MEMORANDUM   December 1, 2020

TO: Anna White
             Executive Director, Multilingual Programs

FROM: Allison Matney, Ed.D.
   Officer, Research and Accountability

SUBJECT: **2020 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 2019–2020 school year. Included in the report are findings from district interim assessments of academic achievement for all students classified as English Learners (EL), English language proficiency as assessed by TELPAS, 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 2019–2020 was 71,156, an increase of 4,762 (7 percent) from 2018–2019.
- A total of 33,624 EL students participated in bilingual programs in 2019–2020, and an additional 30,812 in ESL programs.
- Results from the English versions of district-level assessments (DLAs) 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 DLA EOC exams.
- Students who had exited either program performed above the district average on all DLA assessments.
- Results from the R360 showed a similar pattern, as both bilingual and ESL students did less well than the district, but students who had exited those programs outperformed the district.
- Students who were either current or exited Els were just as likely to be a valedictorian or salutatorian, as the average senior in the district.
- Total bilingual and ESL waiver requests increased in 2019–2020 compared to the prior year.

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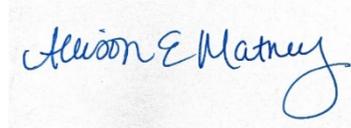
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Attachment

cc: Grenita Lathan, Ph.D.
    Yolanda Rodriguez
    Khalilah Campbell

Houston Independent School District

RESEARCH

Educational Program Report

Bilingual & English as a Second Language Program Evaluation Report 2019 – 2020

HISD | **Research and Accountability**

ANALYZING DATA, MEASURING PERFORMANCE.

2020 Board of Education

Bilingual and English as a Second Language Program Evaluation 2019–2020

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 reclassified as English proficient;
- frequency and scope of professional development provided to teachers and staff serving ELs; and
- an accounting of the number of bilingual exceptions and ESL waivers granted.

Highlights

- EL enrollment in the district in 2019–2020 was 71,156, an increase of 4,762 (7 percent) from the previous year.

- Current bilingual ELs did not perform as well as district students overall on English DLA for grades 3 -5, or R360. This was true for both reading and mathematics.

- Current ESL students did not perform as well as the district average on all subjects tested on the DLA grade 3-8 assessments, the DLA EOC subject assessments, or on the R360 assessments,

- Exited students from both bilingual and ESL programs performed better than the district average on both the DLA assessments (grades 3-8 and EOC subjects) and on the R360.

- Students who were either current or exited ELs were just as likely to be a valedictorian or salutatorian, as the average senior in the district.

- EL reclassification data were unavailable for the 2019–2020 school year at the time of publication. Analyses of multiple cohorts of students who started as ELs in kindergarten confirms that many of them are still EL as long as six or nine years later, and that this percentage has been increasing over the last four school years.

- Both the annual dropout rate and the four-year dropout rate for district EL students increased in 2019 (the most recent year for which data were available). In addition, the four-year graduation rate declined slightly.

- There were 308 staff development training sessions held in 2019–2020 for teachers, administrators, and other HISD staff, with a total attendance (duplicated) of 6,305 (3,216 unduplicated). In addition, 4,811 staff participated in online training sessions (1,513 unduplicated).

- Total bilingual and ESL waiver requests increased in 2019–2020 as compared to the previous school year, but the number of ESL teachers who successfully received certification by end of school year declined.

Recommendations

1. Area Office administrators and Multilingual Programs Department personnel shall continue to ensure that school administrators see that ELs are appropriately placed in the right bilingual or ESL program. Our goal is to ensure all pre-kindergarten through fifth grade Spanish speaking ELs 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 shall 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.

3. Multilingual Program Department shall continue to provide support to campus leadership teams to follow the recommended criteria for admission of ELs to the pre-exit phase of the bilingual program.

4. Collaboration between the Curriculum & Instruction and the Multilingual Programs departments shall lead to the development of curricula that can be differentiated for ELs at various stages of English proficiency, and for bilingual programming.

5. The implementation of the Sheltered Instructional strategies shall continue across the entire district for all students learning in their second language. To support this effort, the Curriculum & Instruction 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. 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, 2020a; 2020b, 2020c). 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 2020 was 209,309, as reported in the PEIMS fall snapshot data file for the 2019–2020 school year. Thirty-four percent of students in the district were ELs. Forty-seven percent of ELs were served in bilingual programs, 43% were served in an ESL program, and 9% did not receive any special linguistic services [2] (see **Table 1**, also **Appendix B**, p. 18). Data for 2019–2020 are shaded in blue.

Table 1. Number and Percent of EL Students in HISD, 2017–2018 to 2019–2020										
	Program	**Number of Students**			**% of All Students**			**% of ELL Students**		
		2018	2019	2020	2018	2019	2019	2018	2019	2019
Non-ELL		146,181	142,646	138,153	68	68	66			
ELL		67,347	66,394	71,156	32	32	34			
	Bilingual	*37,076*	*34,588*	*33,624*	*17*	*17*	*16*	*55*	*52*	*47*
	ESL	*26,408*	*28,594*	*30,812*	*12*	*14*	*15*	*39*	*43*	*43*
	Not Served	*3,863*	*3,212*	*6,719*	*2*	*2*	*3*	*6*	*5*	*9*
Total		**213,528**	**209,040**	**209,309**						

Source: PEIMS Fall 2019 Snapshot

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

Source: PEIMS Fall Snapshots
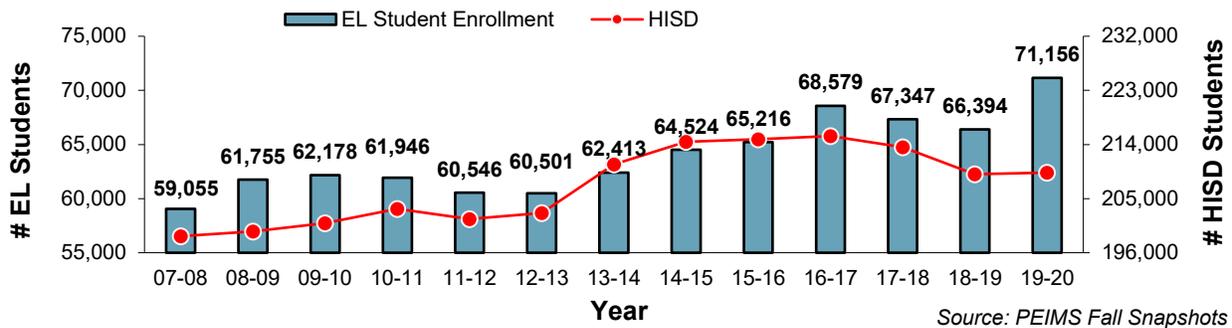
HISD had 71,156 ELs in 2019–2020, an increase of 4,762 from the previous year. The EL population was at 59,055 in 2007–2008 (see **Figure 1**), and gradually increased over the next ten years, mirroring trends in the overall HISD student population (district enrollment is represented by the solid red line; see right axis). EL enrollment has accounted for approximately 30% of the district students in each of the previous twelve years, but jumped to 34% in 2019–2020. Altogether, 45 percent of the district's students were either current or exited (reclassified) ELs.[3]

Figure 2 summarizes ELs' ethnicity and home language. Ninety-two 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 92 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 2019–2020 (38%), while other language groups experienced declines or only modest increases.

All bilingual or ESL students with valid assessment results from 2019–2020 were included in analyses for this report, as were all students who had participated in one of these programs but who had been reclassified as non-ELs. These latter students were defined as either monitored (student is in their first four years after having exited EL status) or former (student is five years or more post-EL status).

Figure 2. EL Student Ethnicity and Home Language, 2019–2020

Source: PEIMS
Fall 2019 Snapshot
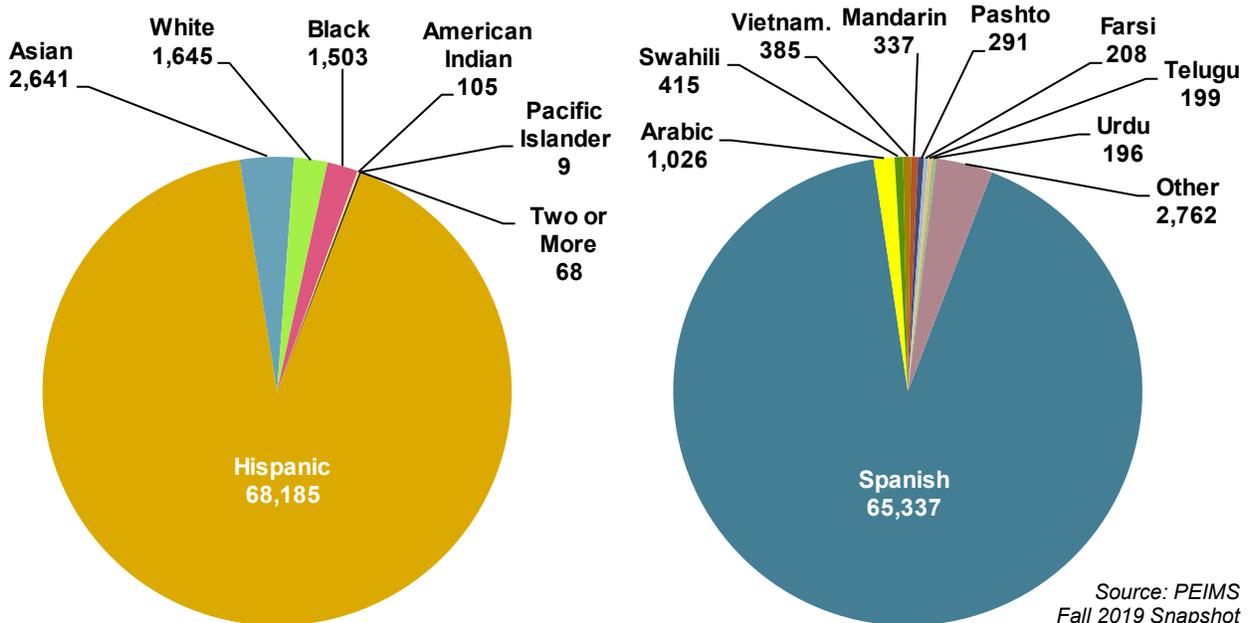
Data Collection & Analysis

District student performance is usually evaluated in part based on results from statewide assessments. Specifically, the State of Texas Assessments of Academic Readiness (STAAR) for grade 3–8, the STAAR End-of-Course (EOC) for students taking high school courses, and the Texas English Language Proficiency Assessment System (TELPAS). Since the district was forced to close in March of 2020 due to the COVID-19 outbreak, testing on these was incomplete and results are unavailable for 2019–2020. Instead, student performance on two district interim assessments are included in this report.

District-level assessments (DLAs) are STAAR-like curriculum-based assessments created by HISD's Curriculum Department. HISD uses the DLAs as a benchmark assessment for all STAAR-tested grades/ courses, and administers these during a December testing window. The DLAs are intended to be a cumulative assessment of student learning in preparation for STAAR, and DLA scores are highly correlated with performance on the actual STAAR assessment (Houston Independent School District, Student Assessment Department; personal communication, 1/8/2020). The present report includes DLA results in reading and mathematics in both English and Spanish for grades 3-8, and for the five EOC subjects.

The second interim assessment included in this report is the Renaissance Star 360 ® (R360). This assessment is a comprehensive, nationally normed pre-K to Grade 12 interim and formative assessment suite that is used for universal screening; progress monitoring; and evaluating student growth. The present report includes R360 results for reading and mathematics in both English and Spanish. For 2019–2020, only data for the BOY (9/3 through 9/24) and MOY (1/6 through 1/29) testing windows was available. For both assessments, All ESL students with valid assessment results from 2019–2020 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 (see **Appendix D**, pp. 20-22 for more explanation). Data on bilingual exceptions and ESL waivers was obtained from the Multilingual Programs Department. Finally, professional development and training data were also collected from the Multilingual Programs Department, and EL reclassification were obtained from Chancery records.

Results

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

DLA Grades 3-8

Figure 3 (see p. 6) shows the percent of current bilingual ELs who met standard (Approaches Grade Level) for the reading and mathematics sections of the DLA assessment in 2020 (grades 3-5 only). 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 [4]. 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. 23–24).

- A total of 12,867 current bilingual students took the reading portion of the DLA in grades 3–5, representing 98 percent of ELs enrolled in bilingual programs at those grade levels. Of these, 44 percent completed the Spanish version, while 56 percent completed the English version.

- Performance of bilingual students on the English DLA was better than on the Spanish version, and this was true for both reading and mathematics.

Figure 3. Percentage of Students Who Met Approaches Grade Level Standard on the DLA Grades 3-5 Reading and Mathematics Tests, 2020: Bilingual Students, and All Students Districtwide
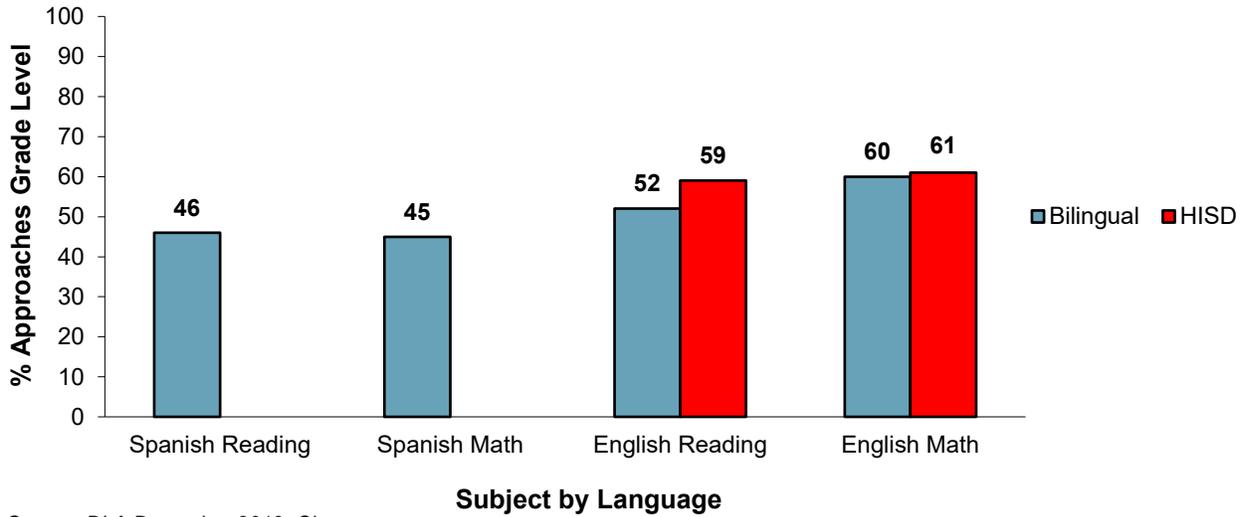
Source: DLA December 2019, Chancery

- Performance on the English DLA 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 DLA mathematics test than on English reading, but were still one percentage point lower than the district.

- Data for ESL students (see **Figure 4** below) showed that DLA reading performance was well below district levels (-18 percentage points, details also in Appendix F, p. 24; results for grades 3–8).

- STAAR mathematics scores for ESL students were also below those of the district, with a gap of 11 percentage points.

Figure 4. Percentage of Students Who Met Approaches Grade Level Standard on English DLA Grades 3-8 Reading and Mathematics Tests, 2020: ESL Students, and All Students Districtwide
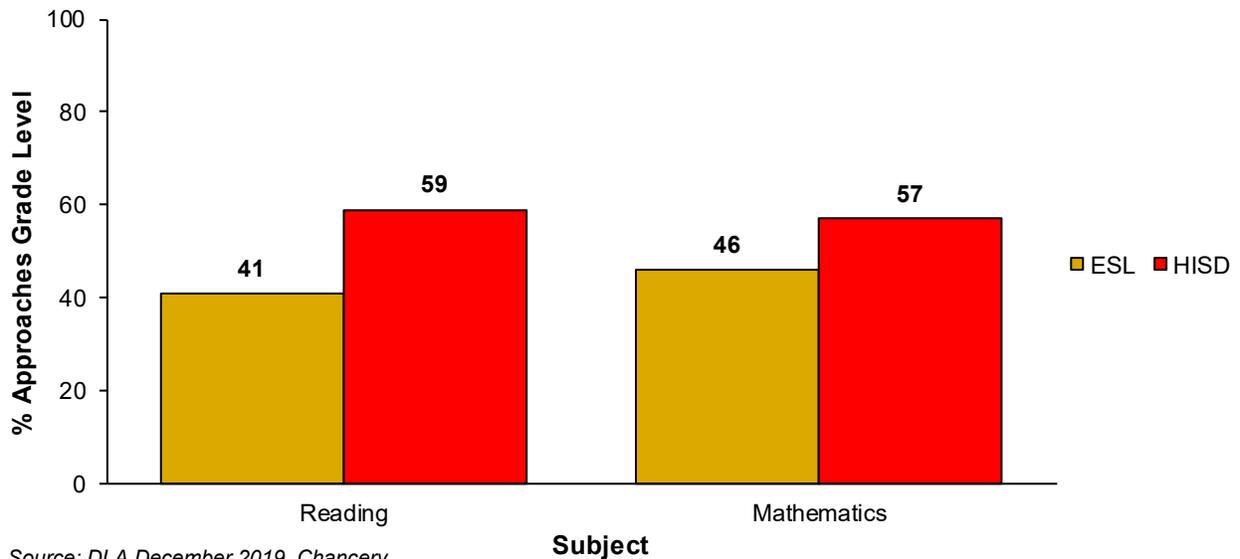

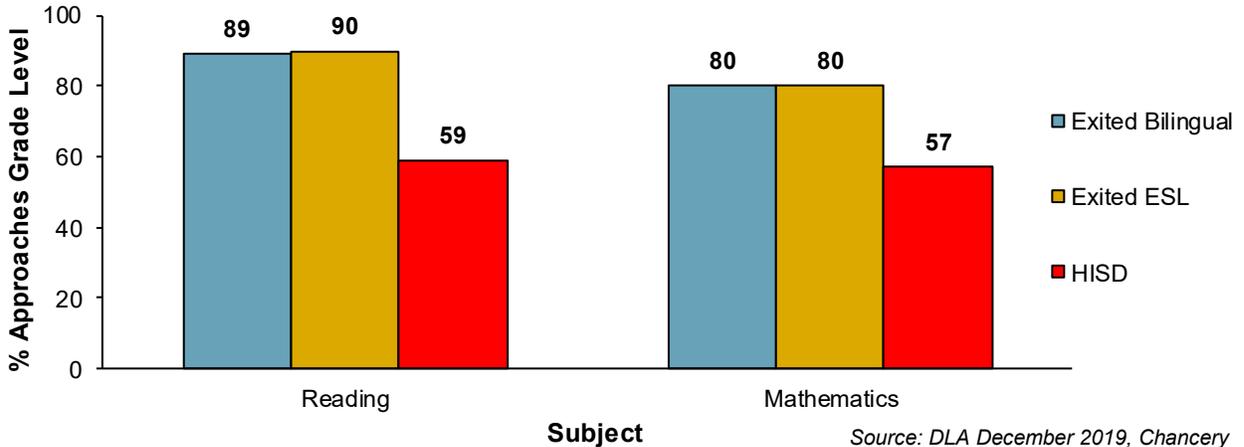*Source: DLA December 2019, Chancery*

Figure 5. Percentage of Students Who Met Approaches Grade Level Standard on English DLA Grades 3–8 Reading and Mathematics Tests, 2020: Exited (Monitored and Former) Bilingual and ESL Students, and All Students Districtwide

Source: DLA December 2019, Chancery

- Results for exited bilingual students [5] (see **Figure 5**) show that monitored and former bilingual students performed better than the district on grade 3-8 DLA reading and mathematics (gaps of 30 and 23 percentage points, respectively).

- Exited ESL students were the same as exited bilingual students in mathematics, and were only slightly better in reading (+1 percentage point).

- **Figure 6a** (below left) shows grade 3-5 DLA results from four STAAR subjects (reading, mathematics, writing, and science). Results are shown for current bilingual and ESL students, as well for the district overall.

- Current bilingual students outperformed current ESL students in most subjects (gaps of 3 to 5 percentage points), but were lower in writing (-2 points). Both groups of students were lower than the district in all subjects, with the smallest gaps in mathematics.

- **Figure 6b** (below right) shows DLA results for exited bilingual and ESL students in all five subjects (grades 3–8). Exited bilingual and ESL students had higher passing rates than the district in all subjects, but no group was consistently better than the other. See **Appendix G** (p.25) for further details.

Figure 6. Percent Met Approaches Grade Level Standard by Program and Subject, 2020,. 6a:Current Bilingual and Current ESL Students, 6b: Exited Bilingual and ESL Students

Source: DLA December 2019, Chancery
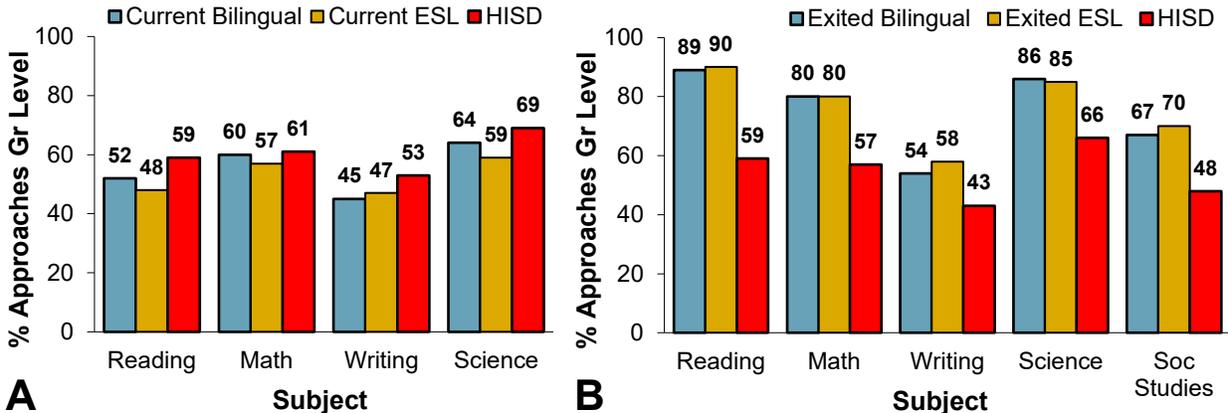
Figure 7. DLA Percent of Current and Exited EL Students Who Met Approaches Grade Level Standard, by EOC Subject, 2020: Results are Shown for All Current or Exited ESL Students, Exited Bilingual Students, As Well As For the District Overall
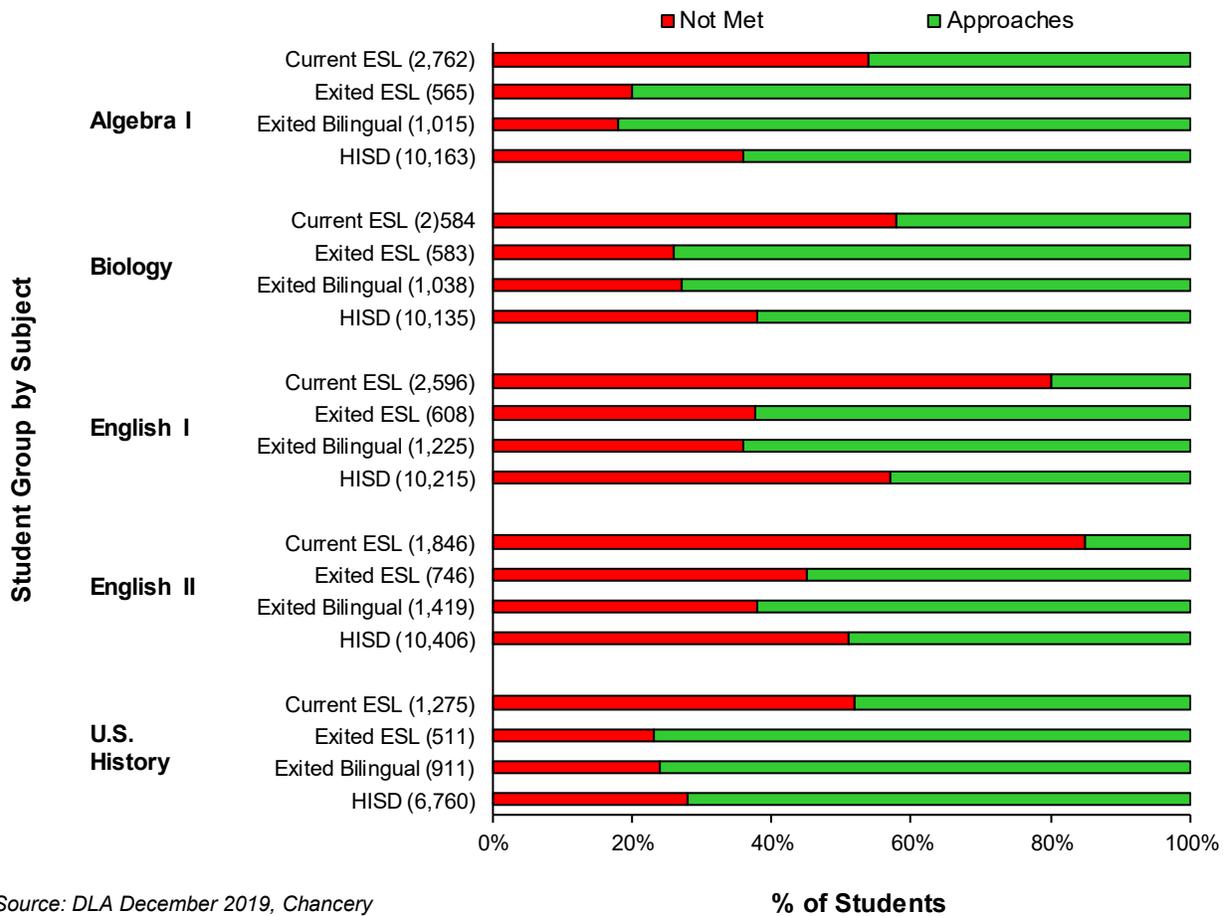
Source: DLA December 2019, Chancery

% of Students

DLA EOC Subjects

Figure 7 (above) shows results for bilingual and ESL students on the DLA assessments in the EOC subjects (see also **Appendix H**, p. 26). 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 the Student Standard for 2019–2020 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 (20 and 15 percent Approaches Grade Level, respectively).

- Exited bilingual students performed better than exited ESL students in Algebra I (+2 percentage points), English I (+1 point), and English II (+7 points). They were lower than exited ESL students in Biology and U.S. History (-1 percentage point for both).

- Both exited bilingual, and exited ESL students, had higher passing rates than the district. This was true for all EOC subjects.

Figure 8. R360 Performance 2020: Percent of Students at Each Intervention Level by Program, EL Status, and School Level (English Reading)

Source: R360 MOY 2020, Chancery

School Level
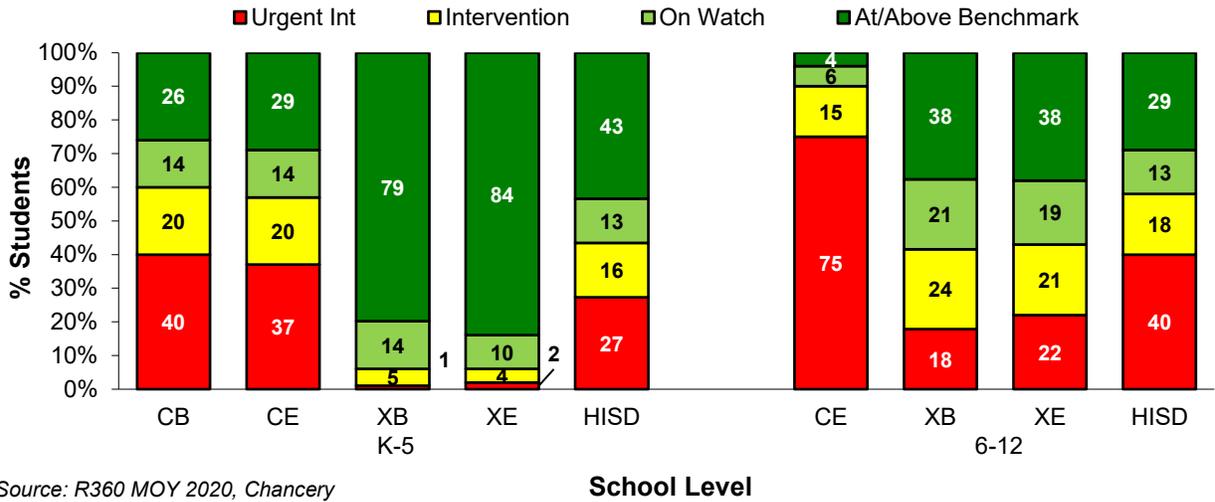
R360

- This section summarizes R360 performance for students in the bilingual and ESL programs. Two different sets of analyses are included. The first summarizes the percentage of students who scored at each of the four intervention levels during the MOY testing window (January of 2020). The second set of analyses reports the percentage of students who either improved or regressed in terms of their performance level, between the BOY and MOY testing windows in 2019–2020.

- **Figure 8** shows the percentage of students at each intervention level in the R360 reading assessment. Results are shown for current bilingual (CB), current ESL (CE), exited bilingual (XB), and exited ESL (XE) students (grades K–12). Data are segregated based on grade level (grades K–5 versus 6–12).

- It can be seen that at both school levels, current EL students do worse than the district overall. ESL student did slightly better than current bilingual students at the elementary level, but ESL students did particularly poorly at the secondary level. About 75 percent of secondary ESL students were at the Urgent Intervention level in reading based on MOY testing, with only 4 percent at the At/Above benchmark level.

- Exited EL students still in elementary school did very well, with 79–84 percent scoring at the At/Above benchmark level. Exited EL students at the secondary level still did better than the district overall, but the advantage was not as large as that observed in elementary grades.

- Exited ESL students did slightly better than exited bilingual students in grades K–5, but the groups were similar at the secondary level.

- Further details including grade level data can be seen in **Appendix I** (p. 27).

- A further exploration of the R360 MOY performance is shown in **Figure 9** (see p. 10), which focuses on mathematics results, with the data again separated based on school level (K–5 vs. 6–12).

Figure 9. R360 Performance 2020: Percent of Students at Each Intervention Level by Program, EL Status, and School Level (English Mathematics)
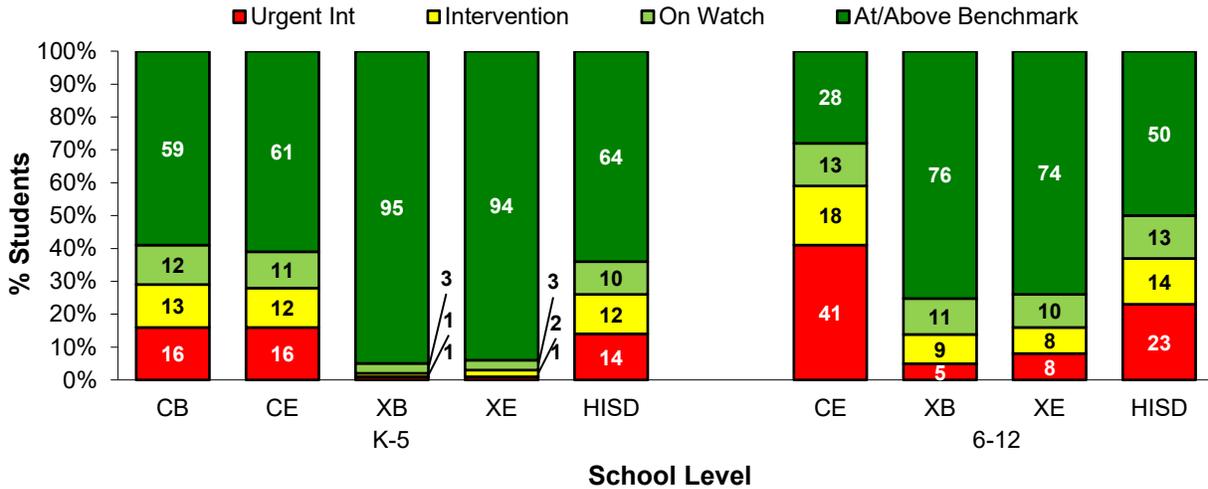

Source: R360 MOY 2020, Chancery

- The overall pattern is similar to that observed with R360 reading. Specifically, current ELs do worse than the district overall, current ESL students do worse at the secondary level, current ESL students do slightly better than current bilingual students, exited students from both programs do better than the district, and exited Els do particularly well if they exit in grade 5 or sooner.

- **Figure 10** summarizes data concerning changes in student R360 English reading performance between BOY and MOY testing in 2019–2020. Once again, data are segregated based on grade level (K–5 versus 6–12). For these analyses, students were categorized as having scored higher at MOY than BOY, lower at MOY than BOY, or scored at the same level (see **Appendix J**, p 28).

- At both the elementary and secondary level, exited EL students showed more improvement from BOY-MOY than the district. Current EL students showed about the same amount of improvement as the district at the elementary level, but showed less improvement at the secondary level.

Figure 10. R360 BOY-MOY Performance Change 2020: Percent of Students Scoring Higher, Lower, or the Same in MOY Testing, by Program, EL Status, and School Level (English Reading)
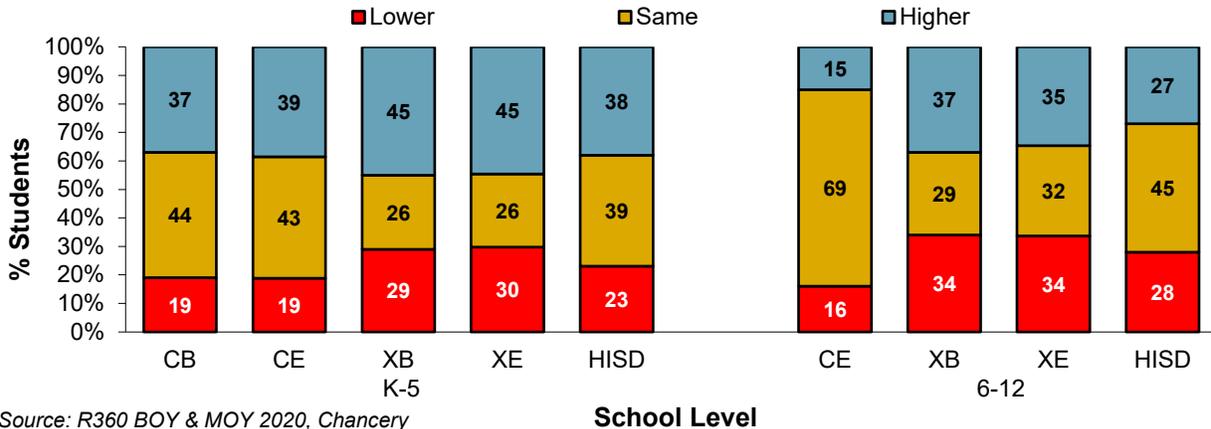
Source: R360 BOY & MOY 2020, Chancery

Note: Change from BOY-MOY defined as change in percentile rank; 'higher' = gain of 5 percentage points or more, "lower" = de-

Figure 11. R360 BOY-MOY Performance Change 2020: Percent of Students Scoring Higher, Lower, or the Same in MOY Testing, by Program, EL Status, & School Level (R360 Mathematics)
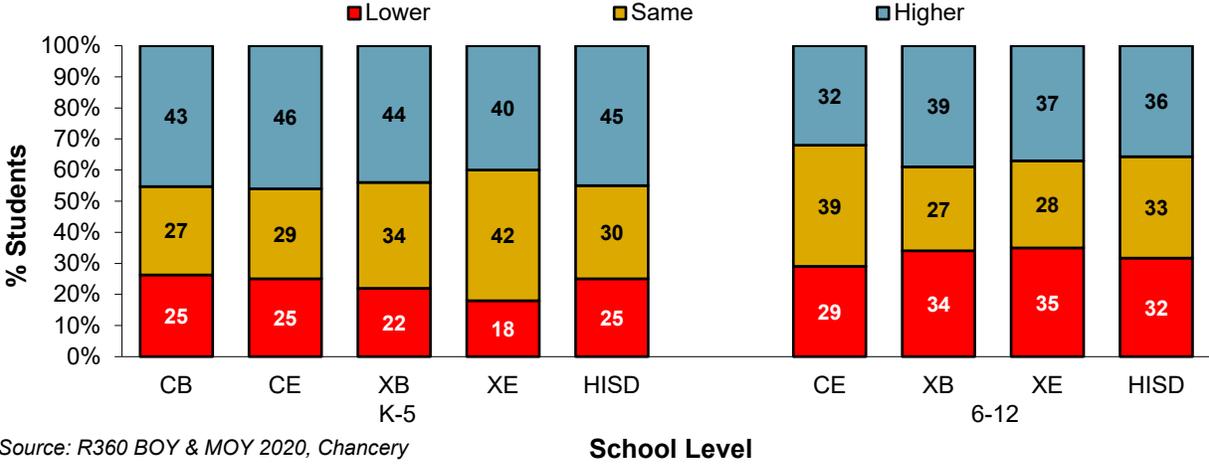
Source: R360 BOY & MOY 2020, Chancery

Note: Change from BOY-MOY defined as change in percentile rank; 'higher" = gain of 5 percentage points or more, "lower" = decline of 5 percentage points or more, "same" = change of 4 percentage points or less.

- Finally, **Figure 11** (above) shows change in performance between BOY-MOY by school level for the same student groups on the R360 mathematics assessment (English).

- Unlike the case with reading, there was less variability between groups on the R360 mathematics . The percentages of students showing improvement were relatively similar, with the greatest performance gap being 16 percentage points (32 versus 46 percent), compared to 30 percentage points for reading (15 versus 45 percent). Current secondary ESL students showed the smallest gains.

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 12** shows the percentages of students from the graduating class of 2020 who were either exited ELs or who were never EL at any time. Comparison data comes from the other seniors in the class of 2020.

- Of the 11,729 seniors (non-valedictorian/salutatorian) in grade 12 during the 2019–2020 school year, 46% of them had been EL at some point between kindergarten and 12th grade.

- Forty-eight percent of valedictorians and 46% of salutatorians had been ELs at some point, however these figures did not differ from the results for other seniors.

Figure 12. Percentages of Valedictorians and Salutatorians (Class of 2020) Who Were Ever EL
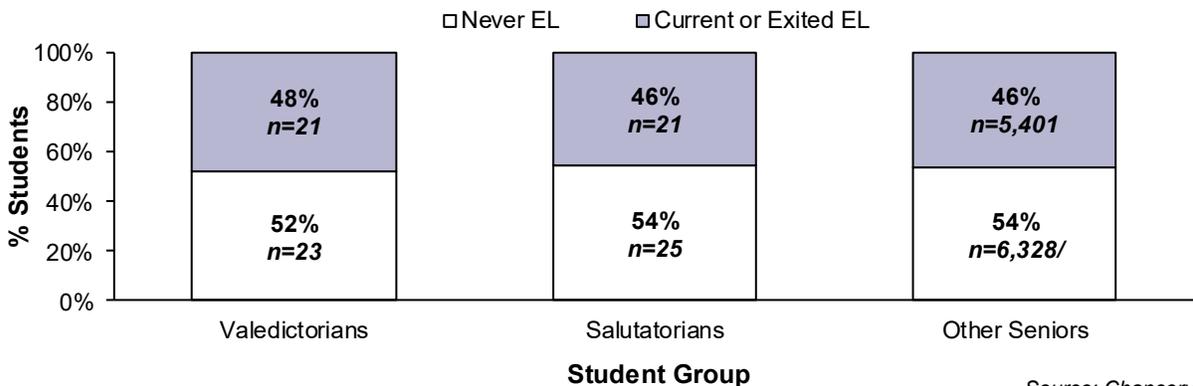
Source: Chancery

How many students were successfully reclassified as non-EL in 2019–2020?

Data from the Chancery system is usually used to identify students who reach English language proficiency and who are reclassified as non-ELs. Due to the school closures and cancellation of TELPAS testing caused by the COVID-19 outbreak, reclassification did not take place as scheduled at the conclusion of the 2019–2020 school year. Instead campuses had until October 8, 2020 to complete this process. As a result, reclassification data were unavailable for 2019–2020 at the time of publication of this report. Nevertheless, **Figure 13** shows EL exit data from the years 2004–2005 through 2018–2019.

Figure 13. EL Student Exits, 2004–2005 Through 2019–2020
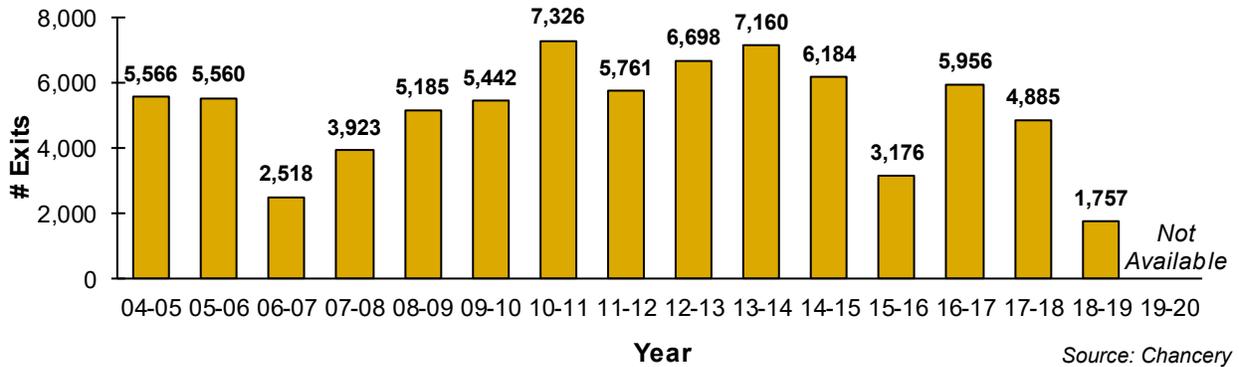
An alternative way of analyzing EL student exits is to look at long-term exit rates for students in specific cohorts. Specifically, for a cohort of students who are EL in kindergarten, what percentage of them are still EL a given number of years later? **Figure 14** shows the results of this analysis, 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 K** (pp. 29-30),

- For the most recent cohort of KG students, 66 percent of those who started as EL in 2013–2014 were still EL in 2019–2020. In addition, 40 percent of those who started as EL in 2010–2011 were still EL in 2019–2020. These percentages have been increasing over time (see Figure 14).

Figure 14. K-6 and K-9 Cohort: Percentage of KG Students Still EL After Six or Nine Years
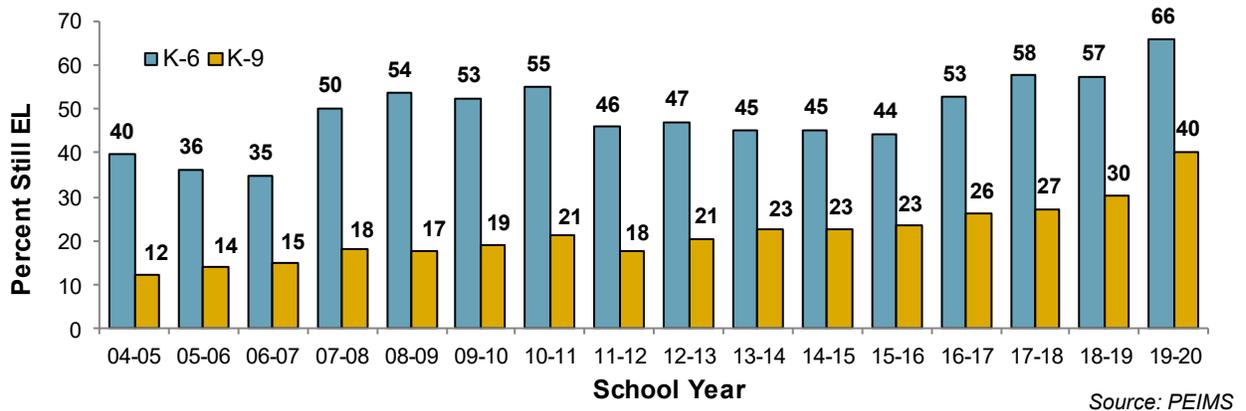
How many EL students dropped out or successfully graduated in 2019–2020?

This section summarizes data on dropout and graduation data for EL students, in comparison with over-all performance of the district. Both annual dropout data (grades 7–12) and four-year completion rates for the class of 2019 are included. Note that 2019 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 15**) increased by 0.4 percentage points in 2019, whereas the district rate declined by 0.1 percentage points.

Figure 15. Annual Dropout Rate (Grades 7-12) for District EL Students and HISD Overall,

Source: TEA Dropout Reports
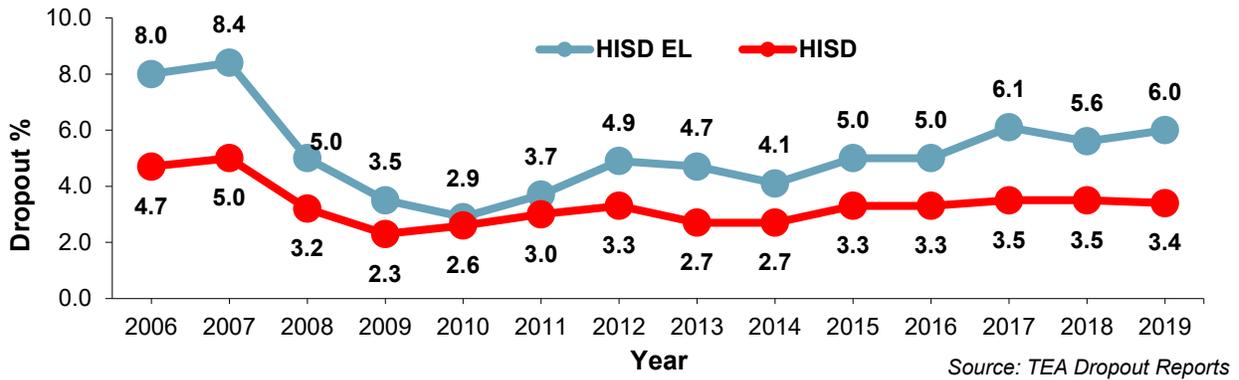
- Four-year completion rates of EL students for the classes of 2006 through 2019 are shown in **Figure 16**. For the most recent year available (2019), the graduation rate declined by 1.4 percentage points, and the dropout rate increased by 0.7 percentage points.

Figure 15. Four-Year Completion (Dropout and Graduation) Rates for District EL Students, Classes of 2006 Through 2019

Source: TEA 4-Year Completion Reports
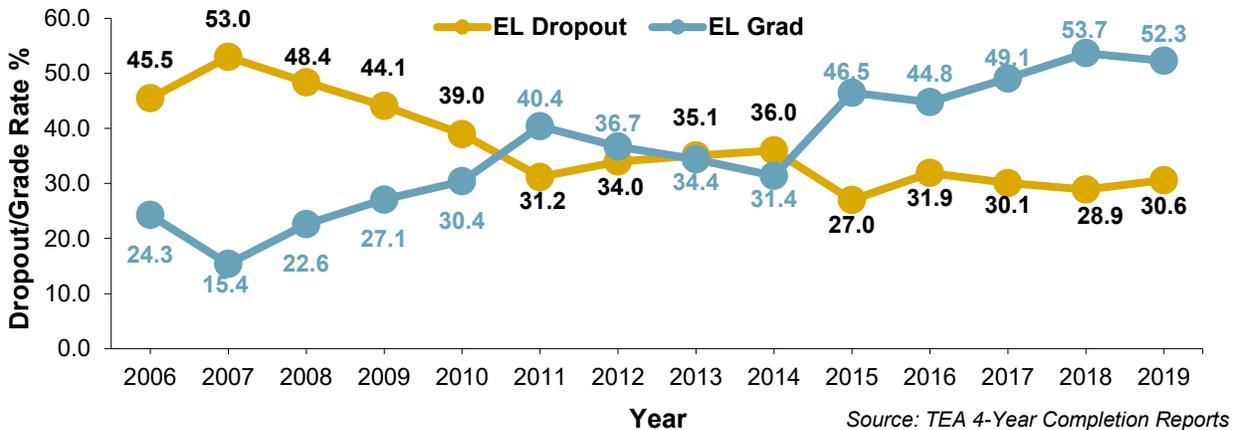
What was the frequency and scope of professional development activities provided to teachers and staff serving ELs?

Data from OneSource indicated that 308 staff development training sessions were coordinated by the Multilingual Programs Department during the 2019–2020 school year. These sessions, summarized in **Appendix L** (pp. 31-33), covered compliance, program planning, and instruction/information. A total of 6,305 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 3,216). A further 4,811 participated in one or more online training sessions (1,513 unduplicated). Finally, 177 individuals attended an initial session for Sheltered Instruction coaches. Across all courses and online sessions, 4,906 individuals participated in some form of EL-related professional development activity.

How many bilingual exceptions or ESL waivers were granted, and how many of those teachers ultimately receive certification?

New requirements (TAC § 89.1265) mandate that districts' annual evaluation reports include data on bilingual exceptions and ESL waivers requested. **Table 2** shows the number of exceptions and waivers requested by the district for the last two school years. In 2019–2020, both bilingual exception and ESL waiver requests increased over the previous year, by 80 percent for exceptions and by 31 percent for waivers. However, the number of teachers who successfully obtained ESL certification by the end of the school year decreased in 2019–2020 by 33 percent, despite the increase in total number of ESL waiver requests.

Discussion

Nearly half of the district's enrolled students (45%) were current or exited ELs in 2019–2020, including 34% who were still currently classified as EL. Since data from statewide assessments (STAAR, EOC, TELPAS) was unavailable due to school closures caused by the COVID-19 outbreak, it was decided to use results from the district's DLA and R360 assessments to show how EL students were doing compared to the district average. Results from these two assessments were generally in line with what is typically observed in STAAR and EOC data. Specifically, there were 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 both the DLA and R360. 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.

Current EL students performed poorly on the DLA assessments for EOC subjects, particularly in English I and English II. This finding has been seen previously in district EOC results. As can be seen in Appendix I, only 15% to 20% of current ESL students met the passing standard for English I and II and the performance gap relative to the district remains large. Since passing the English I and II assessments is a requirement for graduation, continued low performance on these assessments is an issue that will need to be addressed.

Data from the four-year completion rates showed a slightly higher dropout rate and slightly lower graduation rate for EL students from the class of 2019, as compared to rates from the previous year. Both

Year	Bilingual Exceptions (Spanish)	Bilingual Exceptions (Other Languages)	Total Bilingual Exceptions	ESL Waivers Requested	Teachers Who Obtained ESL Certification
Table 2. Bilingual Exceptions & ESL Waivers, 2018–2019 and 2019–2020					
2018–2019	141	121	262	298	92
2019–2020	271	202	473	389	62

Source: Multilingual Programs Department

rates are nevertheless greatly improved over those observed in previous years (see Figure 15). Further-more, the annual dropout rate for ELs improved slightly in 2019. Finally, data showed that current or ex-ited ELs were just as likely to achieve the status of valedictorian or salutatorian as other students in the district, a finding which has been reported in previous years. Altogether, results from the 2019–2020 school year suggest that students who reach English proficiency and successfully exit from EL status do well academically, perhaps better than the district average, and that at least some indicators are show-ing long-term improvement for current ELs.

One area of concern from last year's evaluation report was EL reclassification, specifically, the sharp drop in EL exits observed in 2018–2019. As indicated previously, EL reclassification data were unavaila-ble this year due to the cancellation of TELPAS and the use of alternative reclassification procedures which allowed campuses until October 8th, 2020 to complete this process. So it remains unclear wheth-er the sharp decline in EL exits that occurred in 2018–2019 was repeated in the current year. Nonethe-less, this is an issue that should be revisited in the coming school year as soon as the relevant data be-come available.

References

Houston Independent School District. (2020a). Dual Language Program Evaluation Report 2019–2020. HISD, De-partment of Research & Accountability.

Houston Independent School District. (2020b). Pre-Exit EL Students Performance STAAR & TELPAS 2019–2020. HISD, Department of Research & Accountability.

Houston Independent School District. (2020c). English as a Second Language (ESL) Student Performance Report 2019–2020. HISD, Department of Research & Accountability.

Houston Independent School District. (2020d). TELPAS Student Performance Report 2019–2020. HISD, Depart-ment 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 offers a Vietnamese bilingual program at one campus (Park Place ES), as well as a Mandarin Language Immersion magnet program, a similar school for Arabic speakers, and a French language program at M White Elementary School. However, the latter three programs are administered by the Office of Advanced Academics, not the Multilingual Programs Department, and thus they are not includ-ed under Multilingual Programs Department Guidelines. Results for ELs in these four 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] The PEIMS data suggest that the number of students in neither a bilingual nor an ESL program more than dou-bled in 2020 (from 3,212 to 6,719). This is somewhat misleading, however. In previous years, this category only included students who with "parental waivers", indicating that their parents opted not to have their child enrolled in a bilingual or ESL program. Beginning with the current year, this category includes two additional groups of students, i.e. those who are in a bilingual or ESL program but who do not have a bilingual or ESL certified teacher. In the past those students would have been counted as participating in one of those programs, but now they must be coded separately to distinguish them from students who are taught by certified teachers. In reality, the number of parental waivers barely changed from 2019 to 2020.

[3] TEA now uses the terms "reclassified" or "reclassification" to refer to students who have met the criteria needed to indicate that they are now English proficient. For continuity with previous years, the present report continues to use terms such as "exited EL" to refer to these students, but it should be understood that "reclassified" and "exited" are equivalent terms in this context.

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

[5] 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 "Exited Bilingual" simply means that they were in a bilingual program during the school year before they exited EL status.

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. The district also offers the Cultural Heritage Bilingual Program (CHBP) for students whose primary language is Vietnamese, but this program is limited to a single campus.

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.

While these represent the main bilingual and ESL programs offered by the district, state law (19 TAC §89.1207) requires that students taught by teachers for whom a bilingual exception or ESL waiver was requested be considered served by an alternative bilingual/ESL program. There were 2,178 students in the district in an alternative bilingual program in 2019-2020, and 1,555 in an alternative ESL program.

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 2019–2020 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, 2019–2020

Source: PEIMS Fall 2019 Snapshot
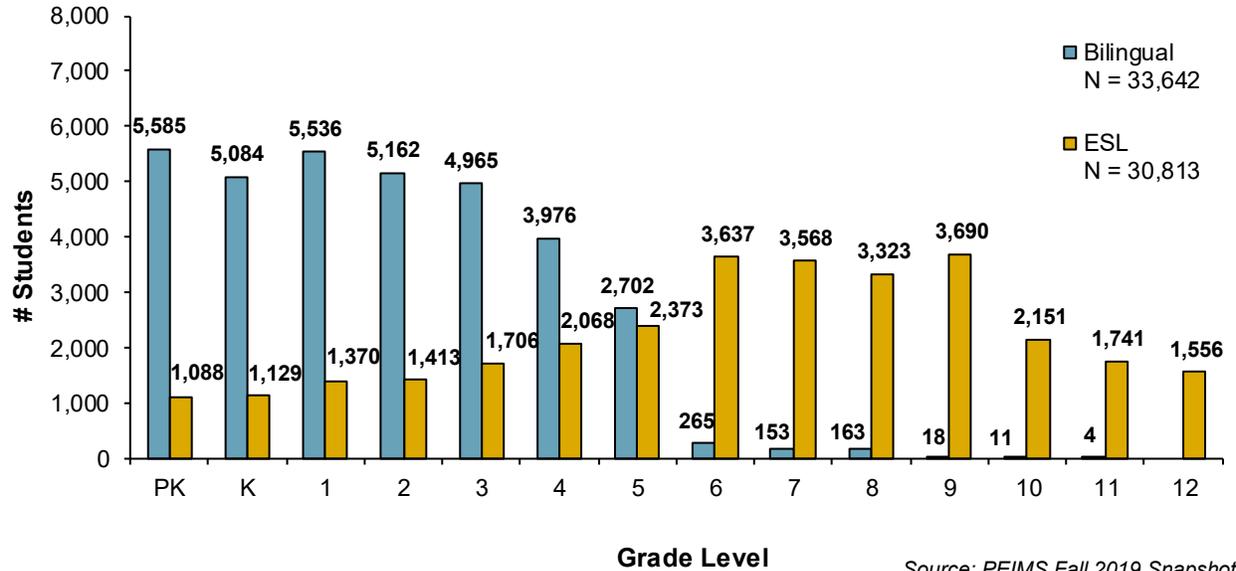
Figure 2 summarizes the bilingual and ESL program enrollment trends over the past nine years. One pattern that is clear from this data is that the relative dominance of the bilingual program has been reduced. Specifically, since 2012, participation in bilingual programs has fallen by 19 percent, while 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 2020

Source: PEIMS Fall Snapshots
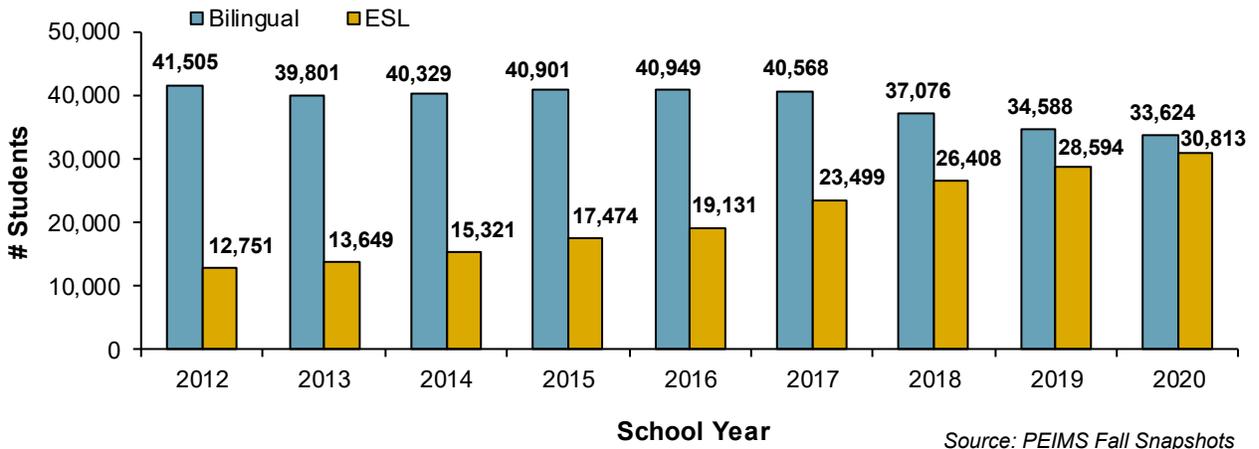
APPENDIX C

EL Student Ethnicity and Home Language, 2019–2020

Ethnicity	Number	Percent	Home Language	Number	Percent	% Change From Fall 2018
Hispanic	65,185	92%	Spanish	65,337	92%	-1%
Asian	2,641	4%	Arabic	1,026	1%	-5%
Black	1,503	2%	Swahili	415	1%	-4%
White	1,645	2%	Vietnamese	385	1%	-8%
American Indian	105	<1%	Mandarin	337	<1%	-8%
Pacific Islander	9	<1%	Pashto	291	<1%	+38%
Two or More	68	<1%	Farsi	208	<1%	-1%
Total	**71,156**		Telugu	199	<1%	+8%
			Urdu	196	<1%	+3%
	Number	**Percent**	Other	2,762	4%	-2%
Econ Disadvantaged	66,138	93%	**Total**	**71,156**		

Source: PEIMS Fall 2019 Snapshot

Appendix D

Explanation of Assessments Included in Report

Annual district program reports usually utilize data from three main statewide assessments: State of Texas Assessments of Academic Readiness for grades 3–8 (STAAR 3-8), STAAR End-of-Course Assessments (STAAR EOC), and for English learners, results from the Texas English Language Proficiency Assessment System (TELPAS). Because of school closures caused by the COVID-19 outbreak, data from these was unavailable for the 2019–2010 school year. Instead it was decided to use results from two of the district's interim assessments.

District-level assessments (DLAs or benchmarks) are STAAR-like curriculum-based assessments created by HISD's Curriculum Department. They are administered both online and on paper. The district uses the DLA's as a benchmark assessment for all STAAR-tested grades/courses, and administers these during a December testing window. DLA is intended to be a cumulative assessment of student learning in preparation for STAAR, and DLA scores are highly correlated with performance on the actual STAAR assessment (Houston Independent School District, Student Assessment Department; personal communication, 1/8/2020). Data from the DLAs provide school leaders, and teachers key formative information regarding student learning. These data can also inform the evaluation of program effectiveness, use of instructional resources, staff development needs, and areas of curricular strengths and weaknesses.

DLA results for each grade and subject are scored as percent correct, and are then converted into STAAR-equivalent performance levels (i.e., Approaches Grade Level, Meets Grade Level, Masters). This conversion uses the most rigorous percent correct performance levels from the last four years of equivalent STAAR-tested grades/courses. Note that although the official testing window for the DLA's is in December, campuses have the flexibility to administer the assessments whenever they see fit. The data analyzed for this report included results from 242,360 assessments administered in December, as well as an additional 20,049 that were administered in January. Students may take each assessment multiple times, but analyses used only the latest results for each student and subject.

The second interim assessment included in this report is the Renaissance Star 360 ® (R360). This assessment is a comprehensive, nationally normed pre-K to Grade 12 interim and formative assessment suite that is used for universal screening; progress monitoring; and evaluating student growth. The R360 includes assessments in Early Literacy (EL), Reading, and Math in both English and Spanish. It is administered online in three different windows during the school year: beginning (BOY), middle (MOY) and at the end of the year (EOY). For 2019–2020, only data for the BOY (9/3 through 9/24) and MOY (1/6 through 1/29) testing windows was available. As with the DLAs, students may take each assessment multiple times, but only results from the latest test are included in this report.

Results for the R360 are reported as a percent correct, which is used to place the student into one of four categories: At/Above Benchmark, for students who scored at or above the 40th percentile rank score; On Watch for students who performed between the 25th and 39th percentiles, Intervention for students who performed between the 10th and 24th percentiles, and Urgent Intervention for students who performed below the 10th percentile rank score.

The R360 is also highly correlated with results from the STAAR assessments, as can be seen in summaries included within **Table B1** and in **Figure B1**. The analyses summarized here include results from R360 and STAAR administrations from the 2018–2019 school year. For R360, data from the MOY test-

Appendix D (continued)

ing window in 2018–2019 was used, and included results for both reading and math in English and Spanish. Campus-level results were analyzed, with the main variable being the percentage of students on each assessment who scored at the On Watch level or better (i.e., 25th percentile or better). For STAAR 3–8 and EOC exams, the main variable (again, summarized at the campus level) was the percentage of students who reached the Approaches Grade Level standard (English and Spanish reading and math for STAAR 3–8, English I/II combined and Algebra I for EOC). Table B1 shows the correlation coefficients between these two measures, while Figure B1 shows the scatterplots for the same data. It can be seen that the R360 and STAAR/EOC results are highly correlated. Where this pattern appears to break down is those cases where one or both measures were subject to a ceiling effect, specifically the Spanish language assessments and Algebra I.

Table B1. Correlation Between STAAR 3-8 and EOC Performance, and Results for Comparable R360 Assessments, 2019–2020 School Year						
Grade Level	**Subject**	**Language**	**# Campuses**	**R360 % OW+**	**STAAR % Appr**	**r**
3	reading	E	172	54.9	66.9	0.81
3	reading	S	107	88.0	69.3	0.45
3	math	E	171	74.2	71.8	0.77
3	math	S	83	83.3	71.9	0.77
4	reading	E	170	53.3	66.4	0.80
4	reading	S	50	84.2	57.1	0.40
4	math	E	169	73.5	68.9	0.73
4	math	S	45	86.6	63.6	0.61
5	reading	E	173	50.6	67.8	0.83
5	reading	S	8	81.3	75.5	0.48
5	math	E	173	72.1	76.7	0.75
5	math	S	9	74.6	55.8	0.84
6	reading	E	56	44.4	59.7	0.94
6	math	E	56	66.5	71.3	0.95
7	reading	E	58	45.9	68.4	0.92
7	math	E	57	67.4	68.4	0.96
8	reading	E	58	44.6	70.9	0.91
8	math	E	54	68.5	71.0	0.82
EOC	English I/II	E	49	43.5	60.0	0.93
EOC	Algebra I	E	96	67.7	87.1	0.51

Note: STAAR 3-8 and EOC results from spring 2019 (1st administration only for STAAR 3-8). R360 results are from the January 2019 testing window. Results are summarized at the campus level. Cases where results for both measures showed 0% are excluded from the analyses..

Appendix D (continued)

Figure B1. Scatterplots Showing Relationship Between STAAR 3-8 and EOC Performance and R360 Performance: Results for Spring 2019
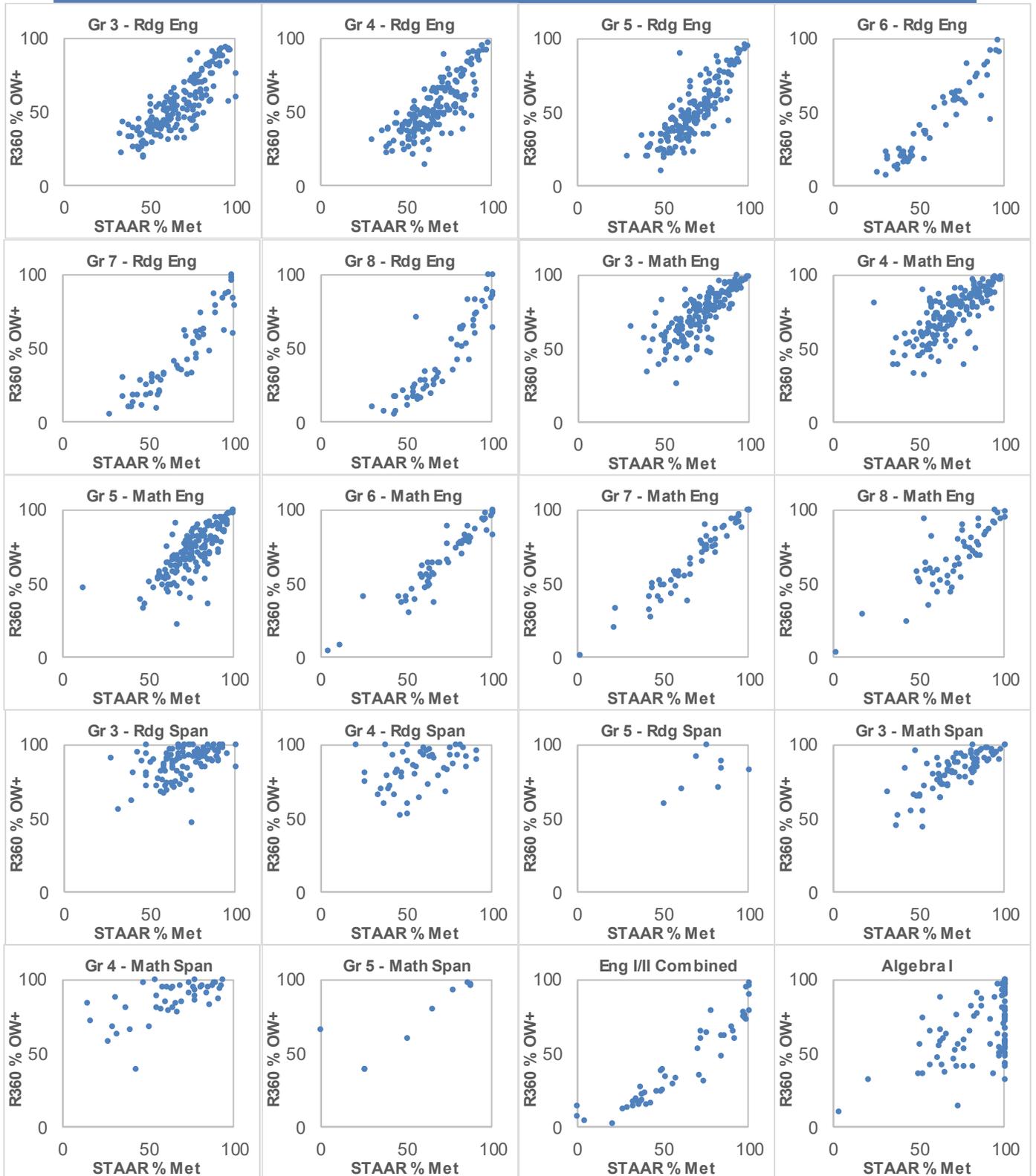
Appendix E

Spanish Grade 3-8 DLA Performance of Bilingual Students:
Number Tested and Percent Meeting Approaches Grade Level Standard
by Grade Level and Subject (2020 Data)

Program	Grade	Enrollment* 2020	Reading				Mathematics			
			# Tested	% Appr	% Met	% Masters	# Tested	% Appr	% Met	% Masters
Current	3	4,610	3,432	51	18	11	2,847	41	16	5
Bilingual	4	3,344	1,768	39	17	6	1,655	52	22	9
	5	1,766	441	37	12	1	387	34	12	2
	Total	9,720	5,641	46	18	8	4,889	45	18	6

Source: DLA STAAR student data files December 2019, Chancery   ** indicates < 5 students tested*

* *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 Vietnamese, Mandarin, Arabic, and French bilingual programs, who are all tested in English.*

Appendix F

English Grade 3-8 DLA Performance of Bilingual and ESL Students:
Number Tested and Percent Meeting Approaches Grade Level Standard
by EL Status, Grade Level, and Subject, (2020 Data)

Program	Grade	Enrollment 2020	Reading				Mathematics			
			# Tested	% Appr	% Met	% Masters	# Tested	% Appr	% Met	% Masters
Current-	3	5,130	1,807	48	13	5	2,054	51	21	6
Bilingual	4	4,460	2,580	51	22	10	2,577	68	33	18
	5	3,517	2,839	54	24	8	2,865	59	25	9
	6	228	61	23	7	0	58	47	12	0
	7	150	18	39	17	6	19	63	5	0
	8	166	16	88	38	13	9	11	0	0
	Total	13,651	7,321	51	20	8	7,582	60	27	11
Current	3	1,766	1,573	41	11	4	1,559	46	16	5
ESL	4	2,250	2,029	48	22	10	1,970	61	29	14
	5	2,622	2,287	53	23	8	2,317	61	29	11
	6	3,914	3,310	24	3	0	3,157	49	12	2
	7	3,673	3,063	34	10	2	3,058	43	14	3
	8	3,454	2,851	53	16	5	2,591	19	5	1
	Total	17,679	15,113	41	13	4	14,652	46	17	5
Exited	3	141	129	90	47	23	134	91	57	29
Bilingual-	4	362	332	96	71	41	329	97	75	49
	5	630	620	98	76	41	610	94	65	29
	6	802	663	78	26	4	573	87	46	10
	7	1,148	936	83	43	14	842	77	39	7
	8	1,183	1,013	95	59	22	620	51	20	3
	Total	4,266	3,693	89	53	22	3,108	80	46	16
Exited	3	160	147	95	49	22	149	83	50	21
ESL	4	249	242	94	65	41	236	94	72	47
	5	425	386	94	75	44	381	92	68	35
	6	627	406	79	29	6	386	87	53	20
	7	730	514	86	48	16	498	83	46	14
	8	722	577	93	57	21	376	48	17	2
	Total	2,913	2,272	90	53	23	2,026	80	49	21
HISD	3	16,226	11,941	52	19	9	1,223	50	21	7
	4	16,646	13,747	59	31	18	13,634	67	35	18
	5	16,710	14,821	65	38	18	14,827	64	33	13
	6	13,466	10,300	43	12	2	9,892	62	23	6
	7	13,947	10,587	57	27	10	10,426	57	24	6
	8	13,691	10,698	75	39	14	8,422	30	10	1
	Total	90,686	72,094	59	28	12	58,424	57	25	9

Source: DLA STAAR student data files December 2019, Chancery   *Indicates fewer than 5 students tested*

Appendix G

English Grade 3-8 DLA Performance of Bilingual and ESL Students
in Other STAAR Subjects: Number Tested and Percent Meeting Approaches
Grade Level Standard by EL Status and Subject (2020 Data)

Subject	Current Bilingual		Current ESL		Exited Bilingual		Exited ESL		HISD	
	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.
En Writing 2020	2,596	44	4,893	30	1,209	54	728	58	23,399	43
En Science 2020	2,990	64	5,041	49	1,508	86	873	85	24,158	66
En Soc Studies 2020	17	59	2,729	28	986	67	542	70	10,098	48

Source: DLA STAAR student data files December 2019, Chancery   ** Indicates fewer than five students tested*

Appendix H

DLA Performance of Bilingual and ESL Students in End-of-Course Subjects: Number Tested and Number and Percentage Meeting the Approaches Grade Level Standard (Left) and Meets Grade Level Standard (Right), (2020 Data)

Subject	Student Group	# Tested	Fail		Approaches Grade Level		Meets Grade Level	
			N	% Stu	N	% Stu	N	% Stu
Algebra I	Current ESL	2,762	1,488	54	1,274	46	515	19
	Exited ESL	565	114	20	451	80	263	47
	Exited Bilingual	1,015	178	18	837	82	469	46
	HISD	10,163	3,640	36	6,523	64	3,197	31
Biology	Current ESL	2,584	1,507	58	1,077	42	299	12
	Exited ESL	583	154	26	429	74	237	41
	Exited Bilingual	1,038	280	27	758	73	417	40
	HISD	10,135	3,824	38	6,311	62	2,890	29
English I	Current ESL	2,596	2,064	80	532	20	212	8
	Exited ESL	608	228	38	380	63	233	38
	Exited Bilingual	1,225	436	36	789	64	534	44
	HISD	10,215	5,804	57	4,411	43	2,595	25
English II	Current ESL	1,846	1,576	85	270	15	127	7
	Exited ESL	746	333	45	413	55	264	35
	Exited Bilingual	1,419	543	38	876	62	529	37
	HISD	10,406	5,334	51	5,072	49	3,272	31
U.S. History	Current ESL	1,275	665	52	610	48	255	20
	Exited ESL	511	118	23	393	77	208	41
	Exited Bilingual	911	215	24	696	76	402	44
	HISD	6,760	1,893	28	4,867	72	2,733	40

Source: DLA STAAR EOC student data files December 2019, Chancery

Appendix I

R360 Performance for Bilingual and ESL Students:
Number Tested and Number and Percentage of Students at Each Intervention Level
by Grade Level (Data From January 2020 Testing Window)

Program	Grade	Enrollment 2020	English Reading					English Mathematics				
			# Tested	% UI	% I	% OW	% AB	# Tested	% UI	% I	% OW	% AB
Current-Bilingual	K-5	29,030	10,080	40	20	14	26	10,468	16	13	12	59
	6-12	575	510	53	19	13	115	519	22	15	13	50
	Total	29,605	10,590	40	20	14	26	10,987	16	13	12	59
Current ESL	K-5	10,664	7,803	37	20	14	29	8,947	16	12	11	61
	6-12	20,406	17,337	75	15	6	4	15,243	41	18	13	28
	Total	31,070	25,140	63	16	8	12	24,190	32	16	12	40
Exited Bilingual	K-5	1,201	1,151	1	5	14	79	1,119	0	1	3	95
	6-12	9,772	6,925	18	24	21	38	4,447	5	9	11	76
	Total	10,973	8,076	15	21	20	44	5,566	4	7	9	80
Exited ESL	K-5	921	892	2	4	10	84	898	1	2	3	94
	6-12	6,211	4,292	22	21	19	38	2,856	8	8	10	74
	Total	7,132	5,184	19	18	17	46	3,754	6	7	9	79
HISD	K-5	97,707	56,364	27	16	13	43	64,592	14	12	10	64
	6-12	93,331	69,001	40	18	13	29	52,617	23	14	13	50
	Total	191,038	125,365	34	17	13	35	117,209	18	13	11	58

Source: R360 MOY student data file 2020, Chancery

Appendix J

R360 Performance for Bilingual and ESL Students: Number Tested and Number and Percentage of Students Who Improved, Stayed the Same, or Showed Declines in Performance, by Grade Level
(Data From September 2019 and January 2020 Testing Windows)

Program	Grade	Enrollment 2020	English Reading				English Mathematics			
			# Cohort	% Lower	% Same	% Higher	# Cohort	% Lower	% Same	% Higher
Current- Bilingual	K-5	29,030	9,223	19	44	37	9,829	25	27	48
	6-12	575	464	27	50	23	487	30	36	34
	Total	**29,605**	**9,687**	**20**	**44**	**36**	**10,316**	**25**	**27**	**48**
Current ESL	K-5	10,664	7,320	19	43	39	8,462	25	29	46
	6-12	20,406	14,858	16	69	15	13,017	29	39	32
	Total	**31,070**	**22,178**	**17**	**60**	**23**	**21,479**	**27**	**35**	**37**
Exited Bilingual	K-5	1,201	1,120	29	26	45	1,101	22	34	44
	6-12	9,772	6,478	34	29	37	4,153	34	27	39
	Total	**10,973**	**7,598**	**33**	**29**	**38**	**5,254**	**32**	**28**	**40**
Exited ESL	K-5	921	879	30	26	45	884	18	42	40
	6-12	6,211	3,969	34	32	35	2,635	35	28	37
	Total	**7,132**	**4,848**	**33**	**29**	**38**	**3,519**	**31**	**32**	**38**
HISD	K-5	97,707	51,953	23	39	38	60,527	25	30	45
	6-12	93,331	61,455	28	45	27	46,562	32	33	36
	Total	**191,038**	**113,408**	**25**	**42**	**32**	**107,089**	**28**	**31**	**41**

Source: R360 BOY & MOY student data file 2020, Chancery

Appendix K

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 EL students in 2013–2014 who were in KG was identified. This was matched with the PEIMS roster from the most recent school year (2019–2020). In total, there were 4,073 students still active from the original KG cohort. Of these, 2,678 were still EL as of fall of 2019 (65.8 percent). Using archival PEIMS records from previous years, comparable rates were calculated for KG cohorts going back to 1998–1999. Note that 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 nearly two-thirds (66 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 three years in this sequence showed sharp increases. 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 the most recent year (2009–2010), the use of online testing for TELPAS listening and speaking resulted in lower scores in those language domains. In each 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	# 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
2019-20	2013-14	4,073	2,678	65.8	2010-11	3,885	1,567	40.3

Appendix K (continued)

<u>K-9 Cohort Analysis:</u> 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 2010–2011 who were both in KG and EL were identified, and this roster was matched with the PEIMS roster from 2019–2020. Of the 3,885 students still active from the original KG cohort, 1,567 were still EL as of fall of 2019 (40.3 percent).

Appendix L

Scope and Frequency of Professional Development Training, 2019–2020

Description	# Sessions	Total Attendance
1.5a Cross Ling Connect PVR PK-2	2	68
1.5b Cross Ling Connect PVR 3-5	3	36
1-6a Interactive Word Walls PK-2	1	20
2.0 GLAD ACADEMY	4	42
3.3a Effective PVR PK-2	1	13
3-2a Cross-Ling Conn PK-2	1	12
Bilingual Essentials PK-5	4	13
Bilingual/DL Dual Language Summit - Grades K-12	1	216
Boosting Achievement for Under Schooled Students	2	115
BOY LPAC UPDATES	10	215
Differentiating for ELs PK-12	4	10
DL Developing Writers - Grades PreK-2	2	41
DL Oral Language Development - Grades PreK-1	2	37
DL Strengthening Bilingual Workstations - Grades PreK	1	14
DL Writing Academic Purposes - Grades 3-5	1	4
DL Writing in Balanced Literacy Part 1 - Grades PreK	3	21
DL_BOY Training DL Teachers PK-5	2	315
DL_Upper Grades Clinics	2	27
DL-1.0 Dual Language New Teacher Academy - PreK-5	10	126
DL-1.2a Biliteracy Development I - Grades PreK	1	6
DL-1.2b Biliteracy Development I - Grades K-2	1	10
DL-1.2c Biliteracy Development I - Grades 3-5	2	19
DL-1.3a Language Transfer - Grades PreK-2	1	10
DL-1.3b Language Transfer - Grades 3-5	2	21
DL-1.4 Dual Language Resources Overview - Grades PreK-5	1	26
DL-2.4 GLAD Follow-Up - Grades PreK-5	2	23
DLs_Best Practices in the Secondary DL Classroom	1	6
DLs_BOY Training DL Teachers 6-8	1	18
DLs_Toma La Palabra w/Dr. Lara 6-8	1	8
DLs-1.1 Dual Language Essentials - Grades 6-12	1	5
DLs-2.2 Translanguaging for Biliteracy - Grades 6-12	1	4
Dual Language Learning A-Z Webinars	3	64
ELLevation Instructional Strategies for ELs	7	67
ELLevation-Trainer Training	2	21
ELLs in Texas: What Administrators Need to Know	1	23
ESL Essentials 6-12	1	4
ESL Essentials PK-5	1	5
ESL/ELD Block in the Transitional Bilingual Classroom	4	104
I Have the ELD Assessment Results...Now What?	4	58
Imagine Language and Literacy for EL Students - PreK-12	8	210
IOWA (NRT) Test Administration	4	42
IPT Oral Test Administration	4	58
LAS Links Language Proficiency Tests – 1-12	24	564
Literacy Routines as a Sheltered Instruction Model Day 1	1	2
Literacy Routines as a Sheltered Instruction Model Day 1 - Grades 6-12	1	22
Literacy Routines as a Sheltered Instruction Model Day 2	3	78

Appendix L (continued)

Scope and Frequency of Professional Development Training, 2019–2020

Description	# Sessions	Total Attendance
Literacy Routines as a Sheltered Instruction Model Day 2 - Grades 6-12	1	20
Literacy Routines: Be the Lead Reader Strategies PK-12	1	32
Literacy Routines: Do I Really Get It Strategies PK-12	2	51
Literacy Routines: Let's Talk Strategies PK-12	2	39
Literacy Routines: Pencil to Paper Strategies PK-12	2	40
Literacy Routines: Pump up the Vocab Strategies PK-12	3	95
Literacy Routines: Turn the Light On Strategies PK-12	2	30
LPAC Basic Training PK-12	9	102
LPAC Documentation & Data Entry for EL Data Entry Personnel	13	243
LPAC MOY Decision-Making for LPAC administrators- High School	4	28
LPAC MOY Decision-Making for New LPAC Administrators - Elementary & Middle School	3	68
LPAC MOY Decision-Making Updates for Returning LPAC Administrators - Elementary & Middle School	3	104
LPAC MOY Decision-Making Updates for Returning LPAC Administrators - High School	2	40
Multilingual Early Dismissal Training	8	177
North Area Early DismissaL Literacy Routines Series: Let's Talk & Pencil to Paper	4	119
North Area Early DismissaL Literacy Routines Series: Pump Up the Vocab & Be the Lead Reader	4	55
North Area Early DismissaL Literacy Routines Series: Turn the Light On & Do I Really Get It?	2	56
North Area Early DismissaL Literacy Routines Series: Sheltered Instruction from Beginning to End	2	96
preLAS Oral Proficiency Tests – PreK-K	19	407
Pre-Service	3	102
Seidlitz Training_ Instructional Coaching	3	55
Sheltered Instruction ELAR 2-5	2	21
Sheltered Instruction ELAR 6-12	2	11
Sheltered Instruction from Beginning to End PK-12	2	25
Sheltered Instruction in Texas for Secondary Teachers	6	170
Sheltered Instruction Math 2-5	2	21
Sheltered Instruction Math 6-12	2	10
Sheltered Instruction PK-1	2	56
Sheltered Instruction Science 2-5	2	4
Sheltered Instruction Science 6-12	2	8
Sheltered Instruction Social Studies 2-5	2	5
Sheltered Instruction Social Studies 6-12	2	5
SI Coach In-Service	17	319
Talk, Read, Talk, Write	3	142
Teaching Science to ELs	4	130
Teaching Social Studies to ELLs	2	51
TELPAS 101: The Assessment	7	158
TExES ESL Supplemental Examination Preparation - Grades: PK-12	12	273
Toma La Palabra w/Dr. Lara 3-5	2	23
Toma La Palabra w/Dr. Lara PK-2	2	87
TOT Literacy Routines - North Area Schools	2	4
COURSE TOTAL	**9,744**	**9,656**
SI COACH INITIAL MEETING	9	177
SI COACHES INITIAL MEETING TOTAL	**9**	**177**

Appendix L (continued)

Scope and Frequency of Professional Development Training, 2019–2020

Description	# Sessions	Total Attendance
DL Online_1.2 Bilit Develop PK-5 Part 2	2	40
DL Online_1.2 Bilit Develop PK-5 Part 3	2	39
DL Online_1.2 Biliteracy Develop PK-5 Part 1	3	63
DL Online_1.5a Cross-Ling Conn Part 1	1	23
DL Online_1.5a Cross-Ling Conn Part 2	1	16
DL Online_1.5b PVR Part 1	1	40
DL Online_1.5b PVR Part 2	1	36
ELLevation Instructional Strategies for Distance Learning Virtual PD	2	143
SI Coach Academy	4	607
Summer School training for Kindergarten teachers	2	115
Summer School training for teachers of PreK English Learners	2	93
SYM_¡Toma la Palabra!	8	378
SYM_Academic Conversations: Let's Talk	4	190
SYM_Aprendiendo la Amplitud y Profundidad del Conocimiento	8	91
SYM_Boosting Achievement: Reaching Students with Interrupted or Minimal Education	8	203
SYM_BOY Priority Setting with the ELPS - HISD Student Assessment	4	49
SYM_Building a Language Rich Environment with Raz-Plus	3	93
SYM_Classroom Instruction that Works with English Language Learners (CITW with ELLs)	6	12
SYM_Culturally and Linguistically Responsive Teaching and Learning	4	171
SYM_Differentiating for ELs	4	164
SYM_ELPS Integration for Teachers	4	137
SYM_Enfoque en el éxito académico - Renaissance Spanish	4	38
SYM_Guided Instruction with myON Reader	3	65
SYM_Guiding Early Literacy for ESL Students with Learning A-Z	4	185
SYM_How to Best Utilize El Libro de Estrategias de Escritura	2	3
SYM_How to Best Utilize El Libro de Estrategias de Lectura	2	5
SYM_Imagine Español	2	5
SYM_Imagine Language and Literacy	4	8
SYM_Interactive Notetaking for Content Area Literacy	4	6
SYM_Making Data Driven Instruction More than Just a Cliché: Leveraging Ellevation	7	32
SYM_Navigating the ELPS in Math	4	27
SYM_Pathways to Greatness for ELL Newcomers	8	142
SYM_Planning with Mastery in Mind- HISD Secondary Literacy	2	38
SYM_Put A Spin On It: Be the Lead Reader	5	137
SYM_Reaching the Breadth and Depth of Knowledge	4	92
SYM_Sheltered Instruction in Texas for Pre-K Through 2nd Grade	8	228
SYM_Spreading Positivity: Building Classroom Culture (formerly, Differentiation in the CTE Class)	4	79
SYM_Teaching Science to ELs	8	194
SYM_Teaching Social Studies to ELs	8	139
SYM_TELPAS & ELPS Mastery Instructional Strategies	2	38
SYM_TELPAS Listening and Speaking - Closing the Gap	2	31
SYM_Visual Literacy in Content-Area Instruction	8	239
SYM_Vocabulary in Action: Pump Up the Vocab	4	208
SYM_Writing to Learn in Motion: Pen/cil to Paper	4	169
ONLINE TOTAL	**177**	**4,811**
OVERALL TOTAL	**9,930**	**14,644**

Source: Multilingual Department, OneSource