MEMORANDUM   November 1, 2022

TO: Sonya Monreal
           Executive Director, Multilingual Programs

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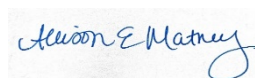   Executive Officer, Research and Accountability

SUBJECT: **2022 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 2021–2022
school year. Included in the report are findings from assessments of academic achievement and
English language proficiency for all students classified as emergent bilingual (EB) and
demographic characteristics of students served by these programs. The report also summarizes
the professional development activities of staff involved with the bilingual and ESL programs.

Key findings include:
- District EB enrollment in 2021–2022 was 68,144, an increase of 2,535 from 2020–2021.
- A total of 32,545 EB students participated in bilingual programs in 2021–2022, and an
  additional 32,983 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
  most 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 2021 and 2022 (+19 and +17 percentage points, respectively),
  with the district also showing an increase over the same period (+14 percentage points).
- Students from either program who had been reclassified as non-EB performed above the
  district average on both STAAR reading and mathematics and the EOC assessments.
- On the TELPAS, ESL students showed higher English language proficiency through fourth
  grade, but by fifth grade this performance gap was eliminated. More bilingual students
  showed growth on TELPAS in 2022 than did ESL students.
- Students who were either current or reclassified EBs were just as likely to be a valedictorian
  or salutatorian, as the average senior in the district.
- Four-year dropout and graduation rates for EB students improved over 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.

_____AEM

Attachment

cc: Millard L. House II   Shawn Bird, Ed.D.   Khechara Bradford, Ed.D.

RESEARCH

Educational Program Report

BILINGUAL & ENGLISH AS A SECOND LANGUAGE PROGRAM EVALUATION REPORT
2021 – 2022

HISD | Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.

2022 Board of Education

Houston Independent School District
Hattie Mae White Educational Support Center
4400 West 18th StreetHouston, Texas 77092-8501

www.HoustonISD.org

Bilingual and English as a Second Language Program Evaluation 2021–2022

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 emergent bilinguals (EBs). These programs facilitate EBs' 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 EBs 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 EBs;
- levels of English proficiency among EBs;
- the number of EB students who have been reclassified as English proficient;
- frequency and scope of professional development provided to teachers and staff serving EBs; and
- an accounting of the number of bilingual exceptions and ESL waivers granted.

Highlights

- EB enrollment in the district in 2021–2022 was 68,144, an increase of 2,535 from the previous year.

- Current bilingual EBs did not perform as well as district students overall on STAAR 3–8 English reading. However, their mathematics performance on the STAAR 3–8 assessment was higher than that of the district.

- 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 (26 and 33 percent met Approaches Grade Level standard, respectively).

- Bilingual students, ESL students, and the district overall showed large improvements in English STAAR reading passing rates in 2022 compared to 2021. The increases for both groups of EB students were greater than that shown by the district, with bilingual students showing the most improvement.

- Students from both bilingual and ESL programs who had been reclassified as non-EB performed better than the district average on both the STAAR and STAAR EOC assessments.

- STAAR grades 3–8 reading performance of both reclassified bilingual students (+5 percentage points) and reclassified ESL students (+5 points) improved in 2022 compared to 2021, although these were smaller than the increase shown by the district (+14 points).

- On the TELPAS, ESL students showed higher English language proficiency than bilingual students through 4th grade, but by grade 5 this advantage was eliminated.

- More bilingual students showed yearly progress on the TELPAS in 2022 than did ESL students (43 percent versus 39 percent).

- The proportion of valedictorians and salutatorians in the class of 2022 who had ever been EB was in line with the representation of former EBs in the population of seniors.

- Eighty-two percent of students who were EB in kindergarten in 2015–2016 were still EB in 2021–2022 (six years later), and this trend has been increasing.

- The annual dropout rate for district EB students increased in 2021 (the most recent year for which data were available) compared to 2020. However, both the four-year dropout and graduation rates for EBs improved.

- There were 234 staff development training courses provided in 2021–2022 for teachers, administrators, and other HISD staff, with a total attendance (duplicated) of 4,830 (2,082 unduplicated).

Recommendations

1. Schools Office administrators and Multilingual Programs Department personnel should continue to ensure that school administrators recruit and hire appropriately certified teachers to teach bilingual and ESL courses so that that all students are provided an equitable opportunity to be successful.

2. Schools Office Administrators and Multilingual Programs Department personnel should verify that school administrators follow the identification and placement process confirm that all non-English proficient students are identified as emergent bilinguals (EBs) and are placed in the appropriate bilingual or ESL program. The district objective should be that all pre-kindergarten through fifth grade Spanish-peaking EBs are afforded the 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.

3. Schools Office Administrators and Multilingual Programs Department should continue monitoring that school administrators are following the approved time allotments 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 to correctly apply the recommended criteria for admission of EBs to the pre-exit phase of the bilingual program.

4. Collaboration between the Curriculum and Development and the Multilingual Programs departments should lead to the development of curricula that can be differentiated for EBs at various stages of English proficiency. This is especially important at the secondary level where EBs continue to struggle to meet standard on STAAR English I and II; however, this should continue for all content areas.

Introduction

Texas state law requires that specialized linguistic programs be provided for students who are emergent bilinguals (EBs). These programs are intended to facilitate EBs' 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 EBs. 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 EBs 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, 2022a; 2022b, 2022c). Further details on state requirements, and specific programs offered in HISD can be found in **Appendix A** (p 11).

Methods

Participants

The total student population of HISD in October 2021 was 194,141 as reported in the PEIMS fall snapshot data file for the 2021–2022 school year. Thirty-five percent of students in the district were EBs. Forty-eight percent of EBs were served in bilingual programs, 48% were served in an ESL program, and 4% did not receive any special linguistic services (see **Table 1**, also **Appendix B**, p. 18). Data for 2021–2022 are shaded in blue.

Table 1. Number and Percent of EB Students in HISD, 2019–2020 to 2021–2022											
	Program	Number of Students			% of All Students			% of ELL Students			
		2020	2021	2022	2020	2021	2022	2020	2021	2022
Non-EB		138,153	130,941	125,997	66	67	65			
EB		71,156	65,609	68,144	34	33	35			
	Bilingual	35,811	32,589	32,545	17	17	17	50	50	48
	ESL	32,374	30,459	32,983	15	15	17	45	46	48
	Not Served	2,917	2,561	2,616	1	1	1	4	4	4
Total		209,309	196,550	194,141						

Source: PEIMS Fall Snapshots

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

Source: PEIMS Fall Snapshots
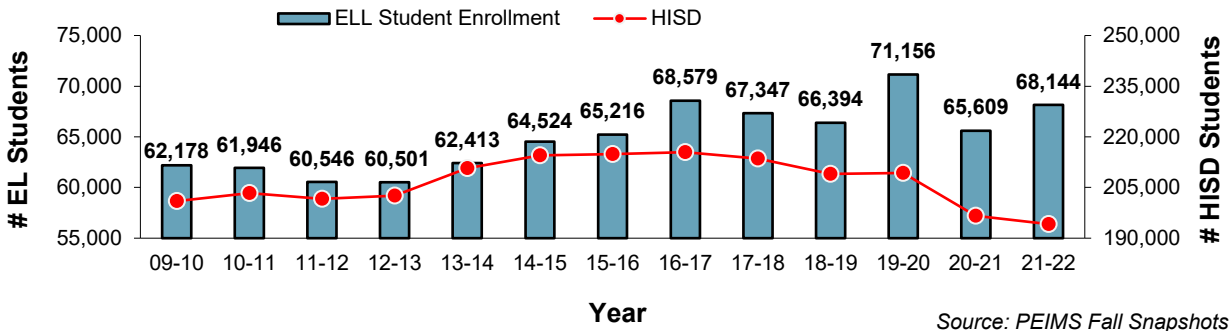
HISD had 68,144 EBs in 2021–2022, an increase of 2,535 from the previous year. The EB population was at 62,178 in 2009–2010 (see **Figure 1**), and yearly changes have generally mirrored trends in the overall HISD student population (district enrollment is represented by the solid red line; see right axis). However, EB enrollment as a percentage of total for the district has increased since 2019–2020; it historically has accounted for approximately 30% of the district students but was 35% in 2021–2022. Altogether, 44 percent of the district's students were either current or exited EBs in 2021–2022.[2]

Figure 2 summarizes EBs' ethnicity and home language. Ninety-two percent of EBs in HISD were Hispanic. Students of Asian ethnicity made up the next largest group (4%). EBs come to HISD from all over the world, with 86 different native languages represented. Most EBs (92%) were native Spanish speakers. Arabic was the next most commonly spoken native language, followed by Vietnamese and Pashto. Details shown in **Appendix C** (p. 19) reveal that the number of Pashto speakers increased in 2021–2022 by 41 percent, with French (+13%) and Mandarin (+11%) also showing double digit increases.

All bilingual or ESL students with valid assessment results from 2021–2022 were included in analyses for this report, as were all students who had participated in one of these programs but who had since exited EB status. These latter students were defined as either monitored (student is in their first four years after having exited EB status), or former (student is five years or more post-EB status).

Figure 2. EB Student Ethnicity and Home Language, 2021–2022

Source: PEIMS Fall 2021 Snapshot
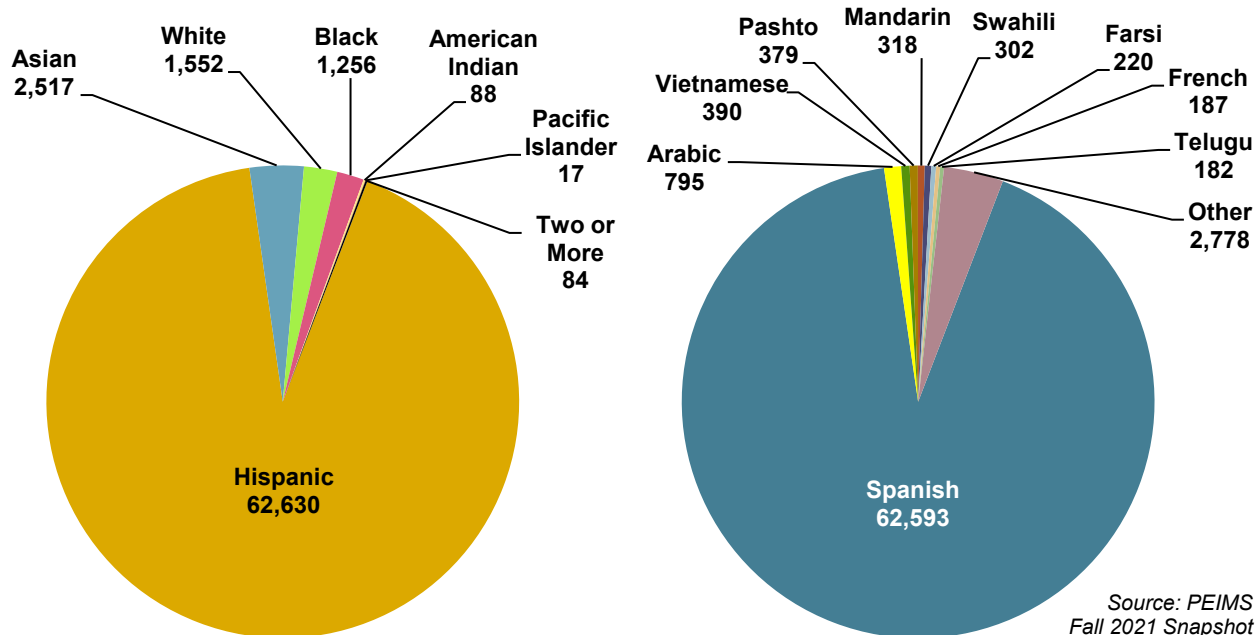
Data Collection & Analysis

Results for students enrolled in bilingual or ESL programs were analyzed, as were data from students who had been reclassified 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 tested in spring including retesters), and Texas English Language Proficiency Assessment System (TELPAS) were analyzed at the district level. 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 Standard) 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 reported). Note that the "regular" version of both the STAAR and EOC assessments is now administered to students who previously would have taken either an accommodated or linguistically-accommodated version of these exams (which are no longer offered).

TELPAS results are reported for two indicators. The first reflects attainment, i.e., the overall level of English language proficiency exhibited by EBs. 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 2021 and 2022 is reported. **Appendix D** (p. 20) provides further details on each of the assessments analyzed for this report. Data on bilingual exceptions and ESL waivers was obtained from the Multilingual Programs Department. Finally, professional development and training data were collected from the Multilingual Programs Department, and EB reclassifications were obtained from Chancery records.

Results

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

STAAR

Figure 3 (see p. 6) shows the percent of current bilingual EBs who met standard on the STAAR in 2022. 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 [3]. 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 13,777 current bilingual students took the reading portion of the STAAR, representing 98 percent of those enrolled. Of these, 40 percent completed the Spanish version, while 60 percent completed the English version.

- Performance of bilingual students on the Spanish-language STAAR reading test was lower than on the English version of the test (56% vs. 71% students Approaches Grade Level).

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

Figure 3. Percentage of Students Who Met Approaches Grade Level Standard on STAAR Reading and Mathematics Tests, 2022, Grades 3–8: Bilingual Students, and All Students Districtwide
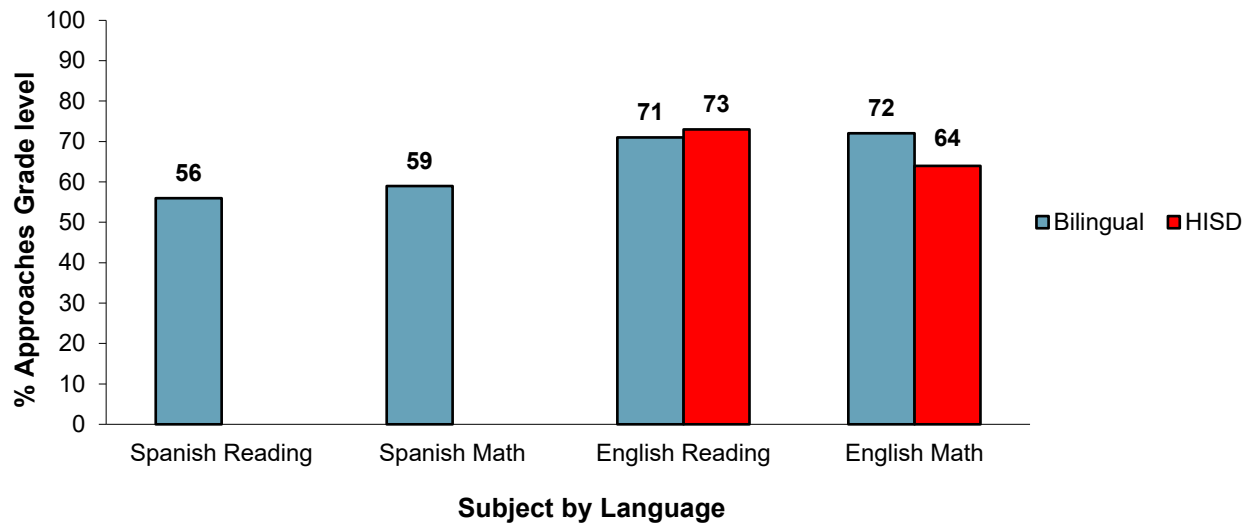
Source: Cognos STAAR 8/8/22, PowerSchool

- Bilingual students performed the same on the English STAAR reading test and English mathematics (71 percent Approaches Grade Level), and had a higher passing rate 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 (-16 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 12 percentage points.

Figure 4. Percentage of Students Who Met Approaches Grade Level Standard on English STAAR Reading and Mathematics Tests, 2022, Grades 3–8: ESL Students, and All Students Districtwide

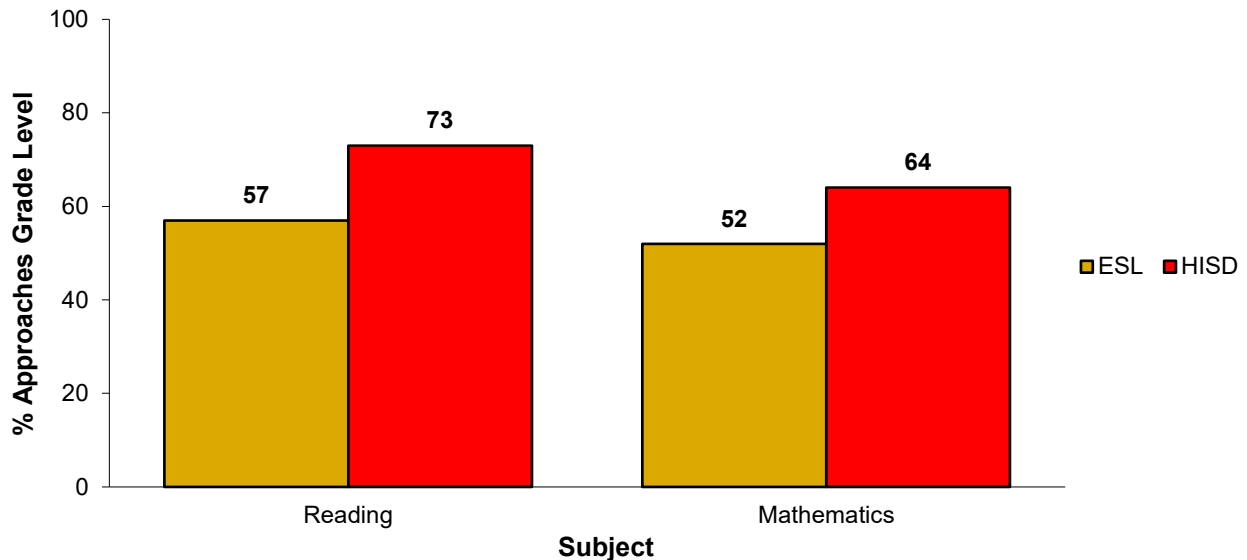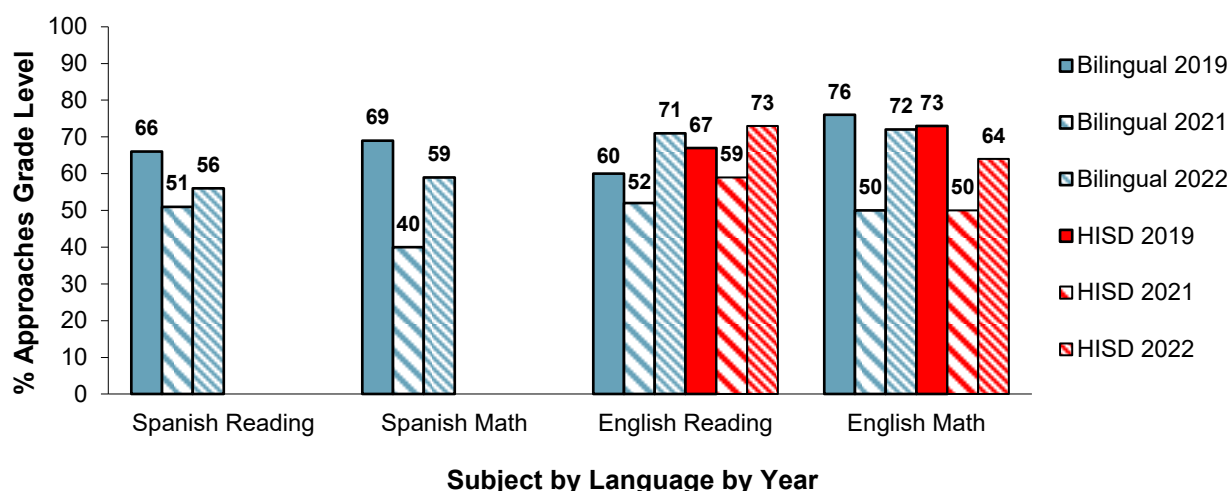*Source: Cognos STAAR 8/8/22 PowerSchool*

**Figure 5. Percentage of Students Who Met Approaches Grade Level Standard
on STAAR Reading and Mathematics Tests, 2019, 2021, & 2022, Grades 3–8:
Bilingual Students, and All Students Districtwide**

Subject by Language by Year

Source: STAAR 3-8, Chancery, PowerSchool

- **Figure 5** compares bilingual students' STAAR results for 2019 through 2022 (there are no data for 2020). Passing rates for all groups improved in 2022 compared to 2021, in both testing languages and in both reading and mathematics.

- Spanish language passing rates in both reading and mathematics remained below their pre-COVID levels. However, English passing rates in reading were better than their pre-COVID levels for both bilingual students and the district overall.

- In English mathematics, bilingual students performed above their pre-COVID levels while the district remained below.

**Figure 6. Percentage of Students Who Met Approaches Grade Level Standard
on English STAAR Reading and Mathematics Tests, 2019, 2021, & 2022, Grades 3–8:
ESL Students, and All Students Districtwide**

Subject

Source: STAAR 3-8, Chancery, PowerSchool

- Scores for ESL students also improved compared to 2021. Reading passing rates were higher than pre-COVID levels, mathematics performance remained below pre-COVID levels. Passing rates for ESL students remained well below those of the district (see **Figure 6**).

Figure 7. Percentage of Students Who Met Approaches Grade Level Standard on English STAAR Grades 3–8 Reading and Mathematics Tests, 2022: Reclassified (Monitored and Former) Bilingual and ESL Students, and All Students Districtwide

Source: STAAR 6/22/22, PowerSchool

- Results for reclassified bilingual students [4] (see **Figure 7**) show that monitored and former bilingual students performed much better than the district on STAAR reading and mathematics (gaps of 25 and 29 percentage points, respectively).

- Reclassified ESL students were slightly below reclassified bilingual students in mathematics, and were only one percentage point lower in reading.
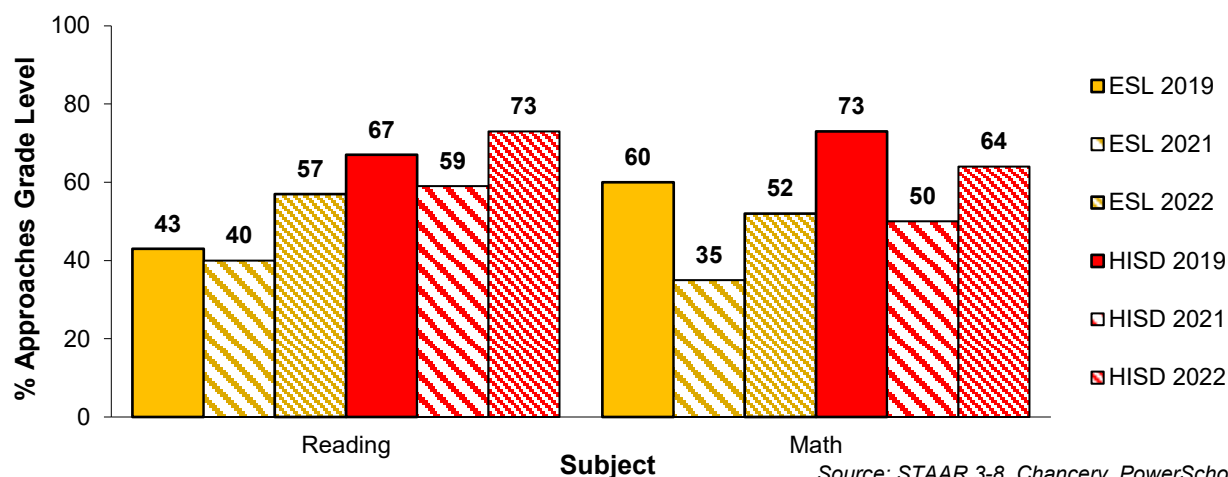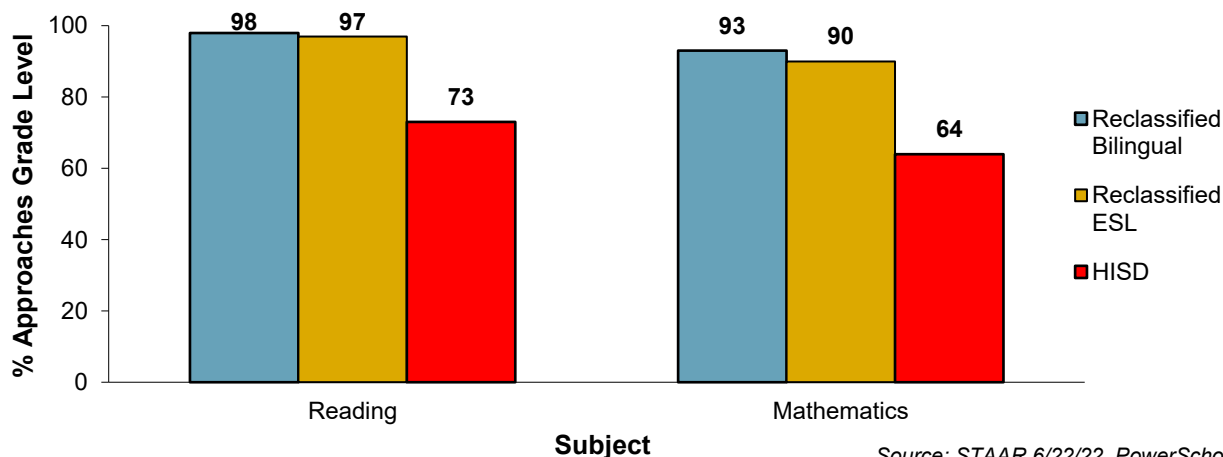
Figure 8. Percentage of Students Who Met Approaches Grade Level Standard on STAAR Grades 3–8 Reading and Mathematics Tests, 2019, 2021, & 2022: Reclassified Bilingual and ESL Students, and All Students Districtwide

Source: STAAR, Chancery, PowerSchool

- **Figure 8** shows the 2019 through 2022 STAAR 3-8 English reading and mathematics performance of reclassified bilingual and ESL students.

- STAAR 3-8 reading scores improved over pre-COVID levels for reclassified bilingual, ESL students, and the district overall. In mathematics, reclassified ESL students and the district overall remained below pre-COVID levels, while reclassified bilingual students matched pre-COVID performance. Scores for reclassified bilingual and ESL students has remained well above that of the district.

Figure 9. STAAR Science and Social Studies: Percent Students Meeting Approaches Grade Level Standard in 2022

- **Figure 9** (above) shows the percentage of students meeting standard in 2022 for the remaining STAAR 3-8 subjects. The general trend was the same as for reading and mathematics; lower scores for current EBs compared to the district and higher scores for reclassified EBs. The one exception was for current bilingual students in social studies. 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 for 2021–2022 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 (26 and 34 percent Approaches Grade Level, respectively).

- Reclassified bilingual students performed better than the district in all subjects (+12 to +32 percentage points, and better than reclassified ESL students in Algebra (+1 point), English II (+2 points) and U.S. History (+2 points), but not in Biology or English I.

- Reclassified ESL students also did better than the district on all subjects (+10 to +32 points).

What were the levels of English language proficiency among EB students 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. 12) shows yearly progress, i.e. the percentage of students who made gains in English language proficiency between 2021 and 2022. Further details can be found in **Appendices J** and **K** (see pp. 26-27).

- Through grade 4, 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 Reclassified ESL Students Who Met Approaches Grade Level Standard, by Subject, 2022: Results are Shown for All Current or Reclassified ESL Students, Reclassified Bilingual Students, As Well As For the District Overall
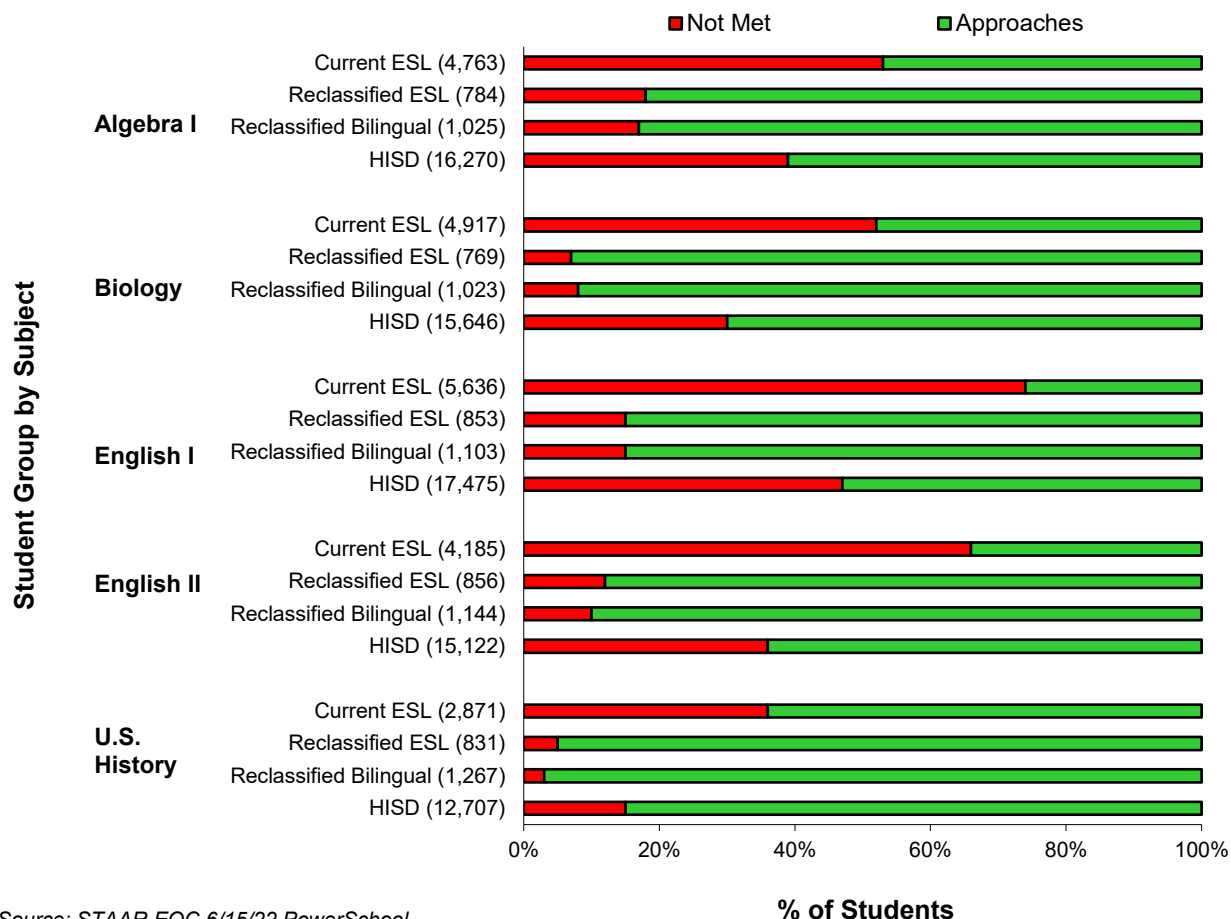
Source: STAAR EOC 6/15/22 PowerSchool

- By grade 5, where bilingual students transition to predominantly English instruction, the two groups are more comparable, and by 6th grade bilingual students 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, 2022
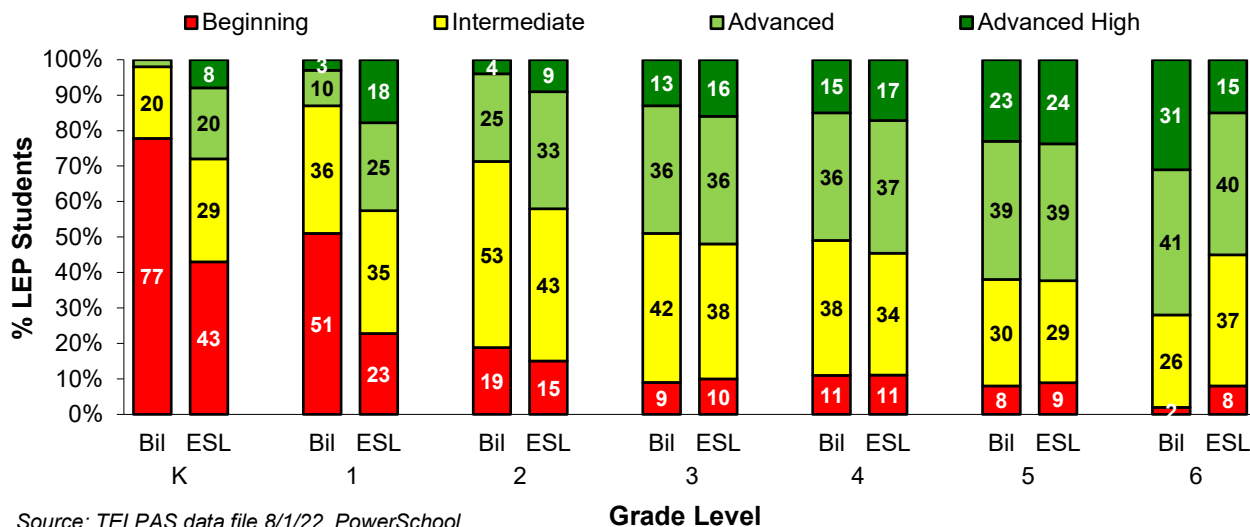
Source: TELPAS data file 8/1/22, PowerSchool

Figure 12. TELPAS Yearly Progress for Bilingual and ESL Students, 2022

□ Gain □ No Gain
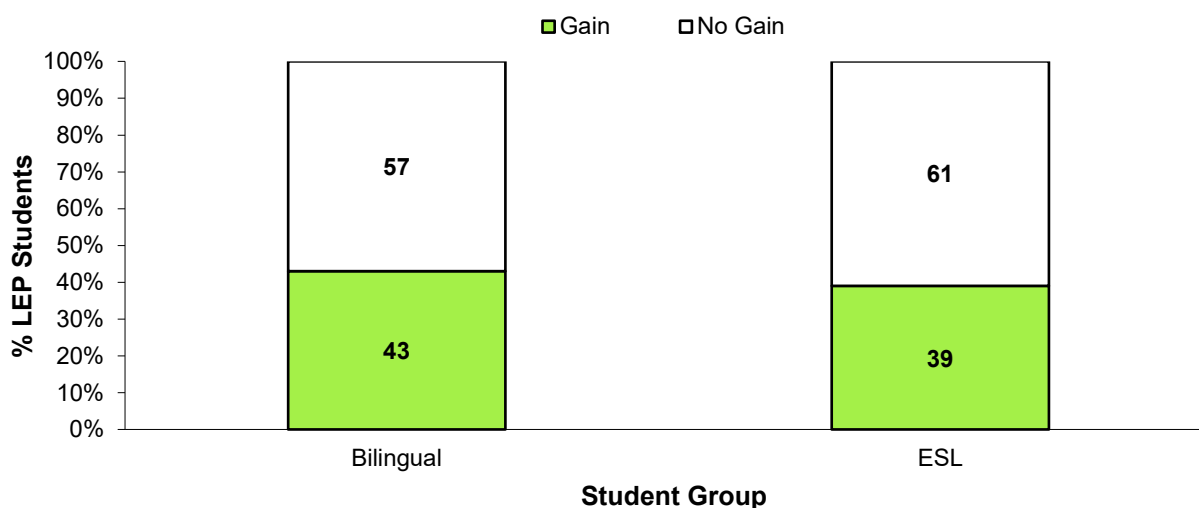
Source: TELPAS data file 8/1/22, PowerSchool

- More students in bilingual programs showed progress/improvement in English proficiency between 2021 and 2022 than did those students in an ESL program (43% vs. 39%, see Figure 12 above).

How many EBs were valedictorians or salutatorians in high school?

As evidence for the long-term success of EBs from the bilingual and ESL programs, **Figure 13** shows the percentages of students from the graduating class of 2022 who were either exited EBs, or who were never EB at any time. Comparison data comes from the other seniors in the class of 2022.

- Of the 11,387 seniors (non-valedictorian/salutatorian) in grade 12 during the 2021–2022 school year, 43% of them had been EB at some point between kindergarten and 12th grade.

- Forty-eight percent of valedictorians had also been EBs at some point and 48% of salutatorians had also been EL, but these differences were not large enough to be statistically significant.

Figure 13. Percentages of Valedictorians and Salutatorians (Class of 2022) Who Were Ever EB

□ Current or Exited EB □ Never EB
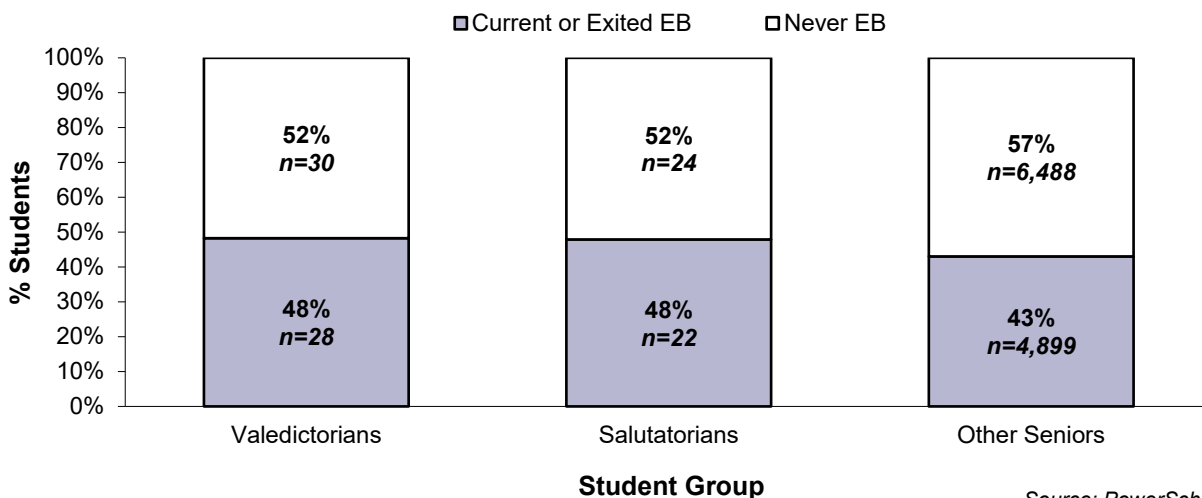
Source: PowerSchool

Figure 14. Number of EB Student Reclassified, 2004–2005 Through 2021–2022

Source: PowerSchool, Chancery
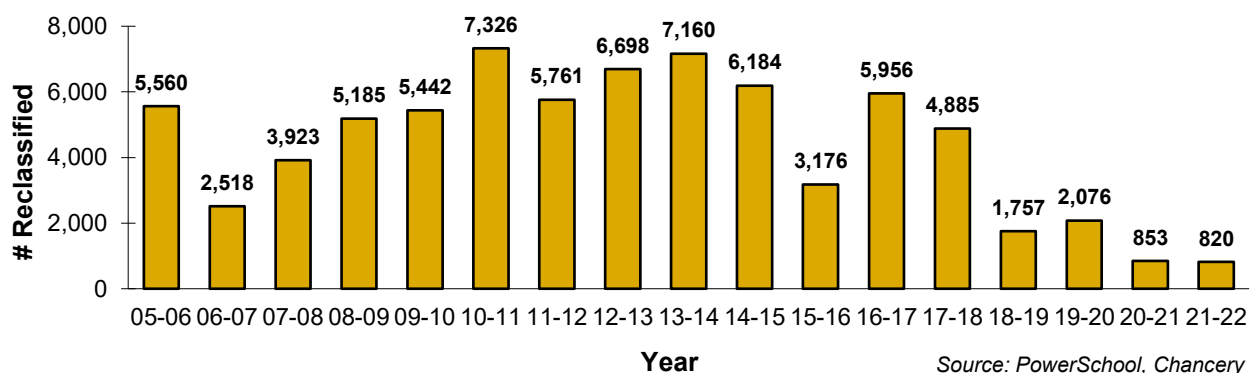
How many students were successfully reclassified as non-EB in 2021–2022

This section summarizes data on EB students who met English proficiency criteria and who were reclassified as non-EBs. Data on reclassifications for 2005–2006 through 2021–2022 are shown in **Figure 14**.

- A total of 820 EB students met English proficiency standards and were reclassified as non-EB in 2021–2022. This was a decrease of 33 (3.8 percent) in comparison with the previous year's total.[5]

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

- For the most recent cohort of kindergarten students, 82 percent of those who started as EB in 2015–2016 were still EB in 2021–2022. In addition, 52 percent of those who started as EB in 2012–2013 were still EB in 2021–2022. These percentages have been increasing over time (see Figure 15).

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

Source: PEIMS
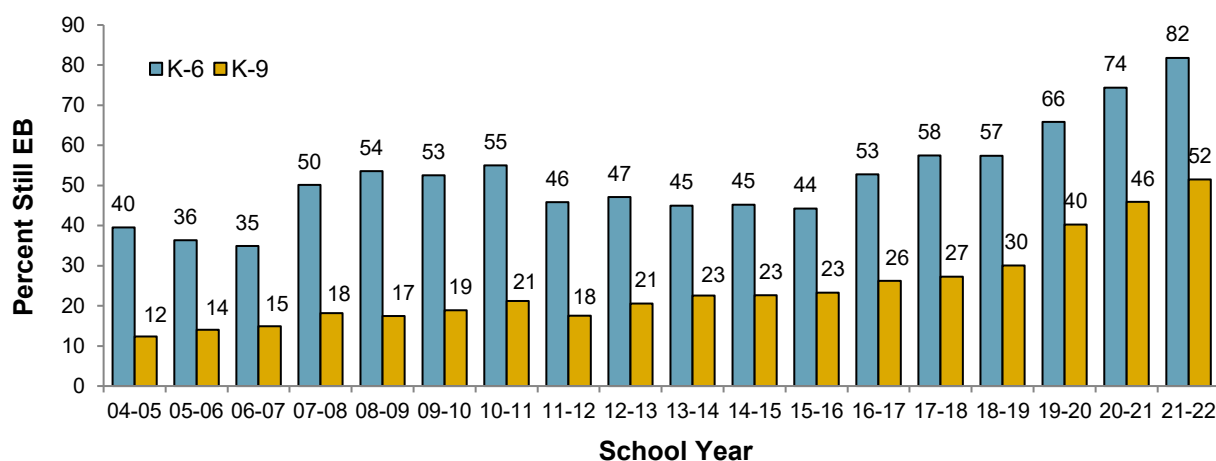
Figure 16. Percent of Students who are EB by Grade Level and Year

Source: PEIMS
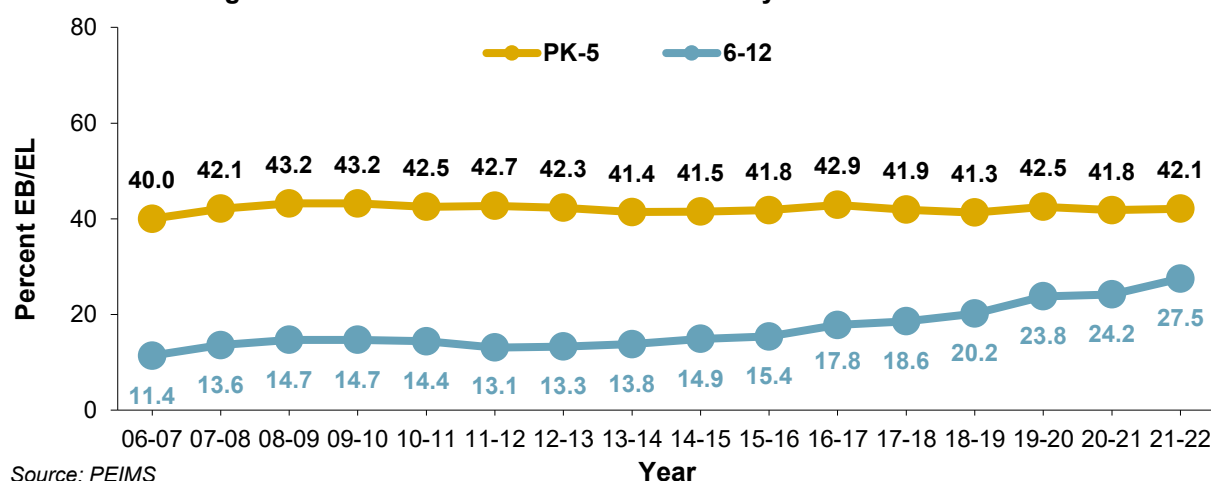
- This decline in EB reclassifications has resulted in the situation illustrated in **Figure 16**. Specifically, the proportion of students at the elementary level who are EB has remained roughly the same for many years. However, the proportion of secondary level students who are EB has doubled since 2013-2014. This reflects the fact that students who may have previously been able to meet reclassification criteria by the time they completed fifth grade no longer do so, leading to increased EB enrollment in middle and high school.

How many EB students dropped out or successfully graduated in 2020–2021?

This section summarizes data on dropout and graduation data for EB 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 2021 are included. Note that 2021 represents the most recent year for which results are available, as these data normally lag by one year.

- The annual dropout rate for EB students (see **Figure 17**) increased by 1.1 percentage points in 2021, whereas the district rate increased by 0.8 percent.

Figure 17. Annual Dropout Rate (Grades 7-12) for District EB Students and HISD Overall, 2006 Through 2021

Source: TEA Dropouts Reports
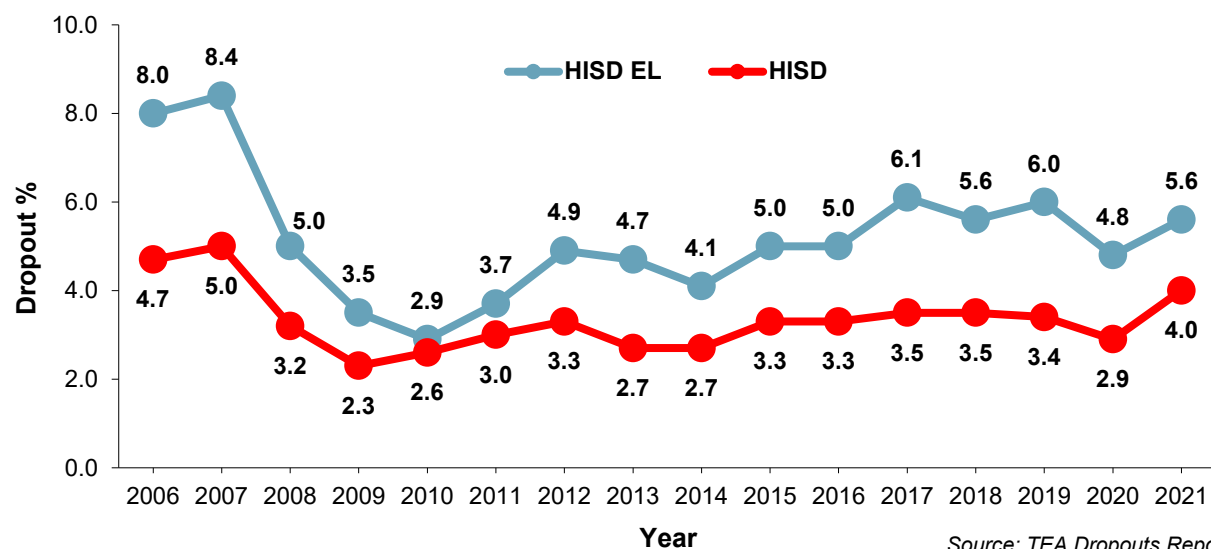
Figure 18. Four-Year Completion (Dropout and Graduation) Rates for District EB Students, Classes of 2006 Through 2021

Source: TEA 4-Year Completion Reports
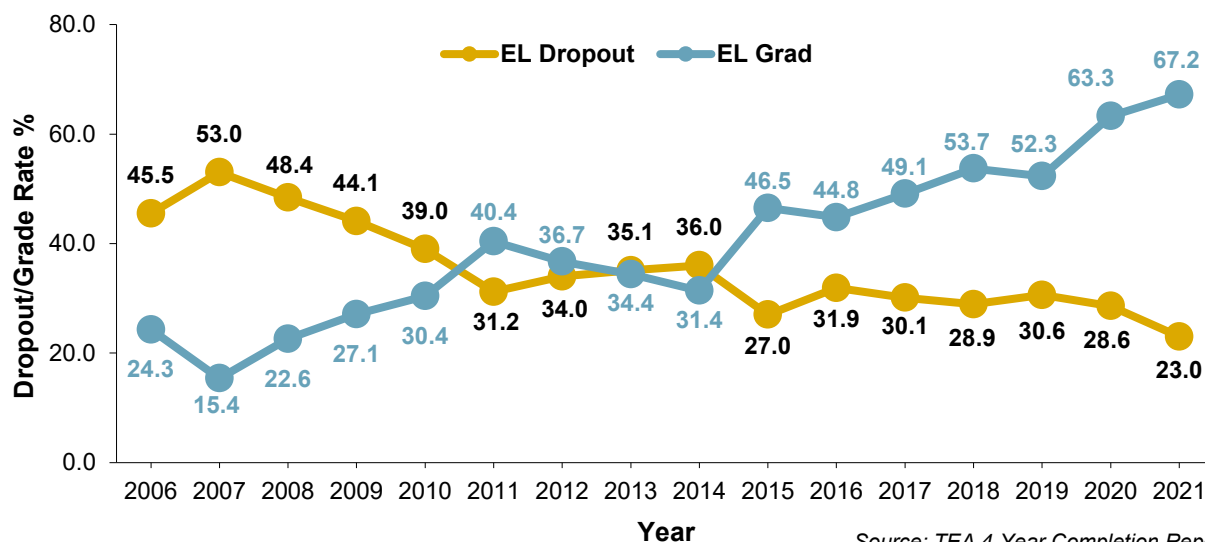
- Four-year completion rates of EB students for the classes of 2006 through 2021 are shown in **Figure 18**. For the most recent year available (2021), both the graduation rate and the dropout rate for EB students improved. This continues a long-term trend of improvement in both measures.

What was the frequency and scope of professional development activities provided to teachers and staff serving EBs?

Data from OneSource was used to summarize staff development training sessions coordinated by the Multilingual Programs Department during the 2021–2022 school year (see **Appendix M** (pp. 30-32). Sessions covered compliance, program planning, and instruction/information. Fifty-six courses were offered, and 563 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 391). In addition, 4,267 staff participated in one or more online training sessions (1,899 unduplicated). In total, 2,082 staff participated in some form of EB-related professional development activity (unduplicated count).

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

Table 2. Bilingual Exceptions & ESL Waivers, 2018–2019 to 2021–2022				
Year	Bilingual Exceptions (Spanish)	Bilingual Exceptions (Other Languages)	Total Bilingual Exceptions	ESL Waivers Requested	Teachers Who Obtained ESL Certification
2018–2019	141	121	262	298	92
2019–2020	271	202	473	389	62
2020–2021	329	126	455	407	119
2021–2022	191	73	264	353	80

Source: Multilingual Programs Department

requested by the district for the last four school years. In 2021–2022, both bilingual exception and ESL waiver requests decreased over the previous year, by 42 percent for exceptions and by 13 percent for waivers. The number of teachers who successfully obtained ESL certification by the end of the school year also declined in 2021–2022 by 33 percent.

Discussion

Nearly half of the district's enrolled students (44%) were current or reclassified EBs in 2021–2022, including 35% who are still currently classified as EL. Statewide assessments (i.e., STAAR, STAAR EOC) show performance gaps for current EBs relative to the district overall, which is unsurprising given that EBs 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 reclassified EBs, on all of the aforementioned assessments. This suggests that bilingual and ESL programs in HISD provide EBs 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.

STAAR 3–8 results indicated large improvements in performance in 2022 compared to 2021, not only for EBs specifically but for the district overall. Furthermore, TELPAS data showed overall higher levels of proficiency for EBs compared to the previous year. These gains most likely can be attributed to the increased assessment participation rate in 2022, relative to the abnormally low participation that affected the 2021 testing cycle. Due to the COVID-19 outbreak, in 2020–2021 roughly half the district's students opted to take their classes remotely rather than in person, and students in that situation could not be required to come to school to take either the STAAR or TELPAS. As a result, many chose not to, and thus the performance on these assessments in 2021 was based on a non-representative sample of the district's students. The gains observed this year should be seen as a correction to the anomalous situation of 2021.

Current EB students continued to perform poorly on the STAAR EOC assessments in 2021–2022, particularly in English I and English II. As can be seen in Appendix I, only 26% to 34% of current ESL students met the passing standard for English I and II and the performance gap relative to the district remains large. However, there is cause for optimism. Since 2017, ESL student passing rates on English I and II have improved by +13 and +25 percentage points, respectively. The corresponding improvement shown by the district overall over this time period has been +5 and +13 percentage points. Thus, the performance gap for current ESL students has been reduced since 2017. Since passing the English I and II assessments is a requirement for graduation, the reduction in performance gaps for ESL students is a positive development.

Data on EB reclassifications suggest that it is taking EB students longer to meet the current reclassification criteria. Only 820 EB students reclassified in 2021-2022. Furthermore, 82 percent of students who had started as EB in kindergarten in 2015-2016 were still EB six years later. This percentage has been growing for the past six years. This trend is likely due to changes in EB reclassification criteria, as well as changes to TELPAS that were implemented in 2018 (see footnote 6, p. 17). Specifically, students can only exit EB status if they reach proficiency (Advanced High) in each of the four TELPAS language domains of listening, speaking, reading, and writing, in addition to passing the STAAR English reading, English I, or English II EOC assessments. In addition, beginning in 2018, listening and speaking were assessed via item-based standardized online testes, and scores in these two domains have declined noticeably.

This has important implications for district, which will almost certainly face increased demands for ESL certified teachers at the secondary level, at the same time the district has been facing teacher shortages. It is important that the Multilingual Programs Department and the district address the implications of this trend.

References

Houston Independent School District. (2022a). Dual Language Program Evaluation Report 2021–2022. HISD, Department of Research & Accountability.

Houston Independent School District. (2022b). Pre-Exit EB Students Performance STAAR & TELPAS 2021–2022. HISD, Department of Research & Accountability.

Houston Independent School District. (2022c). English as a Second Language (ESL) Student Performance Report 2021–2022. HISD, Department of Research & Accountability.

Houston Independent School District. (2022d). TELPAS Student Performance Report 2021–2022. 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 offers 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 included under Multilingual Programs Department Guidelines. Results for EBs 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 two versions which could be construed as representing separate and unique programs (e.g., programs 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]   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.

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

[4]   Categorizing exited EBs 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 EBs according to the identity of the program they were in during their last year under EB status. Thus designating a student as "Exited Bilingual" simply means that they were in a bilingual program during the school year before they exited EB status.

[5]   Figure 14 shows that in certain years, the number of EB reclassifications has decreased. These decreases correspond to changes in the criteria which EB students have been required to meet, i.e. as these requirements have gotten more stringent fewer students have been able to meet the reclassification standards. In 2006-2007, oral (listening and speaking) proficiency requirements were added, and writing requirement was added for all grades (previously writing had been required only in grades four and seven). In 2015-2016, students who passed the STAAR reading assessment could not use this to meet proficiency standards if they had received any type of linguistic accommodation during testing. This had been a rule set by TEA, but the district began to enforce this more rigorously. In 2018-2019, TELPAS listening and speaking began to be assessed via online technology, as opposed to the teacher or rater observations used previously. As a result, performance on these two language domains declined significantly. Finally, in 2020-2021 it was required that students pass the English STAAR reading test and also score advanced high on TELPAS reading. Previously they only needed to pass the STAAR. The 2019-2020 and 2020-2021 school years were also affected by the testing and school interruptions caused by the Covid pandemic.

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 EB 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 EBs 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 (EBs) whose home language is spoken by 20 or more students in any single grade level across the entire district. If an EB 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 is no longer offered.

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 EB 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 to 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 2,726 students in the district in an alternative bilingual program in 2021-2022, and 2,386 in an alternative ESL program.

APPENDIX B

Bilingual and ESL Program Enrollment: Background

Figure 1 shows the enrollment totals for bilingual and ESL programs by grade level for the 2021–2022 school year. Note that for grades 5 and lower, the majority of EB 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, 2021–2022

Source: PEIMS Fall 2021 Snapshot
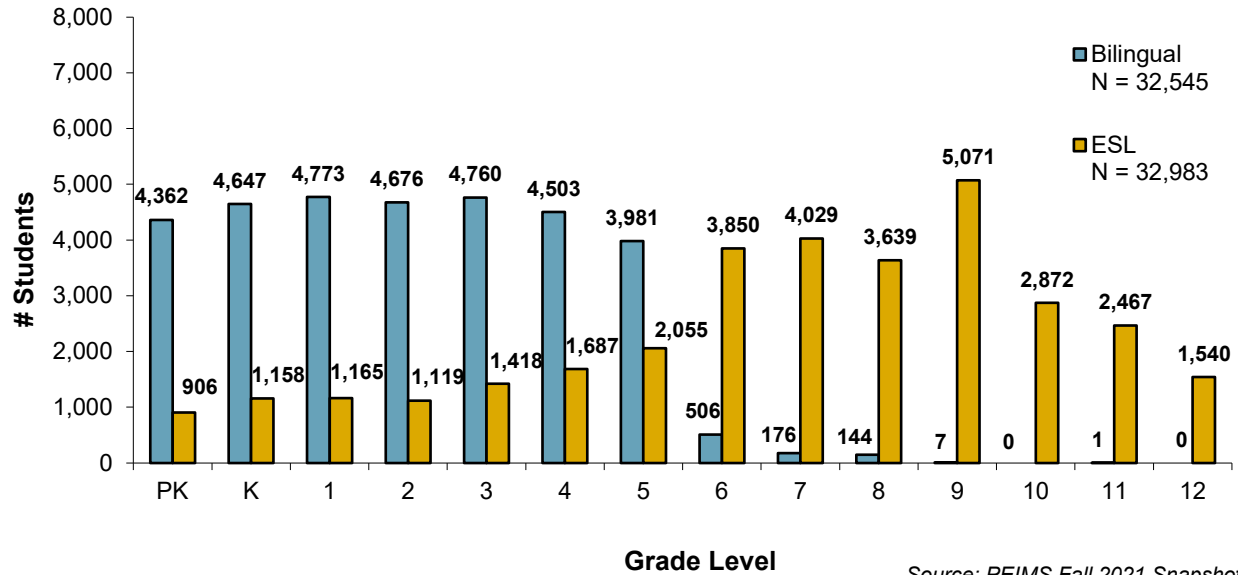
Figure 2 summarizes the bilingual and ESL program enrollment trends over the past nine years. One pattern that is clear from these data is that the relative dominance of the bilingual program has been reduced. Specifically, since 2014, participation in bilingual programs has fallen by 19 percent, while 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 EB students and a decrease in EB reclassifications in elementary grades. However, this pattern holds up even when elementary grades are considered separately, so it is an issue that the district should monitor.

Appendix B, Figure 2: Bilingual and ESL Program Enrollment, 2014 Through 2022

Source: PEIMS Fall Snapshots
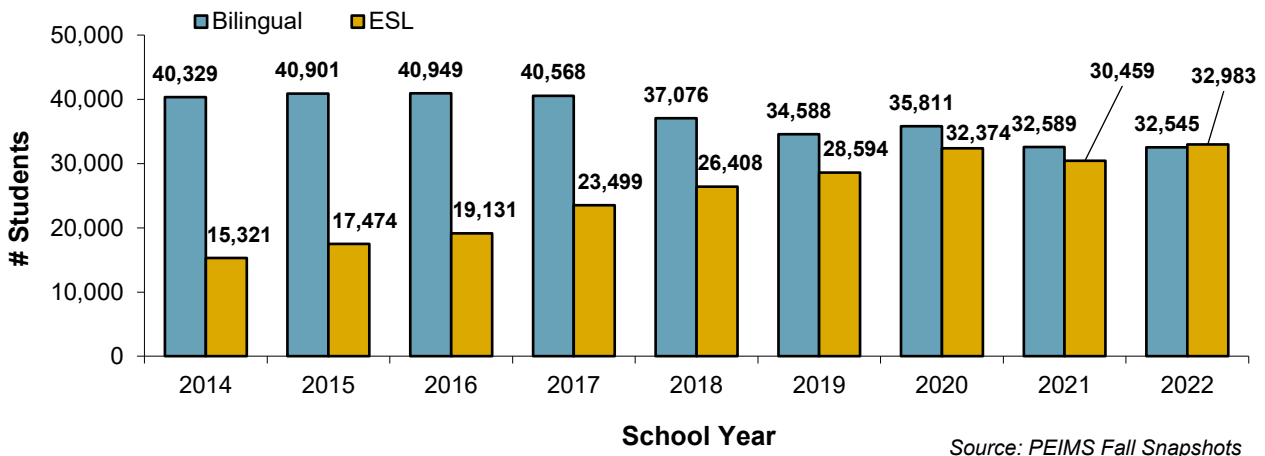
APPENDIX C

EL Student Ethnicity and Home Language, 2021–2022

Ethnicity	Number	Percent	Home Language	Number	Percent	% Change From Fall 2019
Hispanic	62,630	92%	Spanish	62,593	92%	+4%
Asian	2,517	4%	Arabic	795	1%	-5%
White	1,552	2%	Vietnamese	390	1%	+5%
Black	1,256	2%	Pashto	379	1%	+41%
American Indian	88	<1%	Mandarin	318	<1%	+11%
Pacific Islander	17	<1%	Swahili	302	<1%	-6%
Two or More	84	<1%	Farsi	220	<1%	+2%
Total	**68,144**		French	187	<1%	+13%
			Telugu	182	<1%	-7%
	Number	**Percent**	Other	2,778	4%	+4%
Econ Disadvantaged	63,327	93%	**Total**	**68,144**		

Source: PEIMS Fall 2021 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. 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 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").

The 2015–2016 academic year 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. By 2018–2019, this number fell to 0.8 percent, and by 2020–2021 it was 0.01 percent (9 tests of 61,302 scored).

The TELPAS is an English language proficiency assessment which is administered to all EB 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 EB 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 (2021 and 2022)

| Program | Grade | Enrollment* | | Spanish Reading | | | | Spanish Mathematics | | | |
| | | 2021 N | 2022** N | 2021 | | 2022 | | 2021 | | 2022 | |
				# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.
Current	3	4,599	4,357	2,744	52	3,117	60	2,487	44	2,937	62
Bilingual	4	3,654	3,804	1,501	42	1,684	49	1,501	33	1,598	56
	5	2,868	3,365	550	71	671	60	603	38	648	51
	Total	11,121	11,526	4,795	51	5,445	57	4,591	40	5,169	59

Source: STAAR student data files, Chancery, PowerSchool

* *Enrollment figures shown in Appendix E include all EB 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 EB 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.*

** *Forty-seven percent of enrolled bilingual students took the Spanish language STAAR reading test in 2022, an increase from the 43 percent wo took it in 2021.*

Appendix F

English STAAR Performance of Bilingual Students:
Number Tested and Percent Meeting Approaches Grade Level Standard
by Grade Level, Subject, and Year (2021 and 2022)

Program	Grade	Enrollment		English Reading				English Mathematics			
				2021		2022		2021		2022	
		2021 N	2022** N	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.
Current	3	4,964	4,776	1,532	52	1,570	73	1,768	49	1,757	71
Bilingual	4	4,448	4,537	2,281	46	2,751	70	2,278	45	2,844	71
	5	3,903	4,041	2,728	55	3,282	71	2,676	54	3,319	74
	6	254	430	215	50	425	66	212	66	425	69
	7	168	150	153	58	150	75	151	41	150	69
	8	140	140	124	57	135	77	95	34	112	68
	Total	**13,877**	**14,074**	**7,033**	**52**	**8,313**	**71**	**7,180**	**50**	**8,607**	**72**
Reclassified	3	88	65	69	96	53	100	73	85	61	97
Bilingual	4	252	87	212	92	84	98	205	79	85	100
	5	480	239	418	97	236	99	404	91	233	98
	6	594	373	462	89	368	97	461	85	367	95
	7	783	545	561	95	538	99	511	73	510	88
	8	1,123	744	724	91	742	98	432	58	443	91
	Total	**3,320**	**2,053**	**2,446**	**93**	**2,021**	**98**	**2,086**	**77**	**1,699**	**93**
HISD	3	15,551	15,024	9,166	59	11,216	73	9,447	51	11,431	66
	4	15,715	15,158	10,364	56	12,813	72	10,364	56	12,913	65
	5	15,955	15,352	11,095	65	14,011	76	10,983	59	14,027	72
	6	13,392	12,694	8,813	52	12,189	62	8,785	52	12,176	63
	7	13,488	13,190	8,258	60	12,692	75	7,760	41	12,142	54
	8	14,108	13,424	7,953	62	12,943	77	6,193	34	10,702	61
	Total	**88,209**	**84,842**	**55,649**	**59**	**75,864**	**73**	**53,532**	**50**	**73,391**	**64**

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

**Bilingual student STAAR participation (English reading) increased in 2022 compared to 2021 (59 percent tested versus 51 percent in 2021). However, participation for reclassified bilingual students increased significantly (from 74 percent to 98 percent), as did that for the district overall (from 63 percent to 89 percent).

Appendix G

English STAAR Performance of ESL Students:
Number Tested and Percent Meeting Approaches Grade Level Standard
by Grade Level, Subject, and Year (2021 and 2022)

| Program | Grade | Enrollment | | English Reading | | | | English Mathematics | | | |
| | | 2021 N | 2022** N | 2021 | | 2022 | | 2021 | | 2022 | |
				# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr..	# Tested	% Appr.
Current	3	1,477	1,519	1,223	48	1,392	62	1,228	45	1,406	58
ESL	4	1,858	1,793	1,561	45	1,678	65	1,567	39	1,687	60
	5	2,118	2,149	1,699	51	1,968	70	1,690	51	1,986	69
	6	4,004	4,050	3,172	32	3,941	45	3,159	37	3,943	51
	7	3,627	4,154	2,641	36	4,064	59	2,643	24	3,996	42
	8	3,440	3,876	2,512	39	3,790	56	2,322	23	3,487	48
	Total	**16,524**	**17,541**	**12,808**	**40**	**16,833**	**57**	**12,609**	**35**	**16,505**	**52**
Reclassified	3	123	85	107	93	82	96	107	89	82	95
ESL	4	229	105	190	97	104	98	190	88	104	98
	5	357	210	313	95	205	99	313	90	205	99
	6	416	313	318	88	307	96	315	86	306	93
	7	823	386	557	90	378	98	495	68	342	87
	8	855	747	520	92	741	97	285	58	473	85
	Total	**2,803**	**1,846**	**2,005**	**92**	**1,817**	**97**	**1,705**	**77**	**1,512**	**90**
HISD	3	15,551	15,024	9,166	59	11,216	73	9,447	51	11,431	66
	4	15,715	15,158	10,364	56	12,813	72	10,364	56	12,913	65
	5	15,955	15,352	11,095	65	14,011	76	10,983	59	14,027	72
	6	13,392	12,694	8,813	52	12,189	62	8,785	52	12,176	63
	7	13,488	13,190	8,258	60	12,692	75	7,760	41	12,142	54
	8	14,108	13,424	7,953	62	12,943	77	6,193	34	10,702	61
	Total	**88,209**	**84,842**	**55,649**	**59**	**75,864**	**73**	**53,532**	**50**	**73,391**	**64**

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

****STAAR English reading participation rates increased in 2022 or both current ESL students (96 percent versus 78 percent in 2021) and reclassified ESL students (98 percent versus 72 percent in 2021).*

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 (2021 and 2022)

Subject & Year	Current Bilingual		Current ESL		Reclassified Bilingual		Reclassified ESL		HISD	
	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.
English Writing 2021	2,446	34	4,264	27	783	87	757	84	18,861	47
English Writing 2022 +	-	-	-	-	-	-	-	-	-	-
Change		-		-		-		-		-
English Science 2021	3,048	39	4,138	29	1,113	78	825	84	18,815	49
English Science 2022	3,687	54	5,749	46	944	94	925	91	26,996	61
Change		+15		+17		+16		+7		+12
English Social Studies 2021	122	24	2,445	13	714	60	512	63	7,732	37
English Social Studies 2022	90	64	3,784	22	741	76	741	75	12,952	48
Change		+40		+9		+16		+12		+11

Source: STAAR student data files, Chancery, PowerSchool

+STAAR 3-8 writing was discontinued in 2022

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 2022 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	4,763	2,516	53	2,247	47	1,047	22
	Reclassified ESL	784	139	18	645	82	483	62
	Reclassified Bilingual	1,025	174	17	851	83	598	58
	HISD	16,270	6,411	39	9,859	61	5,431	33
Biology	Current ESL	4,917	2,557	52	2,360	48	928	19
	Reclassified ESL	769	56	7	713	93	565	73
	Reclassified Bilingual	1,023	81	8	942	92	731	71
	HISD	15,646	4,620	30	11,026	70	6,666	43
English I	Current ESL	5,636	4,182	74	1,454	26	823	15
	Reclassified ESL	853	127	15	726	85	610	72
	Reclassified Bilingual	1,103	162	15	941	85	788	71
	HISD	17,475	8,176	47	9,299	53	7,037	40
English II	Current ESL	4,185	2,782	66	1,403	34	759	18
	Reclassified ESL	856	102	12	754	88	660	77
	Reclassified Bilingual	1,144	109	10	1,035	90	895	78
	HISD	15,122	5,413	36	9,709	64	7,610	50
U.S. History	Current ESL	2,871	1,029	36	1,842	64	928	32
	Reclassified ESL	831	39	5	792	95	675	81
	Reclassified Bilingual	1,267	40	3	1,227	97	1,069	84
	HISD	12,707	1,938	15	10,769	85	8,199	65

Source: STAAR EOC 6/15/22, PowerSchool   Note: HISD percentages may differ from district EOC report due to rounding error

@STAAR EOC participation rates (English I and English II only, combined for students in grades 9 and 10) were higher in 2022 than in 2021. For the district overall participation increased from 77 percent to 91 percent, and for current ESL students it increased from 78 percent to 88 percent. Participation rates also increased for reclassified ESL (85 to 98 percent in 2022) and reclassified bilingual students (86 to 97 percent in 2022).

Appendix J

Composite TELPAS Results: Number and Percent of Students at Each Proficiency Level in 2022, by Grade. Results Shown Separately for Bilingual and ESL Students

Bilingual Students

Grade	# Tested	Beginning		Intermediate		Advanced		Advanced High		AH 2021	Composite Score
		N	%	N	%	N	%	N	%	%	
K	4,570	3,533	77	919	20	96	2	22	<1	1	1.2
1	4,708	2,390	51	1,689	36	472	10	157	3	3	1.6
2	4,606	881	19	2,430	53	1,129	25	166	4	3	2.1
3	4,657	429	9	1,952	42	1,673	36	603	13	12	2.5
4	4,428	480	11	1,668	38	1,616	36	664	15	13	2.5
5	3,926	303	8	1,170	30	1,538	39	915	23	22	2.7
6	413	9	2	109	26	168	41	127	31	25	3.0
7	145	5	3	25	17	51	35	64	44	29	3.1
8	138	9	7	32	23	48	35	49	36	24	3.0
Total	27,591	8,039	29	9,994	36	6,791	25	2,767	10	8	2.1

ESL Students

Grade	# Tested	Beginning		Intermediate		Advanced		Advanced High		AH 2021	Composite Score
		N	%	N	%	N	%	N	%	%	
K	1,198	516	43	351	29	236	20	95	8	7	1.9
1	1,195	273	23	414	35	295	25	213	18	17	2.3
2	1,107	162	15	478	43	369	33	98	9	8	2.4
3	1,368	133	10	522	38	488	36	225	16	14	2.6
4	1,671	183	11	573	34	623	37	292	17	15	2.6
5	1,965	168	9	561	29	757	39	479	24	20	2.8
6	3,745	286	8	1,367	37	1,513	40	579	15	12	2.6
7	3,845	280	7	1,233	32	1,525	40	807	21	10	2.8
8	3,602	346	10	1,259	35	1,403	39	594	16	12	2.7
9	3,872	623	16	1,590	41	1,188	31	471	12	12	2.4
10	2,231	239	11	867	39	754	34	371	17	11	2.6
11	1,957	220	11	759	39	668	34	310	16	13	2.6
12	1,216	60	5	494	41	473	39	189	16	15	2.7
Total	28,972	3,489	12	10,468	36	10,292	36	4,723	16	13	2.6

Source: TELPAS data file 8/1/22, PowerSchool

Appendix K

TELPAS Yearly Progress: Number and Percent of
Students Gaining One or More Levels of English Language Proficiency in 2022,
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	%	2021
1	3,997	1,307	33	252	6	31	1	1,590	40	37
2	4,176	1,740	42	326	8	9	<1	2,075	50	43
3	3,951	1,748	44	105	3	0	0	1,853	47	37
4	3,764	1,172	31	44	1	0	0	1,216	32	24
5	3,232	1,449	45	61	2	0	0	1,510	47	41
6	346	143	41	7	2	0	0	148	43	35
7	122	84	69	0	0	0	0	84	69	*
8	124	57	46	1	1	0	0	58	47	*
Total	19,712	7,700	39	796	4	40	<1	8,534	43	37

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	%	2021
1	977	441	45	119	12	37	4	597	61	56
2	918	314	34	37	4	2	<1	353	38	34
3	1,058	431	41	37	3	0	0	468	44	38
4	1,274	408	32	16	1	0	0	424	33	28
5	1,490	666	45	43	3	0	0	709	48	36
6	2,829	847	30	30	1	0	0	877	31	22
7	2,505	1,086	43	59	2	0	0	1,145	46	22
8	2,181	809	37	46	2	0	0	855	39	23
9	2,359	637	27	32	1	2	<1	671	28	18
10	1,527	533	35	31	2	0	0	564	37	26
11	1,318	452	34	28	2	0	0	480	36	29
12	885	284	32	12	1	0	0	296	33	23
Total	19,321	6,908	36	490	3	41	<1	7,439	39	30

Source: TELPAS data file 8/1/22, PowerSchool

Appendix L

Explanation of K-6 and K-9 Cohort Analysis

An important indicator of success for any program for EB students is the ability for students to become English-proficient and exit EB status. Rather than document the number of students exiting EB status in any given year, an alternative way to approach this issue is to look at how long it takes an EB student to exit. As a proxy for this, these analyses start with a cohort of EB students in kindergarten and asks two questions: (a) what percentage of them are still EB six years later?, and (b) what percentage are still EB 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 EB students in kindergarten (K) in 2015–2016 was identified (n = 7,542). This was matched with the PEIMS roster from the most recent school year (2021–2022). In total, there were 3,640 students still active from the original K cohort. Of these, 2,978 were still EB as of fall 2021 (81.8 percent). Using archival PEIMS records from previous years, comparable rates were calculated for K 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 (see **Appendix L, Figure 1**; also shown in Figure 15, p. 12) shows that over 80 percent of EBs in K were still EB 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 four years showed sharp increases, corresponding to points in time where changes were made to state-mandated EB exit criteria. Specifically: 2007–2008 followed the introduction of listening and speaking proficiency as exit criteria (previously these were not needed); 2016–2017, saw the impact of district enforcement of state requirements that students receiving certain designated supports during STAAR testing (e.g., extra time) could not exit based on those STAAR results; 2019–2020 followed the introduction of online testing for TELPAS listening and speaking. Finally, 2021–2022 followed the introduction of additional reclas-

| 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
2020-21	2014-15	4,015	2,989	74.4	2011-12	3,740	1,717	45.9
2021-22	2015-16	3,640	2,978	81.8	2012-13	3,755	1,933	51.5

Appendix L (continued)

sification requirements; EB students now have to pass the English STAAR reading assessment (or English I/II) and also score Advanced High in each language domain of the TELPAS. In each of these cases, the new requirements resulted in fewer EB students exiting (see **Appendix L, Figure 2**), which meant a higher percentage of them were still EB the following year.

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 2012–2013 who were both in kindergarten and EB were identified, and this roster was matched with the fall PEIMS roster from 2021–2022. Of the 3,755 students still active from the original K cohort, 1,933 were still EB as of fall of 2021 (51.5 percent).

Appendix L, Figure 1: K-6 and K-9 Cohort: Percentage of K Students Still EL After Six or Nine Years
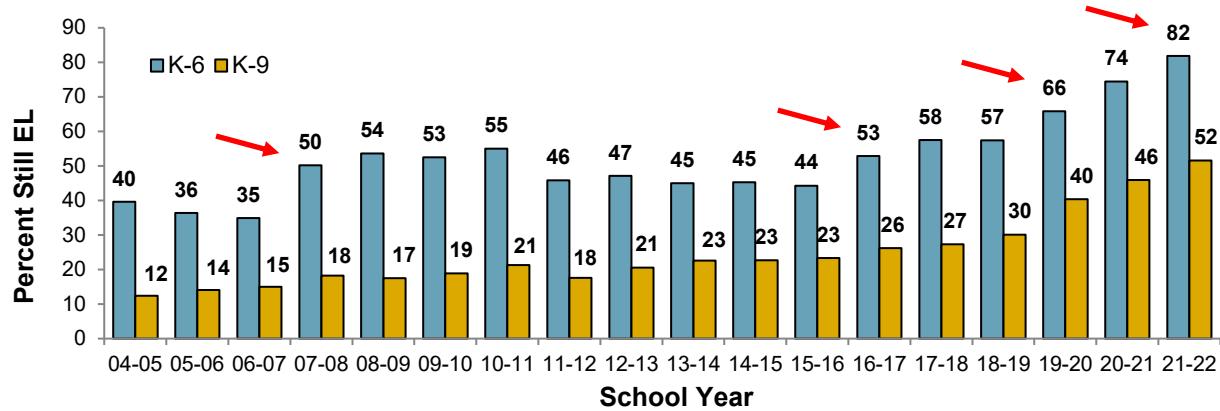
Appendix L, Figure 2: Number of EBs Reclassified by year, 2005-2006 Through 2020-2021
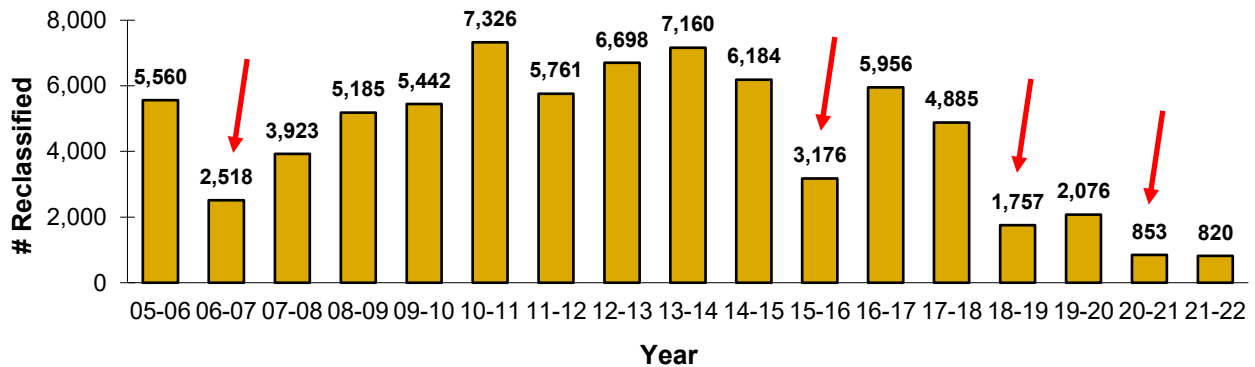
Appendix M

Scope and Frequency of Professional Development Training, 2021–2022

Description	# Sessions	Total Attendance
190 Bilingual Target Language Proficiency Test	2	18
Bilingual TxES #164 Supplemental One-Day Preparation	5	24
DL_ Crosslinguistic Connections: Modeling & Behavior	2	4
DL_ Dual Language Essentials	3	17
DL_ ELA / SLA Dual Language Best Practicies	1	25
DL_ Integrating SLA/ELA for Biliteracy Development.	3	13
DL_ Level 2 DL Series - Language Transfer Through Crosslinguistic Connections (CLC) (2nd - 5th)	1	3
DL_ Level 2 DL Series - Language Transfer Through Crosslinguistic Connections (CLC) (K-1st)	1	6
DL_ Level 3 DL Series - Small Group Reading Instruction with Second Language Learners (K-2nd)	1	9
DL_ Math and Science -DL Best Practices	1	45
DL_ Oracy and Preview/ View/ Review PD and Planning session	8	37
DL_ PVR & Oracy: Model Lesson and Lesson Analysis	4	19
DL_ PVR & Oracy: Observation and Job Embedded Coaching	4	12
DL_Look fors: Environment and Oracy	1	6
MeetingThe Challenges of Long Term ELs: A Comprehensive Framework for Moving LTLs	1	4
Sheltered Instruction in Texas: Second Language Acquisition Methods for Teachers of ELs	1	7
SI Coach	2	42
PS_ELPS Integration for Teachers	1	46
Sheltered Instruction Coach (EOY)	1	113
Teaching Science to ELs featuringThe Visual Non-Glossary	3	20
Teaching Social Studies to English Learners	3	24
Vocabulary Now: 44 Strategies to Support English Learners	5	42
Writing Language ObjectivesThe "Write" Way	2	27
COURSE TOTAL	**56**	**563**
Accessing and Interpreting ELD Data	2	204
Accessing, Interpreting, Aligning ELD Data to Language Supports for EBs	2	63
Bilingual TxES #164 Supplemental One-Day Preparation	1	12
Boosting Achievement for Underschooled Students	3	1
BOYLPAC Updates Elementary School	5	76
BOYLPAC Updates Middle & High School	4	1
Content Area Writing that Rocks (and Works)	2	27
Critical Questions, Practical Answers: Using PLCs to Ensure English Learners Excel for Admin	2	66
DL_ Asset-Based Instruction:The Building Block for Cross-Linguistic Transfer	1	13
DL_ Biliteracy Through Language Connections 3rd – 8th Grade	1	11
DL_ Biliteracy Through Language Connections PK – 2nd Grade	1	8
DL Language Objectives for Content, Language and Literacy Integration:The CLLIF (K-2nd Grade)	2	9
DL_ Focused Reading / Math Intervention (Grades 4 & 5)	2	15
DL_ La conversacion estructurada usando PSRCE	2	4
DL_ Level 1 DL PD Series - Introduction to Biliteracy Development (PK-1st Grade)	3	8
DL_ Level 1 DL -DL & Bilingual Essentials for Effective Program Implementation (2nd-5th Grade)	2	8
DL_ Level 1 DL Series - Introduction to Biliteracy Development (2nd - 5th Grade)	1	11
DL_ Level 2 DL Series - Writing AcrossThe Curriculum (2nd - 5th Grade)	3	12
DL_ Level 2 DL Series - Writing Development for Emergent Bilinguals (K-1st Grade)	3	78
DL_ Level 3 DL Series - Small Group Reading Instruction with Second Language Learners (3-5)	1	6
DL_ The Power of Language Objectives for Content, Language and Literacy Integration:T(3rd-5th)	2	3
DL_ Narratives & Norms: Teaching Students from Diverse Cultures	2	34

Appendix M (continued)

Scope and Frequency of Professional Development Training, 2021–2022

Description	# Sessions	Total Attendance
DL_ Oracy 3rd – 8th Grade	1	26
DL_ Oracy K – 2nd Grade	1	24
DL_ Patterns of Power en Español	2	71
DL_ Reigniting Cross-Linguistic Connection –Making Cross-Linguistic Connections Powerful	1	26
DL_ SI Strategies to Support Vocabulary Development inThe Dual Language Classroom	2	121
DL_ Spelling and Writing Patterns Inform Instruction for Dual Language Learners	2	34
DL_ Strengthening Biliteracy Development with PVR for Guided Reading 1st – 2nd Grade	1	12
DL_ Strengthening Biliteracy Development with PVR for Guided Reading 3rd – 8th Grade	1	23
DL_ Supporting our Teachers to Meet Students WhereThey are; BIL /DL Design for Administrators	1	15
DL_ Toma La Palabra - Vocabulario y Oralidad	2	82
DL_ Using Imagine Language & Literacy to Prepare Students for TELPAS	2	91
DL_ Writing Language ObjectivesThe Write Way	2	69
DL_ObservingThe DL Learning Environment to Show We are Accelerating Student Learning	1	17
DL_Optimizando y Enriqueciendo el Desarrollo de la Lectoescritura PK – 2	2	138
El libro de estrategias de escritura: Strategies and Structures for Teaching Writing	2	66
El libro de estrategias de lectura: Strategies and Structures for Teaching Reading	2	59
ESL TExES Preparation Training	11	264
LPAC Documentation and Data Entry Initial Training	4	91
LPAC Documentation and Data Entry Updates	4	181
LPAC EOY Annual Review forLPAC Administrators - Elementary	2	72
LPAC EOY Annual Review forLPAC Administrators - Middle & High School	2	35
LPAC EOY Documentation and Data Entry Training	2	81
Meeting Challenges of Long Term ELs	2	26
MeetingThe Challenges of LTLs: A Comprehensive Framework for Moving Long-Term ELs	1	19
Modeling Oracy inTheDL Classroom	1	1
Patterns of Power en Espanol	2	26
PVR inTheDL Classroom	1	1
Raising English Learner Voices with Flipgrid	2	19
Resources for our Refugee Students	1	35
RTI for ELs	2	37
Sheltered Instruction from Beginning to End: 3 Moments in a Lesson	2	46
Sheltered Instruction in Texas: Second Language Acquisition Methods for Teachers of ELs	2	40
Summer School training for teachers of PreK English Learners	2	63
Supporting EBs Through Math Content-Based Language Instruction (formerly SI)- Elementary	1	25
Supporting EBs Through Math Content-Based Language Instruction (formerly SI)- Secondary	1	5
Supporting EBs Through Science Content-Based Language Instruction (formerly SI)- Elementary	1	15
Supporting EBs Through Science Content-Based Language Instruction (formerly SI)- Secondary	1	2
Supporting EBs Through Social Studies Content-Based Language Instruction (formerly SI)- 2ndry	1	6
Teaching Science to ELs	2	38
Teaching Social Studies to ELs	2	26
The Intersection of Vocabulary and Literacy Among Multilingual Learners	2	17
The Journey Towards Reading Comprehension for Multilingual Learners	2	27
The Reading Strategies Book: Structures and Strategies for Teaching Reading	2	40
The Writing Strategies Book; Structures and Strategies for Teaching Writing	2	22
TSD - 7 Steps to a Language Rich Interactive Classroom	2	54
TSD - Sheltered Instruction in Texas: Second Language Acquisition Methods for Teaching of ELs	2	63

Appendix M (continued)

Scope and Frequency of Professional Development Training, 2021–2022

Description	# Sessions	Total Attendance
TSDSEPT21 - MeetingThe Challenges of LTLs: A Framework for Moving Long-Term ELs	2	125
TSDSEPT21 - CompletingThe Priority for Service (PFS) Migrant Action Plan	3	8
TSDSEPT21 - Getting Started with Success on Imagine Language & Literacy and Imagine Español	2	29
TSDSEPT21 - SI in Texas: Second Language Acquisition Methods for Teachers of ELs	2	184
TSDSEPT21 - Using Imagine Language & Literacy and Imagine Espanol to Get Results	2	63
UsingThe New ELD to Drive Instruction for Your ELs	2	7
VIRT_LPAC MOY Decision-Making for LPAC Administrators– Elementary	4	119
VIRT_LPAC MOY Decision-Making for Middle & High SchoolLPAC Administrators	4	63
VIRT_Sheltered Instruction from Beginning to End	1	50
Visual Literacy in Content Area Instruction	2	13
Writing in All Content Areas that Promote Success on TELPAS (Elementary; Secondary)	1	24
Writing in All Content Areas that Promotes Success on TELPAs	1	1
Writing to Learn in Motion	1	17
Writing to Learn: Pencil to Paper	2	22
DL_SPO_Dual Language Essentials - Level 1	3	132
SI Coach Academy	4	8
Structured Conversations using QSSSA	2	30
Writing Language ObjectivesThe "Write" Way for Teachers	2	23
Writing Language ObjectivesThe "Write" Way for Administrators	2	9
VIRTUAL TOTAL	**178**	**4,267**
OVERALL TOTAL	**234**	**4,830**
UNIQUE INDIVIDUALS (COURSES)		**391**
UNIQUE INDIVIDUALS (VIRTUAL)		**1,899**
UNIQUE INDIVIDUALS (OVERALL)		**2,082**

Source: Multilingual Department, OneSource