MEMORANDUM   October 23, 2018

TO: Anna White
             Assistant Superintendent, Multilingual Programs

FROM: Carla Stevens
             Assistant Superintendent, Research and Accountability

SUBJECT: **2018 PRE-EXIT EL STUDENT PERFORMANCE REPORT: STAAR and
             TELPAS 2017–2018**

The Houston Independent School District offers two primary bilingual programs for Spanish-speaking English learners (ELs). In the Transitional Bilingual program (TBP), students may move into a pre-exit phase of bilingual education so long as they meet certain performance criteria. In this Pre-Exit phase, predominantly English-language instruction is used in core subject areas. Attached is a report summarizing the performance of students who were in the pre-exit phase of the district's Transitional Bilingual program during the 2017–2018 school year. Included in the report are findings from assessments of academic achievement and English language proficiency, including results from the English STAAR and the TELPAS.

Key findings include:
- A total of 6,081 English learners were in the pre-exit phase of TBP in 2017–2018, a decrease from 7,393 in the previous year.
- Students in the pre-exit phase outperformed other EL students on the reading, mathematics, writing, and science portions of the English STAAR, as well as on the TELPAS.
- Results from the STAAR showed that pre-exit students outperformed the district in mathematics (+4 percentage point), with performance gaps in reading (-7 points), writing (-8 points), and science (-7 points).
- There has been a three-year improvement in STAAR reading performance for pre-exit ELs, greater than that shown for other ELs (+5 points) or the district (+2 points) over the same period.
- Program compliance continues to be an issue, as data indicated that only 39 percent of first-year pre-exit students had met the recommended criteria for acceptance into the pre-exit phase in 2017–2018.
- Students who had not met the acceptance criteria (but who were nonetheless considered pre-exit) showed markedly lower English language proficiency and STAAR reading performance and were less likely to have exited EL status even four years after beginning the pre-exit phase.

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

Carla J. Stevens CJS

Attachment
cc: Noelia Longoria
    Courtney Busby

RESEARCH

Educational Program Report

PRE-EXIT ENGLISH LEARNER STUDENT PERFORMANCE ENGLISH STAAR AND TELPAS 2017 – 2018

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PRE-EXIT EL STUDENT PERFORMANCE REPORT: STAAR AND TELPAS 2017–2018

Executive Summary

Program Description

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

Highlights

- A total of 6,081 EL students were coded as pre-exit in 2017–2018, a decrease from 7,393 in 2016-2017 (and from 7,800 in 2015–2016).

- Pre-exit students outperformed other EL students on the reading, mathematics, writing, and science portions of the STAAR (English version).

- Pre-exit students showed performance gaps compared to the district on STAAR reading (-7 percentage points), writing (-8 points), and science (-7 points), but had a higher passing rate in mathematics (+4 percentage point).

- The three-year improvement in STAAR reading performance (+7 percentage points between 2016 and 2018) for pre-exit students is larger than that shown by either other EL students (+5 points) or the district overall (+2 percentage points), in grades 3-5.

- Between 2017 and 2018, pre-exit students, other EL students, and the district overall improved in all subjects of the STAAR except for writing, which saw a decline for all three groups.

- TELPAS results showed that 27% of pre-exit students scored at the highest level of English language proficiency (Advanced High), compared to 19% for other ELs.

- Analysis of data from first-year pre-exit students showed that there continues to be a widespread lack of adherence to district readiness indicators for acceptance into the pre-exit phase. Overall, only 39% of first-year pre-exit students met the established readiness indicators, but this was an improvement over the 35% figure reported in the previous year.

- Pre-exit students who had actually met the readiness indicators performed much better than did those who had not, as reflected in 2018 TELPAS and STAAR scores.

- There was also evidence confirming that students who did not meet the readiness indicators were much less likely to successfully exit EL status in subsequent years.

Recommendations

1. It is crucial that students enter the Pre-Exit phase only if they have met the specified performance criteria in the previous school year. However, data indicate that still less than forty percent of first-year pre-exit students (39 percent) had met the established readiness indicators. While this statistic was an improvement over the previous year, it is still problematic. Campus LPAC administrators need to monitor the academic and linguistic progress of all ELs each year so that students who enter U.S. schools in early grades meet the established readiness indicators to participate in the Pre-Exit phase of the Transitional Bilingual program by the time they reach third or fourth grade. The Multilingual Programs department needs to disseminate the findings that there are significant performance deficits on TELPAS and STAAR for pre-exit students who do not meet the readiness criteria, and that these students are far less likely to exit EL status, to underscore the impact that improper student placement has on EL academic success.

2. The historical data of academic achievement of students participating in the Pre-Exit phase should be reviewed for each campus, to ensure that the appropriate performance indicators are being utilized to screen students for entry into the pre-exit phase according to district guidelines. In addition, reports for each campus should be generated for monitoring throughout the year, with customized data to be reviewed with the Schools Office. Campuses should be guided in the disaggregation of data such as running records and Universal Screener information in order to adjust/differentiate instruction for pre-exit students with the aim of attaining high academic achievement and language acquisition at this crucial transition phase of the bilingual education program.

3. In order to continue to provide appropriate native language support, the Multilingual Programs department should ensure that teachers serving students in the Pre-Exit phase should all be bilingual certified. If this is not the case, an exception to the Bilingual Education program must be filed with the district to be included in the required TEA Bilingual Education Exception and/or ESL Waiver Application, if necessary.

Introduction

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

Students in the Transitional program (who entered the program in prekindergarten or kindergarten) have the option of entering the *pre-exit phase or strand* in grades 3 or 4 if they meet certain performance criteria.[1] In the pre-exit phase, English instruction is emphasized, with introduction and reinforcement of new concepts done in the primary language. This report summarizes data from EL students who participated in the pre-exit phase of the district's Transitional Bilingual Programs (grades 3 through 5) in 2017–2018.

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

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

Expectations

* Students will make at least one level of growth in English proficiency in the areas of Listening, Speaking, Reading, and Writing as documented on TELPAS.

* Continuously enrolled non-immigrant students will successfully transfer to all English instruction no later than 5th grade and will meet program exit criteria BEFORE entering middle school.

Transitional Bilingual Program - Spanish Phase YL

PK	K	1st Grade	2nd Grade	3rd Grade	4th Grade
Spanish	**Spanish**	**Spanish**	**Spanish**	**Spanish**	**Spanish**
Reading	Reading	Reading	Reading	Reading	Reading
Language Arts	Language Arts	Language Arts	Language Arts	Language Arts	Language Arts
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Social Studies	Social Studies	Social Studies			
Science	Science				
				English	**English**
			English		
		English		ESL Social Studies	ESL Social Studies
			ESL Social Studies	ESL Science	ESL Science
English	**English**	ESL Science	ESL Science	Ancillary	Ancillary
Ancillary	Ancillary	Ancillary	Ancillary	ESL/ELD	ESL/ELD
ESL/ELD	ESL/ELD	ESL/ELD	ESL/ELD		

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

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

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

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

Transitional Bilingual Program - English Pre-Exit Phase YP

3rd Grade	4th Grade	5th Grade
Spanish	**Spanish**	**Spanish**
Concept Development	Concept Development	Concept Development
English	**English**	**English**
TBP/Pre-Exit ESL Reading	TBP/Pre-Exit ESL Reading	TBP/Pre-Exit ESL Reading
TBP/Pre-Exit ESL Language Arts	TBP/Pre-Exit ESL Language Arts	TBP/Pre-Exit ESL Language Arts
ESL Mathematics	ESL Mathematics	ESL Mathematics
ESL Social Studies	ESL Social Studies	ESL Social Studies
ESL Science	ESL Science	ESL Science
Ancillary	Ancillary	Ancillary
		** Exceptions are made for *recent immigrants*

Source: Multilingual Programs Department Guidelines 2017-2018

Table 1. Transition Indicators for Admission into Pre-Exit Phase/Strand for 2017–2018	
Entering Grade	**Criteria**
Grade 3 Indicators	Student scores Advanced or Advanced High on TELPAS Reading **AND** TELPAS Writing
Grade 4 Indicators	Student passes 3rd grade Spanish STAAR Reading **AND** Student scores Advanced or Advanced High on TELPAS Reading **AND** TELPAS Writing

Source: HISD Multilingual Programs Guidelines

Students are admitted to the pre-exit strand in grades 3 and 4 only if certain criteria are met, as illustrated in **Table 1**. Note that for a student who was admitted into the pre-exit phase starting in 2017–2018, they would be assessed on the basis of performance in the previous school year (i.e., 2016–2017).

Methods

Participants

EL students in the pre-exit phase of the district's bilingual programs were identified using 2017–2018 IBM Cognos and Public Education Information Management System (PEIMS) databases. A summary of enrollment figures for EL students in the various programs is shown in **Table 2**. Note that enrollment in the Transitional bilingual program declines abruptly after grade 2, corresponding to an increase in the number of students coded as pre-exit in grade 3. All pre-exit ELs in grades 3 through 5 with valid State of Texas Assessments of Academic Readiness (STAAR), or Texas English Language Proficiency Assessment System (TELPAS) results from 2017–2018 were included in analyses for this report. There were 6,081 students coded as pre-exit in 2017–2018. This compares to 7,393 in 2016–2017, a decrease of 17.7%. Note that there were even more pre-exit students in 2015–2016 (7,800).

Data Collection & Analysis

Results for pre-exit EL students from the STAAR 3–8 and TELPAS assessments were analyzed at the district and campus levels. English STAAR results are reported and analyzed for 6,081 pre-exit students on the reading, mathematics, writing, and science tests. For each test, the percentage of students who met standard is shown (Approaches Grade Level standard for 2017–2018), as are results for the STAAR progress measure. For STAAR, only results from the regular versions are included (i.e., no data from alternate 2 assessments are reported). Note that the "regular" version of the STAAR is now administered to students who previously would have taken either an accommodated or linguistically accommodated version of these exams. Accordingly, where STAAR data from 2016 or earlier is reported, data have been adjusted to include results from these versions.

TELPAS results are reported and analyzed for pre-exit students on one indicator. This measure reflects attainment, i.e., the overall level of English language proficiency exhibited by ELs. For this indicator, the percent of students at each proficiency level is presented. A second TELPAS indicator reflects progress,

| Table 2. EL Enrollment by Bilingual Program and Grade Level, 2017–2018								
Program	**PK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Transitional	4,397	3,655	3,931	4,143	3,741	1,675	320	3
Pre-Exit	0	0	0	0	873	2,367	2,824	17
Dual Language	1,378	1,721	1,780	1,673	892	413	225	132
Cultural Heritage	0	0	10	0	22	0	0	0
Mandarin Bilingual	15	13	14	13	8	2	3	3
Arabic Bilingual	11	21	22	26	0	0	0	0
French Bilingual	24	15	30	9	2	0	0	0

Source: Cognos Data Warehouse 4/2/18

i.e., whether students gained one or more levels of English language proficiency between from one year to the next. While this annual report usually includes results from this yearly progress measure, for 2018 this measure was not calculated or reported for TELPAS, and thus it is excluded. **Appendix A** (see p. 12) provides further details on each of the assessments analyzed for this report, while **Appendix B** (p. 13) explains the STAAR progress measure.

Results

STAAR

Figure 2 shows the mean percentage of students who met the Approaches Grade Level standard on the English STAAR in 2018. Results are shown for pre-exit students, other EL students, and all students

Figure 2. Pre-Exit EL English STAAR Performance in 2018
(Percentage of Students Who Met the Approaches Grade Level Standard), by Subject
**(Other EL and HISD Overall Results Included for Comparison, Grades 3–5 Only)**
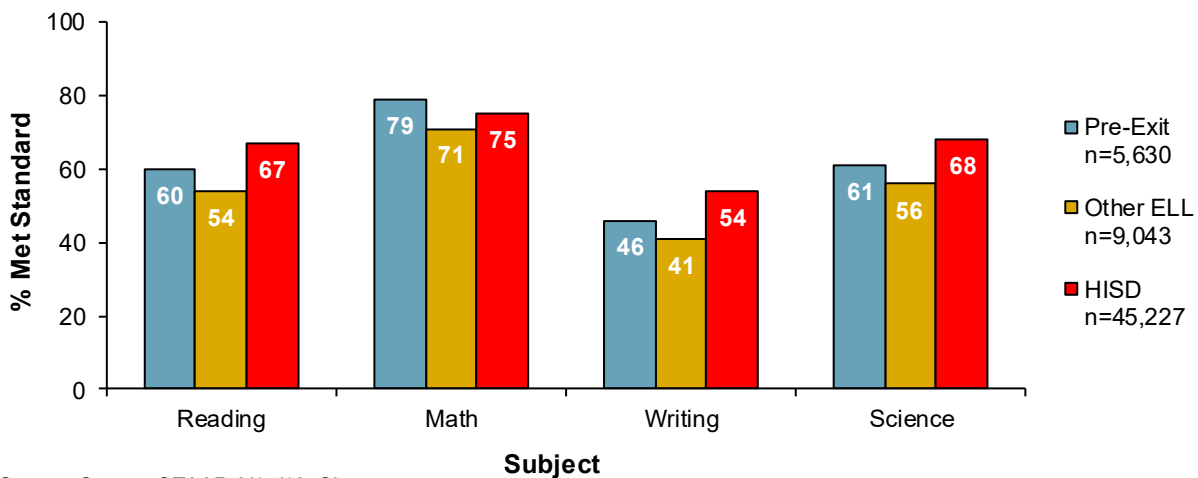
Source: Cognos STAAR 6/14/18, Chancery

districtwide.

- Pre-exit student performance was below that of the district on all tests except STAAR mathematics, with performance gaps ranging from 7 to 8 percentage points.

- Pre-exit students had higher passing rates than did other ELs in all subjects, with advantages ranging from 5 to 8 percentage points.

- More detailed data on STAAR performance can be found in **Appendix C** (see p. 14), including grade-level results, the number of students tested, and data for 2017.

- **Figure 3** (see p. 6) shows STAAR reading and mathematics results for pre-exit students and other EL students for the period 2016 to 2018.

- Overall passing rates in reading for pre-exit students have improved by 7 percentage points over this time period, compared to increases of 5 points for other EL students who are not pre-exit, and 2 points for the district.

- Mathematics passing rates improved for all comparison groups, with gains by pre-exit and other ELs (+10 and +13 percentage points) greater than that for the district (+7 percentage points).

Figure 3. Percentage of Pre-Exit EL Students Who Met Approaches Grade Level Standard on English STAAR 2016 to 2018 (Reading and Mathematics, Other EL and HISD Overall Results Included for Comparison, Grades 3–5 Only)

Source: STAAR, Chancery
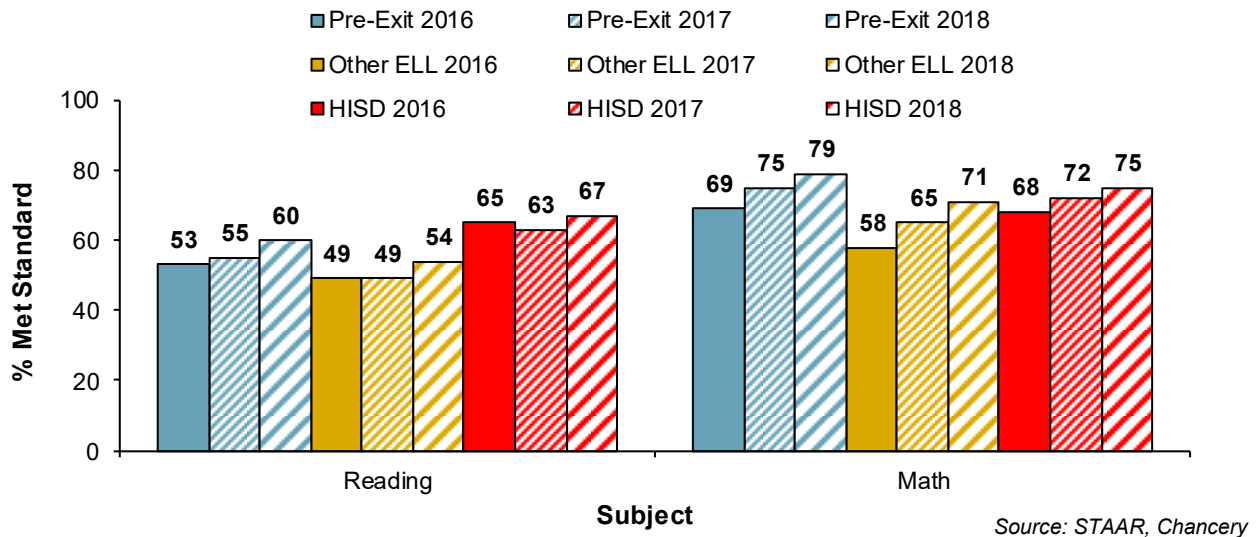
- **Figure 4** (below) shows results for all STAAR subjects (reading, mathematics, writing, and science) on which pre-exit students were tested. Data are displayed as the amount of change between 2017 and 2018 in the percentage of students who met the Approaches Grade Level standard.

- While reading, mathematics, and science results for all comparison groups improved in 2018, this chart makes it clear that writing scores declined not only for pre-exit students (-4 percentage points) and other ELs (-5 points), but for the district as a whole (-4 points).

- **Figure 5** (see p. 7) shows results for the STAAR progress measure (for detailed results see **Appendix D**, p. 15). Results for STAAR reading and mathematics (English) are shown.

Figure 4. STAAR Writing, Science, and Social Studies: Change in Percent Students Meeting Approaches Grade Level Standard From 2017 to 2018
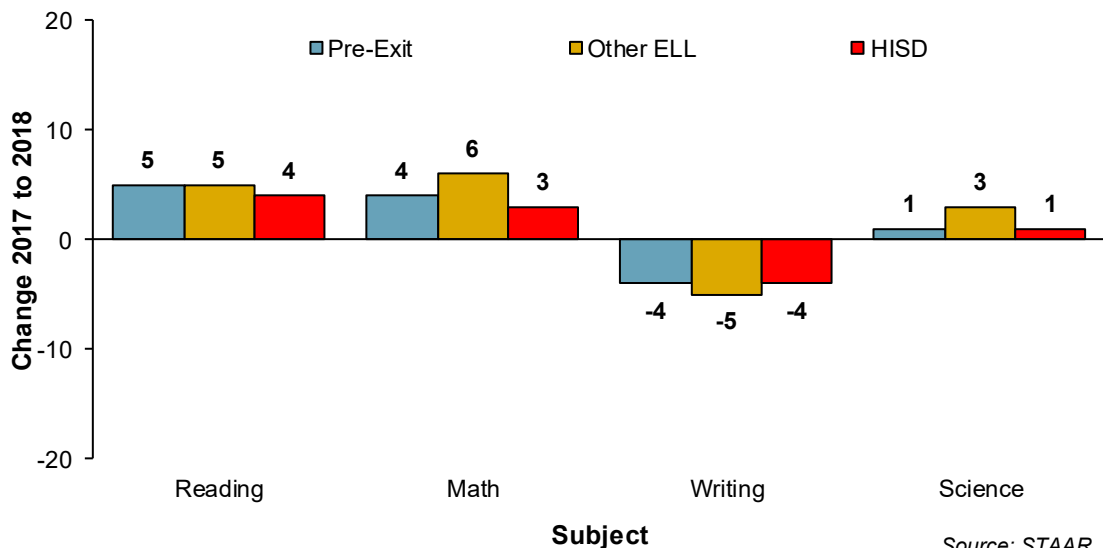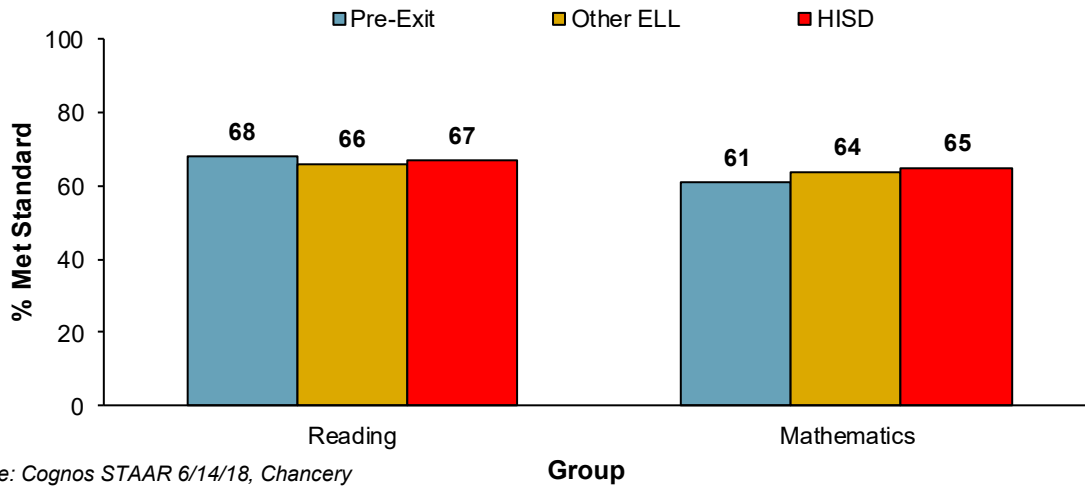

Source: STAAR, Chancery

Figure 5. STAAR Progress Performance in Reading and Mathematics by Pre-Exit, Other EL Students, and Districtwide Results in 2018 (Combined Results for Grades 3 Through 5)


Source: Cognos STAAR 6/14/18, Chancery

- Results for the STAAR progress measure show that there is little difference between the comparison groups on either reading or mathematics. On STAAR reading, the groups are all within two percentage points of one another, while on mathematics the maximum gap is only four percentage points.

TELPAS

Figure 6 shows TELPAS performance for pre-exit students. Shown are the percentages of students scoring at each proficiency level on the TELPAS in 2018. Other EL results are included for comparison. Note that TELPAS yearly progress data is not available for 2018.

- A higher percentage of pre-exit students scored Advanced High (27% vs. 19%) and a smaller percentage scored at the Beginning or Intermediate levels in 2018 (25% vs. 37%) than did ELs who were not in the pre-exit phase (see Figure 6; for further details see **Appendix E**, p. 16).

Figure 6. Pre-Exit Student TELPAS Performance 2018: Percent of Students at Each Proficiency Level (Grades 3–5 Only)
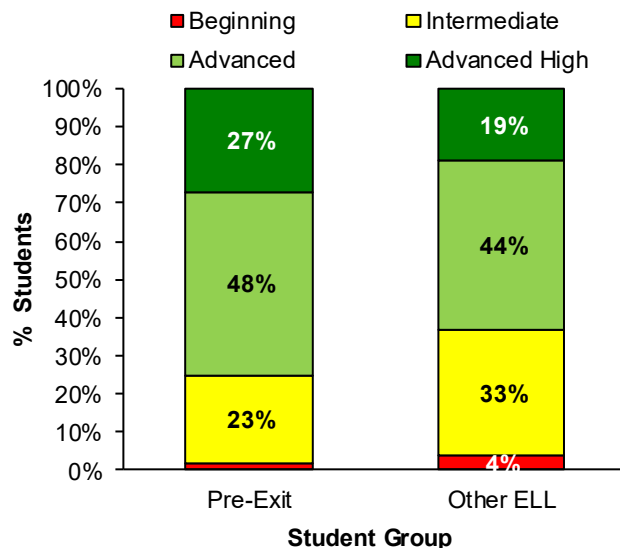
Source: TELPAS data file 10/5/18, Chancery

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Figure 7. Percentage of 3rd- and 4th-Grade Students Who Started Pre-Exit Phase in 2017–2018, and Who Met the Grade Level Readiness Indicators Required by the District
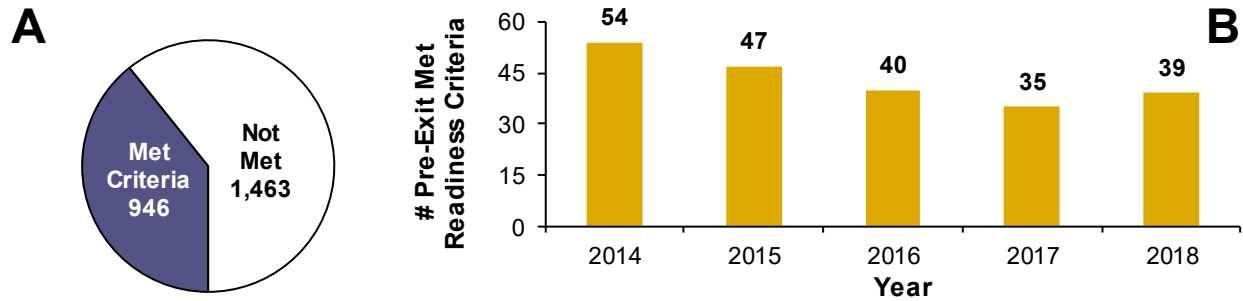
What percentage of students who entered the pre-exit strand met the readiness indicators?

Entry into the pre-exit phase is explicitly tied to the criteria summarized in Table 1 (p. 4). Students not meeting these criteria are not supposed to begin the pre-exit phase in 3rd or 4th grade. In previous years, it has been observed that many campuses were not in compliance with these guidelines. Accordingly, data from newly enrolled pre-exit students was analyzed to find out how well the criteria were applied in the current year. A summary of these data is shown in **Figures 7 and 8**.

- Overall, only 39% of first-year pre-exit students met the stated readiness criteria, but this was an improvement over the 35% observed in 2016–2017 (see **Figure 7a**).

- The percentage of new pre-exit students who have met the readiness criteria declined in each of the three preceding years before the increase seen in the current year (see **Figure 7b**).

- Of the 92 campuses with new (as of 2017–2018) pre-exit students in grades 3 or 4, 21 of them had at least 81% of students who met the stated readiness criteria (see **Figure 8**), but the majority of campuses (63 of 92) had 60% or fewer of new pre-exit students who met readiness criteria.

Figure 8. Counts of Campuses Grouped by the Percentage of New Pre-Exit Students Meeting the Readiness Criteria, 2017–2018
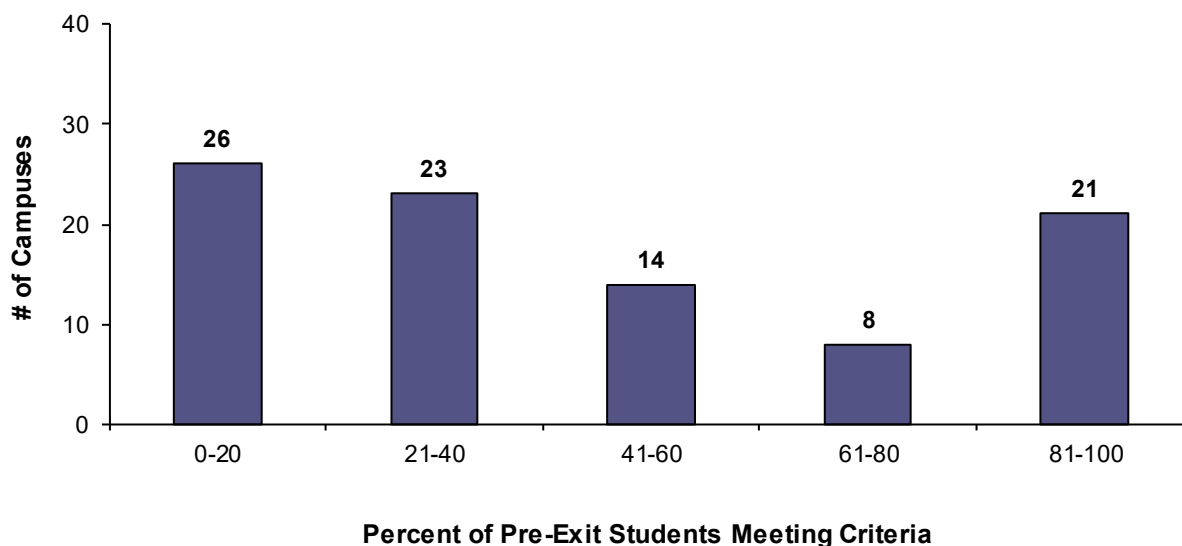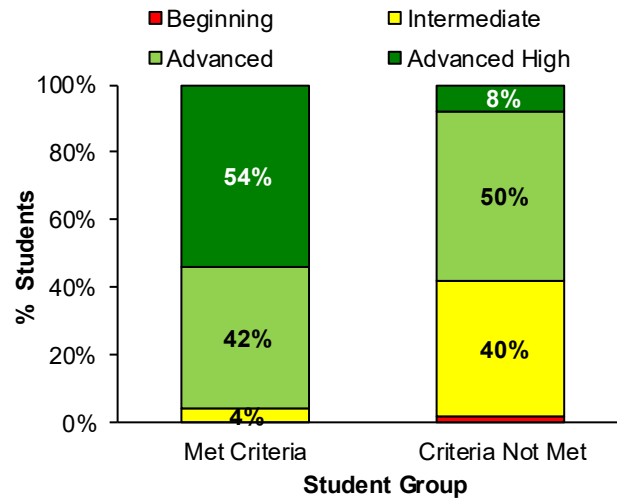
Figure 9. 2018 TELPAS Performance of Students Who Either Met or Did Not Meet Pre-Exit Readiness Indicators: Overall Proficiency Level in 2018

- Pre-exit students who had met the readiness criteria performed much better on the TELPAS, as can be seen in **Figure 9**. Fifty-four percent of students who met the criteria scored Advanced High (versus 8% for students who did not meet the criteria). **Appendix F** (p. 17) shows further details, including a breakdown of performance by language domain.

- Analogous results from the STAAR English reading assessment are shown in **Figure 10**, where it can be seen that pre-exit students who had met the eligibility criteria in 2017 had a much higher passing rate (90 percent) than did those who did not (41 percent).

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

- **Figure 11** (see p. 10) shows the percentage of students entering the pre-exit phase in 2013-2014 through 2016-2017, who had exited EL status as of 3/2/2018. Data are broken down by whether the student had met the applicable readiness indicators for that year.

Figure 10. 2018 STAAR English Reading Performance of Students Who Either Met or Did Not Meet Pre-Exit Readiness Criteria
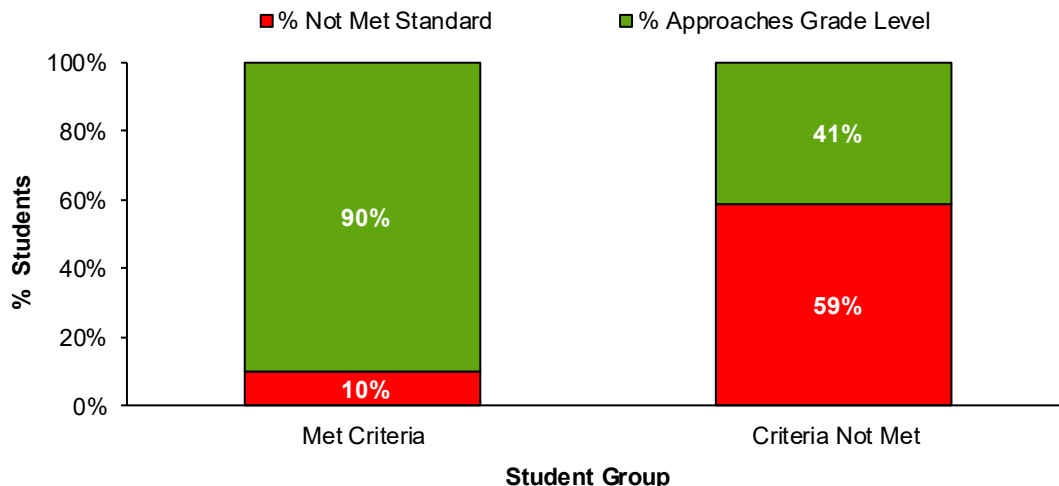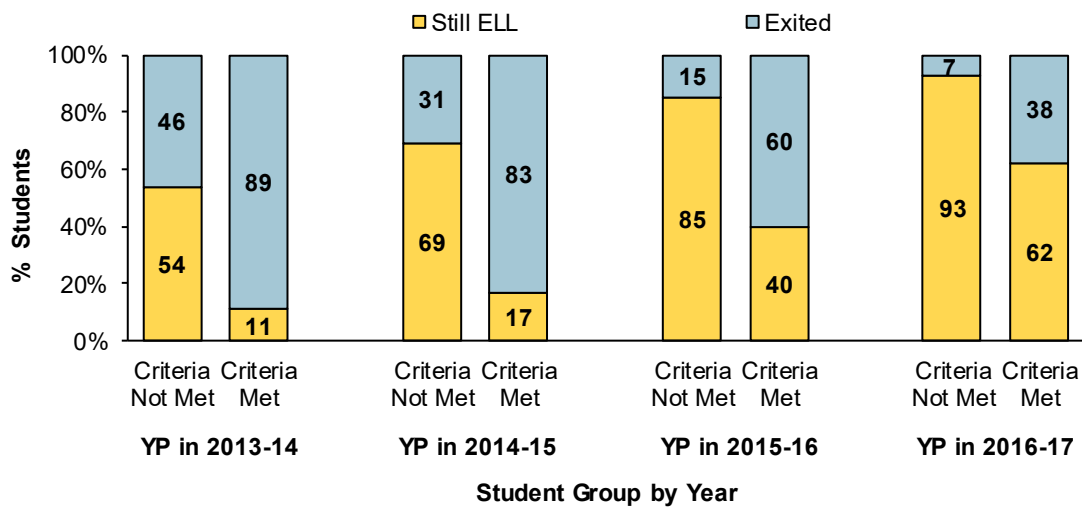
Figure 11. Percentage of First-Year Pre-Exit students From 2014 through 2017 Who Had Exited EL Status as of 3/2/18, Based on Whether They Did or Did Not Meet the Readiness Indicators

- For each cohort of new pre-exit students, results showed that they were far less likely to have exited EL status by 2017–2018 if they had not met the applicable pre-exit readiness criteria.

- Even students who entered the pre-exit phase as long ago as the 2013–2014 school year were most likely to still be EL (54 percent) if they had not met the relevant pre-exit readiness criteria.

Discussion

In HISD, EL students in the Transitional bilingual education program begin to receive mostly English instruction in grade 5, but these students (as well as certain students in the Dual Language program) can enter a pre-exit phase beginning in either grade 3 or 4 if they meet certain performance criteria. Students in the pre-exit phase are expected to be, if not yet fully proficient in English, at least making progress toward being able to meet EL exit criteria. Performance on the STAAR and TELPAS showed that pre-exit ELs scored higher than did other ELs who were not in the pre-exit phase. On the STAAR, the performance gap relative to the district had been eliminated in mathematics, but persisted for reading, writing, and science. STAAR reading passing rates have improved more for pre-exit students, than for other ELs, or for the district overall. Finally, English language proficiency results from the TELPAS showed that slightly more than a quarter of pre-exit students (27%) scored at the highest level of English proficiency, but this rate was higher than the corresponding rate for other EL students.

An area of continuing concern is the fact that fewer than half (39%) of students who started the pre-exit phase in 2017–2018 met the recommended acceptance criteria. While this is an improvement over the previous year, it is still much lower than it was even three years ago. Furthermore, tthere is clear evidence that students who are not prepared to enter the pre-exit phase of the bilingual program (based on their failure to meet the entrance criteria) do in fact perform quite poorly on both tests of English language proficiency (TELPAS) and on the state-mandated STAAR assessment. They are also less likely to successfully exit EL status in subsequent years. It is essential that the Multilingual Program Department disseminate these findings to campuses with pre-exit students, and emphasize the importance of following the guidelines for acceptance of students into the pre-exit phase

Endnotes

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

Appendix A

Explanation of Assessments Included in Report

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

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

The STAAR Level II Phase-in 1 Satisfactory standard (used for 2012 to 2015) was increased to the Level II Satisfactory progression standard in 2016, and was to increase each year until 2021–2022. However, by commissioner's rule, that planned annual increase was overruled, and for 2017 and subsequent years the standards in place for 2016 were retained (albeit relabeled as "Approaches Grade Level") in order to provide consistency for district's looking to assess growth in student achievement. However, it does remain true that different passing standards applied for the years 2012–2015 as compared to 2016 or later. Students taking the STAAR grades 3–8 assessments now have to answer more items correctly to "pass" the exams than in 2015 or earlier. For this reason, any charts or tables in the present report that include data from 2015 or previous years should be interpreted with caution.

The TELPAS is an English language proficiency assessment which is administered to all EL students in kindergarten through twelfth grade, and which was developed by the Texas Education Agency (TEA) in response to federal testing requirements. Proficiency scores in the domains of listening, speaking, reading, and writing are used to calculate a composite score. Composite scores are in turn used to indicate where EL students are on a continuum of English language development. This continuum, based on the stages of language development for second language learners, is divided into four proficiency levels: Beginning, Intermediate, Advanced, and Advanced High. TELPAS underwent a number of revisions in 2017–2018 (for details see the district's 2018 TELPAS report, Houston Independent School District, 2018d). Listening and speaking are now assessed via online technology, and the reading assessment for grades 2–12 was shortened. Accordingly, the TELPAS was renormed in the summer of 2018 in order to account for these changes.

Appendix B

STAAR Progress Measure

This report includes an additional performance measure from the STAAR (3–8) assessment, STAAR Progress. The STAAR progress measure provides information about the amount of improvement or growth that a student has made from year to year. For STAAR, progress is measured as a student's gain score, the difference between the score a student achieved in the prior year and the score a student achieved in the current year. The *Met Standard* for the Progress measure is defined as the distance between the Meets Grade Level standards from the prior year grade and the current year grade in the same content area. Put another way, the growth standard is (roughly) the improvement that would be needed for a student who was at the Meets Grade Level Standard on the STAAR one year to be able to perform at the same level the next year.

STAAR Progress is reported for students who (a) had a valid STAAR score in both 2018 and 2017, (b) took the same version of the STAAR in both years, (c) if in STAAR reading, was tested in the same language on both years, (d) were tested in consecutive grade levels in the two years, and (e) were not eligible for the EL Progress measure (this latter requirement only applies to students tested in 2017 or earlier). For this report, STAAR Progress is reported only for students who were tested in English in both years.

Appendix C

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

		Enrollment		Reading				Mathematics			
				2017		2018		2017		2018	
Program	Grade	2017 N	2018 N	# Tested	% Met Sat.	# Tested	% Appr.	# Tested	% Met Sat	# Tested	% Appr.
Pre-Exit	3	1,147	873	1,083	70	807	81	1,080	81	814	87
	4	3,088	2,367	2,916	54	2,150	53	2,936	72	2,221	75
	5	3,110	2,824	2,950	50	2,673	58	2,978	76	2,707	79
	Total	7,345	6,064	6,949	55	5,630	60	6,994	75	5,742	79
Other ELL	3	6,775	6,704	2,646	51	2,770	59	2,834	65	2,970	71
	4	4,471	4,649	2,880	48	3,115	49	2,931	63	3,233	70
	5	2,975	3,494	2,777	47	3,158	57	2,785	66	3,220	72
	Total	14,221	14,847	8,303	49	9,043	54	8,550	65	9,423	71
HISD	3	18,108	17,868	13,557	64	13,471	69	13,757	71	13,720	73
	4	17,875	17,428	15,713	61	15,314	62	15,755	69	15,478	74
	5	16,680	17,264	15,986	64	16,442	70	16,022	76	16,553	79
	Total	52,663	52,560	45,256	63	45,227	67	45,534	72	45,751	75

		Enrollment		Writing				Science			
				2017		2018		2017		2018	
Program	Grade	2017 N	2018 N	# Tested	% Met Sat.	# Tested	% Appr.	# Tested	% Met Sat	# Tested	% Appr.
Pre-Exit	3	1,147	873	0	*	0	*	0	*	0	*
	4	3,088	2,367	2,916	50	2,181	46	0	*	0	*
	5	3,110	2,824	0	*	0	*	2,983	60	2,709	61
	Total	7,345	6,064	2,916	50	2,181	46	2,983	60	2,709	61
Other ELL	3	6,775	6,704	0	*	0	*	0	*	0	*
	4	4,471	4,649	2,904	46	3,157	41	0	*	0	*
	5	2,975	3,494	0	*	0	*	2,788	53	3,285	56
	Total	14,221	14,847	2,904	46	3,157	41	2,788	53	3,285	56
HISD	3	18,108	17,868	0	*	0	*	0	*	0	*
	4	17,875	17,428	15,730	58	15,374	54	0	*	0	*
	5	16,680	17,264	0	*	0	*	16,021	67	16,627	68
	Total	52,663	52,560	15,730	58	15,374	54	16,021	67	16,627	68

Source: STAAR student data files, Chancery ** Scores not reported for fewer than 5 students*

Appendix D

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

Program	Grade	Enrollment		Reading				Mathematics			
				2017		2018		2017		2018	
		2017	2018	# Tested	% Met	# Tested	% Met	# Tested	% Met	# Tested	% Met
Pre-Exit	3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	4	3,088	2,367	669	56	785	54	1,456	60	2,150	56
	5	3,110	2,824	2,041	53	1,856	74	2,673	66	2,671	65
	Total	6,198	5,191	2,710	53	2,641	68	4,129	64	4,821	61
Other ELL	3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	4	4,471	4,649	1,260	54	1,935	58	1,600	60	3,039	60
	5	2,975	3,494	1,897	51	2,468	72	2,294	67	3,043	68
	Total	7,446	8,143	3,157	52	4,403	66	3,894	64	6,082	64
HISD	3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	4	17,875	17,428	11,212	55	12,142	59	12,346	60	14,627	61
	5	16,680	17,264	13,721	57	14,374	74	14,827	71	15,842	69
	Total	34,555	34,692	24,933	56	26,516	67	27,173	66	30,469	65

Source: STAAR student data files, Chancery   ** Scores not reported for fewer than 5 students*

Appendix E

TELPAS Performance for Pre-Exit Students for 2018: Number Tested and Number and Percentage of Students at Each Proficiency Level, by Grade Level

Program	Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		Composite Score
			N	%	N	%	N	%	N	%	
Pre-Exit	3	870	3	0	117	13	396	46	354	41	3.2
2018	4	2,350	46	2	691	29	1,158	49	455	19	2.8
	5	2,809	46	2	608	22	1,330	47	825	29	3.0
	Total	**6,029**	**95**	**2**	**1,416**	**23**	**2,884**	**48**	**1,634**	**27**	**3.1**
Other ELL	3	6,612	200	3	2,397	36	2,872	43	1,143	17	2.7
2018	4	4,552	220	5	1,498	33	2,094	46	740	16	2.7
	5	3,425	164	5	875	26	1,505	44	881	26	2.8
	Total	**14,589**	**584**	**4**	**4,770**	**33**	**6,471**	**44**	**2,764**	**19**	**2.7**

Source: TELPAS, Chancery   ** Scores not reported for fewer than 5 students*

Appendix F

TELPAS Performance for First-Year Pre-Exit Students:
Percent of Students at Each Proficiency Level,
by Language Domain and Whether They Had met the Readiness Criteria
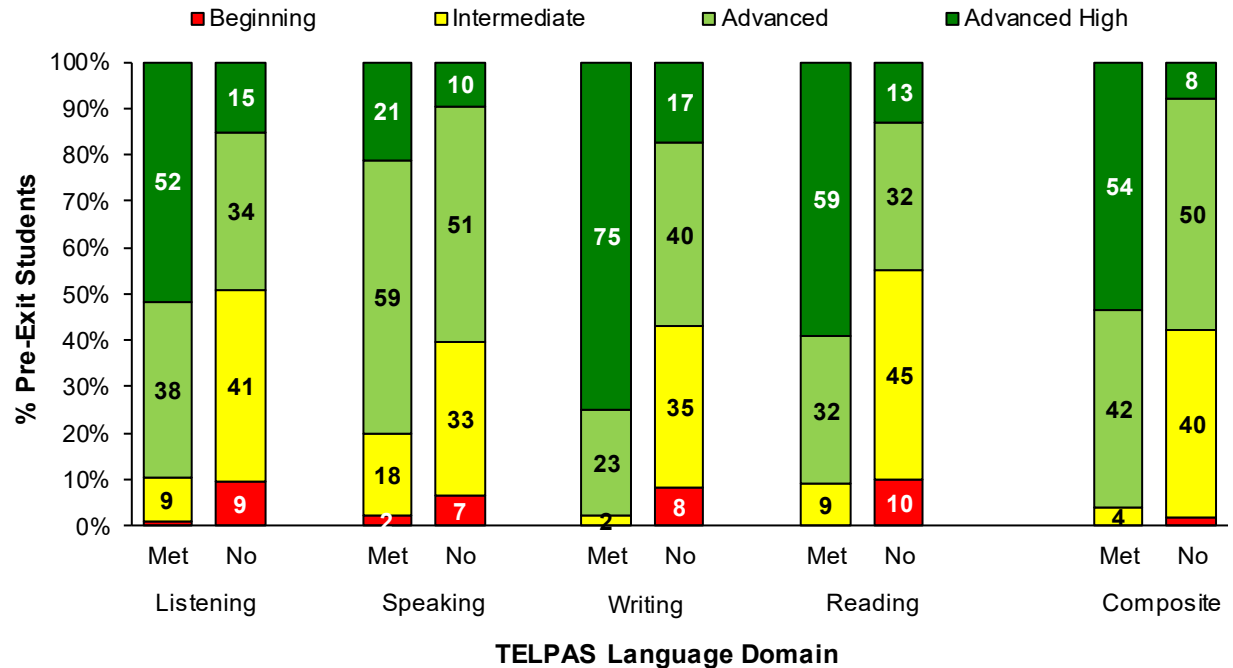
The TELPAS results shown in Figure 9 confirm previous findings that pre-exit students do better on the TELPAS if they had successfully met the recommended readiness criteria before being admitted into the pre-exit phase. Students who had not met these criteria do not do as well.

The data shown in the above chart represent a further exploration of this finding, in the form of an examination of how this pattern holds up across the four language domains represented by the TELPAS. All four domains show clear differences between the performance of students who either met or did not meet these criteria. The one domain where there is less of a disparity between these two groups is in TELPAS speaking. On this language domain, pre-exit students who met the readiness criteria have the fewest rated as Advanced High and most rated as Beginning than for any of the other three domains.