MEMORANDUM   November 6, 2020

TO: Anna White
              Executive Director, Multilingual Programs

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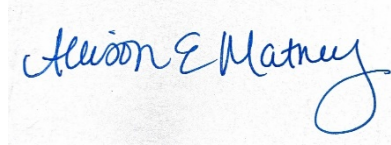   Officer, Research and Accountability

SUBJECT: **DUAL LANGUAGE PROGRAM EVALUATION REPORT 2020**

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 Dual Language Bilingual Program. Included are findings from district interim assessments of academic achievement for all students classified as English Learners (EL) who participated in the Dual Language program. The report also includes performance results for fluent English-speakers enrolled in the Dual Language program.

Key findings include:
- A total of 6,710 EL students participated in the Dual Language program in 2019–2020, and it was offered at 44 campuses.
- Current Dual Language (DL) students performed better than other bilingual students on the Spanish versions of district-level assessments (DLAs) in grades 3–8. On the English version of the same assessments, there was little difference between DL students and other bilingual students on reading and mathematics, although DL students did outperform other bilingual students in writing, science, and social studies.
- Students who used to be in the Dual Language program but who had exited EL status did better than the district average in the reading and mathematics tests of the DLAs, and also outperformed those who had exited from other bilingual programs.
- On the DLA EOC assessments, exited Dual Language students did better than the district average, and did better than students who had exited other bilingual programs.
- Results from the R360 showed a similar pattern, as both DL and other bilingual students did less well than the district, but with exited DL students outperforming comparison groups.
- English-speaking students in the Dual Language program showed evidence for full bilingualism and biliteracy.
- Finally, DL students did not differ from either other bilingual students or non-EL students in terms of their attendance rate, but they had fewer reported disciplinary incidents.

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: Grenita Lathan   Yolanda Rodriguez   Khalilah Campbell

Houston Independent School District

RESEARCH

Educational Program Report

Dual Language Bilingual Program Evaluation Report 2019 – 2020

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

2020 Board of Education

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

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Dual-Language Bilingual Program Evaluation 2019–2020

Executive Summary

Program Description

The Dual-Language program in the Houston Independent School District (HISD) is intended to facilitate English Learner (EL) integration into the regular school curriculum and ensure access to equal educational opportunities, while promoting biliteracy and bilingualism for both ELs and native English speakers. The dual-language program is offered in elementary schools and selected secondary schools for language minority students who need to enhance their English language skills, but the program also includes English speakers who wish to learn Spanish as a second language. Beginning in prekindergarten, the program provides 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 dual-language programs, the function of the native language is to provide access to the curriculum while the student is acquiring a second language. Instruction in the native language assures that students attain grade level cognitive skills without falling behind academically, and also ensures that English-speaking students are immersed in a foreign language.

The present evaluation of the dual-language bilingual program (DL) addresses the following topics:

- academic progress of dual-language ELs;
- English proficiency among dual-language ELs and Spanish proficiency of native English speakers;
- academic progress of native English-speakers enrolled in the dual-language program; and
- data on school attendance and discipline for dual-language ELs

Highlights

- There were 6,710 ELs enrolled in the dual-language bilingual program (DL) in 2019–2020, a decrease of 46 from the previous year.

- DL was offered in 44 campuses districtwide (36 elementary campuses, seven secondary, and one K-8 campus). Seven campuses that had offered DL in 2018–2019 replaced it with the transitional bilingual for 2018–2019, but three new DL campuses were added this year.

- Current DL students performed better than did students in other bilingual programs on DLA grade 3–8 Spanish-language assessments in 2020 (+4 percentage points in reading, +7 points in mathematics). Both groups performed better than students classified as alternative bilingual.

- On grade 3-8 English language DLA assessments, DL students' performance was more similar to that of other bilingual students or those classified as alternative bilingual than it was on the Spanish DLAs. All groups were lower than the district on reading, but other bilingual students were higher than the district on mathematics.

- Students who had exited EL status but who had previously been in DL did better than the district average on the grade 3-8 DLA English reading and mathematics tests. Exited DL students also did better than those who exited from other bilingual programs.

- Dual-language students had better grade 3-8 DLA performance on the writing, science, and social studies tests than those in other bilingual programs or classified as alternative bilingual..

- On the DLA assessments for EOC subjects, exited DL students performed better than students who had exited other bilingual programs, and both groups did better than the district in all content areas. This was true for all subjects, except U.S. History.

- On the R360, both DL and other bilingual students did better than students classified as alternative bilingual in reading, and all showed lower performance than the district (fewer students at the AT/ Above Benchmark level, more at the Urgent Intervention level). Results for mathematics were more mixed with no consistent pattern emerging.

- Exited DL students were superior to both students who had exited other bilingual programs and also to the district overall.

- Fluent English speakers in DL showed evidence of bilingualism and biliteracy, doing well on both the Spanish and English language DLA assessments and the R360.

- DL students did not differ from either other bilingual students or non-EL students in terms of their attendance rate, but they had fewer reported disciplinary incidents.

- Comparison of DL campuses which existed prior to 2013–2014 and those established since that time yielded inconsistent results, with some evidence that the newer campuses had better performance (DLA reading), but other evidence that the original campuses did better (DLA mathematics, R360).

Recommendations

1. DL was offered at 44 campuses in 2019–2020, with three new campuses added. The Multilingual Programs Department in collaboration with College and Career Readiness and Counseling and Compliance Departments should identify secondary campuses who can receive elementary dual language students to be able to continue participating in a dual language program through high school.

2. Strategic campus visits should continue in order to provide feedback and ensure fidelity to program guidelines. Data from these visits should be collated and analyzed in order to detect overall trends.

3. Training for campus DL leadership should be strengthened and tiered in order to meet the varied needs and level of experience.

4. Multilingual will provide professional development specific to dual language best practices to continue developing teacher capacity with a focus on teachers new to the program.

Introduction

Texas requires school districts to provide specialized linguistic programs (Texas Education Code, Chapter 29, Subchapter B 29.051) to meet the needs of students who are English learners (EL). These programs are intended to facilitate ELs' integration into the regular school curriculum and ensure access to equal educational opportunities. The Houston Independent School District (HISD) utilizes two different bilingual education program models: the Dual-Language Bilingual Program (DL) and the Transitional Bilingual Program (TBP).[1] The Dual-Language Program differs from the Transitional Bilingual Program in two ways: in DL, classes are composed of a mix of Spanish-speaking ELs as well as native English speakers, and there is a higher percentage of instructional time offered in Spanish. The Spanish-English dual-language program is the focus of this report.

Expansion of the Dual-language Program

In the dual-language program, roughly equal numbers [2] of EL and fluent English-speaking students are taught together in an effort to develop full bilingualism and biliteracy for both groups. The district is committed to an expansion and alignment of its existing dual-language program. Since the 2011–2012 school year, 33 new campuses have been added to supplement 11 campuses which had been offering DL prior to this. At each of the new DL campuses, only students up to and including grade one were initially enrolled in the program, with higher grades added as students advanced each year. All of the original DL campuses that offered the program in elementary grades did so through fifth grade, although the new guidelines are being implemented at these campuses starting with the lower grades. Thus, at the present time, the DL program includes a mix of campuses that have been offering the program through fifth grade for a number of years, and campuses where the program has not yet been implemented through fifth-grade. Eventually, all elementary DL campuses will offer the program through grade five.

Standardization of Curriculum and Guidelines

Besides increasing the number of campuses offering DL, a second major aim of the DL initiative was an alignment of the program's curriculum and guidelines. These changes included a standardization of the time and content allocation that campuses are required to follow. DL campuses have the choice of following either a 50:50 or an 80:20 model. In the 80:20 model, students in prekindergarten receive 80 percent of their instruction in Spanish and 20 percent in English. The percentage of instruction time in English gradually increases throughout the grade levels, until reaching 50 percent in grade 3. The 50:50 model differs slightly, in that students receive half of their instruction in English and half in Spanish starting in prekindergarten, and this mix persists until at least 5th grade. Currently, 9 DL campuses follow the 80:20 model, while 28 operate under the 50:50 framework (excluding seven programs that operate in secondary level campuses).

Methods

Participants

ELs in the dual-language bilingual program were identified using 2019–2020 Chancery Student Management System (SMS), IBM Cognos, and Public Education Information Management System (PEIMS) databases. Enrollment figures for ELs in the various bilingual programs are shown in **Table 1** (see p. 4). Note that enrollment in DL is substantially lower than enrollment in TBP; 19 percent of ELs served through bilingual programs were served in the dual-language program and 64 percent were served in the transitional program. Total enrollment in the dual-language program decreased by 46 (<1 percent) between 2018–2019 and 2019–2020. In 2019–2020, the dual-language bilingual program was offered at

Table 1. Number and Percent of Bilingual EL Students by Program, 2017–2018 to 2019–2020						
Bilingual Program	**Enrolled**			**Percent**		
	2018	**2019**	**2020**	**2018**	**2019**	**2020**
Transitional Bilingual (TBP)	21,873	22,825	22,571	60	66	64
Pre-Exit Bilingual	6,318	4,994	3,432	17	14	10
Dual-Language (DL, Two or One-Way)	8,189	6,756	6,710	22	19	19
Alternative Bilingual (ABP)	n/a	n/a	2,110	n/a	n/a	6
Cultural Heritage	32	0	54	<1	-	<1
Mandarin Bilingual	71	75	81	<1	<1	<1
Arabic Bilingual	80	88	116	<1	<1	<1
French Bilingual (E. White ES)	80	70	64	<1	<1	<1
Other*	28	13	17	<1	<1	<1
Total	**36,671**	**34,821**	**35,155**	*Source: IBM Cognos, Chancery*		

* Inappropriate code (EL student listed as served through a bilingual program no longer offered).

36 elementary schools, seven secondary campuses, and one K–8 campus (see **Appendix A** for a complete list, pp. 14-15). The number of campuses offering DL decreased from 57 in 2012–2013 to 44 for the 2019–2020 school year.[3] All DL students with assessment results from 2019–2020 were included in analyses for this report, as were students who had previously been in the program but who had since exited EL status. In addition, results for native English-speakers in DL are included. These English-speakers are an integral part of the DL program, as it is assumed that their presence enhances the acquisition of English proficiency for ELs. It is important to document that these students are not disadvantaged academically by being in a class with ELs, and their results are included as well.

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 B**, pp. 16-18 for more explanation).

Results

What was the academic performance of ELs in the dual-language program?

DLA Grades 3-8

- **Figure 1** shows the percent of students who scored at a level equivalent to the passing standard (Approaches Grade Level) for the reading and mathematics sections of the grade 3-8 DLA assessment in 2020 (December testing window). Results are shown for DL students, those in other bilingual programs, those classified as alternative bilingual, and all students districtwide [4] (see **Appendix C** for an explanation of the alternative bilingual program, p. 19).

Figure 1. Percentage of Students Scoring Equivalent to Approaches Grade Level Standard on the DLA Grades 3–8 Reading and Mathematics Tests, 2020: Dual-Language Students, Other Bilingual Students, Alternative Bilingual Students, and All District Students (MOY Test Window)
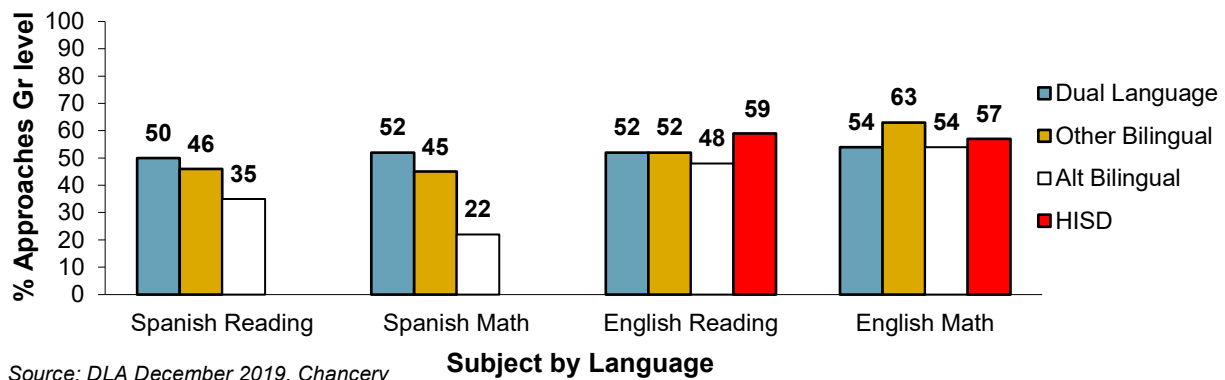
Source: DLA December 2019, Chancery

- DL students had a higher passing rate than other bilingual students and students classified as alternate bilingual in Spanish reading and mathematics. On the English DLA, the three bilingual programs were fairly similar, and were lower than the district overall in both subjects (with the exception of other bilingual students in mathematics). For further details, including performance by grade level, see **Appendices D** and **E** (pp. 20-21).

- **Figure 2** shows grade 3-8 DLA performance for exited [5] DL students in 2020. Comparison groups were students who had exited from another bilingual program, and HISD results overall.
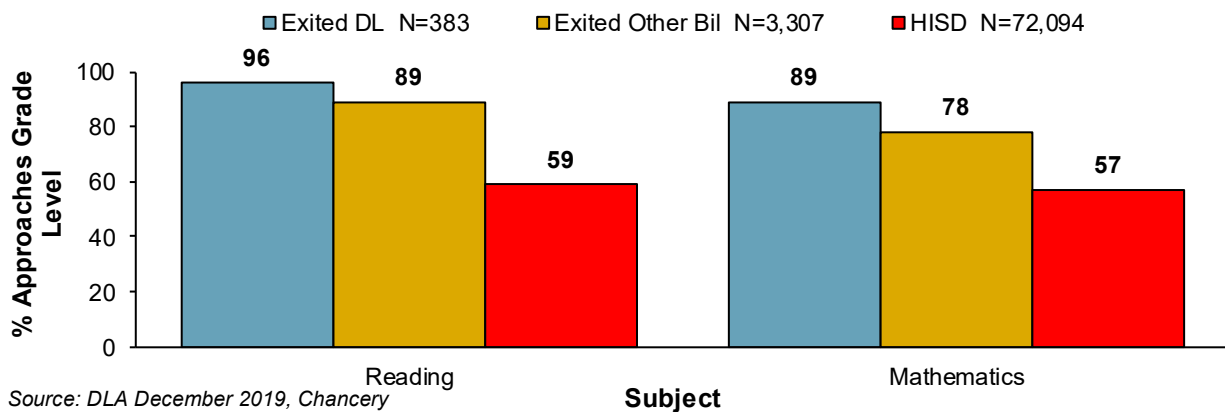
Figure 2. Percentage of Students Scoring Equivalent to Approaches Grade Level Standard on English DLA Grades 3–8 Reading and Mathematics Tests, 2020: Exited DL Students, Exited Students from Other Bilingual Programs, and All District Students (MOY Testing Window)

Source: DLA December 2019, Chancery

Figure 3. Grade 3-8 DLA Writing, Science, and Social Studies: Percent of Students Scoring Equivalent to Approaches Grade Level Standard in 2020 (MOY Testing Window, English Only).
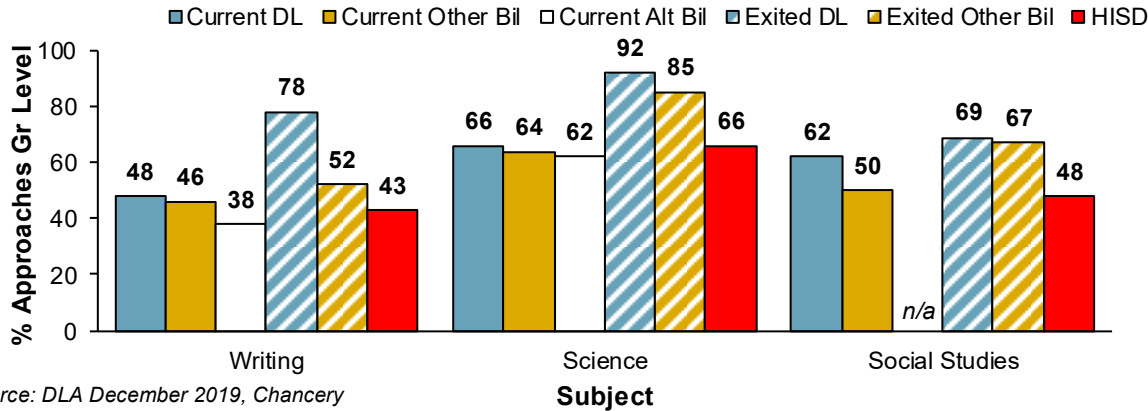
Source: DLA December 2019, Chancery

- Exited students from the DL program had higher passing rates than the district, and also exceeded performance of students from other bilingual programs in both reading and mathematics.

- **Figure 3** (above) shows grade 3-8 DLA performance in the remaining STAAR subjects. DL students exceeded the performance of other bilingual students and those classified as alternative bilingual in all subjects, and had a higher passing rate than the district in writing and social studies. Exited DL students had higher passing rates than students who had exited from other bilingual programs, and all exited bilingual students outperformed the district average. See **Appendix F** (p. 22) for details.

DLA EOC Subjects

Figure 4 shows results for the DLA in the EOC subjects. Shown are results for Algebra I, Biology, English I and II, and U.S. History. The figure shows the percentage of students who scored equivalent to the

Figure 4. DLA Percent Scoring Equivalent to Approaches Grade Level Standard by EOC Subject, 2020: Results are Included for All Exited Dual-Language Students, Exited Students From Other Bilingual Programs, and All District Students (MOY Testing Window)
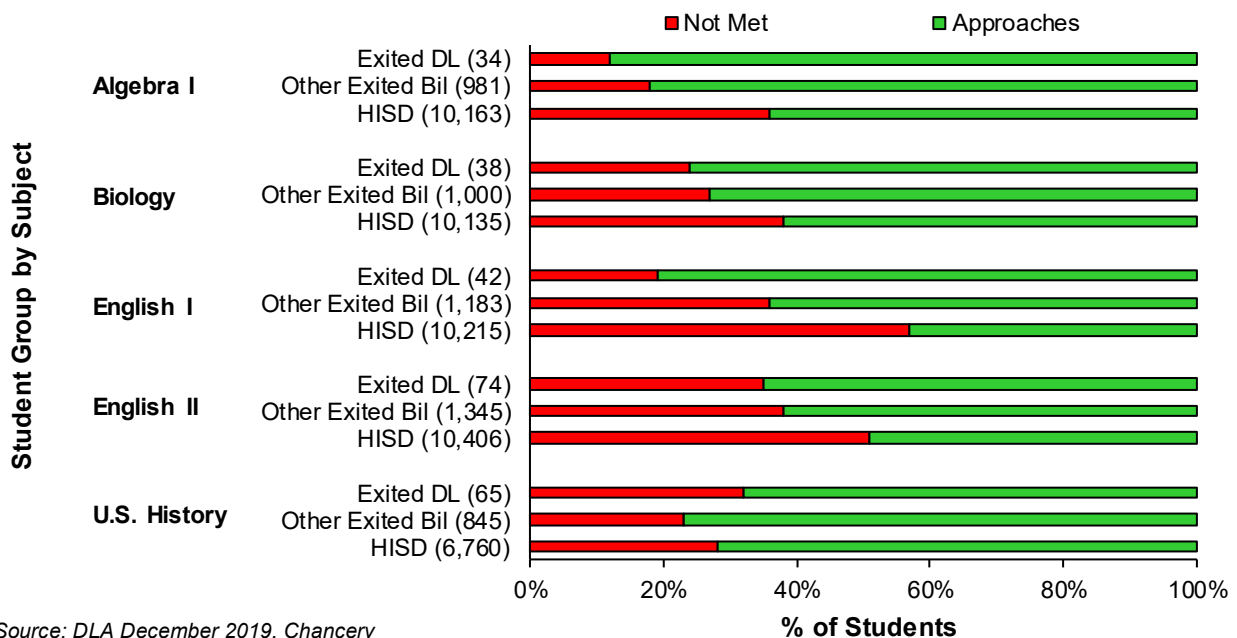
Source: DLA December 2019, Chancery

Figure 5. DL Student Spanish R360 Performance 2020: Percent of Students at Each Intervention Level by Bilingual Program and Subject, Current ELs Only
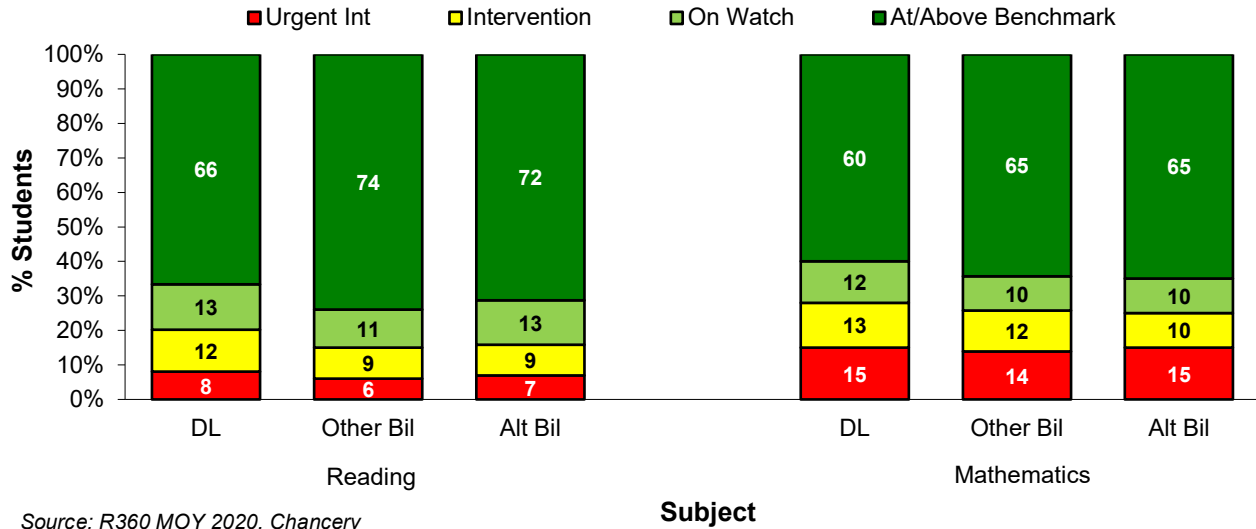
Source: R360 MOY 2020, Chancery

Approaches Grade Level standard for 2019–2020 (dark green). Red indicates the percentage of students who did not meet standard. Figures in parentheses are the number of students tested (see also **Appendix G**, p. 23).

- Exited DL students outperformed the district, as well as other exited bilingual students on all tests, with the exception of U.S. History. The highest passing rate was in Algebra I, with the lowest in English II. Students exited from other bilingual programs also outperformed the district in all subjects.

R360

- This section summarizes R360 performance for students in the DL program. **Figure 5** (above) shows the percentage of students who scored at each of the four intervention levels during the MOY testing window (January of 2020) on the Spanish R60. **Figure 6** (below) shows comparable data from the English version. For details see **Appendix H**, p. 24.

Figure 6. DL Student English R360 Performance 2020: Percent of Students at Each Intervention Level by Bilingual Program and Subject, Current and Exited ELs Included
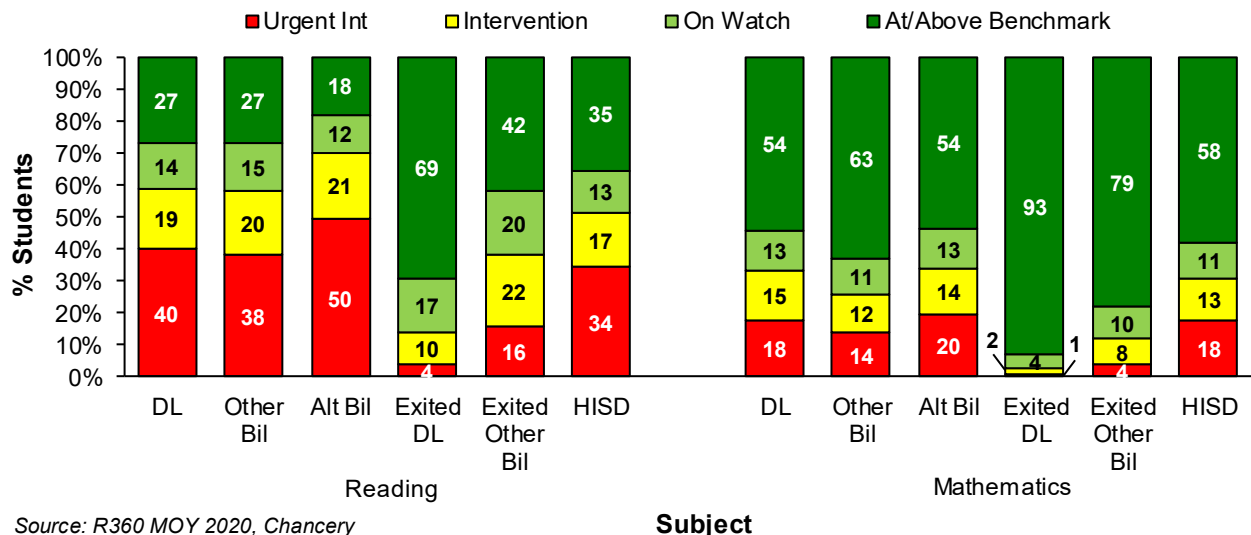
Source: R360 MOY 2020, Chancery

Figure 7. DL Student Spanish R360 BOY-MOY Performance Change 2020: Percent of Students Scoring Higher, Lower, or the Same in MOY Testing, by Bilingual Program and Subject, Current ELs Only
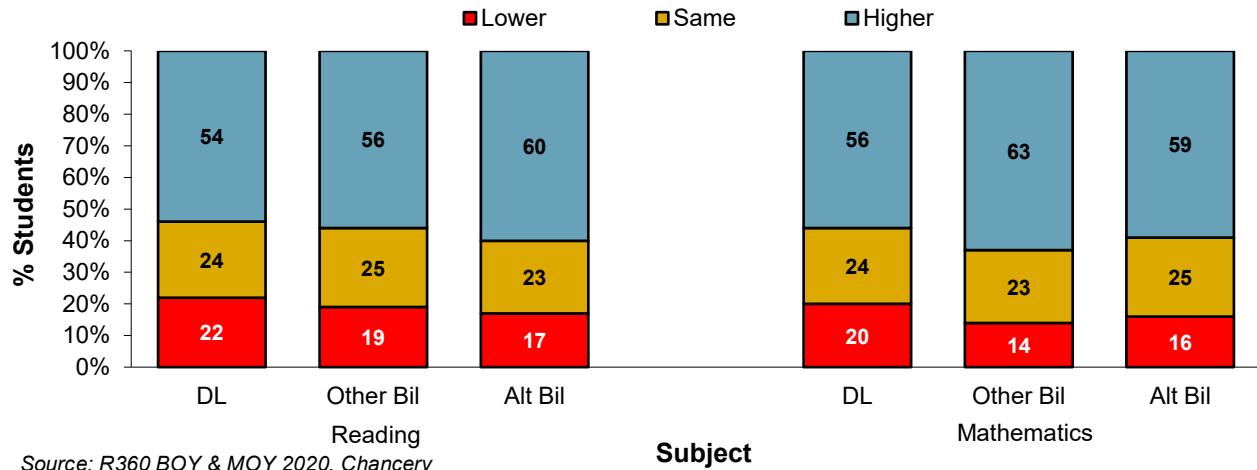
Source: R360 BOY & MOY 2020, Chancery

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.

- On the Spanish R360 (Figure 5), there was very little difference between students in DL, students in other bilingual programs, or students classified as alternative bilingual. The majority of students in all groups scored at the At/Above Benchmark level.

- On the English R360 (Figure 6), both DL and other bilingual students did better than students classified as alternative bilingual in reading, and all showed lower performance than the district (fewer students at the At/Above Benchmark level, more at the Urgent Intervention level). Results for mathematics were more mixed with no consistent pattern emerging.

- Exited DL students had higher score than students from other bilingual programs, and both groups' scores were superior to those of the district overall.

- **Figure 7** (above) summarizes data concerning changes in student performance on the Spanish R360 between BOY and MOY testing in 2019–2020. Results are shown for both reading and mathematics (current ELs only). 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.

- The majority of students in all groups showed improvement from BOY to MOY, with fewer DL students showing gains than students in the comparison groups.

- **Figure 8** (see p. 9) shows comparable data rom the English R360. A higher percentage of DL students and other bilingual students showed improved performance in MOY testing, compared to district students overall. This was true for both reading and mathematics.

- Students classified as alternate bilingual showed less improvement than the district in reading, but more improvement in mathematics.

- Exited DL students showed more BOY-MOY improvement than the district in both reading and mathematics. Those who had exited another bilingual program showed more improvement than the district in reading, but not in mathematics (for details see **Appendix I**, p. 25).

Figure 8. DL Student English R360 BOY-MOY Performance Change 2020: Percent of Students Scoring Higher, Lower, or the Same in MOY Testing, by Bilingual Program and Subject, Current and Exited ELs Included
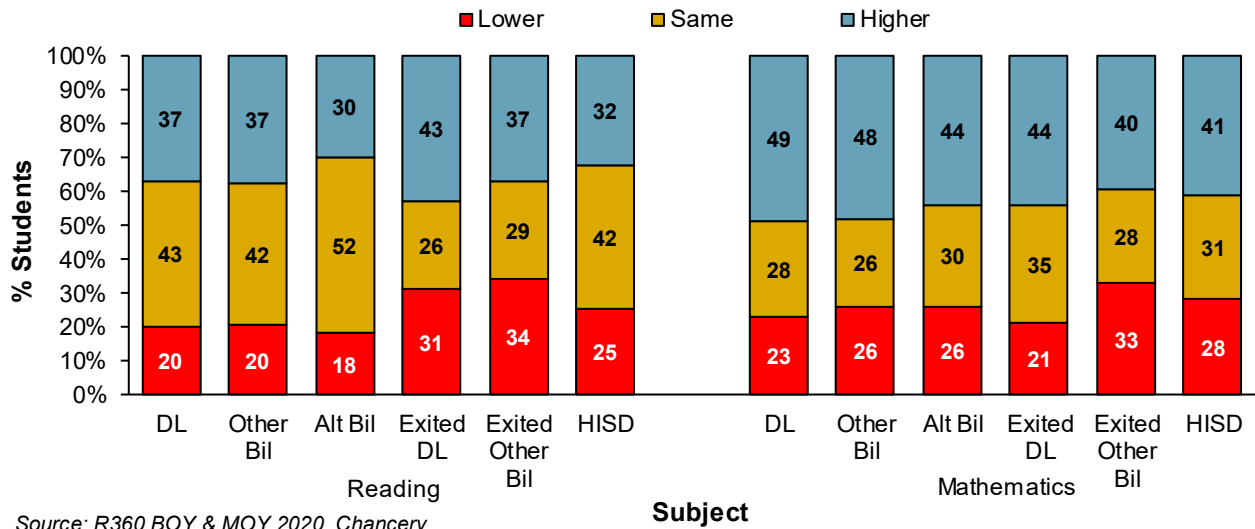

Source: R360 BOY & MOY 2020, Chancery

What was the academic performance of fluent English speakers in the dual-language program?

- The goal of the DL program is for students to achieve full bilingualism and biliteracy. Data have already been presented on the performance of current and former ELs in the program. In this section, data are reported for students with fluent English proficiency (FEP) who participated in the DL program during 2019–2020, as well as those who may have participated previously.

- Spanish-language grade 3-8 DLA results (**Figure 9**) show that fluent English speakers (n = 314) had higher passing rates than did Spanish-speaking DL students on the mathematics test, and were equal on reading. They were superior to the district average in both subjects.

- English DLA results (see **Figure 10**, see p. 10) show that FEP students (n = 1,270) did better than current DL EL students in both reading and mathematics.

- Exited FEP students had passing rates comparable to the district overall on English DLA reading and mathematics, while exited DL students were higher than both groups.

Figure 9. Spanish Grade 3-8 DLA Performance of EL and FEP Students in the DLBP Program, 2020: Percent Meeting Approaches Grade Level Standard in Reading and Mathematics
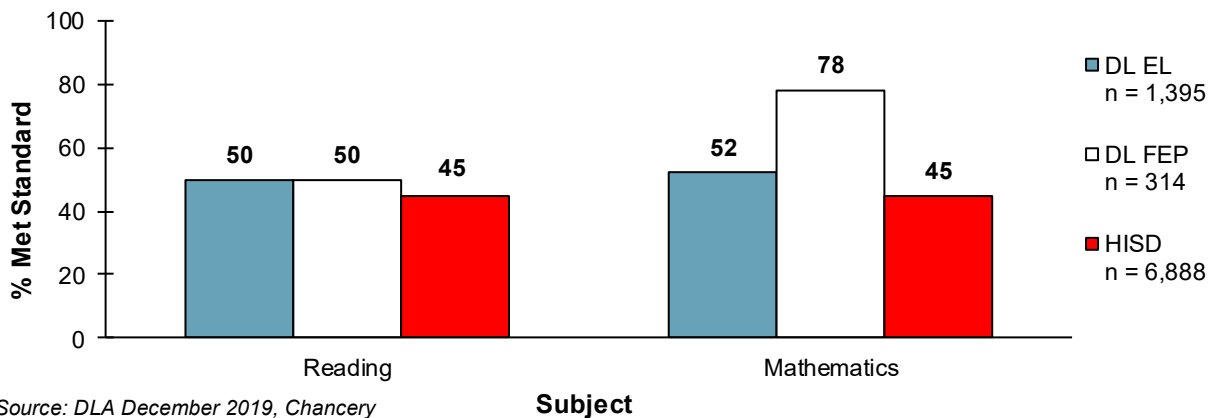
Source: DLA December 2019, Chancery

Figure 10. English DLA STAAR Performance of EL and FEP Students in the DLBP Program, 2020: Percent meeting Approaches Grade Level Standard in Reading and Mathematics
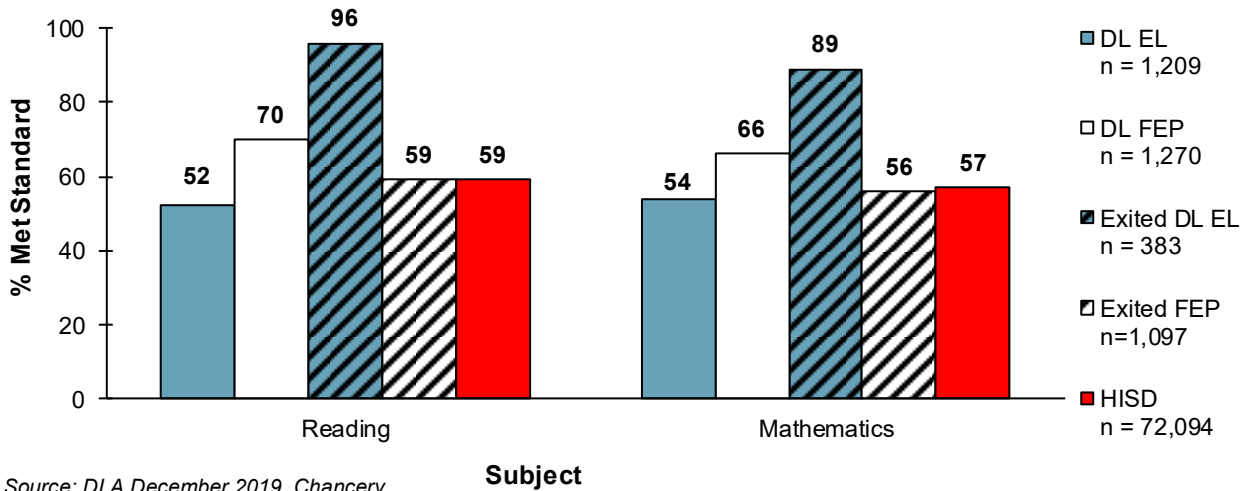
Source: DLA December 2019, Chancery

- Data from the R360 (MOY) was also analyzed for the same student groups, and is summarized in **Figure 11**. This chart shows the percentage of students at each of the four intervention levels.

- Both current and exited FEP students outperformed the district overall, i.e. there were more FEP students at the At/Above Benchmark level and fewer at the Urgent Intervention level. This was true for both reading and mathematics.

Did dual-language students differ from other students in terms of school attendance/discipline?

District student attendance and discipline data from 2019–2020 were analyzed to determine whether there was any evidence of a difference between the patterns shown by DL students and others in the district.

Figure 11. English R360 Performance of DL Students and FEP Students in the DLBP Program 2020: Percent of Students at Each Intervention Level in Reading and Mathematics
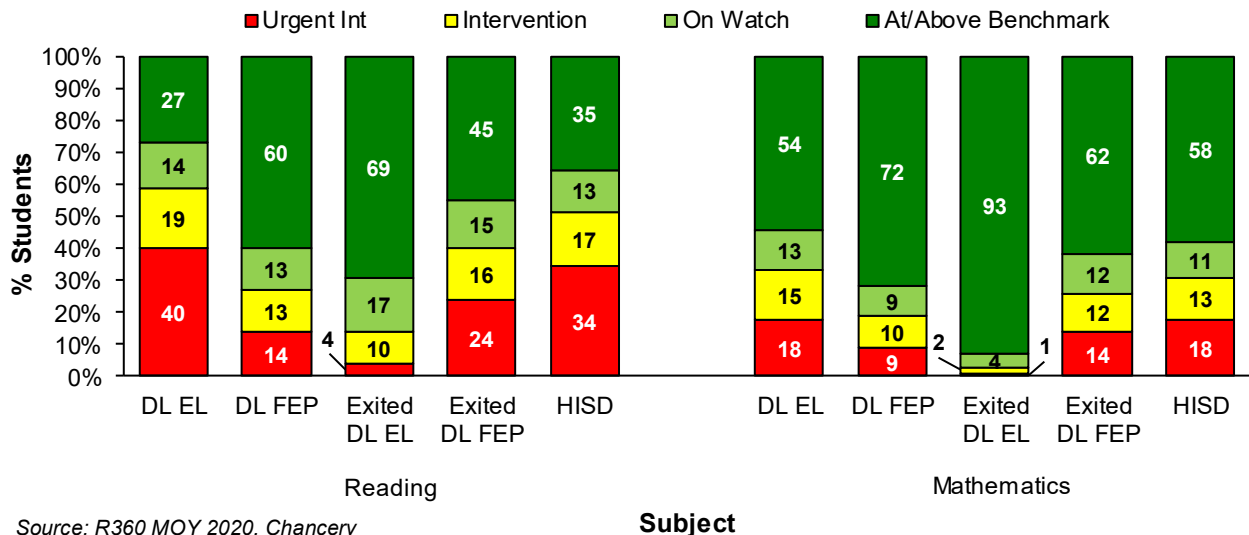
Source: R360 MOY 2020, Chancery

Table 2. Number and Percent of Students Subject to Disciplinary Actions in 2018–2019

Student Group	Number Enrolled *	Number of Incidents (Duplicated)				Number & Percent of Students (Unduplicated)	
		ISS	OSS	DAEP/JJAEP	Total	# Students	Total
Dual Language	6,520	6	19	1	26	8	0.12
Non-ELs	60,834	164	253	9	426	285	0.47
Other Bilingual	27,749	72	55	2	129	88	0.32
Alt Bilingual	2,189	14	17	1	32	24	1.10

* Includes students enrolled at any point during school year   *Source: Cognos Chancery Ad Hoc Database*

- Student attendance records for 2019–2020 showed that the average attendance rate for DL students in grades PK to 5 was 97.7%, which did not differ from comparable rates for other bilingual students (97.4%), non-EL students (97.5%), or students classified as alternative bilingual (97.9%).

- Student discipline data were extracted from district records using the appropriate PEIMS Disciplinary Action Codes (grades PK to 5 only).

- As **Table 2** shows, a total of eight DL students received some type of disciplinary action in 2019–2020, equivalent to only 0.12% of all DL students enrolled in PK-5. Comparable rates for other bilingual students, non-ELs, and those classified as alternative bilingual were also low (0.47%, 0.32%, and 1.10% respectively), but each of these figures were still significantly greater than that observed for DL students (p<.005 or less).

What was the frequency and scope of professional development activities provided to teachers and staff serving dual-language students?

Data provided by e-TRAIN indicated that 89 staff development training sessions pertaining to dual-language education were coordinated by the Multilingual Programs Department during the 2019–2020 school year. These sessions, summarized in **Appendix J** (p. 26), were attended by a total of 2,061 teachers and other district staff. Note that individuals may have been counted more than once if they attended multiple events (the unduplicated staff count was 962). A full record of professional development activities can be obtained from the Multilingual Programs Department.

Does student English language proficiency differ for those in the newer program campuses compared to the original dual-language campuses?

The expansion of the DL program began in 2013–2014. There are now multiple cohorts of new DL campuses where incoming DL students have reached 4th-grade or higher, In this section, performance of students in the established DL campuses is compared to that of students from the newer programs, in order to see whether there are any systematic differences between them in academic achievement or overall English language proficiency. Given that STAAR and TELPAS data were unavailable for the current school year (due to the closures caused by the COVID-19 outbreak), these analyses utilized results from the DLA assessment (December testing window) and R360 (MOY testing window).

- **Figure 12** (see p 12) shows the percentage of students that scored equivalent to the passing standard (Approaches Grade Level) for the reading and mathematics sections of the grade 3-8 DLA in 2020 (December test window). Results are shown for DL students who were at campuses that were some of the original ones to participate in the DL program (established 2013–2014 or earlier), as well as students from campuses where the DL program was established 2014–2015 or later.

Figure 12. Percentage of Students Who Met Approaches Grade Level Standard on DLA Grades 3–8 Reading and Mathematics Tests, 2020: Original versus New DL Campuses (MOY Testing Window)
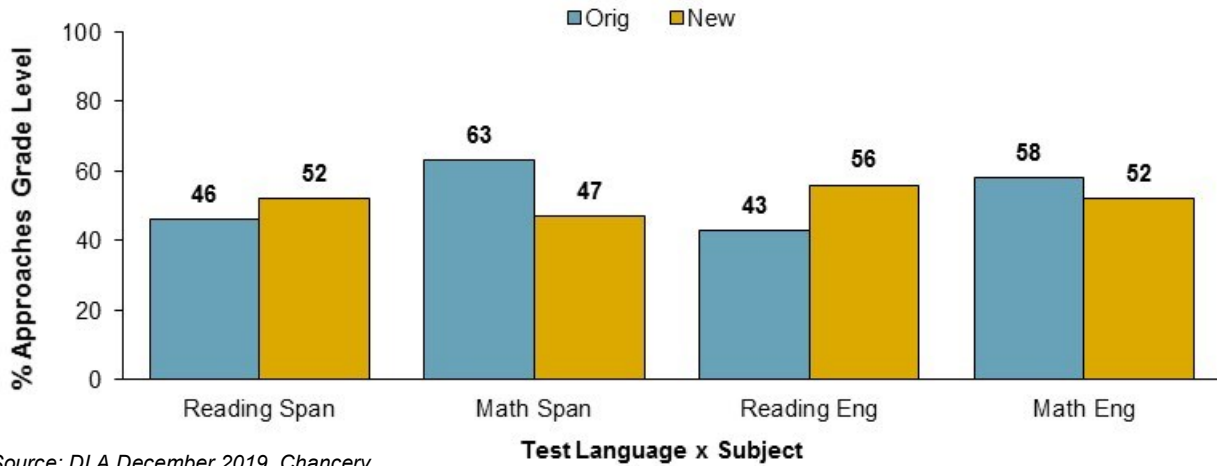
Source: DLA December 2019, Chancery

- Performance of the two cohorts of revealed differences based on subject. On reading, DL students from the newer campuses cohorts had higher passing rates, in both Spanish and English. However, for mathematics, the opposite was the case; students from the original DL campuses did better.

- **Figure 13** (below) shows R360 results for DL students from the original versus newer campuses. Across both subjects and languages, students from the older DL campuses did better (more students at the At/Above Benchmark level, fewer at the Urgent Intervention level).

Discussion

Beginning in 2013–2014, new campuses were added to the DL program, with the program at these newer campuses phased in starting at lower grade levels. At this point, most of the newer campuses have implemented the DL program through at least 4th-grade. The evidence reviewed here does indicate that

Figure 13. R360 Performance of Original Versus New DL Campuses, 2020: Percentage at Each Intervention Level (MOY Testing Window)
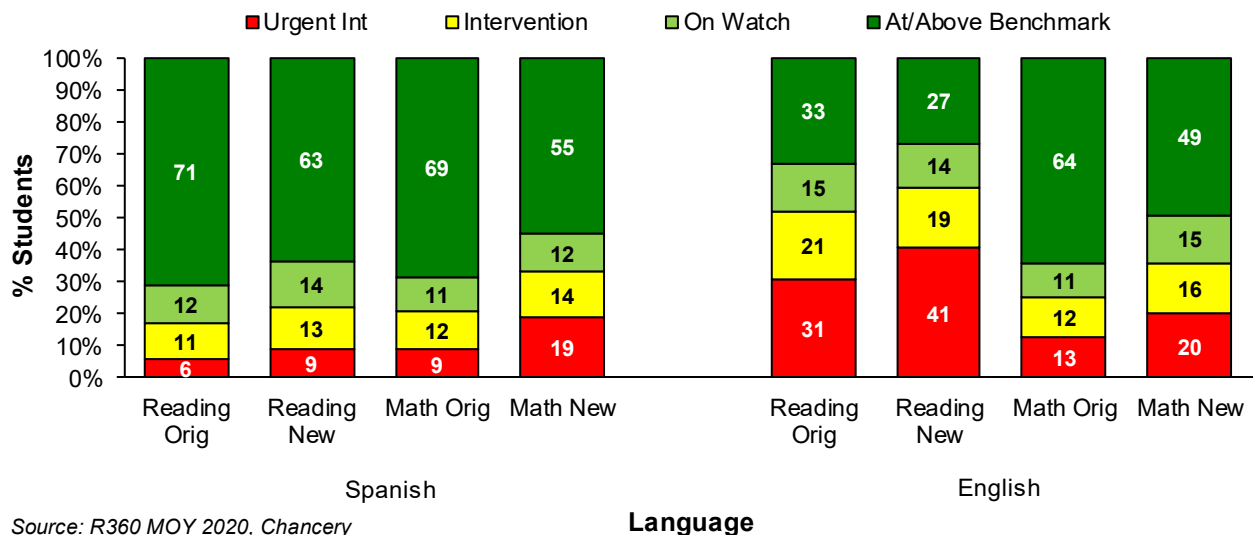
Source: R360 MOY 2020, Chancery

the dual-language program in HISD provides ELs with the support needed to succeed academically. Data from previous years show that ELs who have participated in DL acquire English-language proficiency while in the programs, and outperformed the district average on the STAAR and STAAR EOC assessments once they have successfully met exit criteria. Native English speakers (FEPs) involved in the program also do well. While STAAR and TELPAS data were not available or the current school year, results from DLA assessments and R360 were consistent with this previous pattern. There appears to be little evidence that the newer DL campuses differ in any significant way from the more established campuses, in terms of student performance and outcomes. Based on these results, it would appear that the HISD Multilingual Programs Department is fulfilling its mission to ensure that ELs achieve their full academic potential. Now that the expanded DL program has reached grades where the STAAR is offered, it should be easier to monitor the program's success on a regular basis.

Endnotes

1. Three other campuses offer what are labeled as "dual-language" programs, but they are not covered in the present report. These include a Mandarin Language Immersion program, an Arabic Immersion program, and a French Dual-Language program at E. White ES. Each of these three programs fall administratively under the Office of Advanced Academics, and not the Multilingual Programs Department, and they do not follow the time and content guidelines specified for Dual-language programs (as outlined in the Multilingual Programs Guidelines for 2019–2020). The district also offers a Cultural Heritage Bilingual Program for Vietnamese-speaking ELs at one campus (Park Place ES).

2. The dual-language model proposes that approximately equal numbers of fluent and non-fluent English speakers should be enrolled in the class, but practitioners in the field stress that this ratio should be used as a heuristic and not an absolute rule. Ratios of 60:40 and even 70:30 may be considered appropriate under some circumstances. It should not be assumed that a functional dual-language program requires exactly equal number of students from both language groups (Collier, personal communication).

3. Seven campuses that had offered DL in 2018–2019 (Davila, Franklin, JR Harris, Kelso, McNamara, Moreno and Robinson ES) changed to Transitional Bilingual for the current year. There were three new DL campuses added (K Smith ES, Hartman MS, West Briar MS).

4. The "Other Bilingual" category consists primarily of students in the transitional bilingual program and students in the pre-exit phase. It also includes students enrolled in the four campus-based programs (Arabic, Mandarin, French, and Vietnamese). Districtwide performance data includes results from ELs enrolled in the dual-language programs, as well as all other comparison groups (e.g., monitored and former ELs).

5. 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.

References

U.S. Department of Education. (2002). No Child Left Behind Act of 2001. Retrieved from http://www.no childleftbehind.gov.

U.S. Department of Education. (2015). Every Student Succeeds Act of 2015. Retrieved from https://www.congress.gov/bill/114th-congress/senate-bill/1177/text.

Appendix A

Campuses Offering Dual-Language Programs (DL), 2019–2020

Campus	Date Started	Grades Served	EL Enrolled 2019–2020											Total EL	* # NT
			PK	K	1	2	3	4	5	6	7	8	HS		
Briscoe ES		PK, K, 1, 2, 3	16	16	22	17	18							89	3
Emerson ES		PK, K, 1, 2, 3	60	61	60	61	39							281	8
Helms ES		PK, K, 1, 2, 3, 4, 5	31	38	26	33	24	27	28					207	259
Herod ES		K, 1, 2, 3, 4, 5		14	16	15	17	13	10					85	50
Herrera ES		K, 1, 2, 3, 4, 5		53	57	59	60	66	15					310	36
Sherman ES	Prior to	PK, K, 1, 2, 3	33	21	32	29	36	2						153	52
Twain ES	2013-14	K, 1, 2, 3, 4, 5		3	8	11	14	2	6					44	93
Wharton K-8		PK, K, 1, 2, 3, 4, 5, 6, 7, 8	23	37	42	32	36	27	29	11	5	3		245	243
Burbank MS		6, 7, 8								140	120	144		404	0
Meyerland PVA MS		6, 7, 8												0	12
Heights HS		9, 10, 11, 12												0	26
Daily ES		K, 1, 2, 3, 4, 5		11	23	18	17	17	12					98	38
DeAnda ES		PK, K, 1, 2, 3, 4	66	48	65	61	62	18	17					337	128
Law ES	2013-14	PK, K, 1, 2, 3, 4, 5	18	15	13	19	11	22	17					115	102
B Reagan Ed Ctr		K, 1, 2, 3, 4		44	46	47	64	60						261	21
Ashford ES		PK, K, 1, 2, 3, 4, 5	24	15	29	17	25	18	14					142	79
Burnet ES		K, 1, 2, 3, 4, 5		36	50	43	47	38	47					261	91
Coop ES		PK, K, 1, 2, 3, 4, 5	35	54	51	34	53	54	51					332	109
Gregg ES	2014-15	K, 1, 2, 3, 4		34	23	36	27	32						152	6
Memorial ES		PK, K, 1, 2, 3, 4, 5	10	10	12	11	14	15	4					76	62
Shearn ES		PK, K, 1, 2, 3, 4, 5	40	40	33	48	39	29	13					242	97
Whidby ES		PK, K, 1, 2, 3, 4, 5	16	7	10	14	7	5	8					67	48
Browning ES		K, 1, 2, 3, 4	8	30	42	26	32	30						168	164
Condit ES		K, 1, 2, 3, 4		11	9	11	10	9						50	70
Durham ES		PK, K, 1, 2, 3, 4, 5	36	24	35	24	23	20	20					182	194
Elrod ES		PK, K, 1, 2, 3, 4	49	49	65	72	56	52						343	48
Farias ECC		PK	76											76	11
Hobby ES		PK, K, 1, 2, 3, 4	16	35	58	44	42	51						246	104
Laurenzo ECC		PK	64											64	32
Love ES	2015-16	PK, K, 1, 2, 3, 4	14	21	21	24	31	20						131	123
Mading ES		PK, K, 1, 2, 3, 4		2	17	11	9	9	2					50	61
C Martinez ES		PK, K, 1, 2, 3, 4	14	11	18	24	18	1						86	25
Patterson ES		PK, K, 1, 2, 3, 4	49	67	74	69	68	62						389	112
Pugh ES		PK, K, 1, 2, 3	21	29	28	24	21							123	153
Roosevelt ES		PK, K, 1, 2, 3, 4	14	23	36	32	30	18						153	100
Scarborough ES		PK, K, 1, 2, 3, 4	39	41	61	65	57	67	7					337	128
Wainwright ES		PK, K, 1, 2, 3, 4	21	27	35	27	49	29						188	113

Source: Multilingual Programs Department, IBM Cognos 5/13/20   * NT students are native English-speakers enrolled in DL

Appendix A (continued)

Campuses Offering Dual-Language Programs (DL), 2019–2020

Campus	Date Started	Grades Served	PK	K	1	2	3	4	5	6	7	8	HS	Total EL	# NT*
Durkee ES		K, 1, 2, 3		55	49	46	43	1	1					195	0
Black MS	2016-17	6, 7												0	2
Hogg MS		6, 7, 8									1	1		2	49
K Smith ES		PK	60											60	43
Hartman MS	2019-20	6									1			1	5
West Briar MS		6												0	5

The "EL Enrolled 2018-2019" header spans the PK through HS columns.

Source: Multilingual Programs Department, IBM Cognos 5/13/20   * NT students are native English-speakers enrolled in DL

Note: Meyerland PVA MS, Black MS, West Briar MS, and Heights HS had no EL students coded as being in the dual-language program, according to the Chancery SMS records (Hartman MS had only one). Instead it appears that students at these campuses were coded as participating in an ESL program. Nevertheless, since there were students at each campus coded as being English-speaking participants in DL it is assumed that their EL DL students were coded incorrectly. Rather than alter the official records, it was decided to provide DL enrollment counts based on what was actually recorded in Chancery for 2019–2020.

Appendix B

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 B (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 B (continued)

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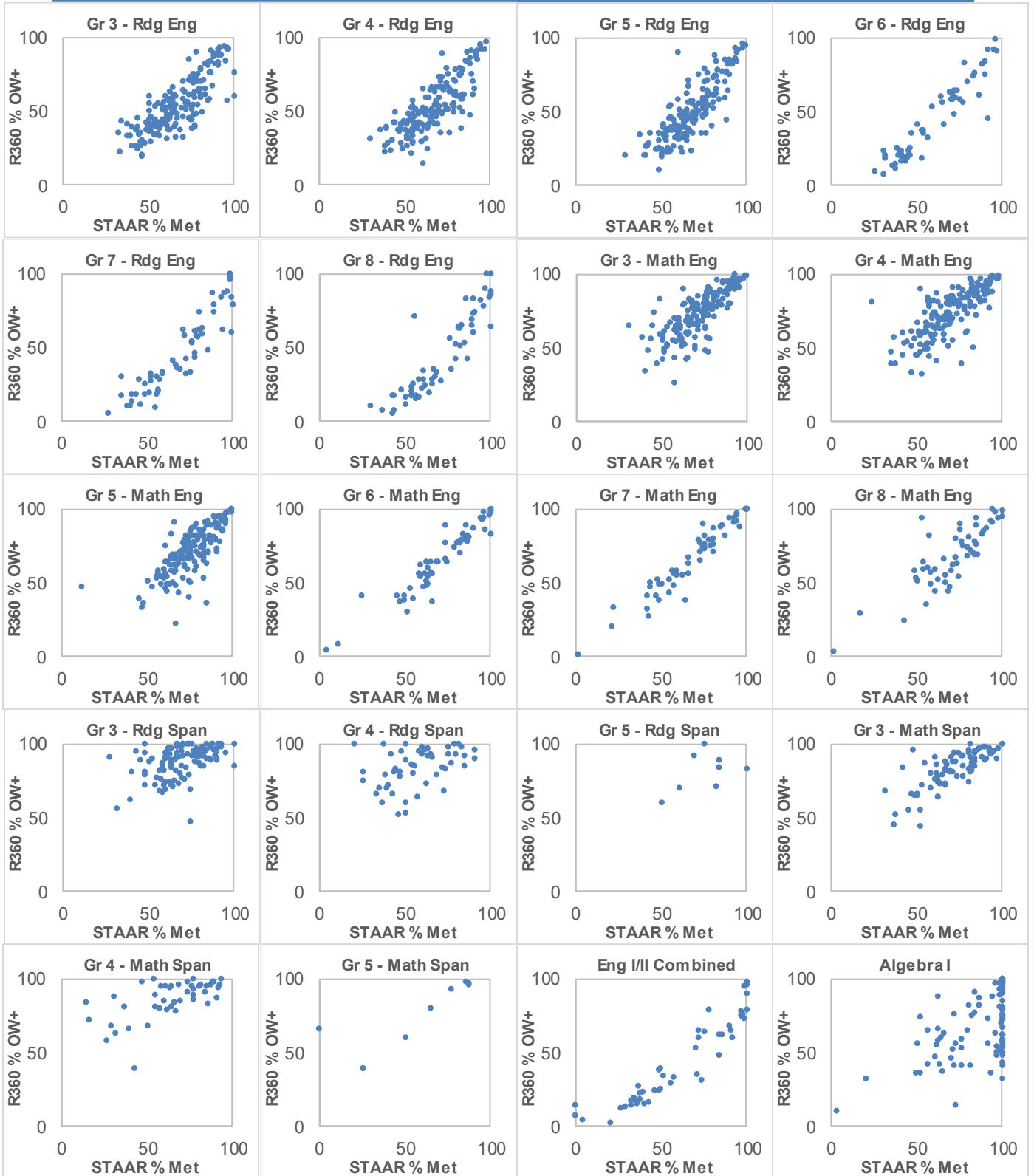
Appendix C

Alternative Bilingual Classification

At the start of each school year the district is required by TEA to do an accounting of how many bilingual exceptions are being requested. Regardless of whether a campus is offering a dual language bilingual program, a transitional bilingual program, or some other type of bilingual program, the teacher assigned to each class has to be certified in bilingual education. If they are not, then a bilingual exception has to be requested from TEA (this is simplified for exposition; the exact protocol behind this requirement is explained in a document available at https://tea.texas.gov/sites/default/files/Bilingual%20Education%20Exception%20Scenario%20Chain%202019-2020%20update.pdf). The district is required to provide an accounting of the total number of classrooms, teachers, and students affected by each exception. This process has been in place for many years.

A new requirement as of the 2019–2020 school year was that any EL student so affected by this process (i.e., students in the class with an uncertified teacher) must be specifically identified and tracked separately from every other bilingual student. Note that this scenario has existed in the past as long as bilingual exceptions were needed. However, in previous years those EL students would simply have been considered to be participating in one of the district's existing bilingual programs. The new requirement specifies that those student must be identified in such a way that they can be followed separately from those taught by bilingual-certified teachers. The term "alternative bilingual" should not be interpreted as referring to any special program offered by the district, but merely as indicating that the bilingual program the student is participating in is being provided by a teacher who is not bilingual certified. A major objective of the present report is to document whether the lack of bilingual certification has a measurable negative impact on EL students.

Since this is the first year in which these students have been identified, only assessment or performance data from 2019–2020 is available for this subgroup. Thus, there are no data for "exited alternative bilingual" students included in this report. There are data for the current school year, however, and a key question is how those student did compared to dual language or transitional bilingual students.

Appendix D

Spanish Grade 3-8 DLA Performance of Dual-language and Other 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
Dual Language	3	1072	756	50	19	12	238	35	12	4
	4	817	528	50	24	8	479	60	28	14
	5	305	111	56	26	5	105	54	23	4
	Total	2,194	1395	50	22	10	822	52	23	10
Other Bilingual	3	3,244	2,516	52	19	11	2,443	44	17	6
	4	1,866	1,178	35	14	5	1,103	51	20	7
	5	561	175	30	8	0	145	32	10	3
	Total	5,671	3,869	46	17	8	3,691	45	18	6
Alternative Bilingual	3	262	160	43	11	5	166	20	5	1
	4	634	62	24	15	8	73	25	4	3
	5	897	155	32	6	0	137	22	7	1
	Total	1,793	377	35	10	3	376	22	5	1

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

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

*

Appendix E

English Grade 3-8 DLA Performance of Dual-Language Bilingual Program (DL) Students: Number Tested and Percentage 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-DL	3	1072	581	45	12	7	794	46	17	5
	4	817	361	55	21	11	264	69	34	15
	5	305	221	64	32	13	199	66	31	10
	6	175	20	20	10	0	22	27	5	0
	7	141	14	43	21	7	16	63	6	0
	8	156	12	100	42	17	6	17	0	0
	Total	2,666	1209	52	19	9	1,301	54	22	7
Current Other Bilingual	3	3,796	1,133	51	13	5	1,171	55	25	8
	4	3,009	1,637	52	23	10	1,731	70	34	19
	5	2,315	1,901	54	25	8	1,914	61	27	10
	6	53	41	24	5	0	36	58	17	0
	7	9	4	25	0	0	3	67	0	0
	8	10	4	50	25	0	3	0	0	0
	Total	9,192	4,720	52	21	8	4,858	63	29	12
Current Alternative Bilingual	3	262	93	35	13	0	89	31	7	0
	4	634	582	48	22	10	582	62	29	16
	5	897	717	50	19	6	752	51	19	7
	6	0	0	--	--	--	0	--	--	--
	7	0	0	--	--	--	0	--	--	--
	8	0	0	--	--	--	0	--	--	--
	Total	1,793	1,392	48	19	7	1,423	54	22	10
Exited DL-	3	67	57	95	68	99	62	95	52	24
	4	116	95	97	121	94	91	98	78	52
	5	130	127	98	45	98	121	88	64	31
	6	55	36	89	58	95	33	76	55	12
	7	63	29	93	62	98	37	86	38	11
	8	67	39	92	51	94	21	67	24	0
	Total	498	383	96	405	96	365	89	60	30
Exited Other Bilingual	3	74	72	86	47	28	72	88	63	33
	4	246	237	96	68	37	238	96	74	48
	5	500	490	98	77	41	486	95	66	29
	6	747	627	78	25	3	540	87	46	9
	7	1,085	907	83	43	14	805	76	39	7
	8	1,116	974	95	59	22	599	51	20	3
	Total	3,768	3,307	89	51	20	2,740	78	44	15
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 < 5 students tested*

Appendix F

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

Subjectr	Current DL # Tested	Current DL % Appr.	Current Other Bil # Tested	Current Other Bil % Appr.	Current Alt-Bil # Tested	Current Alt-Bil % Appr.	Exited DL # Tested	Exited DL % Appr.	Exited Other Bil # Tested	Exited Other Bil % Appr.	HISD # Tested	HISD % Appr.
En Writing 2020	408	48	1,610	46	578	38	127	78	1,082	52	23,399	43
En Science 2020	214	66	2,008	64	768	62	150	92	1,355	85	24,158	66
En Soc Studies 2020	13	62	4	50	0	--	42	69	944	67	10,098	48

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

Appendix G

DLA Performance of Exited (Monitored and Former) DL Students in End-of-Course Subjects: Number Tested and Number and Percentage who Met the Approaches or Meets Grade Level Standards (2020 Data)

	Student Group	# Tested	Fail		Approaches Grade Level		Meets Grade Level	
			N	% Stu	N	% Stu	N	% Stu
Algebra I	Exited DL	34	4	12	30	88	14	41
	Exited Other Bil	981	174	18	807	82	455	46
	HISD	10,163	3,640	36	6,523	64	3,197	31
Biology	Exited DL	38	9	24	29	76	18	47
	Exited Other Bil	1,000	271	27	729	73	399	40
	HISD	10,135	3,824	38	6,311	62	2,890	29
English I	Exited DL	42	8	19	34	81	30	71
	Exited Other Bil	1,183	428	36	755	64	504	43
	HISD	10,215	5,804	57	4,411	43	2,595	25
English II	Exited DL	74	26	35	48	65	25	34
	Exited Other Bil	1,345	517	38	828	62	504	37
	HISD	10,406	5,334	51	5,072	49	3,272	31
U.S. History	Exited DL	65	21	32	44	68	28	43
	Exited Other Bil	845	194	23	651	77	373	44
	HISD	6,760	1,893	28	4,867	72	2,733	40

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

Appendix H

R360 Performance for Students in DL, Other Bilingual, and Alt-Bilingual Programs: 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-DL	K-5	5,386	2,903	38	19	14	29	2,914	18	15	14	54
	6-12	483	445	53	19	12	16	463	21	15	13	51
	Total	**5,869**	**3,348**	**40**	**19**	**14**	**27**	**3,377**	**18**	**15**	**13**	**54**
Current Other Bil	K-5	21,545	5,663	38	20	15	27	6,022	13	12	11	63
	6-12	92	65	51	20	20	9	56	32	16	11	41
	Total	**21,637**	**5,728**	**38**	**20**	**15**	**27**	**6,078**	**14**	**12**	**11**	**63**
Current Alternative Bil	K-5	2,099	1,514	50	21	12	18	1,532	20	14	13	54
	6-12	0	0	--	--	--	--	0	--	--	--	--
	Total	**2,099**	**1,514**	**50**	**21**	**12**	**18**	**1,532**	**20**	**14**	**13**	**54**
Exited DL	K-5	355	334	1	5	12	81	309	0	2	2	96
	6-12	526	213	9	16	25	50	221	2	3	7	88
	Total	**881**	**547**	**4**	**10**	**17**	**69**	**530**	**1**	**2**	**4**	**93**
Exited Other Bil	K-5	846	812	1	6	15	79	805	0	1	4	95
	6-12	9,246	6,576	18	24	20	37	4,225	5	9	11	75
	Total	**10,092**	**7,388**	**16**	**22**	**20**	**42**	**5,030**	**4**	**8**	**10**	**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

Program	Grade	Enrollment 2020	Spanish Reading					Spanish Mathematics				
			# Tested	% UI	% I	% OW	% AB	# Tested	% UI	% I	% OW	% AB
Current-DL	1-5	4,418	3,107	8	12	13	66	2,488	15	13	12	60
	Total	**4,418**	**3,107**	**8**	**12**	**13**	**66**	**2,488**	**15**	**13**	**12**	**60**
Current Other Bil	1-5	17,515	8,188	6	9	11	74	11,212	14	12	10	65
	Total	**17,515**	**8,188**	**6**	**9**	**11**	**74**	**11,212**	**14**	**12**	**10**	**65**
Current Alt Bil	1-5	2,071	446	7	9	13	72	486	15	10	10	65
	Total	**2,071**	**446**	**7**	**9**	**13**	**72**	**486**	**15**	**10**	**10**	**65**

Source: R360 MOY student data file 2020, Chancery

Appendix I

R360 Performance for DL, Other Bilingual, and Alt-Bilingual Students:
Number Tested and Number and Percentage of Students Who Improved,
Stayed the Same, orShowed 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-DL	K-5	5,386	2,565	19	42	39	2,766	22	27	51
	6-12	483	411	26	51	23	441	29	37	35
	Total	**5,869**	**2,976**	**20**	**43**	**37**	**3,207**	**23**	**28**	**49**
Current Other Bil	K-5	21,545	5,244	20	42	38	5,619	26	26	48
	6-12	92	53	32	45	23	46	39	35	26
	Total	**21,637**	**5,297**	**20**	**42**	**37**	**5,665**	**26**	**26**	**48**
Current Alternative Bil	K-5	2,099	1,414	18	52	30	1,444	26	30	44
	6-12	0	0	--	--	--	0	--	--	--
	Total	**2,099**	**1,414**	**18**	**52**	**30**	**1,444**	**26**	**30**	**44**
Exited DL	K-5	355	326	26	29	45	305	16	36	48
	6-12	526	331	36	24	41	203	29	33	38
	Total	**881**	**657**	**31**	**26**	**43**	**508**	**21**	**35**	**44**
Exited Other Bil	K-5	846	789	30	25	45	791	24	33	42
	6-12	9,246	6,146	34	30	36	3,949	34	26	39
	Total	**10,092**	**6,935**	**34**	**29**	**37**	**4,740**	**33**	**28**	**40**
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

Program	Grade	Enrollment 2020	Spanish Reading				Spanish Mathematics			
			# Cohort	% Lower	% Same	% Higher	# Cohort	% Lower	% Same	% Higher
Current-DL	1-5	4,418	2,846	22	24	54	2,328	20	24	56
	Total	**4,418**	**2,846**	**22**	**24**	**54**	**2,328**	**20**	**24**	**56**
Current Other Bil	1-5	17,515	7,503	19	25	56	10,301	14	23	63
	Total	**17,515**	**7,503**	**19**	**25**	**56**	**10,301**	**14**	**23**	**63**
Current Alt Bil	1-5	2,071	385	17	23	60	419	16	25	59
	Total	**2,071**	**385**	**17**	**23**	**60**	**419**	**16**	**25**	**59**

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

Appendix J

Summary of Professional Development Training Attended by Teachers in the Dual-language Bilingual Program, 2019–2020

Course Title	Type	# Sessions	Total Attendance
1.5a Cross Ling Connect PVR PK-2	COURSE	2	68
1.5b Cross Ling Connect PVR 3-5	COURSE	3	36
1-6a Interactive Word Walls PK-2	COURSE	1	20
2.0 GLAD ACADEMY	COURSE	4	42
3.3a Effective PVR PK-2	COURSE	1	13
3-2a Cross-Ling Conn PK-2	COURSE	1	12
Bilingual Essentials PK-5	COURSE	4	13
Bilingual/DL Dual Language Summit - Grades K-12	COURSE	1	216
DL Developing Writers - Grades PreK-2	COURSE	2	41
DL Oral Language Development - Grades PreK-1	COURSE	2	37
DL Strengthening Bilingual Workstations - Grades PreK	COURSE	1	14
DL Writing Academic Purposes - Grades 3-5	COURSE	1	4
DL Writing in Balanced Literacy Part 1 - Grades PreK	COURSE	3	21
DL_BOY Training DL Teachers PK-5	COURSE	2	315
DL_Upper Grades Clinics	COURSE	2	27
DL-1.0 Dual Language New Teacher Academy - PreK-5	COURSE	10	126
DL-1.2a Biliteracy Development I - Grades PreK	COURSE	1	6
DL-1.2b Biliteracy Development I - Grades K-2	COURSE	1	10
DL-1.2c Biliteracy Development I - Grades 3-5	COURSE	2	19
DL-1.3a Language Transfer - Grades PreK-2	COURSE	1	10
DL-1.3b Language Transfer - Grades 3-5	COURSE	2	21
DL-1.4 Dual Language Resources Overview - Grades PreK-5	COURSE	1	26
DL-2.4 GLAD Follow-Up - Grades PreK-5	COURSE	2	23
DLs_Best Practices in the Secondary DL Classroom	COURSE	1	6
DLs_BOY Training DL Teachers 6-8	COURSE	1	18
DLs_Toma La Palabra w/Dr. Lara 6-8	COURSE	1	8
DLs-1.1 Dual Language Essentials - Grades 6-12	COURSE	1	5
DLs-2.2 Translanguaging for Biliteracy - Grades 6-12	COURSE	1	4
Dual Language Learning A-Z Webinars	COURSE	3	64
Toma La Palabra w/Dr. Lara 3-5	COURSE	2	23
Toma La Palabra w/Dr. Lara PK-2	COURSE	2	87
DL Online_1.2 Bilit Develop PK-5 Part 2	ONLINE	2	40
DL Online_1.2 Bilit Develop PK-5 Part 3	ONLINE	2	39
DL Online_1.2 Biliteracy Develop PK-5 Part 1	ONLINE	3	63
DL Online_1.5a Cross-Ling Conn Part 1	ONLINE	1	23
DL Online_1.5a Cross-Ling Conn Part 2	ONLINE	1	16
DL Online_1.5b PVR Part 1	ONLINE	1	40
DL Online_1.5b PVR Part 2	ONLINE	1	36
SYM_¡Toma la Palabra!	ONLINE	8	378
SYM_Aprendiendo la Amplitud y Profundidad del Conocimiento	ONLINE	8	91
TOTAL		**89**	**2,061**

Source: Multilingual Department, e-TRAIN