

## MEMORANDUM

September 10, 2019

TO: Anna White  
Assistant Superintendent, Multilingual Programs

FROM: Carla Stevens  
Assistant Superintendent, Research and Accountability

SUBJECT: **2019 PRE-EXIT EL STUDENT PERFORMANCE REPORT**

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 2018–2019 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 4,875 English learners were in the pre-exit phase of TBP in 2018–2019, a decrease from 6,081 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 (+5 percentage points), with performance gaps in reading (-5 percentage points), writing (-1 percentage point), and science (-9 percentage points).
- There has been a three-year improvement in STAAR reading performance for pre-exit ELs (+9 percentage points), which is greater than that shown by other ELs (+6 percentage points) or the district (+6 percentage points) over the same period.
- Program compliance continues to be an issue, as data indicated that only 32 percent of first-year pre-exit students had met the recommended criteria for acceptance into the pre-exit phase in 2018–2019.
- 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 five 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.

 CJS

Attachment

cc: Grenita Lathan  
Silvia Trinh  
Courtney Busby



# RESEARCH

Educational Program Report

**PRE-EXIT ENGLISH LEARNER STUDENT PERFORMANCE  
ENGLISH STAAR AND TELPAS  
2018 - 2019**



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# PRE-EXIT EL STUDENT PERFORMANCE REPORT: STAAR AND TELPAS 2018–2019

## 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 through 5 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 4,875 EL students were coded as pre-exit in 2018–2019, a decrease from 6,081 in 2017–2018 and the third consecutive year in which there has been an enrollment decline.
- Pre-exit students outperformed other EL students on the reading, mathematics, writing, and science portions of the STAAR (English version), with gaps ranging from 5 to 15 percentage points.
- Pre-exit students showed performance gaps compared to the district on STAAR reading (-5 percentage points), writing (-1 point), and science (-9 points), but had a higher passing rate in mathematics (+5 percentage points).
- The three-year improvement in STAAR reading performance (+9 percentage points between 2017 and 2019) for pre-exit students is larger than that shown by either other EL students (+6 points) or the district overall (+6 percentage points), in grades 3–5.
- Between 2018 and 2019, pre-exit students, other EL students, and the district overall improved in reading and writing, with pre-exit students showing the largest gains in both subjects. Mathematics and science performance was generally lower for all groups (pre-exit students showed no change in mathematics).
- TELPAS results showed that 30% of pre-exit students scored at the highest level of English language proficiency (Advanced High), compared to 20% for other ELs. They also showed more progress, with 44% showing gains in proficiency versus 40% for all 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 32% of first-year pre-exit students met the established readiness indicators, a decline from the 39% 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 2019 TELPAS and STAAR scores.
- There was also evidence confirming that students who had not meet the pre-exit readiness indicators are 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 barely a third of first-year pre-exit students (32 percent) had met the established readiness indicators. This is the lowest figure recorded since the pre-exit readiness criteria were adopted in 2013–2014. 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 before participating in the pre-exit phase of the Transitional Bilingual program. 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, in order to underscore the impact that improper student placement has on EL academic success.
2. Monitoring of campus compliance in the application of the pre-exit readiness indicators needs to be improved. While applicable to all grades where there are pre-exit students, this is particularly true for students entering the pre-exit phase in third grade, where the program guidelines (<https://houstonisd.sharepoint.com/sites/DEPTS/MP/SitePages/Guidelines.aspx>) specifically state that “Participation in the Third Grade Pre-Exit Phase must be approved by the Multilingual Programs Department” (Multilingual Program Department Guidelines 2018–2019, p. II-8). 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.
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 3, but in grades 3 through at least half of instructional time is still allocated to Spanish (including reading and language arts).

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 through 5 if they meet certain performance criteria.<sup>1</sup> 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 2018–2019.

An illustration of the normal progression through the Transitional bilingual program is provided in **Figure 1**. Students who enter the program in pre-kindergarten or kindergarten will normally receive some Spanish-language instruction through grade 5. In the pre-exit phase or strand, ELs have all subjects taught in English, with only supplemental Spanish instruction for concept development.

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

<b>Expectations</b>						
* 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.						
<b>Transitional Bilingual Program - Spanish Phase</b>						
PK	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Spanish Reading Language Arts Mathematics Social Studies Science	Spanish Reading Language Arts Mathematics Social Studies Science	Spanish Reading Language Arts Mathematics Social Studies	Spanish Reading Language Arts Mathematics	Spanish Reading Language Arts Mathematics	Spanish Reading Language Arts Mathematics	Spanish Reading Language Arts Mathematics
English Ancillary ESL/ELD	English Ancillary ESL/ELD	English ESL Science Ancillary ESL/ELD	English ESL Social Studies ESL Science Ancillary ESL/ELD	English ESL Social Studies ESL Science Ancillary ESL/ELD	English ESL Social Studies ESL Science Ancillary ESL/ELD	English ESL Social Studies ESL Science Ancillary ESL/ELD

<b>Transitional Bilingual Program - English Pre-Exit Phase</b>		
3rd Grade	4th Grade	5th Grade
Spanish Concept Development	Spanish Concept Development	Spanish Concept Development
English TBP/Pre-Exit ESL Reading TBP/Pre-Exit ESL Language Arts ESL Mathematics ESL Social Studies ESL Science Ancillary	English TBP/Pre-Exit ESL Reading TBP/Pre-Exit ESL Language Arts ESL Mathematics ESL Social Studies ESL Science Ancillary	English TBP/Pre-Exit ESL Reading TBP/Pre-Exit ESL Language Arts ESL Mathematics ESL Social Studies ESL Science Ancillary

<b>Third Grade Pre-Exit Phase Readiness Indicators Based on Second Grade Data</b>
- Students must score Advanced (3) or Advanced High (4) on TELPAS Reading <b>and</b>
- Students must score Advanced (3) or Advanced High (4) on TELPAS Writing

<b>Fourth Grade Pre-Exit Phase Readiness Indicators Based on Third Grade Data</b>
- Students must meet passing standard on 3rd grade Spanish STAAR Reading <b>and</b>
- Students must score Advanced (3) or Advanced High (4) on TELPAS Reading <b>and</b>
- Students must score Advanced (3) or Advanced High (4) on TELPAS Writing

<b>Fifth Grade Pre-Exit Phase Readiness Indicators Based on Fourth Grade Data</b>
- Students must meet passing standard on 4th grade Spanish STAAR Reading <b>and</b>
- Students must score Advanced (3) or Advanced High (4) on TELPAS Reading <b>and</b>
- Students must score Advanced (3) or Advanced High (4) on TELPAS Writing

Source: Multilingual Programs Department Guidelines 2018-2019

**Table 1. Transition Indicators for Admission into Pre-Exit Phase/Strand for 2018–2019**

Entering Grade	Criteria (Based on 2017–2018 Assessments)
<b>Grade 3 Indicators</b>	Student scores Advanced or Advanced High on TELPAS Reading <b>AND</b> TELPAS Writing
<b>Grade 4 &amp; 5 Indicators</b>	Student passes 3 <sup>rd</sup> or 4 <sup>th</sup> grade Spanish STAAR Reading (depending on grade) <b>AND</b> Student scores Advanced or Advanced High on TELPAS Reading <b>AND</b> TELPAS Writing

Source: HISD Multilingual Programs Guidelines

Students are admitted to the pre-exit strand in grades 3 to 5 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 2018–2019, they would be assessed on the basis of performance in the previous school year (i.e., 2017–2018).

## Methods

### Participants

EL students in the pre-exit phase of the district's bilingual programs were identified using 2018–2019 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 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 2018–2019 were included in analyses for this report. There were 4,875 students coded as pre-exit in 2018–2019. This compares to 6,081 in 2017–2018, a decrease of 19.8%. Note that pre-exit student enrollment in 2016–2017 was 7,393, and in 2015–2016, it was 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 4,875 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 2018–2019). 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 two indicators. One 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, 2018–2019**

Program	PK	K	1	2	3	4	5	6
Transitional	4,558	3,870	4,128	4,040	3,583	1,986	658	2
Pre-Exit	0	0	0	0	707	1,945	2,201	22
Dual Language	925	1,239	1,324	1,311	1,065	414	165	149
Mandarin Bilingual	7	19	18	13	12	3	1	1
Arabic Bilingual	10	20	20	18	20	0	0	0
French Bilingual	15	24	19	12	0	0	0	0

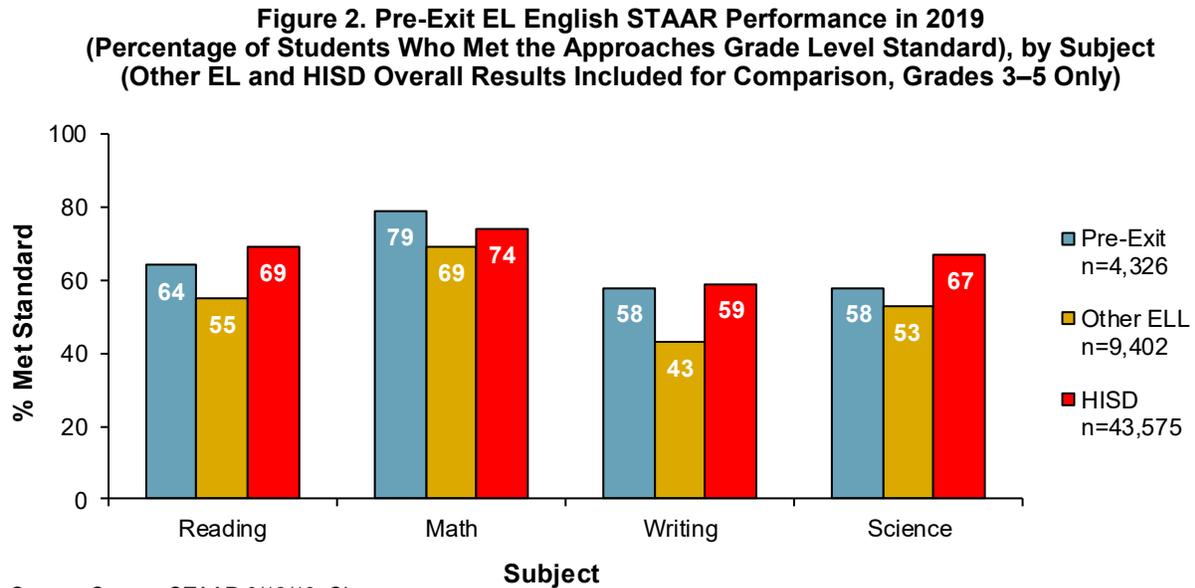
Source: Cognos Data Warehouse 5/1/19

i.e., whether students gained one or more levels of English language proficiency between testing in 2018 and 2019. For this indicator, the percent gaining at least one proficiency level is reported. **Appendix A** (see p. 11) provides further details on each of the assessments analyzed for this report.

## Results

### STAAR

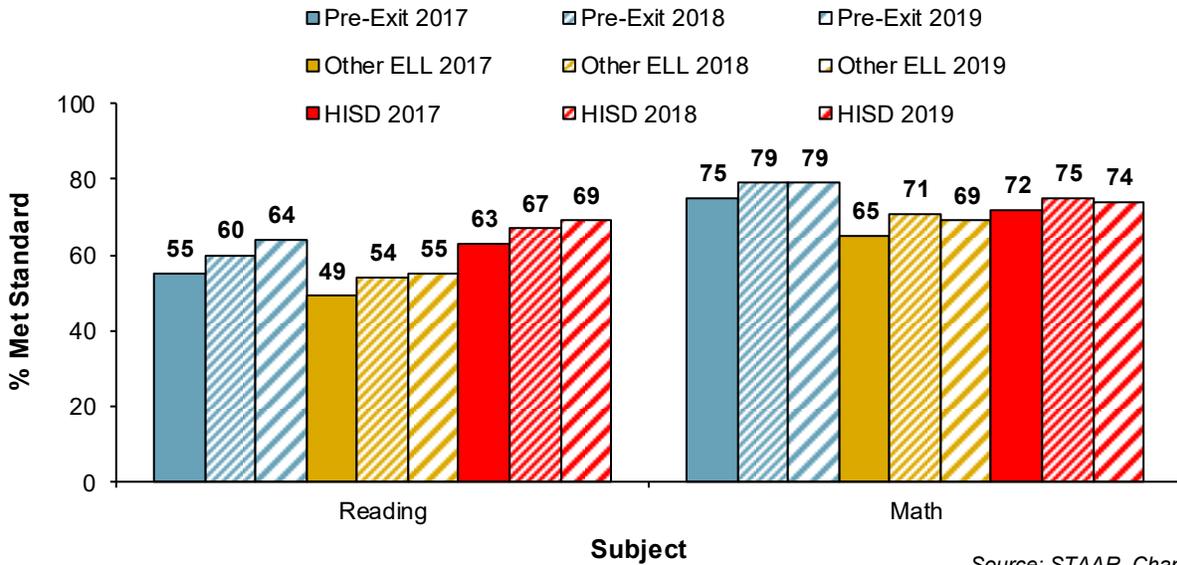
**Figure 2** shows the mean percentage of students who met the Approaches Grade Level standard on the English STAAR in 2019. Results are shown for pre-exit students, other EL students, and all students districtwide.



Source: Cognos STAAR 6/12/19, Chancery

- Pre-exit student performance was below that of the district on all tests except STAAR mathematics, with performance gaps ranging from 1 to 9 percentage points.
- Pre-exit students had higher passing rates than did other ELs in all subjects, with advantages ranging from 5 to 15 percentage points.
- More detailed data on STAAR performance can be found in **Appendix B** (see p. 12), including grade-level results, the number of students tested, and data for 2018.
- **Figure 3** (see p. 6) shows STAAR reading and mathematics results for pre-exit students and other EL students for the period 2017 to 2019.
- Overall passing rates in reading for pre-exit students have improved by 9 percentage points over this time period, compared to increases of 6 points for other EL students who are not pre-exit, and 6 points for the district.
- Mathematics passing rates improved for all comparison groups, with gains by pre-exit and other ELs (+4 percentage points each) greater than that for the district (+2 percentage points). Performance between 2018 and 2019 was either flat (pre-exit ELs) or else showed a decline.

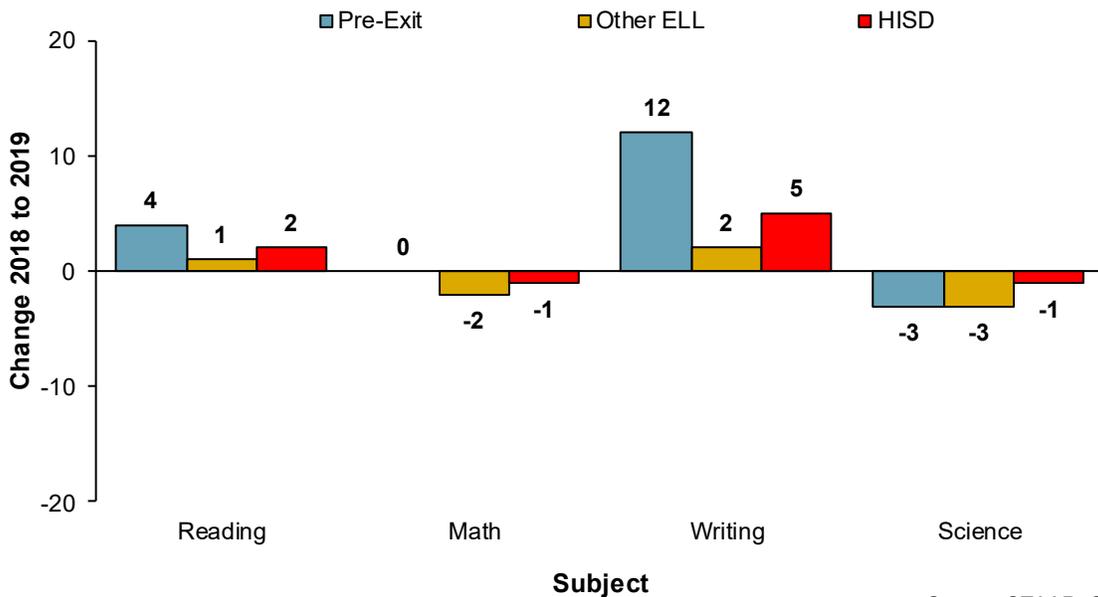
**Figure 3. Percentage of Pre-Exit EL Students Who Met Approaches Grade Level Standard on English STAAR 2017 to 2019 (Reading and Mathematics, Other EL and HISD Overall Results Included for Comparison, Grades 3–5 Only)**



Source: STAAR, Chancery

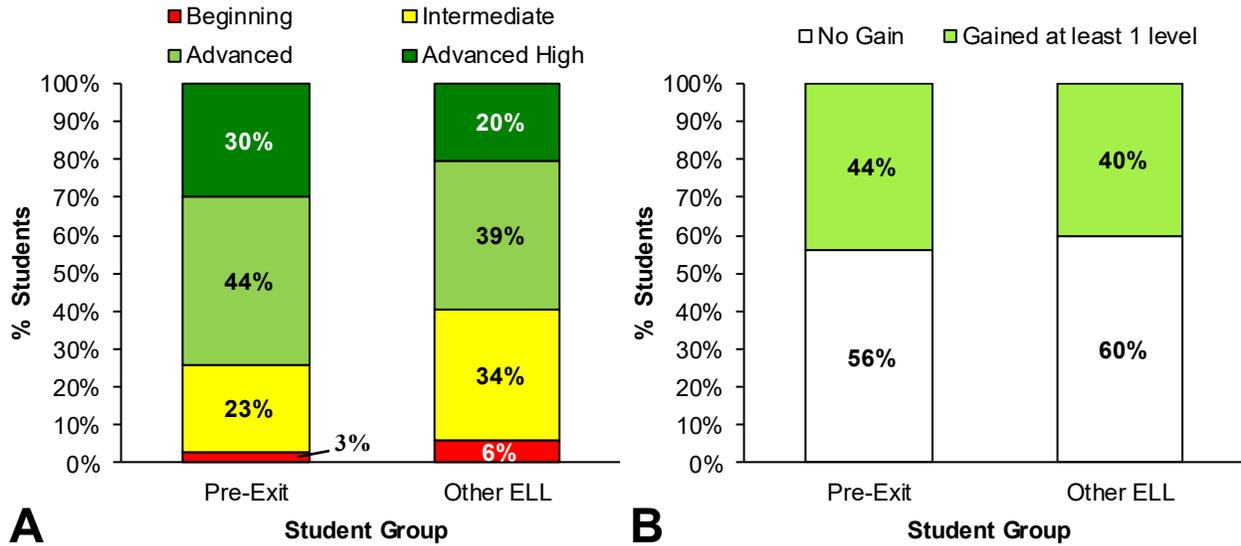
- **Figure 4** (below) shows results for all STAAR subjects (reading, mathematics, writing, and science) on which pre-exit students were tested. Data are displayed as the amount of change between 2018 and 2019 in the percentage of students who met the Approaches Grade Level standard.
- Reading and writing performance improved in 2019 for all three groups of students. Science scores declined, and math scores were lower for other EL students and the district overall; pre-exit ELs showed no change in mathematics performance between 2018 and 2019.

**Figure 4. STAAR Writing, Science, and Social Studies: Change in Percent Students Meeting Approaches Grade Level Standard From 2018 to 2019**



Source: STAAR, Chancery

**Figure 5. Pre-Exit Student TELPAS Performance 2019: A. Percent of Students at Each Proficiency Level, B. Percent of Students Showing Gains In Proficiency (Grades 3–5 Only)**



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

**TELPAS**

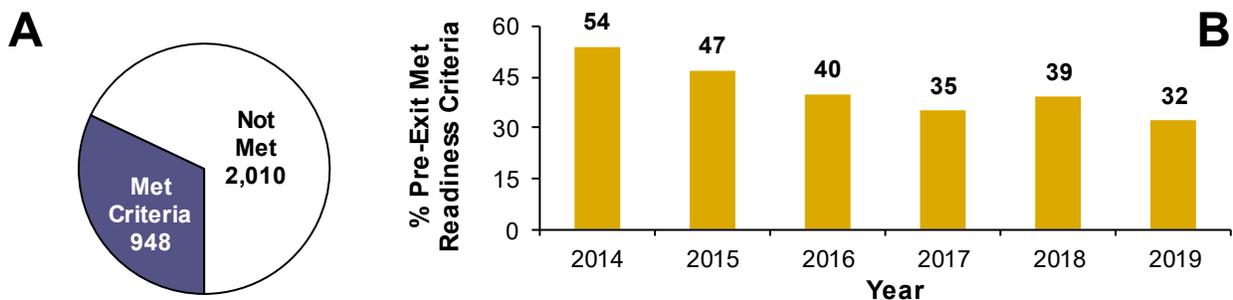
Figure 5 shows TELPAS performance for pre-exit students. Shown are the percentages of students scoring at each proficiency level on the TELPAS in 2019, as well as the percentage of students who made gains in proficiency between 2018 and 2019. Other EL results are included for comparison.

- A higher percentage of pre-exit students scored Advanced High (30% vs. 20%) and a smaller percentage scored at the Beginning or Intermediate levels in 2019 (26% vs. 40%) than did ELs who were not in the pre-exit phase (see Figure 5; for further details see **Appendix C**, p. 13).
- A higher percentage of pre-exit students made progress in 2019 than did other EL students from the district overall (Figure 5b, 44% vs. 40%; see also **Appendix D**, p. 13).

**What percentage of students who entered the pre-exit phase 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 but instead remain in the Transitional Bilingual program. In previous years, it has been observed that many campuses were not in compli-

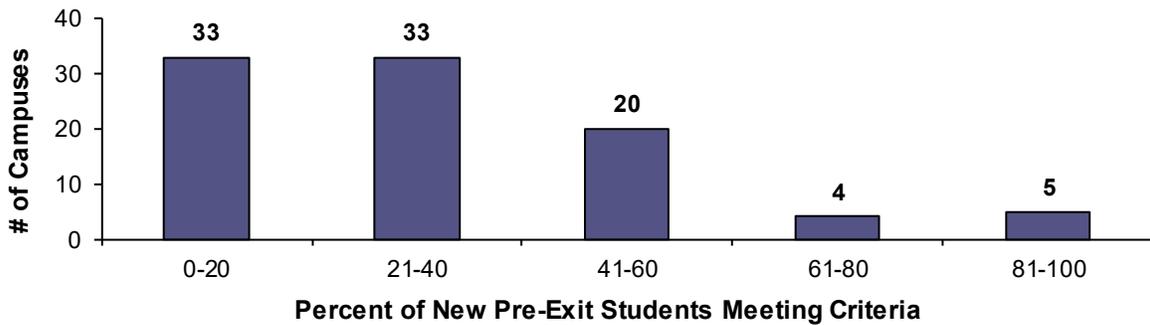
**Figure 6. Percentage of 3rd Through 5th-Grade Students Who Started Pre-Exit Phase in 2018–2019, and Who Met the Grade Level Readiness Indicators Required by the District**



ance with these guidelines. Accordingly, data from newly enrolled pre-exit students were analyzed to find out how well the criteria were applied in the current year. A summary of these data is shown in **Figures 6 and 7** (see page 7 for Figure 6).

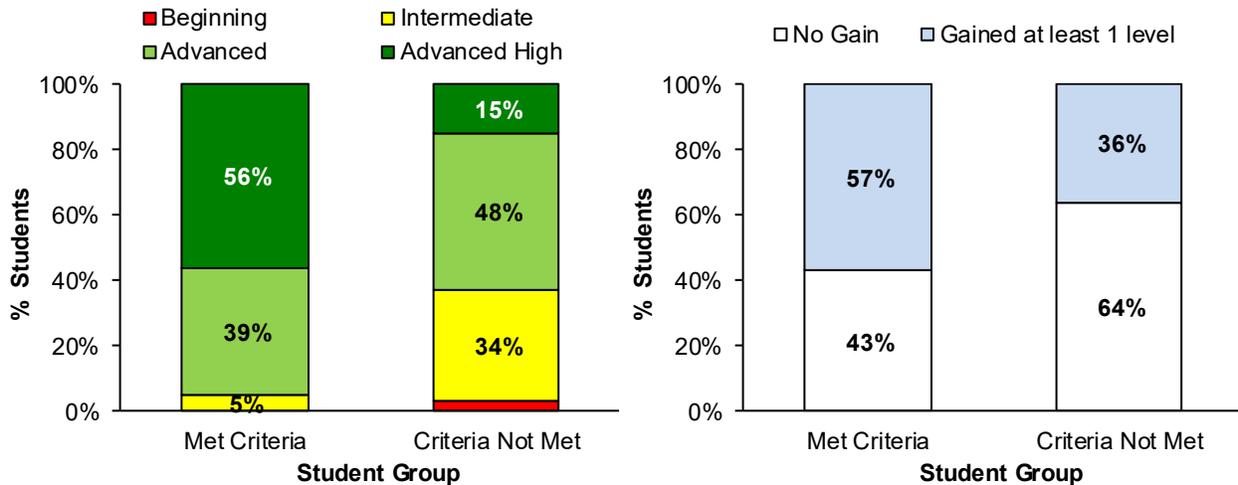
- Overall, only 32% of first-year pre-exit students met the stated readiness criteria, and this was a decline from the 39% observed in 2017–2018 (see **Figure 6**).
- The percentage of new pre-exit students who met the readiness criteria has declined from a peak of 54% in the first year these criteria were implemented (see **Figure 6b**).
- Of the 95 campuses with new (as of 2018–2019) pre-exit students in grades 3–5, only five of them had at least 81% of students who met the stated readiness criteria (see **Figure 7**), and the majority of campuses (66 of 95) had 40% or fewer of new pre-exit students who met readiness criteria.

**Figure 7. Counts of Campuses Grouped by the Percentage of New Pre-Exit Students Meeting the Readiness Criteria, 2018–2019**

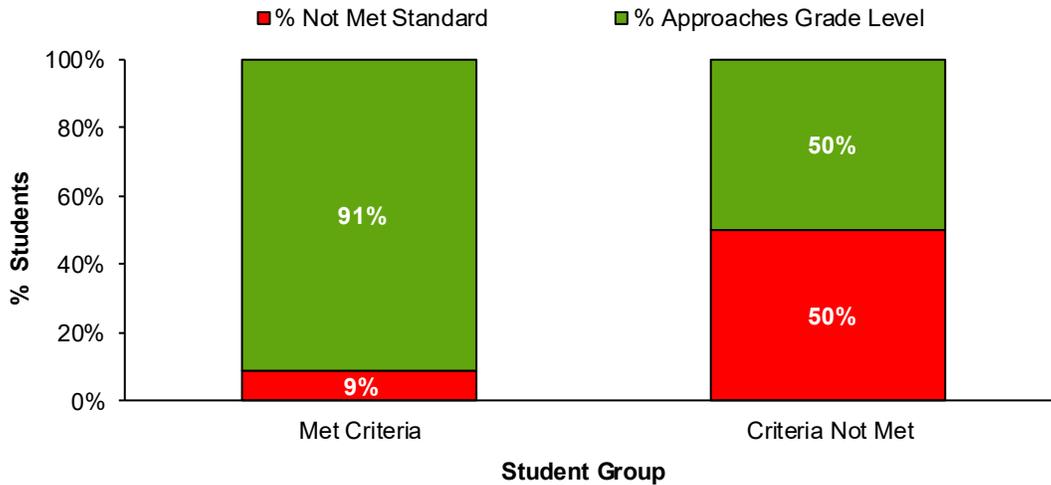


- Pre-exit students who had met the readiness criteria performed much better on the TELPAS, as can be seen in **Figure 8**. Fifty-six percent of students who met the criteria scored Advanced High (versus 15% for students who did not meet the criteria) and 57% showed progress in English proficiency compared to the previous year (versus 36% for students not meeting criteria). **Appendix E** (p. 14) shows further details, including a breakdown of performance by language domain.

**Figure 8. 2019 TELPAS Performance of Students Who Either Met or Did Not Meet Pre-Exit Readiness Indicators: A. Overall Proficiency Level in 2019, B. Percentage of Students Making Gains in Proficiency Between 2018 and 2019**



**Figure 9. 2018 STAAR English Reading Performance of Students Who Either Met or Did Not Meet Pre-Exit Readiness Criteria**

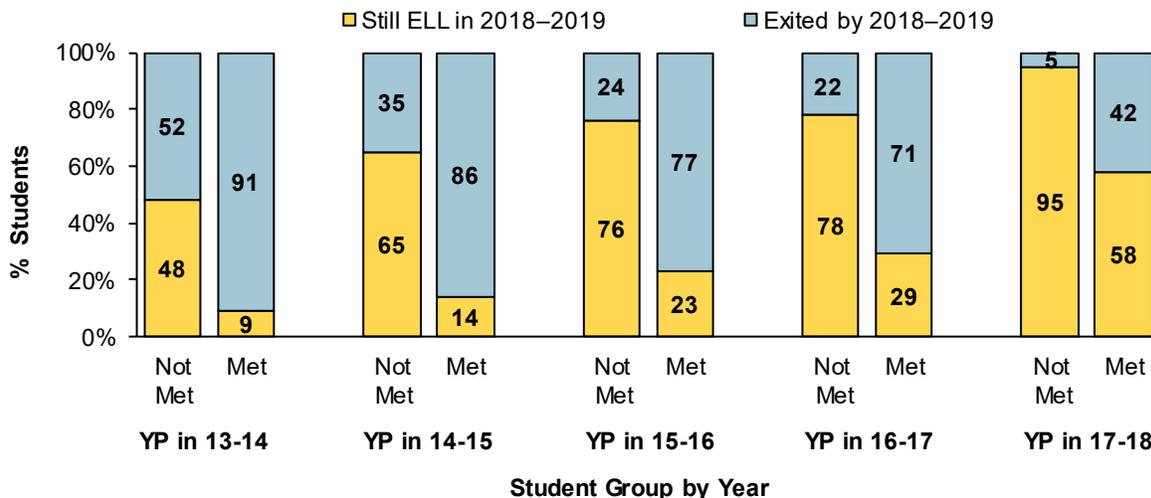


- Analogous results from the STAAR English reading assessment are shown in **Figure 9**. It can be seen that pre-exit students who had met the eligibility criteria in 2019 had a much higher passing rate (91 percent) than did those who did not (50 percent).

**Are pre-exit students who meet the readiness indicators successful in exiting EL status?**

- **Figure 10** shows the percentage of students entering the pre-exit phase in 2013–2014 through 2017–2018, who had exited EL status as of 2/20/19. Data are broken down by whether the student had met the applicable readiness indicators for that year.
- For each cohort of new pre-exit students, results showed that students were far less likely to have exited EL status by 2018–2019 if they had not met the pre-exit readiness criteria which were applicable when they first entered pre-exit status.

**Figure 10. Percentage of First-Year Pre-Exit students From 2014 through 2018 Who Had Exited EL Status as of 2/20/19, Based on Whether They Did or Did Not Meet the Readiness Indicators**



- Even students who entered the pre-exit phase as long ago as the 2013–2014 school year were most likely to still be EL (48 percent) if they had not met the relevant pre-exit readiness criteria, whereas 91 percent of students who had met the readiness criteria that same year had exited EL status.

## Discussion

In HISD, EL students in the Transitional bilingual education program receive both Spanish and English instruction in grades 3 through 5, but these students (as well as certain students in the Dual Language program) can enter a pre-exit phase of mostly English-language instruction 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. English language proficiency results from the TELPAS showed that more pre-exit students scored at the highest level of English proficiency (30% vs. 20%) compared to other EL students. Finally, more pre-exit students showed progress on the TELPAS between 2018 and 2019 (44% vs. 40%).

Only a third (32%) of students who started the pre-exit phase in 2018–2019 met the recommended acceptance criteria. This is a decline from the previous year, and is the lowest figure observed in the six years since these criteria were adopted. There 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) 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 crucial that the Multilingual Programs 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 the newer Dual Language campuses may be eligible for entry into the pre-exit phase once they reach 3rd, 4th, or 5th 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. In grades K–1 all language domains are scored via holistic ratings of trained observers. In Grades 2–12 only writing is scored by holistic ratings, while listening, speaking, and reading are assessed via online technology.

## Appendix B

### 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

Program	Grade	Enrollment		Reading				Mathematics			
				2018		2019		2018		2019	
		2018 N	2019 N	# Tested	% Met Sat.	# Tested	% Appr.	# Tested	% Met Sat	# Tested	% Appr.
Pre-Exit	3	873	707	807	81	629	76	814	87	650	88
	4	2,367	1,945	2,150	53	1,643	67	2,221	75	1,732	77
	5	2,824	2,201	2,673	58	2,054	57	2,707	79	2,083	78
	<b>Total</b>	<b>6,064</b>	<b>4,853</b>	<b>5,630</b>	<b>60</b>	<b>4,326</b>	<b>64</b>	<b>5,742</b>	<b>79</b>	<b>4,465</b>	<b>79</b>
Other ELL	3	6,704	6,688	2,770	59	2,932	61	2,970	71	2,369	73
	4	4,649	4,883	3,115	49	3,183	54	3,233	70	3,277	64
	5	3,494	3,686	3,158	57	3,287	51	3,220	72	3,325	70
	<b>Total</b>	<b>14,847</b>	<b>15,257</b>	<b>9,043</b>	<b>54</b>	<b>9,402</b>	<b>55</b>	<b>9,423</b>	<b>71</b>	<b>9,861</b>	<b>69</b>
HISD	3	17,868	17,058	13,471	69	12,736	69	13,720	73	13,134	74
	4	17,428	17,317	15,314	62	14,906	68	15,478	74	15,072	70
	5	17,264	16,795	16,442	70	15,933	70	16,553	79	15,986	78
	<b>Total</b>	<b>52,560</b>	<b>51,170</b>	<b>45,227</b>	<b>67</b>	<b>43,575</b>	<b>69</b>	<b>45,751</b>	<b>75</b>	<b>44,192</b>	<b>74</b>

Program	Grade	Enrollment		Writing				Science			
				2018		2019		2018		2019	
		2018 N	2019 N	# Tested	% Met Sat.	# Tested	% Appr.	# Tested	% Met Sat	# Tested	% Appr.
Pre-Exit	3	873	707	0	-	0	-	0	-	0	-
	4	2,367	1,945	2,181	46	1,656	58	0	-	0	-
	5	2,824	2,201	0	-	0	-	2,709	61	2,102	58
	<b>Total</b>	<b>6,064</b>	<b>4,853</b>	<b>2,181</b>	<b>46</b>	<b>1,656</b>	<b>58</b>	<b>2,709</b>	<b>61</b>	<b>2,102</b>	<b>58</b>
Other ELL	3	6,704	6,688	0	-	0	-	0	-	0	-
	4	4,649	4,883	3,157	41	3,173	43	0	-	0	-
	5	3,494	3,686	0	-	0	-	3,285	56	3,380	53
	<b>Total</b>	<b>14,847</b>	<b>15,257</b>	<b>3,157</b>	<b>41</b>	<b>3,173</b>	<b>43</b>	<b>3,285</b>	<b>56</b>	<b>3,380</b>	<b>53</b>
HISD	3	17,868	17,058	0	-	0	-	0	-	0	-
	4	17,428	17,317	15,374	54	14,899	59	0	-	0	-
	5	17,264	16,795	0	-	0	-	16,627	68	16,076	67
	<b>Total</b>	<b>52,560</b>	<b>51,170</b>	<b>15,374</b>	<b>54</b>	<b>14,899</b>	<b>59</b>	<b>16,627</b>	<b>68</b>	<b>16,076</b>	<b>67</b>

Source: STAAR student data files, Chancery

\* Scores not reported for fewer than 5 students

## Appendix C

### TELPAS Performance for Pre-Exit Students for 2019: 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	703	2	0	83	12	333	47	285	41	3.2
	4	1,931	67	3	517	27	869	45	478	25	2.9
	5	2,176	58	3	515	24	912	42	691	32	3.0
	<b>Total</b>	<b>4,810</b>	<b>127</b>	<b>3</b>	<b>1,115</b>	<b>23</b>	<b>2,114</b>	<b>44</b>	<b>1,454</b>	<b>30</b>	<b>3.0</b>
Other ELL	3	6,527	328	5	2,324	36	2,560	39	1,315	20	2.7
	4	4,758	388	8	1,748	37	1,839	39	783	16	2.6
	5	3,583	242	7	1,047	29	1,445	40	849	24	2.8
	<b>Total</b>	<b>14,868</b>	<b>958</b>	<b>6</b>	<b>5,119</b>	<b>34</b>	<b>5,844</b>	<b>39</b>	<b>2,947</b>	<b>20</b>	<b>2.7</b>

Source: TELPAS 5/23/19, Chancery

\* Scores not reported for fewer than 5 students

## Appendix D

### TELPAS Performance for Pre-Exit Students for 2019: Number Tested and Number and Percentage of Students Gaining 1, 2, 3, or 1 or More Proficiency Levels, by Grade Level

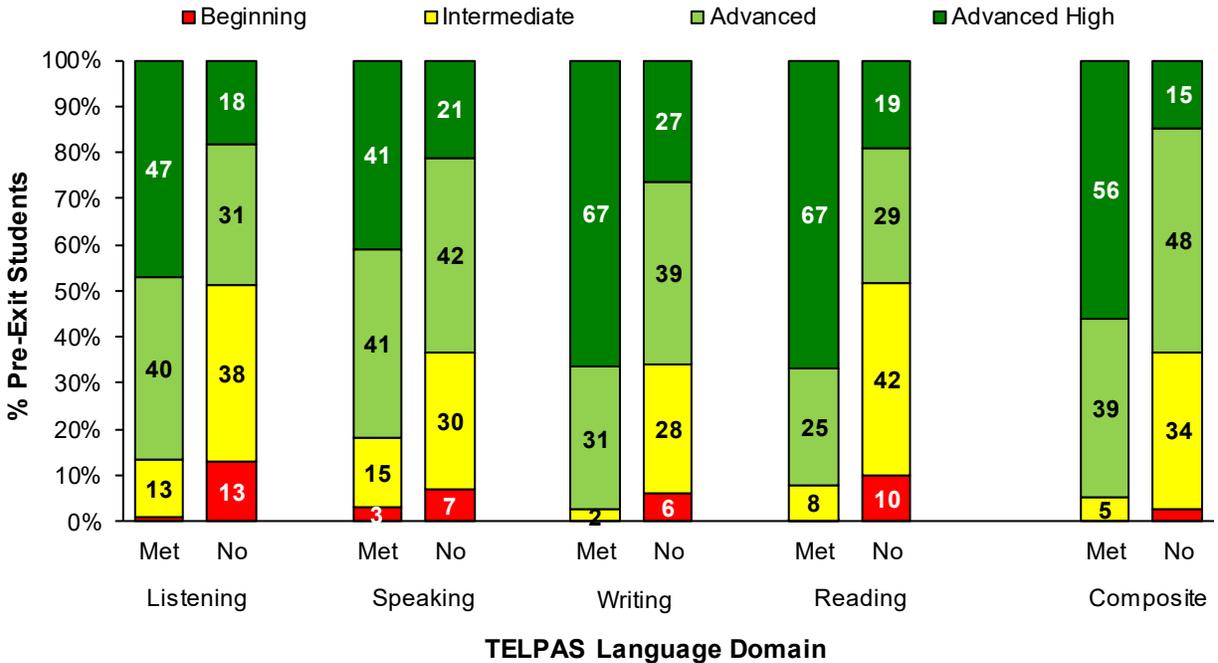
Program	Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level	
			N	%	N	%	N	%	N	%
Pre-Exit	3	691	387	56	20	3	0	0	407	59
	4	1,881	634	34	19	1	0	0	653	35
	5	2,131	970	46	33	2	0	0	1,003	47
	<b>Total</b>	<b>4,703</b>	<b>1,991</b>	<b>42</b>	<b>72</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2,063</b>	<b>44</b>
Other ELL	3	6,112	2,724	45	150	2	0	0	2,874	47
	4	4,444	1,235	28	28	1	0	0	1,263	28
	5	3,273	1,340	41	69	2	0	0	1,409	43
	<b>Total</b>	<b>13,829</b>	<b>5,299</b>	<b>38</b>	<b>247</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>5,546</b>	<b>40</b>

Source: TELPAS 5/23/19, Chancery

\* Scores not reported for fewer than 5 students

## Appendix E

**TELPAS Performance for First-Year Pre-Exit Students in 2019:  
Percent of Students at Each Proficiency Level,  
by Language Domain and Whether They Had met the Readiness Criteria**



The TELPAS results shown in Figure 8 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.