from the State of Texas Assessments of Academic Readiness (STAAR, first administration only), STAAR End-of-Course (EOC, all students test-ed in spring including retesters), and Texas English Language Proficiency Assessment System (TELPAS) were analyzed at the district level. Note that for certain student groups, data from some of these assessments may not be available. Comparisons were made between bilingual students, ESL students, and all students districtwide.

STAAR results are reported for the reading and mathematics tests (first administration only). For each test, the percentage of students who met Approaches Grade Level standard or higher is shown. For STAAR EOC, the percent of students who met standard (Approaches Grade Level at the Student Stand-ard) are reported for English I and II, Algebra I, Biology, and U.S. History. For both STAAR and EOC, only results from the regular versions are included (i.e., no data from Alternate 2 assessments are re-ported). Note that the "regular" version of both the STAAR and EOC assessments is now administered to students who previously would have taken either an accommodated or linguistically-accommodated version of these exams (which are no longer offered). Accordingly, any data from 2016 or earlier have been adjusted to include results from these versions of the STAAR and EOC.

TELPAS results are reported for two indicators. The first reflects attainment, i.e., the overall level of English language proficiency exhibited by ELs. For this indicator, the percent of students at each proficiency level is presented. The second TELPAS indicator reflects progress, i.e., whether students gained one or more levels of English language proficiency from one year to the next. For this indicator, the percent of students showing gains in proficiency between 2018 and 2019 is reported. **Appendix D** (p. 20) provides further details on each of the assessments analyzed for this report. Finally, professional development and training data were collected from the Multilingual Programs Department, and EL exits were obtained from Chancery records.

Results

What was the academic progress of ELs in bilingual and ESL programs?

STAAR

Figure 3 (see p. 7) shows the percent of current bilingual ELs who met standard on the STAAR in 2019. Results for both the Spanish and English language versions of the tests are included. Results are shown for bilingual students, as well as all students districtwide[2]. Districtwide Spanish-language results are not included, since these are equivalent to the bilingual Spanish-language results. Further details, including performance by grade level, can be found in **Appendices E** and **F** (pp. 21–22).

- A total of 12,632 current bilingual students took the reading portion of the STAAR, representing 96 percent of those enrolled. Of these, 42 percent completed the Spanish version, while 58 percent completed the English version.

- Performance of bilingual students on the Spanish STAAR reading test was better than on the English test (66% vs. 60% students met standard).

Figure 3. Percentage of Students Who Met Approaches Grade Level Standard on STAAR Reading and Mathematics Tests, 2019, Grades 3–8: Bilingual Students, and All Students Districtwide
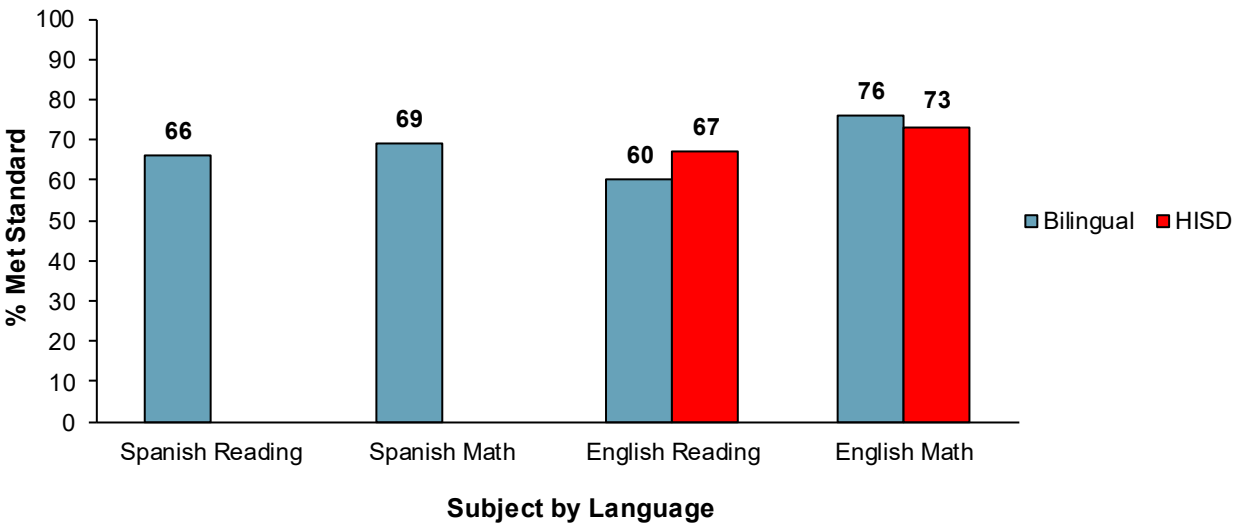
Source: Cognos STAAR 6/12/19, Chancery

- Performance on the English STAAR reading test for bilingual students was lower than that of the district, by 7 percentage points (see Figure 3).

- Bilingual students performed better on the English STAAR mathematics test than on English reading, and were 3 percentage points better than the district on English STAAR mathematics.

- Data for ESL students (see **Figure 4** below) showed that STAAR reading performance was well below district levels (-24 percentage points, details also in **Appendix G**, p. 23).

- STAAR mathematics scores for ESL students were also below those of the district, with a gap of 13 percentage points.

Figure 4. Percentage of Students Who Met Approaches Grade Level Standard on English STAAR Reading and Mathematics Tests, 2019, Grades 3–8: ESL Students, and All Students Districtwide

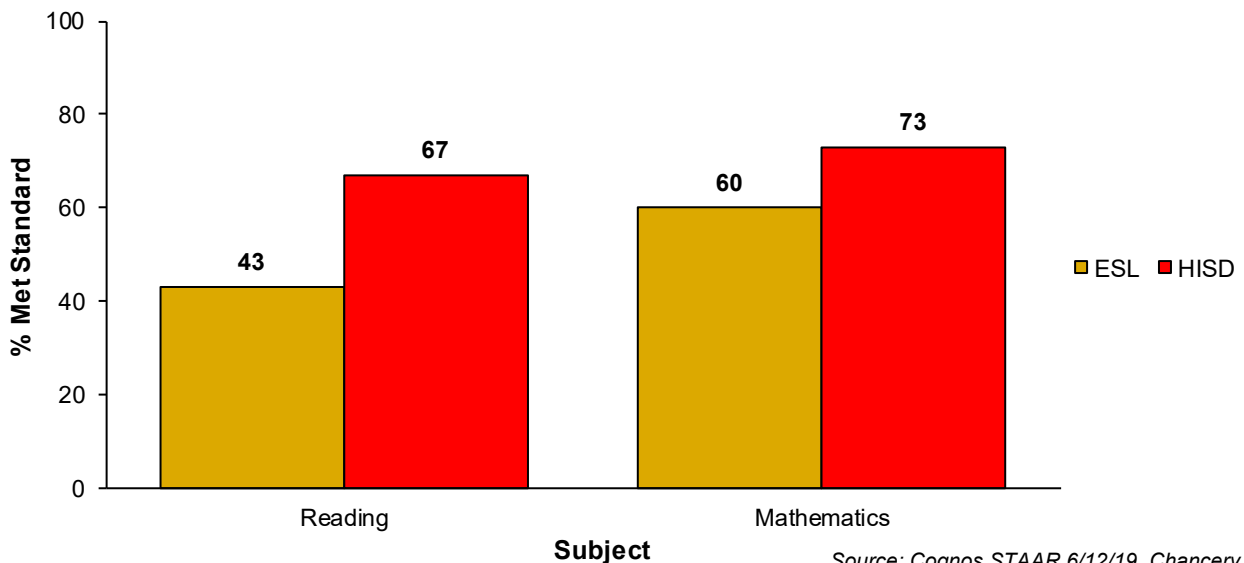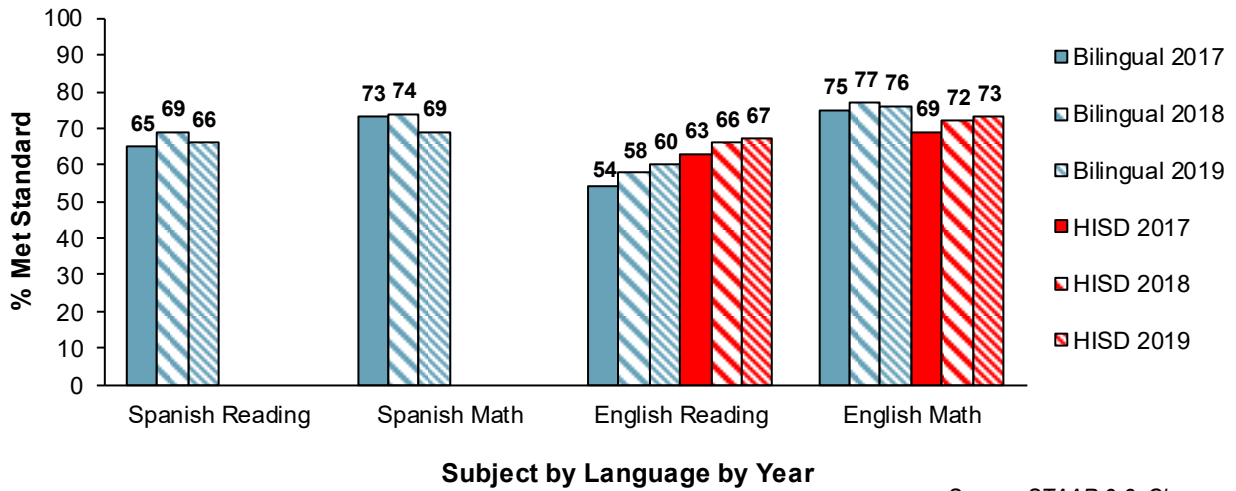*Source: Cognos STAAR 6/12/19, Chancery*

**Figure 5. Percentage of Students Who Met Approaches Grade Level Standard
on STAAR Reading and Mathematics Tests, 2017 to 2019, Grades 3–8:
Bilingual Students, and All Students Districtwide**

Subject by Language by Year

Source: STAAR 3-8, Chancery

- **Figure 5** compares bilingual students' STAAR results for 2017 through 2019. Spanish STAAR results improved by 1 percentage point in reading over this time period, while mathematics declined by 4 percentage points.

- Between 2017 and 2019, bilingual students' reading performance on the English STAAR improved by 6 percentage points (54% to 60%), while the district's performance increased by 4 percentage points (63% to 67%).

- Mathematics scores for bilingual students improved only slightly (+1 percentage point) over this period (75% to 76%), with the district increasing by 4 percentage points (69% to 73%).

**Figure 6. Percentage of Students Who Met Approaches Grade Level Standard
on English STAAR Reading and Mathematics Tests, 2017 to 2019, Grades 3–8:
ESL Students, and All Students Districtwide**

Subject

Source: STAAR 3-8, Chancery

- Between 2017 and 2019, ESL students improved in both reading (+7 percentage points) and mathematics (+8 points), and both increases were greater than those shown by the district (+4 percentage points for both subjects; see **Figure 6**).

Figure 7. Percentage of Students Who Met Approaches Grade Level Standard on English STAAR Grades 3–8 Reading and Mathematics Tests, 2019: Exited (Monitored and Former) Bilingual and ESL Students, and All Students Districtwide

Source: STAAR 6/12/19, Chancery
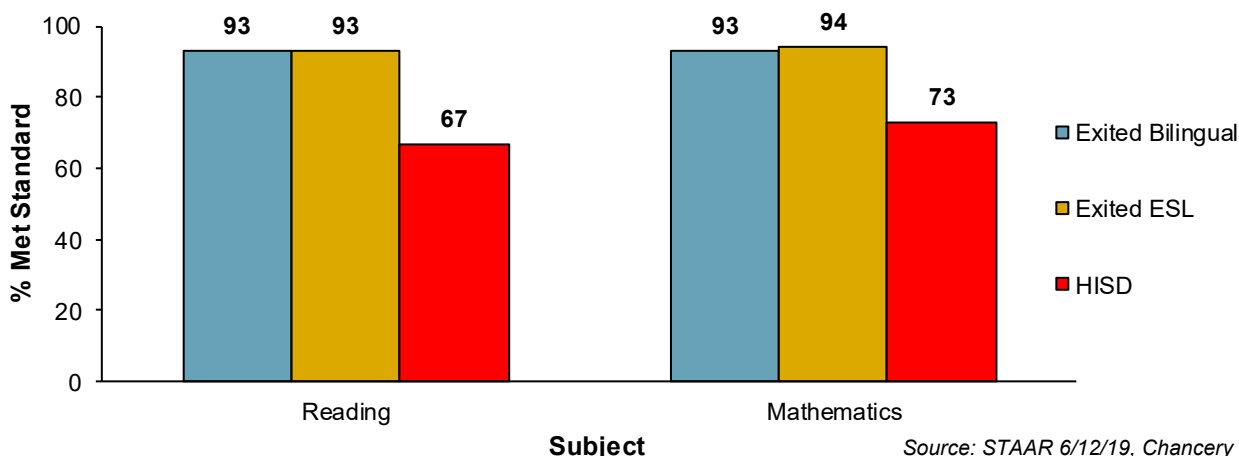
- Results for exited bilingual students[3] (see **Figure 7**) show that monitored and former bilingual students performed better than the district on STAAR reading and mathematics (gaps of 26 and 20 percentage points, respectively).

- Exited ESL students were the same as exited bilingual students in reading, and were only slightly better in mathematics (+1 percentage point).
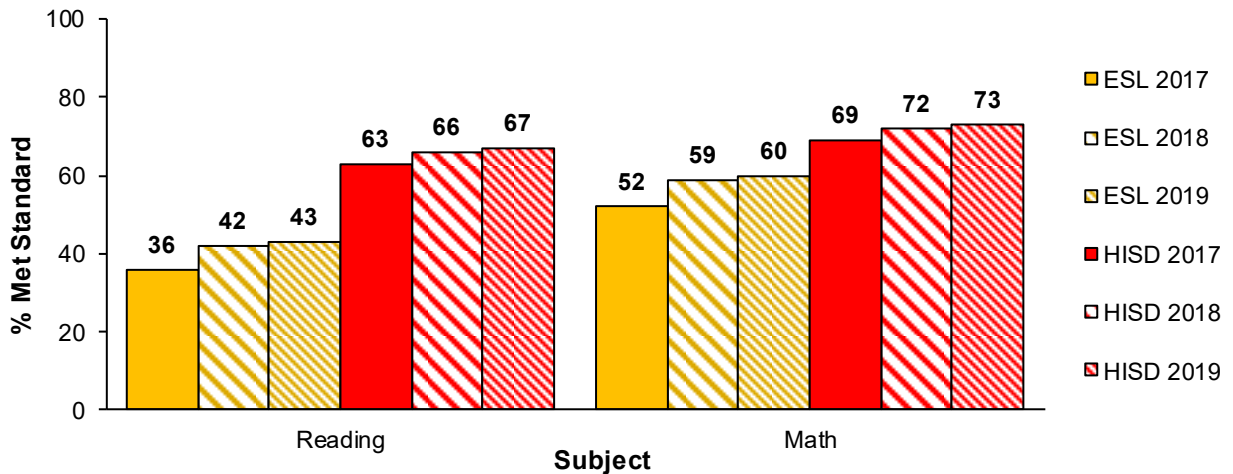
Figure 8. Percentage of Students Who Met Approaches Grade Level Standard on STAAR Grades 3–8 Reading and Mathematics Tests, 2017 to 2019: Exited Bilingual and ESL Students, and All Students Districtwide

Source: STAAR, Chancery
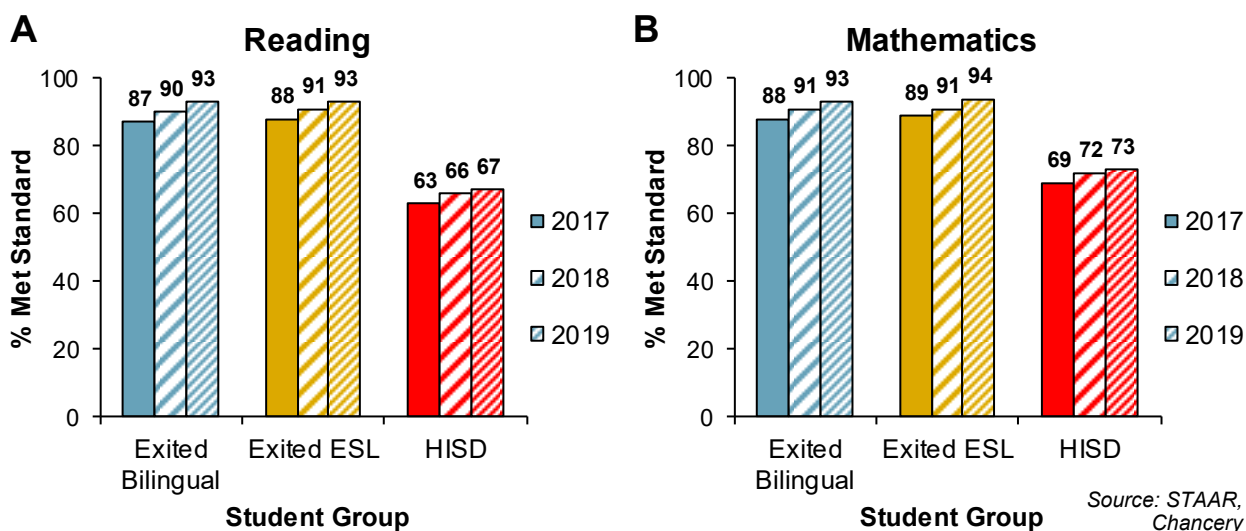
- **Figure 8** shows the 2017 through 2019 STAAR English reading and mathematics performance of exited bilingual and ESL students.

- Performance of all three groups has improved over this time period in both subjects. In reading, growth for exited bilingual (+6 percentage points) and exited ESL students (+5 points) exceeded that of the district (+4 points). The same was true for mathematics: exited bilingual and ESL both had increases of +5 percentage points, with district growth of +4 percentage points.

Figure 9. STAAR Writing, Science, and Social Studies: Change in Percent Students Meeting Approaches Grade Level Standard From 2018 to 2019

Source: STAAR, Chancery
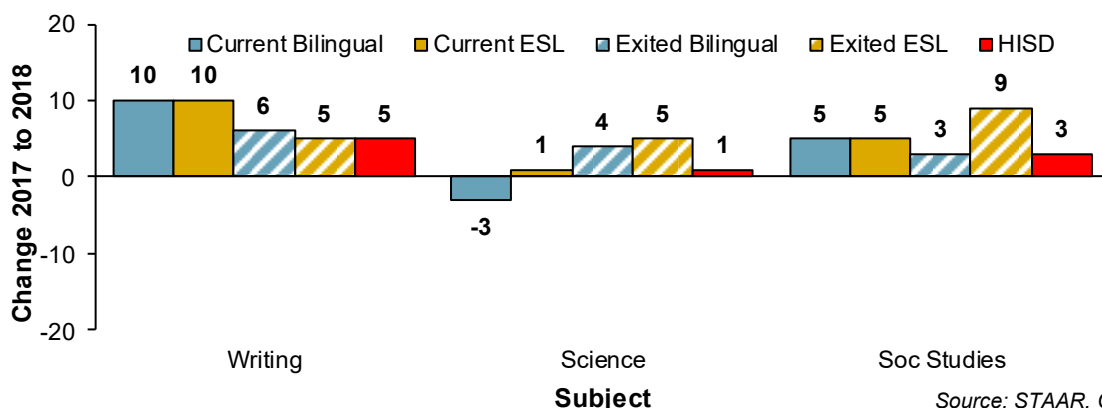
- **Figure 9** (above) shows the change in overall percentage of students meeting standard between 2018 and 2019 for the remaining three STAAR subjects. The general trend was for growth in all subjects across all groups, the sole exception being a slight decline (-3 percentage points) for current bilingual students in science. See **Appendix H** (p.24) for further details.

STAAR EOC

Figure 10 (next page) shows results for the STAAR-EOC assessments (see also **Appendix I**, p. 25). Shown are results for Algebra I, Biology, English I and II, and U.S. History. For each test, the figure shows the percentage of students who met the Approaches Grade Level at Student Standard[4] for 2018–2019 or higher (dark green). Red indicates the percentage of students who Did Not Meet Grade Level (number of students tested in parentheses).

- Current ESL students did not perform as well as the district, and this was true for all tests, with particularly low performance on English I and II (17 and 16 percent Approaches Grade Level, respectively).

- Exited bilingual students performed better than exited ESL students, as well as all students in the district, and this was true for all subjects (+3 to + 26 percentage points).

- Exited ESL students also did better than the district on all subjects (+5 to +17 percentage points).

What were the levels of English language proficiency among ELs in bilingual and ESL programs?

Figures 11 (see next page) and **12** (p. 12) summarize TELPAS results for bilingual and ESL students. Figure 11 shows attainment, i.e., the percentage of students scoring at each proficiency level on the TELPAS. Figure 12 (see p. 11) shows yearly progress, i.e. the percentage of students who made gains in English language proficiency between 2018 and 2019. Further details can be found in **Appendices J** and **K** (see pp. 26-27).

- Through grade 3, bilingual students had a higher percentage of students at the Beginning or Intermediate levels of proficiency (sections shaded red or yellow), and a lower percentage at Advanced or Advanced High levels (light or dark green), than did ESL students (Figure 11)

Figure 10. STAAR EOC Percent of Current and Exited ESL Students Who Met Approaches Grade Level Standard, by Subject, 2019: Results are Shown for All Current or Exited ESL Students, Exited Bilingual Students, As Well As For the District Overall
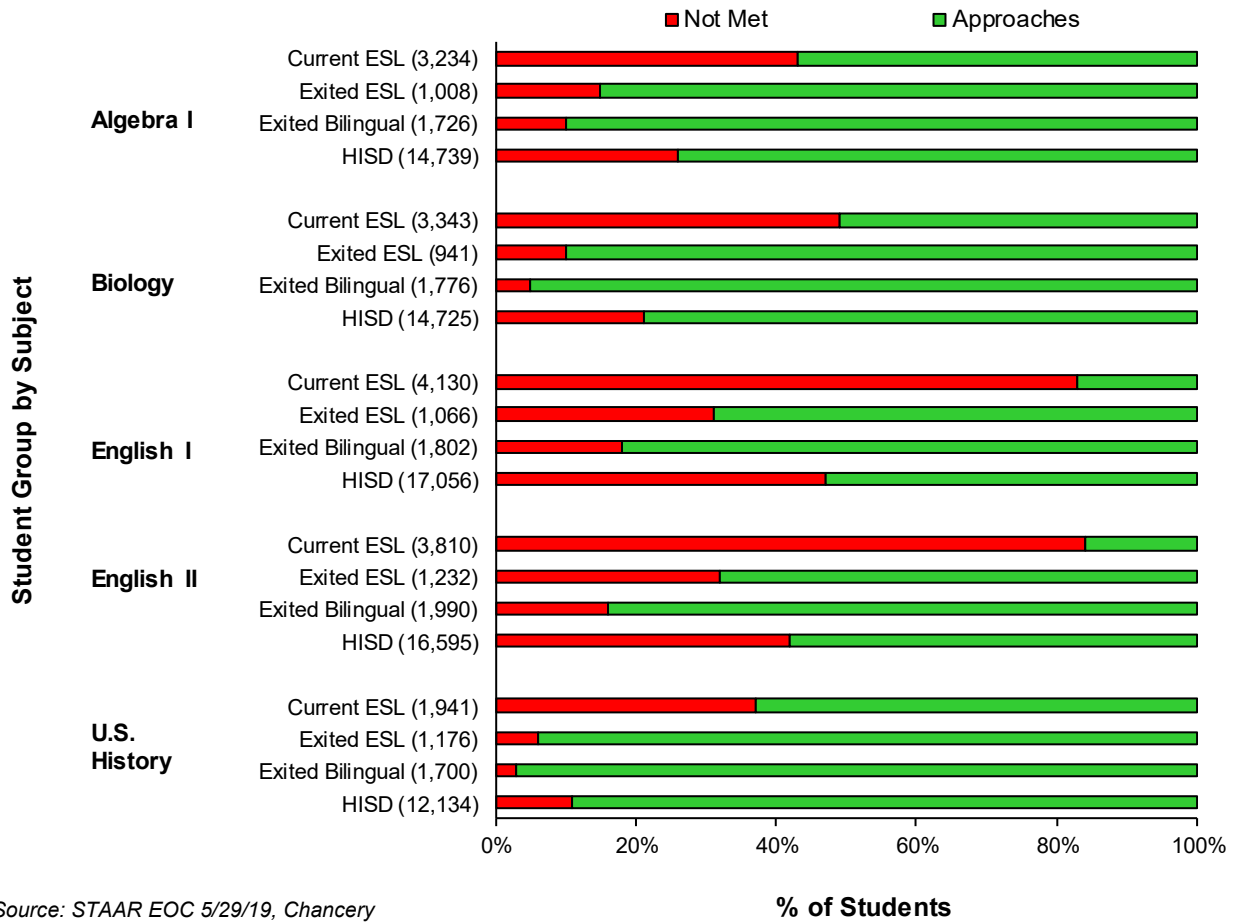
Source: STAAR EOC 5/29/19, Chancery

- By grade 4, performance for the two groups was comparable, but at grades 5 and 6, where bilingual students transition to predominantly English instruction, they showed more English proficiency than did ESL students (more of them Advanced or better).

Figure 11. TELPAS Composite Proficiency Ratings for Bilingual and ESL Students, 2019
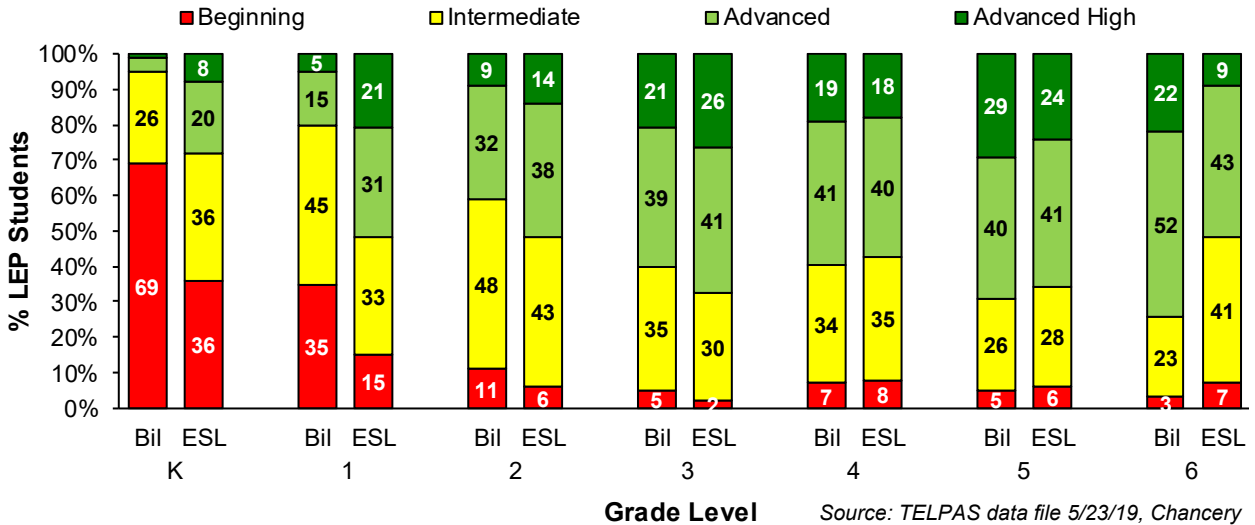
Source: TELPAS data file 5/23/19, Chancery

Figure 12. TELPAS Yearly Progress for Bilingual and ESL Students, 2019

Source: TELPAS data file 5/23/19 Chancery
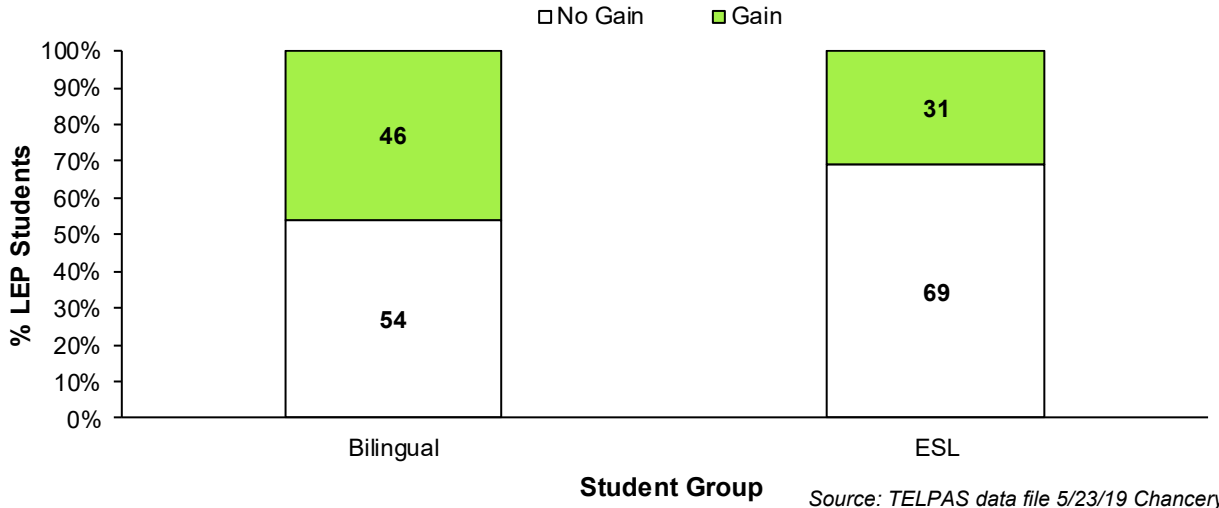
- More students in bilingual programs showed progress/improvement in English proficiency between 2018 and 2019 than did those in an ESL program (46% vs. 31%, see Figure 12 above).

How many ELs were valedictorians or salutatorians in high school?

As evidence for the long-term success of ELs from the bilingual and ESL programs, **Figure 13** shows the percentages of students from the graduating class of 2019 who were either exited ELs, or who were never EL at any time. Comparison data comes from the other seniors in the class of 2019.

- Of the 11,874 seniors (non-valedictorian/salutatorian) in grade 12 during the 2018–2019 school year, 47% of them had been EL at some point between kindergarten and 12th grade.

- Forty-seven percent of valedictorians had also been ELs at some point, and while 57% of salutatorians had been EL, this difference was not large enough to be statistically significant.

Figure 13. Percentages of Valedictorians and Salutatorians (Class of 2019) Who Were Ever EL

Source: Chancery
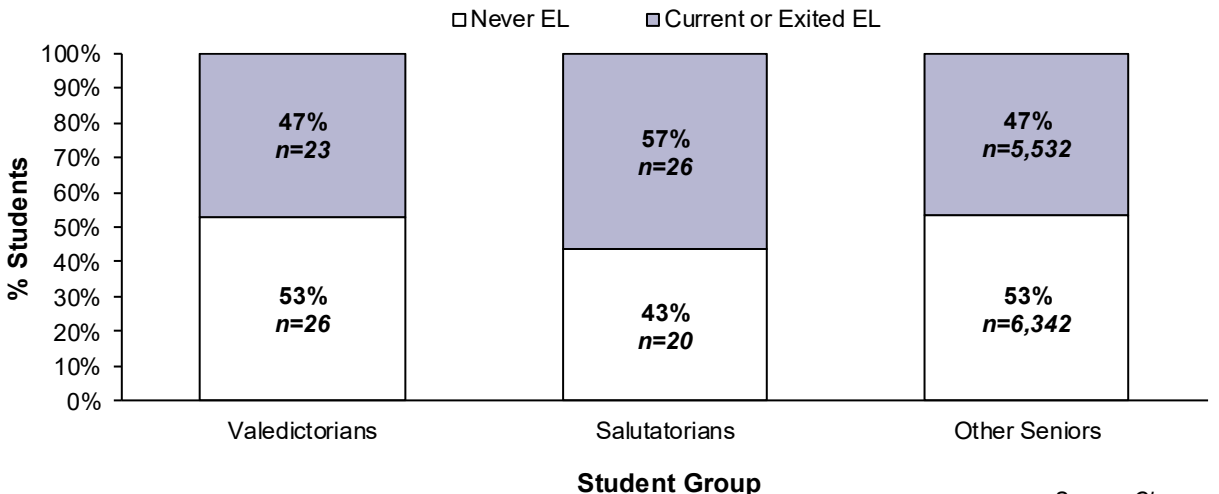
Figure 14. EL Student Exits, 2003–2004 Through 2018–2019

Source: Chancery
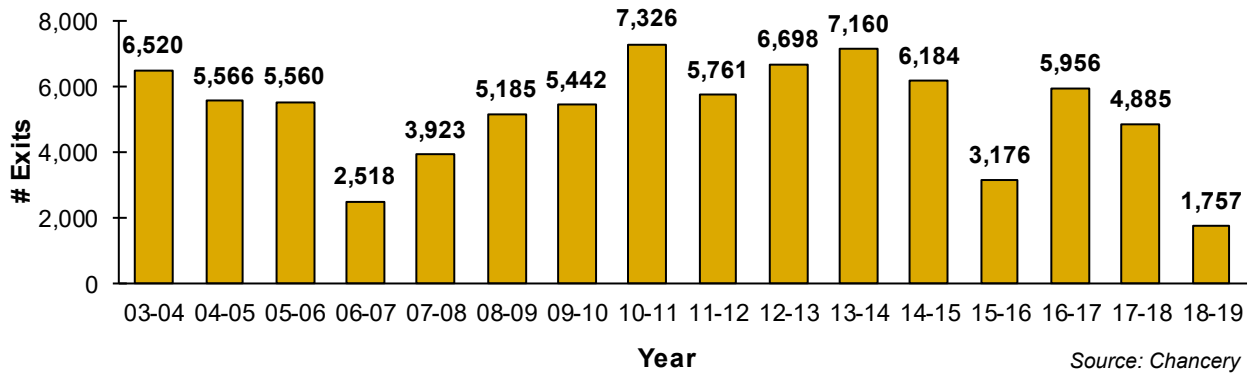
How many students successfully exited bilingual and ESL programs in 2018–2019?

The district's Chancery system was used to identify all ELs who met English proficiency criteria and were able to exit EL status during 2018–2019. These data are shown in **Figure 14**.

- A total of 1,757 students exited EL status in 2018–2019. This was a decrease of 3,128 (64 percent) in comparison with the previous year's total.

An alternative way of analyzing EL student exits is to look at long-term exit rates for students in specific cohorts. Specifically, if there is a cohort of students who are EL in kindergarten, what percentage of them are still EL a given number of years later? **Figure 15** shows the results of this analysis, carried out on cohorts of KG students starting in 1995–1996 (for the nine-year cohort). The specific time periods chosen for this analysis were six and nine years. The blue bars indicate the percentage of cohorts of KG EL students who were still EL six years later. The yellow bars indicate the percentage of cohorts of KG EL students who were still EL nine years later. For a more detailed explanation of this analysis, refer to **Appendix L** (pp. 28-29),

- For the most recent cohort of KG students, 57 percent of those who started as EL in 2012–2013 were still EL in 2018–2019. In addition, 30 percent of those who started as EL in 2009–2010 were still EL in 2018–2019. These percentages have been increasing over time (see Figure 15).

Figure 15. K-6 and K-9 Cohort: Percentage of KG Students Still EL After Six or Nine Years

Source: PEIMS
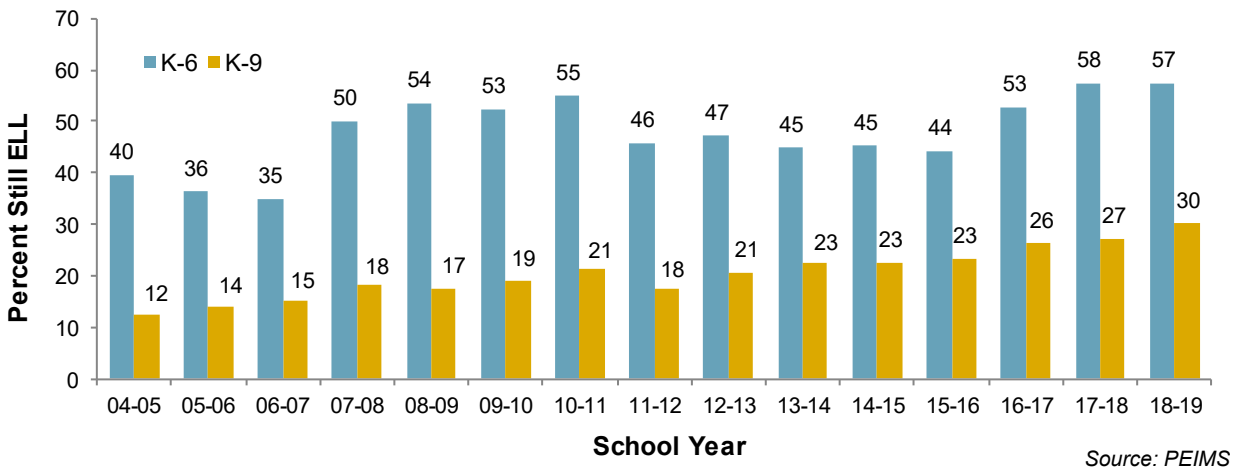
Figure 16. Annual Dropout Rate (Grades 7-12) for District EL Students and HISD Overall, 2006 Through 2018
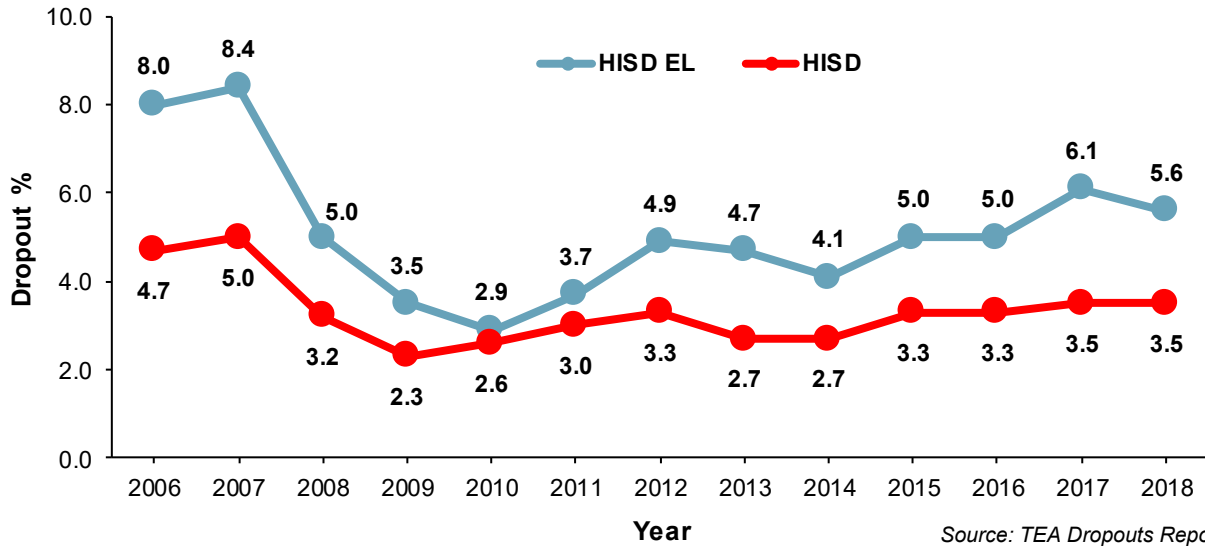
How many EL students dropped out or successfully graduated in 2018–2019?

This section summarizes data on dropout and graduation data for EL students, in comparison with overall performance of the district. Both annual dropout data (grades 7–12) and four-year completion rates for the class of 2018 are included. Note that 2018 represents the most recent year for which results are available, as these data normally lag by one year.

- The annual dropout rate for EL students (see **Figure 16**) declined by 0.5 percentage points in 2018, whereas the district rate remained the same at 3.5 percent.

- Four-year completion rates of EL students for the classes of 2006 through 2018 are shown in **Figure 17**. For the most recent year available (2018), both the graduation rate and the dropout rate for EL students improved. This continues a long-term trend of improvement in both measures.

Figure 17. Four-Year Completion (Dropout and Graduation) Rates for District EL Students, Classes of 2006 Through 2018
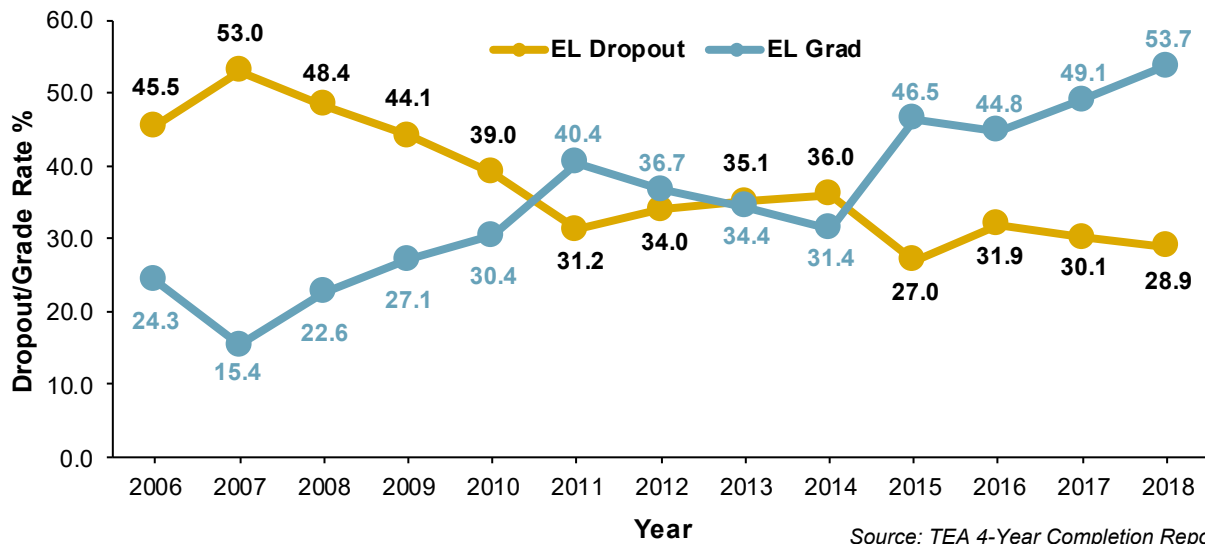
What was the frequency and scope of professional development activities provided to teachers and staff serving ELs?

Data from OneSource indicated that 343 staff development training sessions were coordinated by the Multilingual Programs Department during the 2018–2019 school year. These sessions, summarized in **Appendix M** (pp. 30-32), covered compliance, program planning, and instruction/information. A total of 9,768 teachers and other district staff participated in at least one session. Note that individuals may have been counted more than once if they attended multiple events (the unduplicated staff count was 4,427). A further 9,656 participated in one or more online training sessions (3,638 unduplicated). Across all courses and online sessions, 6,688 individuals participated in some form of EL-related professional development activity.

Discussion

Nearly half of the district's enrolled students (45%) were current or exited ELs in 2018–2019, including 32% who are still currently classified as EL. Statewide assessments (i.e., STAAR, STAAR EOC) show performance gaps for current ELs relative to the district overall, which is unsurprising given that ELs are still in the process of acquiring English. However, both the bilingual and ESL programs appear to lead to long-term benefits, as indicated by the elimination of performance gaps relative to the district for exited ELs, on all of the aforementioned assessments. This suggests that bilingual and ESL programs in HISD provide ELs with the support they need to achieve long-term academic success. Student performance data indicates that the district's bilingual and ESL programs are having a positive impact on English language learners.

On STAAR, results were generally positive, with improvement from 2018 to 2019 for both bilingual and ESL students in English reading (+2 and +1 percentage points respectively) and writing (+10 points for both groups). While the performance gap compared to the district barely changed for reading, the gap for writing did decrease. Current EL students continued to perform poorly on the STAAR EOC assessments in 2018–2019, particularly in English I and English II. As can be seen in Appendix I, only 16% to 17% of current ESL students met the passing standard for English I and II and the performance gap relative to the district remains large. Since 2017, EL passing rates on English I and II have improved by +4 and +7 percentage points, respectively. However, corresponding improvement shown by the district overall over this time period has been +5 and +7 percentage points. Thus, the performance gap for ELs is essentially unchanged. Since passing the English I and II assessments is a requirement for graduation, continued low performance on these assessments will need to be addressed.

There was a sixty-four percent decline in the number of students exiting EL status in 2018–2019, the second consecutive year in which exits have decreased. This decline may be linked to changes to TELPAS that were implemented in 2018. Specifically, students can only exit EL status if they reach proficiency in the four language domains of listening, speaking, reading, and writing. For listening and speaking, the relevant exit criterion is that they achieve a level of Advanced High on the TELPAS assessment. Beginning in 2018, listening and speaking were assessed via item-based standardized online testes, and scores in these two domains declined noticeably. **Table 2** (p. 16) shows the percentage of EL students who met the exit criteria in each language domain in 2019, compared to 2017 (the year before the online TELPAS listening and speaking assessments were implemented). It is clear that performance in reading and writing remains at about the same level now as it was in 2017, whereas there has been a sharp decline in the percentage of students achieving proficiency in listening and speaking. Furthermore, this same pattern can be observed in statewide data. Therefore, the decline in EL exits, while

Table 2. Percent of EL Students Who Met Exit Criteria in Each Language Domain, 2017 vs 2019: Grades 3–10 Only, STAAR Alt 2 Excluded

	Language Domain			
	Listening	Speaking	Reading	Writing
Exit Criteria	TELPAS AH*	TELPAS AH	STAAR/STAAR A Met Standard	TELPAS AH <u>or</u> STAAR/STAAR A Met Standard
% Met Criteria 2017	53	45	38	33
% Met Criteria 2019	25	15	45	33
State % Met 2017	59	51	45	37
State % Met 2019	34	13	52	39

* AH = Advanced High

a cause for concern, is something that is likely occurring in other districts, which have to apply the same exit criteria. Nonetheless, this is an issue that urgently needs to be addressed.

References

Houston Independent School District. (2019a). Dual Language Program Evaluation Report 2018–2019. HISD, Department of Research & Accountability.

Houston Independent School District. (2019b). Pre-Exit ELL Students Performance STAAR & TELPAS 2018–2019. HISD, Department of Research & Accountability.

Houston Independent School District. (2019c). English as a Second Language (ESL) Student Performance Report 2018–2019. HISD, Department of Research & Accountability.

Houston Independent School District. (2019d). TELPAS Student Performance Report 2018–2019. HISD, Department of Research & Accountability.

Endnotes

[1] The two bilingual programs referenced here are the Transitional Bilingual program (TB) and the Dual Language Bilingual program (DL). The district also has a Mandarin Language Immersion magnet program, a similar school for Arabic speakers, and a French language program at M White Elementary School. However, each of these programs is administered by the Office of Advanced Academics, not the Multilingual Programs Department, and thus they are not included under Multilingual Programs Department Guidelines. Results for ELs in these three programs are, however, included in the present report as part of data for "bilingual" students. Another thing to note about the district's bilingual programs is that the DL program has a number of variations which could be construed as representing separate and unique programs (e.g., programs may differ in the relative proportion of Spanish and English-language instruction at certain grade levels). However, each of the DL variations follows the same general DL program model, so for simplicity are all considered equivalent for the purposes of the present report.

[2] Note that all districtwide performance data include results from ELs as well as all other comparison groups (e.g., monitored and former ELs).

[3] Categorizing exited ELs as having come from a bilingual or an ESL program can be a difficult or arbitrary process. Traditionally, the district's evaluation reports have categorized exited ELs according to the identity of the program they were in during their last year under EL status. Thus designating a student as "Former Bilingual" simply means that they were in a bilingual program during the school year before they exited EL status.

[4] STAAR EOC passing standards were scheduled to increase each year beginning in 2015–2016 (phase-in standards), but as of April 2017 this system was replaced with one where standards remained constant from year to year. However, the relevant passing standard for a given student is determined by the year in which they first were tested on any EOC assessment. This standard, once set, will be used for all subsequent EOC tests they may take, even if the "official" passing standard is now higher than it was when they first took a particular EOC test. The EOC results reported here use this student standard rather than those applying for the current school year. Note also that regardless of what year's standard is applicable to a specific student, the actual standard is equivalent to what is currently labeled as "Approaches Grade Level" (see Appendix D). For context, in 2017–2018, only 7.7 percent of EOC results were scored using the older standards. In 2018–2019, this number fell to 0.8 percent.

Appendix A

Background on Bilingual and ESL Programs in Texas and HISD

Federal policy regarding bilingual education was first established in 1968 through Title VII of the Elementary and Secondary Education Act. The most recent update in federal policy came in 2015 through Title III of the *Every Student Succeeds Act (ESSA)*. Progress in acquiring English language proficiency for EL students is now a required indicator in state accountability systems, down to the campus level. Previously, under the *No Child Left Behind Act* (2001), measures of gains in English proficiency for ELs were only considered at the district level (these were the Annual Measurable Achievement Objectives, or AMAOs, which are no longer part of ESSA).

At the state level, the Texas Education Code (§29.053) specifies that districts must offer a bilingual program at the elementary grade level to English Language Learners (ELs) whose home language is spoken by 20 or more students in any single grade level across the entire district. If an EL student's home language is spoken by fewer than 20 students in any single grade level across the district, elementary schools must provide an ESL program, regardless of the students' grade levels, home language, or the number of such students.

While some form of bilingual program is mandated by the state board of education (TAC Chapter 89, Subchapter A of the State Plan for Educating Language Minority Children), HISD exceeds this mandate by implementing two bilingual education program models: a Transitional Bilingual Program (TBP) and a Dual-Language Bilingual Immersion Program (DLP) for native Spanish speakers. From 2008-2009 through 2017-2018 the district also offered the Cultural Heritage Bilingual Program (CHBP) for students whose primary language is Vietnamese, but this program no longer exists.

Bilingual programs primarily provide native language instruction in the early grades (PK–3) with gradual increments in daily English instruction in grades four through five. Students who have attained literacy and cognitive skills in their native language are gradually transitioned into English reading and other core subjects once they demonstrate proficiency in English. Throughout this transition, students maintain support in their native language. By grade six, most students who began in bilingual programs have either exited EL status or have transferred to an ESL program. There is an exception to this protocol for recent immigrants or arrivals who enter the school system in grade 3 or later. These students may continue to receive program instruction in their native language for an additional period of time.

ESL programs are offered for students at all grade levels whose native language is not English and who need to develop and enhance their English language skills. The Content-Based ESL model 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 ESL program provides English-only instruction at both the elementary and secondary grade levels. The district also offers a Pullout ESL model, where students attend special intensive language classes for part of each day. In Pullout ESL, lessons from the English-language classes are typically not incorporated. Content-based ESL is mainly offered at the elementary level, while Pullout ESL is offered at the secondary level.

APPENDIX B

Bilingual and ESL Program Enrollment: Background

The first figure shows the enrollment totals for bilingual and ESL programs by grade level for the 2018–2019 school year. Note that for grades 5 and lower, the majority of EL students are in a bilingual program. Beginning in grade 6, this pattern reverses, with ESL becoming the dominant program model.

Appendix B, Figure 1: Bilingual and ESL Program Enrollment by Grade Level, 2018–2019

Source: PEIMS Fall 2018 Snapshot
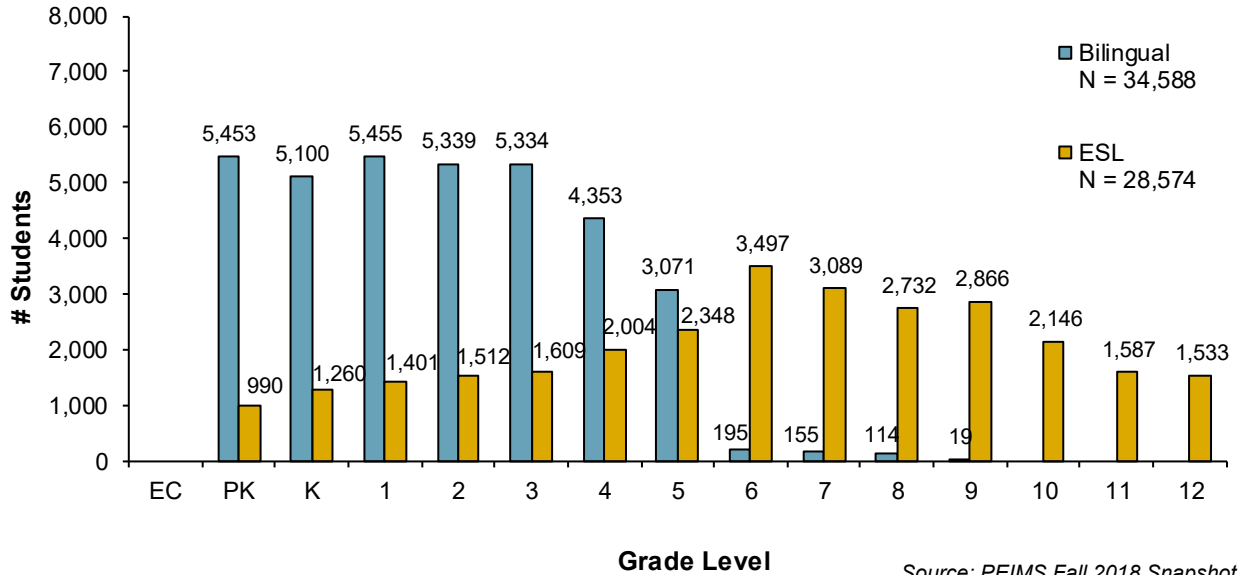
Figure 2 summarizes the bilingual and ESL program enrollment trends over the past eight years. One pattern that is clear from this data is that the relative dominance of the bilingual program has been reduced. Specifically, since 2012, participation in bilingual programs has fallen by 17 percent, while participation in ESL programs has more than doubled. The reasons for this are unclear; but may in part be due to increased ESL enrollment at the secondary level due to higher numbers of immigrant EL students and a decrease in EL exits in elementary grades. However, this pattern even holds up when elementary grades are considered separately, so it is something that the district should monitor.

Appendix B, Figure 2: Bilingual and ESL Program Enrollment, 2012 Through 2019

Source: PEIMS Fall Snapshots
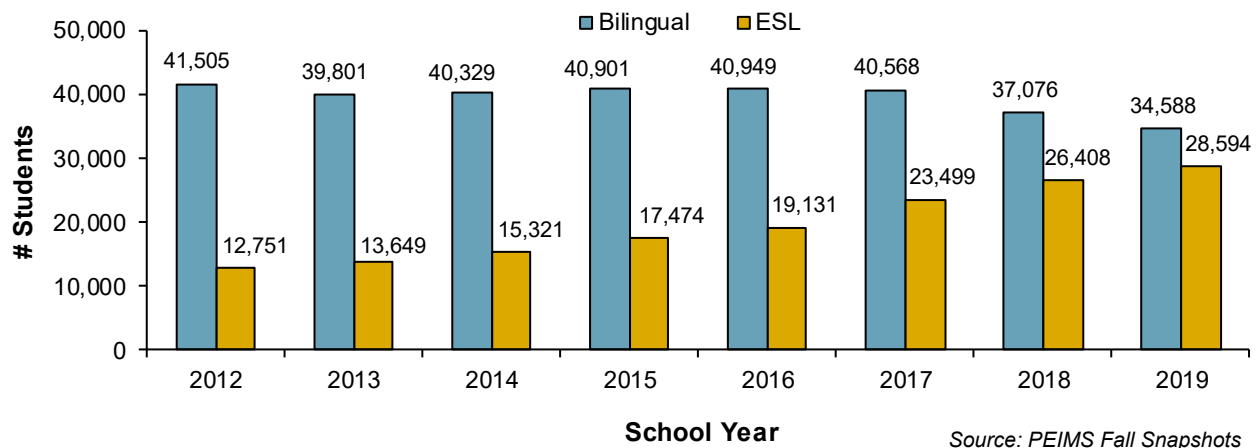
APPENDIX C

EL Student Ethnicity and Home Language, 2018–2019

Ethnicity	Number	Percent	Home Language	Number	Percent	% Change From Fall 2017
Hispanic	60,665	91%	Spanish	60,855	92%	-1%
Asian	2,542	4%	Arabic	1,069	2%	-5%
Black	1,449	2%	Swahili	390	1%	-4%
White	1,569	2%	Vietnamese	371	1%	-8%
American Indian	101	<1%	Mandarin	310	<1%	-8%
Pacific Islander	16	<1%	Pashto	259	<1%	+38%
Two or More	52	<1%	Urdu	196	<1%	+3%
Total	**66,394**		Farsi	185	<1%	-1%
			Telugu	184	<1%	+8%
	Number	**Percent**	Other	2,575	4%	-2%
Econ Disadvantaged	61,736	93%	**Total**	**66,394**		

Source: PEIMS Fall 2018 Snapshot

Appendix D

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 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 as of 2017 the standards which were in place for 2016 were retained (albeit relabeled as "Approaches Grade Level") in order to provide consistency for districts 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 data from 2015 or previous years should be interpreted with caution.

For high school students, STAAR includes End-of-Course (EOC) exams in English language arts (English I, II), mathematics (Algebra I), science (Biology), and social studies (U.S. History). For EOC exams, the passing standard was also increased in 2016 to the Level II Satisfactory 2016 progression standard and was to increase each year until 2021–2022. 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. As was the case with the STAAR 3–8, the planned annual increase in the EOC passing standards was dropped by commissioner's rule effective with the 2016–2017 school year. Thus, passing standards for 2018–2019 are the same as those used in 2015–2016, and will remain the same for the foreseeable future (relabeled as "Approaches Grade Level").

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 ("Approaches Grade Level at Student Standard"). Under the Student Standard, all students taking EOC exams are not necessarily held to the same passing standard. Instead, the passing standard applicable is determined by the standard that was in place when a student first took any EOC assessment. This standard is to 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 students who first tested in 2015–2016 or later, it is equivalent to the 2016 Progression Standard. For context, in 2017–2018 only 7.7 percent of EOC results were scored using the older standards. For 2018–2019, this number fell to 0.8 percent.

The TELPAS is an English language proficiency assessment which is administered to all EL 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 EL 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. In grades K–1, all language domains are scored via holistic ratings of trained observers. In Grades 2–12, only writing is scored by holistic ratings, while listening, speaking, and reading are assessed via online technology.

Appendix E

Spanish STAAR Performance of Bilingual Students:
Number Tested and Percent Meeting Approaches Grade Level Standard
by Grade Level, Subject, and Year (2018 and 2019)

| Program | Grade | Enrollment * | | Spanish Reading | | | | Spanish Mathematics | | | |
| | | 2018 N | 2019 N | 2018 | | 2019 | | 2018 | | 2019 | |
				# Tested	% Met Appr.	# Tested	% Met Appr.	# Tested	% Met Appr.	# Tested	% Met Appr.
Current	3	4,613	4,639	3,788	72	3,613	68	3,573	74	3,293	71
Bilingual	4	1,994	2,375	1,356	64	1,550	59	1,266	74	1,473	66
	5	442	784	127	61	169	74	122	53	178	59
	Total	7,049	7,798	5,271	69	5,332	66	4,961	74	4,944	69

Source: STAAR student data files, Chancery

* Enrollment figures shown in Appendix E include all EL students enrolled in bilingual programs, but do not include students enrolled in the pre-exit phase of the Transitional Bilingual program. District guidelines specify that EL students in this pre-exit phase are tested using the English STAAR only, not the Spanish version. Also excluded are students enrolled in the Mandarin, Arabic, and French bilingual programs, who are all tested in English.

Appendix F

English STAAR Performance of Bilingual Students:
Number Tested and Percent Meeting Approaches Grade Level Standard
by Grade Level, Subject, and Year (2018 and 2019)

| Program | Grade | Enrollment | | English Reading | | | | English Mathematics | | | |
| | | | | 2018 | | 2019 | | 2018 | | 2019 | |
		2018 N	2019 N	# Tested	% Met Appr.	# Tested	% Met Appr.	# Tested	% Met Appr.	# Tested	% Met Appr.
Current Bilingual	3	5,539	5,387	1,648	70	1,656	69	1,871	81	2,000	81
	4	4,459	4,349	2,865	50	2,488	62	3,028	75	2,655	73
	5	3,374	3,025	3,090	59	2,697	55	3,129	79	2,716	76
	6	158	177	158	52	177	45	158	70	177	71
	7	121	163	119	48	163	53	120	60	163	63
	8	104	120	103	51	119	55	88	89	92	84
	Total	**13,755**	**13,221**	**7,983**	**58**	**7,300**	**60**	**8,394**	**77**	**7,803**	**76**
Exited Bilingual	3	241	205	212	98	174	99	226	98	181	99
	4	463	549	452	96	530	97	452	98	538	95
	5	844	954	837	96	949	97	837	96	949	98
	6	1,274	1,189	1,256	85	1,182	87	1,255	92	1,182	92
	7	1,540	1,201	1,531	88	1,190	91	1,444	86	1,115	90
	8	1,815	1,478	1,793	91	1,472	93	1,188	88	912	92
	Total	**6,177**	**5,576**	**6,081**	**90**	**5,497**	**93**	**5,402**	**91**	**4,877**	**93**
HISD	3	17,868	17,058	13,471	69	12,736	69	13,720	73	13,134	74
	4	17,428	17,317	15,314	62	14,906	68	15,478	74	15,072	70
	5	17,264	16,795	16,442	70	15,933	70	16,553	79	15,986	78
	6	13,686	14,025	13,262	61	13,638	59	13,191	71	13,544	72
	7	13,844	13,440	13,482	65	13,009	68	12,863	64	12,417	69
	8	13,514	13,755	13,087	70	13,303	71	10,432	70	10,592	72
	Total	**93,604**	**92,390**	**85,058**	**66**	**83,525**	**67**	**82,237**	**72**	**80,745**	**73**

Source: STAAR student data files, Chancery   ** Indicates fewer than 5 students tested*

Appendix G

English STAAR Performance of ESL Students:
Number Tested and Percent Meeting Approaches Grade Level Standard
by Grade Level, Subject, and Year (2018 and 2019)

Program	Grade	Enrollment		English Reading				English Mathematics			
				2018		2019		2018		2019	
		2018 N	2019 N	# Tested	% Met Sat.	# Tested	% Appr.	# Tested	% Met Sat.	# Tested	% Appr.
Current	3	1,505	1,619	1,423	57	1,543	58	1,407	68	1,546	70
ESL	4	2,027	2,093	1,901	51	1,980	54	1,927	70	1,996	64
	5	2,517	2,477	2,335	56	2,288	53	2,392	72	2,336	72
	6	3,294	3,537	3,239	37	3,493	31	3,242	57	3,494	56
	7	2,915	3,150	2,850	34	3,112	41	2,824	45	3,063	51
	8	2,390	2,865	2,361	31	2,818	38	2,204	50	2,619	55
	Total	**14,648**	**15,741**	**14,109**	**42**	**15,234**	**43**	**13,996**	**59**	**15,054**	**60**
Exited	3	190	186	187	99	184	99	187	97	184	99
ESL	4	329	384	323	96	380	96	322	97	380	97
	5	477	652	471	97	646	97	472	97	646	97
	6	488	741	475	88	735	87	475	91	735	94
	7	758	696	734	89	680	94	685	87	624	91
	8	745	865	721	86	841	92	485	85	554	90
	Total	**2,987**	**3,524**	**2,911**	**91**	**3,466**	**93**	**2,626**	**91**	**3,123**	**94**
HISD	3	17,868	17,058	13,471	69	12,736	69	13,720	73	13,134	74
	4	17,428	17,317	15,314	62	14,906	68	15,478	74	15,072	70
	5	17,264	16,795	16,442	70	15,933	70	16,553	79	15,986	78
	6	13,686	14,025	13,262	61	13,638	59	13,191	71	13,544	72
	7	13,844	13,440	13,482	65	13,009	68	12,863	64	12,417	69
	8	13,514	13,755	13,087	70	13,303	71	10,432	70	10,592	72
	Total	**93,604**	**92,390**	**85,058**	**66**	**83,525**	**67**	**82,237**	**72**	**80,745**	**73**

Source: STAAR student data files, Chancery   ** Indicates fewer than 5 students tested*

Appendix H

English STAAR Performance of Bilingual and ESL Students in Other STAAR Subjects:
Number Tested and Percent Meeting Approaches Grade Level Standard
by Subject and Year (2018 and 2019)

Subject & Year	Current Bilingual		Current ESL		Exited Bilingual		Exited ESL		HISD	
	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.
English Writing 2018	3,031	43	4,799	29	1,981	86	1,061	85	28,871	56
English Writing 2019	2,645	53	5,090	39	1,718	92	1,061	90	27,921	61
Change		+10		+10		+6		+5		+5
English Science 2018	3,301	61	4,720	46	2,565	87	1,180	86	29,463	67
English Science 2019	2,908	58	5,132	47	2,346	91	1,465	91	29,157	68
Change		-3		+1		+4		+5		+1
English Social Studies 2018	103	46	2,317	23	1,793	72	716	68	13,021	54
English Social Studies 2019	119	51	2,781	28	1,465	75	843	77	13,200	57
Change		+5		+5		+3		+9		+3

Source: STAAR student data files, Chancery

Appendix I

STAAR End-of-Course Performance of Bilingual and ESL Students:
Number Tested and Number and Percentage Meeting the
Approaches Grade Level Standard (Left)
and Meets Grade Level Standard (Right),
(Spring 2019 Data Only, All Students Tested Including Retesters)

	Student Group	# Tested	Fail		Approaches Grade Level		Meets Grade Level	
			N	% Stu	N	% Stu	N	% Stu
Algebra I	Current ESL	3,234	1,390	43	1,844	57	873	27
	Exited ESL	1,008	156	15	852	85	650	64
	Exited Bilingual	1,726	176	10	1,550	90	1,196	69
	HISD	14,739	3,764	26	10,979	74	7,364	50
Biology	Current ESL	3,343	1,634	49	1,709	51	546	16
	Exited ESL	941	98	10	843	90	568	60
	Exited Bilingual	1,776	94	5	1,682	95	1,284	72
	HISD	14,725	3,104	21	11,624	79	7,566	51
English I	Current ESL	4,130	3,410	83	720	17	303	7
	Exited ESL	1,066	329	31	737	69	532	50
	Exited Bilingual	1,802	318	18	1,484	82	1,193	66
	HISD	17,056	8,027	47	9,032	53	6,712	39
English II	Current ESL	3,810	3,199	84	611	16	236	6
	Exited ESL	1,232	391	32	841	68	582	47
	Exited Bilingual	1,990	322	16	1,668	84	1,325	67
	HISD	16,595	7,025	42	9,577	58	7,092	43
U.S. History	Current ESL	1,941	711	37	1,230	63	503	26
	Exited ESL	1,176	68	6	1,108	94	852	72
	Exited Bilingual	1,700	46	3	1,654	97	1,434	84
	HISD	12,134	1,321	11	10,815	89	8,245	68

Source: STAAR EOC 5/29/19, 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 J

Composite TELPAS Results: Number and Percent of Students at Each Proficiency Level in 2019, by Grade. Results Shown Separately for Bilingual and ESL Students

Bilingual Students

Grade	# Tested	Beginning		Intermediate		Advanced		Advanced High		AH 2018 %	Composite Score
		N	%	N	%	N	%	N	%		
K	5,058	3,503	69	1,310	26	182	4	63	1	1	1.3
1	5,398	1,908	35	2,445	45	793	15	252	5	7	1.8
2	5,299	567	11	2,535	48	1,721	32	476	9	7	2.4
3	5,302	280	5	1,836	35	2,082	39	1,104	21	19	2.7
4	4,298	285	7	1,449	34	1,741	41	823	19	17	2.7
5	2,985	142	5	773	26	1,199	40	871	29	30	2.9
6	170	5	3	39	23	89	52	37	22	26	2.9
7	160	15	9	40	25	56	35	49	31	22	2.9
8	117	6	5	32	27	47	40	32	27	35	2.9
Total	28,787	6,711	23	10,459	36	7,910	27	3,707	13	12	2.3

ESL Students

Grade	# Tested	Beginning		Intermediate		Advanced		Advanced High		AH 2018 %	Composite Score
		N	%	N	%	N	%	N	%		
K	1,241	448	36	451	36	246	20	96	8	10	1.9
1	1,375	207	15	454	33	424	31	290	21	24	2.5
2	1,490	83	6	640	43	565	38	202	14	9	2.6
3	1,567	39	2	477	30	643	41	408	26	22	2.9
4	2,035	161	8	710	35	805	40	359	18	18	2.6
5	2,417	151	6	686	28	990	41	590	24	24	2.8
6	3,447	250	7	1,418	41	1,474	43	305	9	15	2.5
7	3,038	219	7	1,196	39	1,249	41	374	12	12	2.6
8	2,725	210	8	1,134	42	1,126	41	255	9	12	2.6
9	2,714	579	21	1,242	46	694	26	199	7	7	2.2
10	1,964	262	13	967	49	545	28	190	10	8	2.4
11	1,406	117	8	663	47	440	31	186	13	10	2.5
12	1,400	127	9	606	43	488	35	179	13	12	2.5
Total	26,819	2,853	11	10,644	40	9,689	36	3,633	14	14	2.5

Source: TELPAS data file 5/23/19, Chancery

Appendix K

TELPAS Yearly Progress: Number and Percent of Students Gaining One or More Levels of English Language Proficiency in 2019, by Grade. Results Shown Separately for Bilingual &ESL Students

Bilingual Students

Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		% Gained
	N	N	%	N	%	N	%	N	%	2017[*]
1	4,969	2,187	44	390	8	51	1	2,628	53	49
2	4,968	2,178	44	416	8	25	1	2,619	53	64
3	5,037	2,247	45	112	2	0	0	2,359	47	57
4	4,107	1,210	29	35	1	0	0	1,245	30	53
5	2,861	1,290	45	46	2	0	0	1,336	47	68
6	163	54	33	0	0	0	0	54	33	59
7	138	59	43	0	0	0	0	59	43	63
8	106	42	40	0	0	0	0	42	40	65
Total	22,349	9,267	41	999	4	76	<1	10,342	46	58

ESL Students

Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		% Gained
	N	N	%	N	%	N	%	N	%	2017[*]
1	1,208	599	50	145	12	16	1	760	63	61
2	1,325	506	38	55	4	1	<1	562	42	55
3	1,424	698	49	48	3	0	0	746	52	56
4	1,874	547	29	11	1	0	0	558	30	46
5	2,206	902	41	54	2	0	0	956	43	61
6	3,143	598	19	19	1	0	0	617	20	40
7	2,708	727	27	31	1	0	0	758	28	47
8	2,403	565	24	15	1	0	0	580	24	49
9	2,044	383	19	12	1	0	0	395	19	44
10	1,690	427	25	14	1	0	0	441	26	45
11	1,301	335	26	17	1	0	0	352	27	48
12	1,229	344	28	13	1	0	0	357	29	48
Total	22,555	6,631	29	434	2	17	<1	7,082	31	49

Source: TELPAS data file 5/23/19, Chancery

 * *Yearly progress data are not available for 2018, since the TELPAS was renormed for that testing cycle. Instead, progress data for 2017 are included since that represents the most recent available data on this measure.*

Appendix L

Explanation of K-6 and K-9 Cohort Analysis

An important indicator of success for any program for EL students is the ability for students to become English-proficient and exit EL status. Rather than document the number of students exiting EL status in any given year, an alternative way to approach this issue is to look at how long it takes an EL student to exit. As a proxy for this, these analyses start with a cohort of EL students in kindergarten and asks two questions: (a) what percentage of them are still EL six years later?, and (b) what percentage are still EL nine years later? The data used to answer these two questions comes from the K-6 and K-9 cohorts, summarized in the table below.

K-6 Cohort Analysis: Using fall PEIMS records, the cohort of students in 2012–2013 who were both in KG and EL was identified. This was matched with the PEIMS roster from the most recent school year (2018–2019). In total, there were 4,358 students still active from the original KG cohort. Of these, 2,500 were still EL as of fall of 2018 (57.4 percent). Using archival PEIMS records from previous years, comparable rates were calculated for KG cohorts going back to 1998–1999. Note that in each case, the outcome (percentage still EL) is listed against the end year of the K-6 window (i.e., six years after the original cohort).

Analysis of these rates (also shown in Figure 15, p. 12) shows that more than half (57 percent) of ELs in KG were still EL six years later, according to the latest data available. This percentage has varied over the years, but has been increasing recently. Another thing to note is that two years in this sequence showed sharp increases, 2007–2008 and 2016–2017. Each of these years corresponds to points in time where significant changes were made to state-mandated EL exit criteria. For 2007–2008, this was when listening and speaking proficiency were added as exit criteria (previously these were not needed). For 2016–2017, the district began to enforce state requirements that students who had received certain designated supports during STAAR testing (e.g., extra time) could not exit based on those STAAR results. In both of these cases, the new or more stringent requirements resulted in fewer EL students exiting, which meant a higher percentage of them were still EL the following year.

End Year of Cohort	K-6 Cohorts				K-9 Cohorts			
	Start of Cohort	# Cohort	# Still EL	% Still EL	Start of Cohort	# Cohort 2018	# Still EL	% Still EL
2004-05	1998-99	3,872	1,532	39.6	1995-96	3,211	398	12.4
2005-06	1999-00	4,017	1,460	36.3	1996-97	3,418	479	14.0
2006-07	2000-01	2,876	1,004	34.9	1997-98	3,318	496	14.9
2007-08	2001-02	4,099	2,056	50.2	1998-99	3,161	575	18.2
2008-09	2002-03	4,349	2,331	53.6	1999-00	3,340	584	17.5
2009-10	2003-04	4,134	2,171	52.5	2000-01	2,490	470	18.9
2010-11	2004-05	4,074	2,241	55.0	2001-02	3,551	754	21.2
2011-12	2005-06	4,435	2,032	45.8	2002-03	3,793	667	17.6
2012-13	2006-07	4,242	1,998	47.1	2003-04	3,599	740	20.6
2013-14	2007-08	4,306	1,935	44.9	2004-05	3,563	804	22.6
2014-15	2008-09	4,493	2,032	45.2	2005-06	3,952	895	22.6
2015-16	2009-10	4,384	1,941	44.3	2006-07	3,825	892	23.3
2016-17	2010-11	4,428	2,336	52.8	2007-08	3,877	1,016	26.2
2017-18	2011-12	4,280	2,459	57.5	2008-09	3,904	1,066	27.3
2018-19	2012-13	4,358	2,500	57.4	2009-10	3,817	1,150	30.1

Appendix L (continued)

K-9 Cohort Analysis: This analysis worked in the same manner, except that the time window is nine years rather than six. Thus, for the most recent cohort, all students in 2009–2010 who were both in KG and EL were identified, and this roster was matched with the PEIMS roster from 2018–2019. Of the 3,817 students still active from the original KG cohort, 1,150 were still EL as of fall of 2018 (30.1 percent).

Appendix M

Scope and Frequency of Professional Development Training, 2018–2019

Description	# Sessions	Total Attendance
Bilingual Education Programs: What Elementary Principals Need to Know	3	38
Bilingual/DL Dual Language Summit - Grades K-12	1	113
DL Culturally & Linguistically Responsive Day 1 - Grades K-12	1	42
DL Culturally & Linguistically Responsive Day 2 - Grades K-12	1	22
DL Developing Writers - Grades PreK-2	3	58
DL Oral Language Development - Grades PreK-1	3	45
DL Strengthening Bilingual Workstations - Grades PreK	3	37
DL Writing Academic Purposes - Grades 3-5	2	8
DL Writing in Balanced Literacy Part 1 - Grades PreK	2	9
DL Writing in Balanced Literacy Part 2 - Grades PreK	2	13
DL-1.0 Dual Language New Teacher Academy - PreK-5	6	123
DL-1.1a Dual Language Essentials - Grades PreK-5	2	37
DL-1.2a Biliteracy Development I - Grades PreK	2	20
DL-1.2b Biliteracy Development I - Grades K-2	3	35
DL-1.2c Biliteracy Development I - Grades 3-5	4	24
DL-1.3a Language Transfer - Grades PreK-2	3	45
DL-1.3b Language Transfer - Grades 3-5	5	37
DL-1.4 Dual Language Resources Overview - Grades PreK-5	2	81
DL-2.3 GLAD 4-Day Classroom Demonstration - Grades PreK-5	4	75
DL-2.4 GLAD Follow-Up - Grades PreK-5	3	36
DL-3.1 Interactive Word Walls - Grades PreK-5	2	30
DL-3.2 Cross-Linguistic Connections - Grades PreK-5	3	32
DL-3.3 Effective Preview-View-Review (PVR) - Grades PreK-5	3	34
DL-3.4 Sheltered Instruction in Dual Language - Grades PreK-5	2	30
DL-3.5a Academic Spanish Features - Grades PreK-2	2	29
DL-3.5b Academic Spanish Features - Grades 3-5	1	4
DLs-1.1 Dual Language Essentials - Grades 6-12	1	2
DLs-1.2 Unpack The Complexity of Academic Language - Grades 6-12	1	4
DLs-1.3 Content and Language Objectives - Grades 6-12	1	2
DLs-2.1 Facilitating Language Transfer - Grades 6-12	1	3
DLs-2.2 Translanguaging for Biliteracy - Grades 6-12	1	4
DLs-2.3 Dual Language Academic Literacy - Grades 6-12	1	6
English Learner Summer School for Kindergarten Teachers	2	73
English Learner Summer School for PreK Teachers	2	96
ESL Programs: What Elementary and Secondary Principals Need to Know	2	15
ESL-2.7b Sheltered Instruction in the Math Classroom - Grades 2-5	4	129
ESL-2.7c Sheltered Instruction in the Math Classroom - Grades 6-12	4	48
Focused Reading Intervention for Grades 3-5	8	178
Getting Started with Into Reading Texas and Arriba la lectura - Grades K-2	4	129
Getting Started with Into Reading Texas and Arriva la lectura - Grades 3-5	4	47
Imagine Language and Literacy for EL Students - PreK-12	7	112
Imagine Math for EL Students - PreK-12	7	110
IOWA (NRT) Test Administration	10	98
IPT Oral Test Administration	15	172
Literacy Routines as a Sheltered Instruction Model Day 1 - Grades 6-12	11	150
Literacy Routines as a Sheltered Instruction Model Day 1 - Grades PreK-5	11	299

Appendix M (continued)

Scope and Frequency of Professional Development Training, 2018–2019

Description	# Sessions	Total Attendance
Literacy Routines as a Sheltered Instruction Model Day 2 - Grades 6-12	10	126
Literacy Routines as a Sheltered Instruction Model Day 2 - Grades PreK-5	11	266
Literacy Routines: Get to Know Me & Huddle - Grades 6-12	1	31
Literacy Routines: Get to Know Me & Huddle - Grades PreK-5	1	100
Literacy Routines: Let's Talk & Pen/cil to Paper - Grades 6-12	1	19
Literacy Routines: Let's Talk & Pencil to Paper - Grades PreK-5	1	189
Literacy Routines: Pump Up the Vocab & Be the Lead Reader - Grades 6-12	1	16
Literacy Routines: Pump Up the Vocab & Be the Lead Reader - Grades PreK-5	1	142
Literacy Routines: Turn the Light On & Do I Really Get It? - Grades 6-12	1	4
Literacy Routines: Turn the Light On & Do I Really Get It? - Grades PreK-5	1	25
LPAC Basic Training PK-12	7	99
LPAC BOY Updates for Returning LPAC Administrators	7	199
LPAC Documentation & Data Entry for EL Data Entry Personnel	1	8
LPAC EOY Annual Review for LPAC Administrators - ES & Middle School	8	267
LPAC EOY Annual Review for LPAC Administrators - High School	3	65
LPAC EOY Documentation & Data Entry for EL Data Entry Personnel	7	200
LPAC MOY Decision-Making for New LPAC Administrators - ES & Middle School	5	79
LPAC MOY Decision-Making for New LPAC Administrators - High School	2	19
LPAC MOY Decision-Making Updates for Returning LPAC Admins - ES & MS	9	194
LPAC MOY Decision-Making Updates for Returning LPAC Admins - High School	3	32
ML_2-2 GLAD 2-Day Workshop	4	83
ML_BOY LPAC Updates	3	86
ML_EL Data Entry & Documentation	10	268
ML_Job Alike 2018: Bil/ESL	2	2713
ML_QTEL Building The Base	1	29
OneSourceMe Learning Instructor TEST	1	4
RAZ Plus Features and Overview - Resources for Foundational Skills	8	170
Sheltered Instruction in Texas for Elementary Teachers	3	123
Sheltered Instruction in Texas for Secondary Teachers	3	106
TBP-ESL-1.4 Infusing Language into Instruction - PreK-12	6	102
TBP-ESL-2.0 Sheltered Instruction from Beginning to End - Grades PreK-12	3	57
TBP-ESL-2.2 Literacy Routines: Let's Talk Strategies - Grades PreK-12	4	94
TBP-ESL-2.3 Literacy Routines: Pump Up the Vocab Strategies - Gr PreK-12	6	111
TBP-ESL-2.6 Literacy Routines: Do I Really Get It Strategies - Grades PreK-12	2	98
TBP-ESL-2.7a Sheltered Instruction in the Primary Classroom - Grades PreK-1	4	141
TBP-ESL-2.7b Sheltered Instruction in the ELAR Classroom - Grades 2-5	4	115
TBP-ESL-2.7b Sheltered Instruction in the Science Classroom - Grades 2-5	4	89
TBP-ESL-2.7b Sheltered Instruction in the Social Studies Classroom - Gr 2-5	4	42
TBP-ESL-2.7c Sheltered Instruction in the ELAR Classroom - Grades 6-12	4	67
TBP-ESL-2.7c Sheltered Instruction in the Science Classroom - Grades 6-12	2	17
TBP-ESL-2.7c Sheltered Instruction in the Social Studies Classroom - Gr 6-12	3	30
TExES ESL Supplemental Examination Preparation - Grades: PK-12	9	263
What's Next? Proving Layers of Support for Struggling English Learners	7	146
Courses Total	**343**	**9,768**

Appendix M (continued)

Scope and Frequency of Professional Development Training, 2018–2019

Description	# Sessions	Total Attendance
Dual Language Essentials (Online)	98	89
ELPS-TELPAS Foundational Training for New TELPAS Raters (Online)	552	550
English Learner Strategies for SIFE - Part 1 (Online)	73	75
English Learner Strategies for SIFE - Part 2 (Online)	74	71
English Learner Strategies for SIFE - Part 3 (Online)	67	64
ML_Cultural Awareness	266	268
ML_Data Entry LPAC EOY 2018 (Online)	25	25
ML_EOY LPAC Annual Review 2018	8	7
Second Language Acquisition (Online)	263	259
Sheltered Instruction Part 1 (Online)	2023	1999
Sheltered Instruction Part 2 Module 1 (Online)	2100	1998
Sheltered Instruction Part 2 Module 2 (Online)	2037	2016
Sheltered Instruction Part 2 Module 3 (Online)	2014	2067
TELPAS Writing - Part 1 (Online)	67	64
TELPAS Writing - Part 2 (Online)	57	55
TELPAS Writing - Part 3 (Online)	50	49
ONLINE TOTAL	**9,774**	**9,656**
OVERALL TOTAL	**10,117**	**19,424**
UNIQUE INDIVIDUALS (COURSES)		**4,427**
INIQUE INDIVIDUALS (ONLINE)		**3,638**
UNIQUE INDIVIDUALS (EITHER COURSE OR ONLINE)		**6,688**

Source: Multilingual Department, OneSource