MEMORANDUM   October 24, 2014

TO: Board Members

FROM: Terry B. Grier, Ed.D.
           Superintendent of Schools

SUBJECT: **2014 ESL STUDENT PERFORMANCE REPORT**

CONTACT: Carla Stevens, 713-556-6700

The Houston Independent School District offers two different English as a Second Language (ESL) programs for language minority students. One of these is a Content-Based ESL program where ESL methodology is used to deliver English instruction across a variety of subject areas. The second is a Pullout ESL program where students attend special intensive language classes for part of the day, separate from their regular all-English classes. Content-Based ESL is mainly used in the elementary grades, while Pullout-ESL is primarily a secondary-level program. Attached is a report summarizing the performance of students who were in these two ESL programs during the 2013–2014 school year.

Included in the report are findings from assessments of academic achievement and English language proficiency, including results from the English STAAR, STAAR EOC, Stanford 10, and the TELPAS.

A total of 5,862 students were in the Content-Based ESL program in 2013–2014 (up from 5,310 in 2012–2013), with 9,459 students in the Pullout ESL program (up from 8,539 in 2012–2013). On the majority of assessments and subjects, performance of students in the Content-Based ESL program was superior to that of students in Pullout ESL, but this advantage was small in comparison with the performance gap both groups showed compared to the district. Results showed that students who had exited from an ESL program seemed to have largely eliminated the performance gap relative to the district, with performance usually being better than that of the district but being lower on some measures. On the TELPAS, students in Pullout ESL showed higher overall English proficiency in 2014 than those in Content-Based ESL, but a higher percentage of Content-Based ESL students showed gains in proficiency compared to 2013.
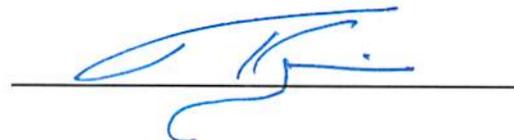
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cc: Superintendent's Direct Reports
      Gracie Guerrero
      Chief Schools Officers
      School Support Officers
      Principals

RESEARCH

Educational Program Report

ESL STUDENT PERFORMANCE: ENGLISH STAAR, STANFORD, AND TELPAS 2013 – 2014

HISD | Research and Accountability
ANALYZING DATA, MEASURING PERFORMANCE.

ENGLISH AS A SECOND LANGUAGE STUDENT PERFORMANCE REPORT: ENGLISH STAAR, STANFORD, AND TELPAS 2013–2014

Executive Summary

Program Description

The Houston Independent School District offers two different ESL programs for students whose native language is not English and who need to develop and enhance their English language skills (English Language Learners, or ELLs). The Content-Based ESL model (CB-ESL) consists of an intensive program of English instruction in all subject areas with instruction delivered through the use of ESL methodology, commensurate with the student's level of English proficiency. The district also offers a Pullout ESL model (PO-ESL), where students are served with an ESL language program for part of each day. This report contains summaries of ESL student enrollment and academic performance.

Highlights

- During the 2013–2014 school year, there were 5,862 students receiving ESL instruction using the CB-ESL model, and 9,459 receiving instruction using the PO-ESL model.

- Students in both ESL programs did not perform as well as those in the district overall, across a variety of different assessments (STAAR, STAAR-L, STAAR EOC, TAKS, and Stanford10).

- On the majority of assessments and subtests, students in CB-ESL performed better than those in PO-ESL.

- The performance gaps for ESL students relative to the district were largely eliminated for those ESL students who had exited ELL status.

- Exited CB-ESL students performed better than the district average across all measures.

- Results for exited PO-ESL students were mixed, with performance usually being slightly higher than that of the district but being lower on some measures.

- On the TELPAS, PO-ESL students showed more proficiency overall than did CB-ESL students, but showed slightly lower proficiency gains over the previous year.

Recommendations

1. The performance gaps for ESL students relative to the district were largely eliminated for those ESL students who had exited ELL status. Thus, efforts should be focused on putting systems in place to closely monitor the English proficiency progress of ESL students to give them an opportunity to meet exit criteria.

2. The Everyday ExcELLence Institute is a professional development opportunity that the district offers for teachers of secondary ELLs. Staff development efforts should be a result of collaboration between the Professional Support and Development and Multilingual Programs departments so that all educators who teach identified ELLs at the secondary level participate in the Everyday ExcELLence Institute.

3. Collaboration between the Curriculum and Instruction and the Multilingual Programs departments should result in the development of curricula that can be differentiated for ELLs at various stages of English proficiency. Additionally, district assessments need to be equally aligned to the various English proficiency levels so that the academic progress of these students can be accurately measured and monitored.

Administrative Response

Strategic approaches to meeting the needs of secondary ELLs continue to be supported. ELL needs are identified annually and campuses demonstrating the highest needs are personally visited for instructional consultations during the fall semester. Multilingual staff share student history, assessment, and English proficiency data with school administrators and teachers. Additionally, student schedules are reviewed to verify that ELLs are receiving appropriate services.

Comprehensive data reports are compiled and provided to campuses both as a summary of overall performance, and at the level of individual students. Special "at-risk" reports have been generated to focus attention on students who are overage, failed any section on the state assessment, and failed one or more courses in a given semester. All of these reports are made available as soon as possible after the start of the new school year. Furthermore, the "at-risk" reports are in the process of being implemented as live reports that will be available on the principal's dashboard, so that principals can track these students over the course of the year.

Specialized training in TELPAS (Texas English Language Proficiency Assessment System) and ELPS (English Language Proficiency Standards) is now conducted to further align the training received by teachers who will ultimately be responsible for rating students in the areas of Listening, Speaking, and Writing. This ensures that teachers follow the designated rubric so that the holistic ratings are based on student linguistic abilities, giving more students more opportunities for program exit.

Introduction

The Houston Independent School District (HISD) offers two English as a second language (ESL) programs for students whose native language is not English and who need to develop and enhance their English language skills (English Language Learners, or ELLs). The Content-Based ESL model (CB-ESL) consists of an intensive program of English instruction in all subject areas with instruction delivered through the use of ESL methodology, commensurate with the student's level of English proficiency. At the secondary level CB-ESL is available for Newcomers (students with three or fewer years in U.S. schools), and students receive ESL/ELA and content ESL courses (e.g., ESL History, ESL Biology). The district also offers a Pullout ESL model (PO-ESL), where students are served with an ESL language program for part of each day. In middle and high school, PO-ESL means that students are receiving the minimal support of one or more ESL/ELA courses. **Appendix A** (see p. 11) provides further details.

The purpose of this report is to provide program staff with a detailed examination of ELLs enrolled in the district's two ESL programs. The report includes data concerning the number of students enrolled in ESL, as well as information on their academic progress in English (STAAR, STAAR-EOC, and Stanford performance), and level of English-language proficiency (TELPAS).

Methods

Participants

ELLs in either the Content-Based or Pullout ESL program were identified using 2013–2014 Chancery Student Management System (SMS) and Public Education Information Management System (PEIMS) databases. A summary of enrollment figures for ELLs in the two programs is shown in **Figure 1**. Note that the majority of ESL students are served under the PO-ESL program (9,459), with fewer students served under the CB-ESL program (5,862).

Figure 1. ELL Enrollment by ESL Program Type, 2009–2010 to 2013–2014

Source: PEIMS
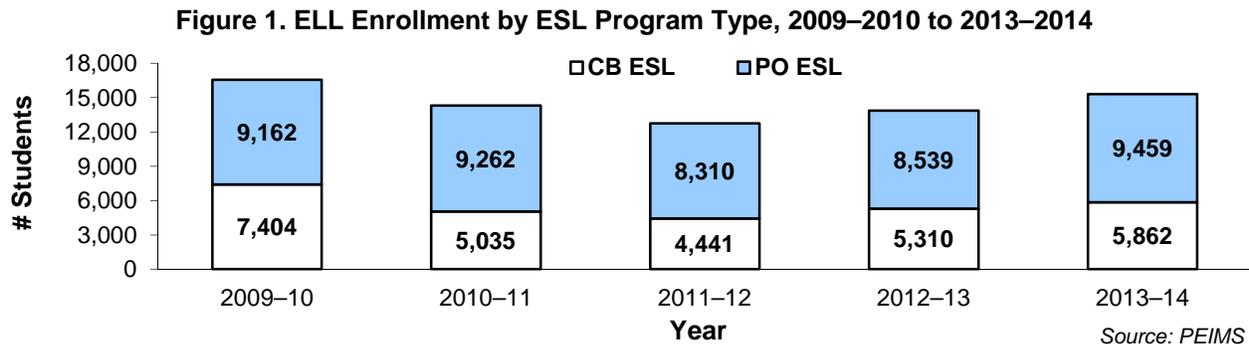
Figure 2 (see p. 4) shows ESL enrollment by program and grade level. As can be seen, CB-ESL is more common in the elementary grades, whereas PO-ESL is dominant at the secondary level. All ESL students in grades K through 12 with valid STAAR, STAAR-EOC, Stanford 10, or TELPAS test results from 2013–2014 were included in the analyses for this report.

Data Collection & Analysis

ELL performance on six assessments is included in this report; 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, the STAAR-L and the STAAR EOC-L (linguistically accommodated versions of the regular STAAR and EOC tests), the Stanford Achievement Test Series, Tenth Edition (Stanford 10) for

Figure 2. ESL student enrollment by ESL program and grade level, 2014.

Source: PEIMS
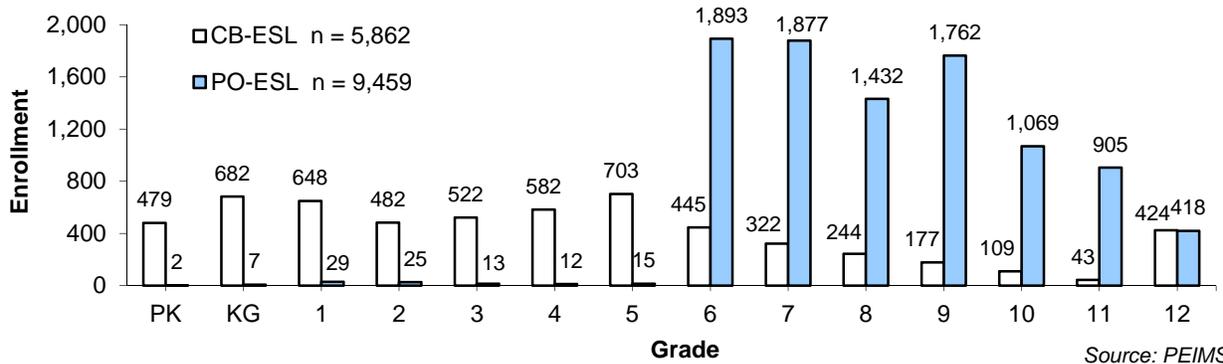
grades 1–8, and the Texas English Language Proficiency Assessment System (TELPAS) (see **Appendix B**, p. 12). All ELLs in HISD are assessed in their primary language of instruction; therefore, ESL students are assessed in English, and all data are from 2014.

STAAR results are reported and analyzed for the reading and mathematics tests. For each subtest, the percentage of students who met standard is reported. For STAAR-L, results are reported for students who took the STAAR-L version of the mathematics test. For STAAR EOC, results are reported for English I and II, Algebra I, Biology, and U.S. History. Results are also included for students taking the linguistically-accommodated versions of EOC tests in Algebra, Biology, and U.S. History. Stanford 10 results are reported and analyzed for reading, mathematics, language, science, and social science, in the form of Normal Curve Equivalents (NCEs).

TELPAS results are reported and analyzed for two indicators. One of these reflects attainment, i.e., the overall level of English language proficiency exhibited by ELLs. For this indicator, the percent of students at each proficiency level is presented. The second indicator reflects progress, i.e., whether students gained one or more levels of English language proficiency between testing in 2013 and 2014. For this second indicator, the percent gaining one or more proficiency levels in the previous year is reported.

Results

STAAR

- **Figure 3** shows the percent of students who met Phase-In 1 standard (Satisfactory Level II performance) for the reading and mathematics sections of the STAAR in 2014. Further details, including performance by grade level, and results for 2013, can be seen in **Appendix C** (p. 13).

Figure 3. ESL student STAAR and STAAR-L performance by ESL program and subject, 2014.

Source: STAAR, Chancery

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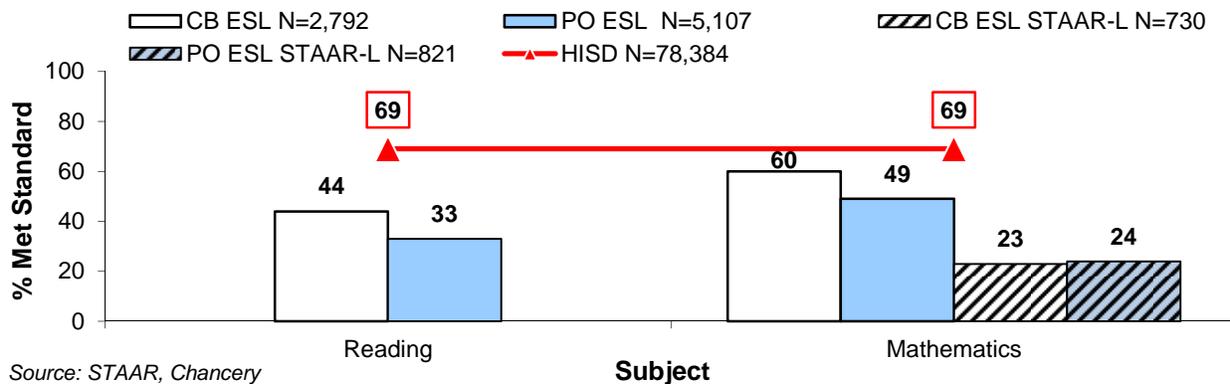
- CB-ESL performance was better than that of PO-ESL overall, in both reading (11 percentage points and mathematics (11 percentage points).

- Scores for both groups of ESL students were lower than the district, and this was true in both reading (gaps of 25 and 36 percentage points, respectively) and mathematics (gaps of 9 and 20 percentage points, respectively).

- Performance of both ESL groups on the STAAR mathematics exceeded the performance of ESL students who took the STAAR-L (note that there is no STAAR-L for reading).

Figure 4. ESL student STAAR performance by ESL program and subject, 2012 to 2014.
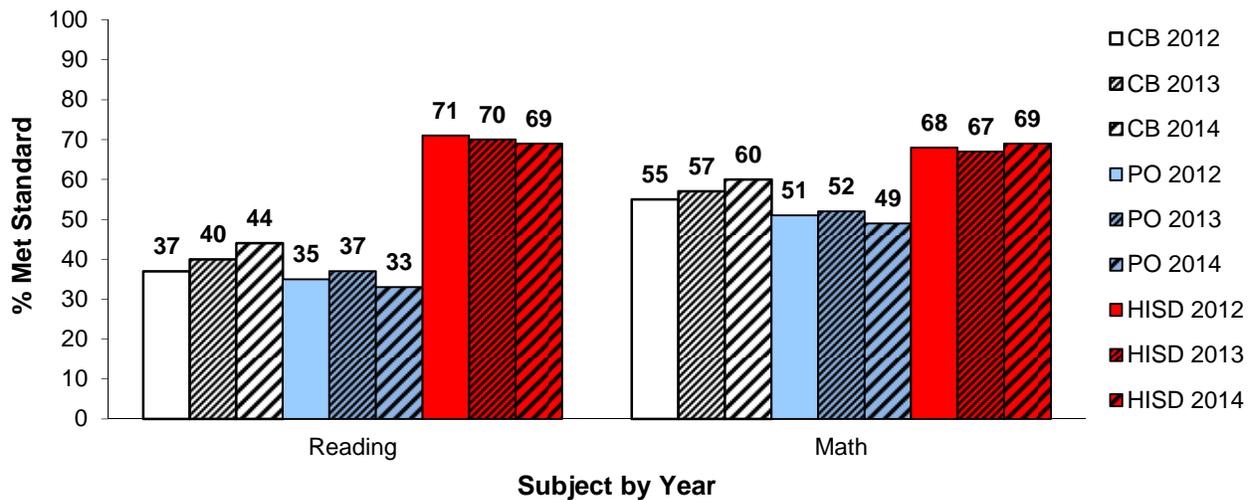
- **Figure 4** (see above) shows STAAR Results for ESL students for the years 2012 to 2014. CB-ESL students have shown gains in both reading (+7 percentage points) and mathematics (+5), whereas those in PO-ESL have shown declines in both subjects (-2 for both).

Figure 5. Exited ESL student STAAR performance by ESL program and subject, 2014.

Source: STAAR, Chancery
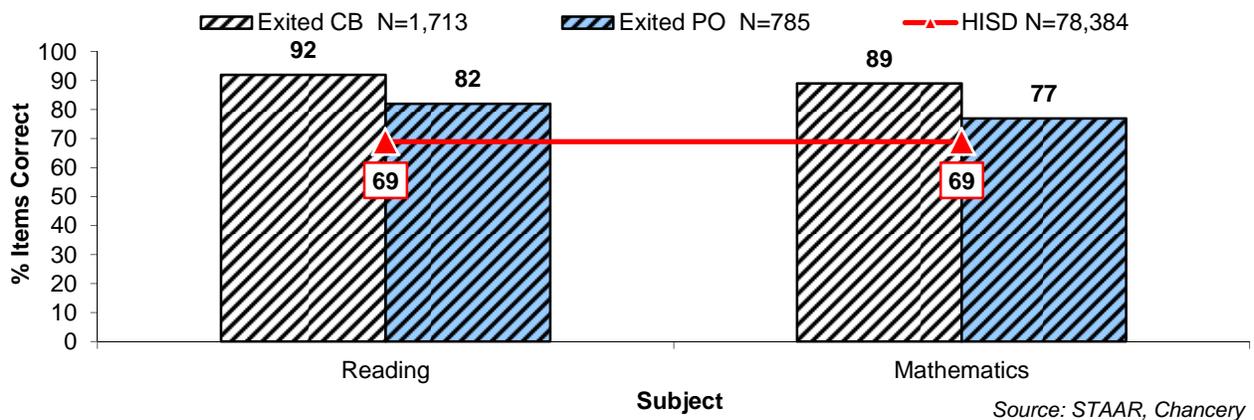
- Results for exited ESL students (**Figure 5**) show that students who had exited CB-ESL exceeded the district on reading and mathematics in 2014, as did those who had exited PO-ESL. Exited CB-ESL students also had higher passing rates than did students from PO-ESL.

Figure 6. Exited ESL student STAAR performance by ESL program and subject, 2012 to 2014.
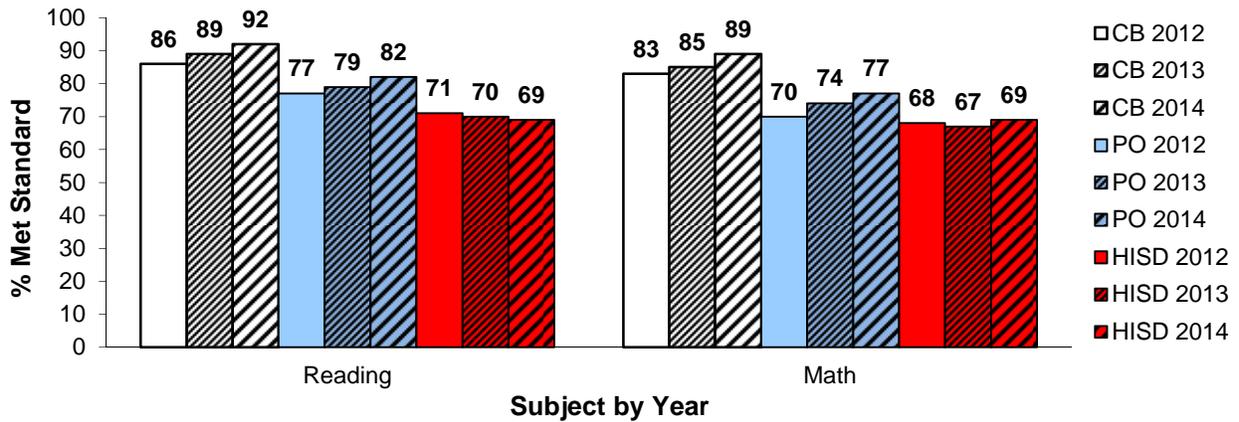
- **Figure 6** shows STAAR results for exited ESL students over the period 2012 to 2014. Both groups have been consistently better than HISD overall, and have shown larger gains in performance than the district.

STAAR EOC

Figure 7 shows results for current ESL students on the STAAR-EOC assessment (see also **Appendix D**., p. 14). Tests included English I and II, Algebra I, Biology, and U.S. History. For each test the figure shows the percentage of students who met the Satisfactory standard (green). Red indicates the percentage of students who scored Unsatisfactory or Met Minimum (number tested in parentheses).

Figure 7. ESL student STAAR-EOC percent met standard by ESL program, and subject, 2014
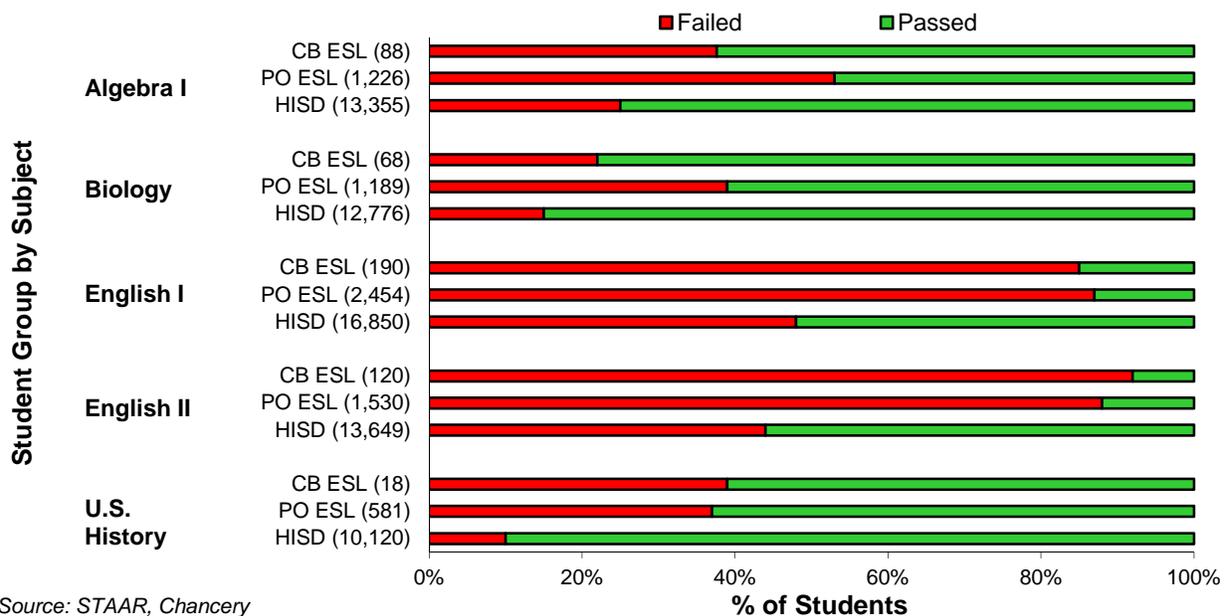
Source: STAAR, Chancery

- Both CB-ESL and PO-ESL had fewer students rated Satisfactory or better, and more who were Unsatisfactory, than did the district overall. This was true for all subjects.

- Performance of ESL students was particularly low on the English I and II assessments, where only 8% to 15% of ESL students passed.

Figure 8. ESL student STAAR-EOC percent met standard by ESL program, and subject, 2014: Results for Students Taking Linguistically Accommodated Version of the STAAR EOC
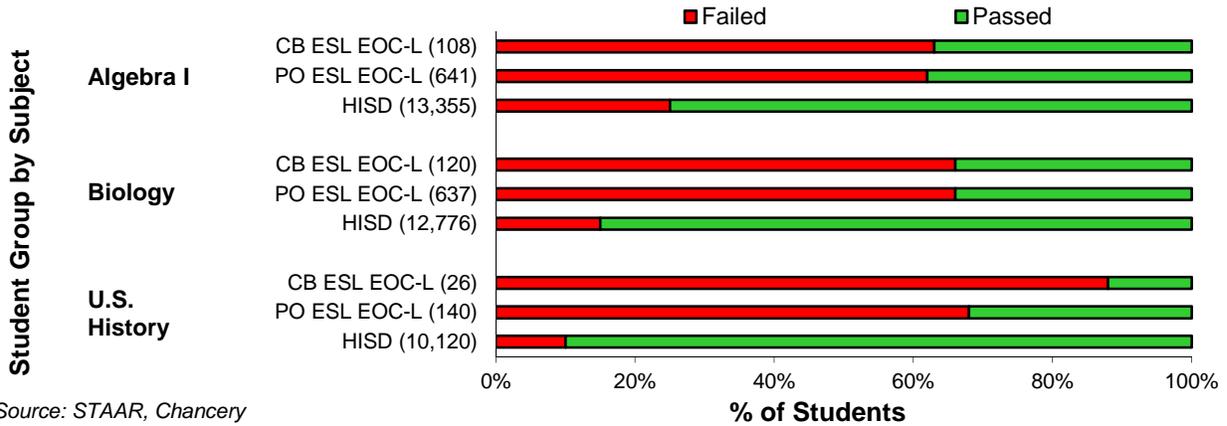
Source: STAAR, Chancery

- **Figure 8** (above) shows STAAR-EOC performance for students who took the linguistically-accommodated version of the STAAR EOC, in those subjects where it was offered.

- Neither CB-ESL nor PO-ESL performed as well as the district overall, and each performed less well than those taking the regular EOC tests (compare with Figure 7). This was true for all subjects.

- **Figure 9** (see below) shows STAAR-EOC performance for students who had previously exited ELL status. HISD overall results are included for comparison (see also Appendix D).

- Students who had previously been in CB-ESL had higher passing rates than did HISD overall, and this was true for all subjects.

- Exited PO-ESL students had lower passing rates than the district in English I (2 percentage points), English II (6 points) and U.S. History (2 points).

Figure 9. Exited ESL student STAAR-EOC percent met standard by ESL program, subject, and grade level, 2014.
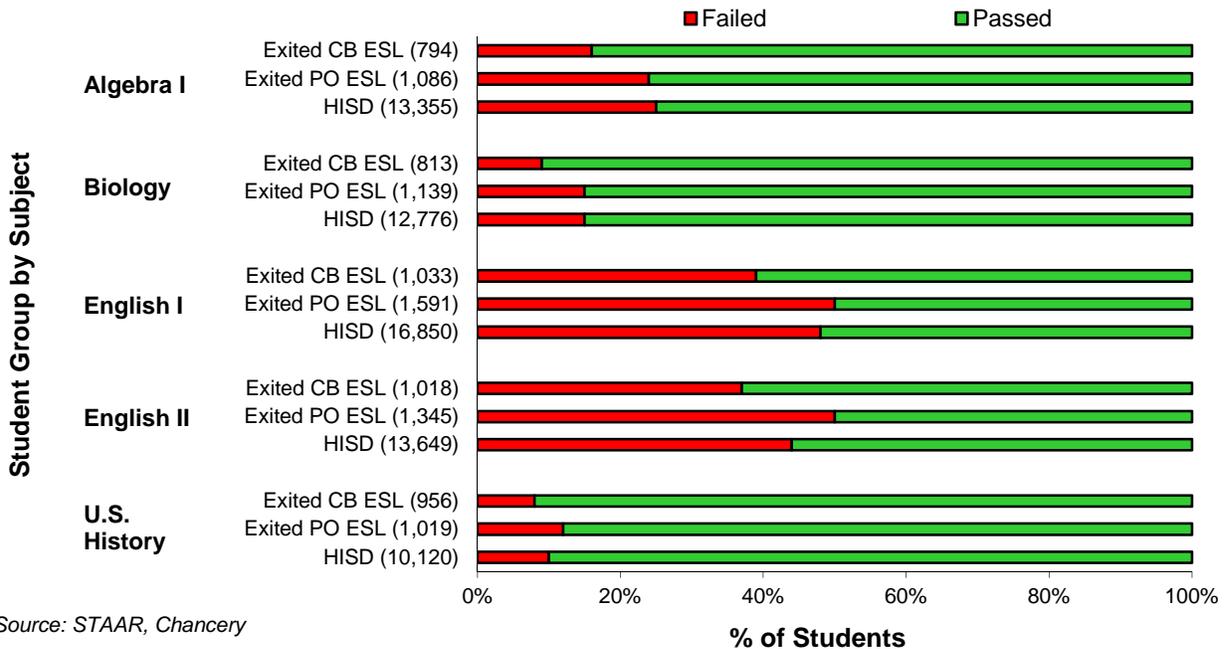
Source: STAAR, Chancery

Figure 10. ESL student Stanford 10 performance (mean NCE) by ESL program and subject, 2014.

Source: Stanford, Chancery
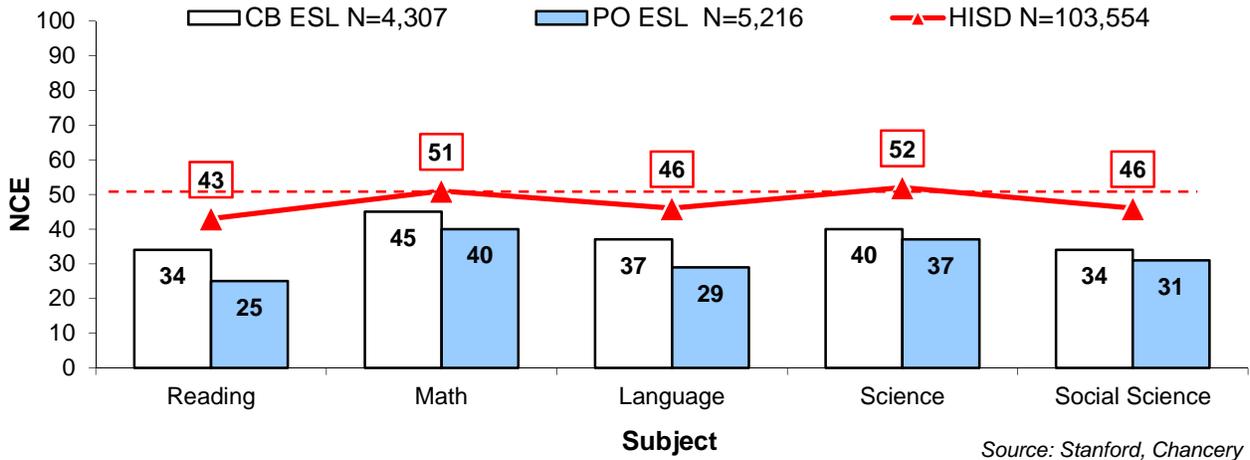
Stanford 10

- **Figure 10** summarizes Stanford 10 data for the 2013–2014 school year. Shown are mean NCE scores for five subtests of the Stanford. The dashed red line indicates an average NCE of 50.

- Students in CB-ESL had higher scores than those in PO-ESL all subjects, with gaps ranging from 9 NCE points (reading) to 3 points (science and social science).

- Both groups of ESL students performed below the level of the district, with gaps ranging from 6 NCE points (mathematics for CB-ESL students) to 18 NCE points (reading for PO-ESL students).

- For further details, including grade level results and data for 2013, see **Appendix E** (p. 15).

- Data for exited ESL students (see **Figure 11** below) show that students formerly in CB-ESL who had exited ELL status, outperformed the district in all subjects. Exited CB-ESL students also scored above the average NCE of 50 in every subject as well.

Figure 11. Exited ESL student Stanford reading performance by ESL program and grade level, 2014.

Source: Stanford, Chancery
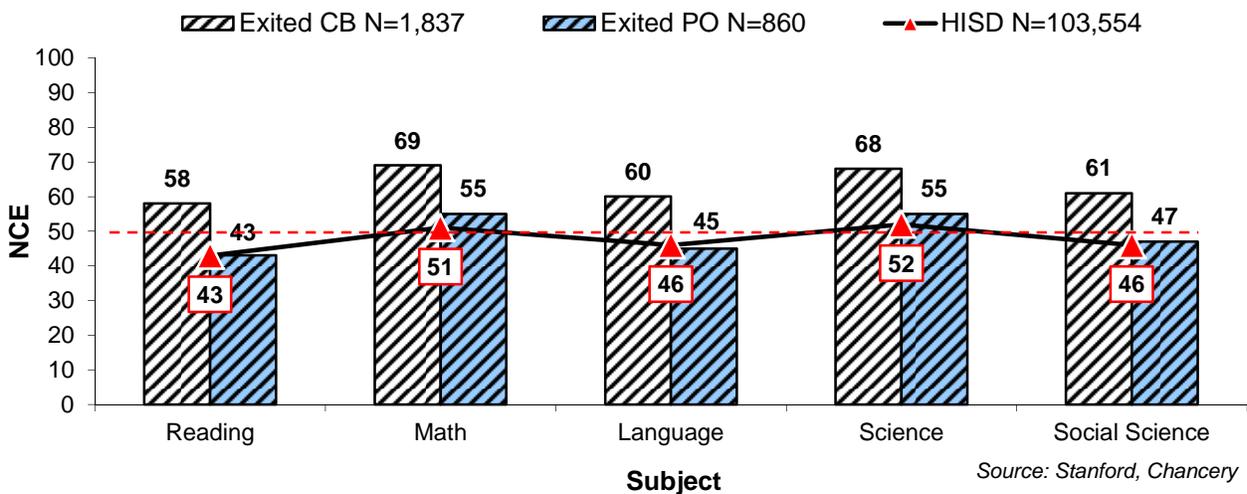
- Exited PO-ESL students did not perform as well as exited CB-ESL students, with performance gaps in each subject (gaps of 13 to 15 NCE points).

- Exited PO-ESL outperformed the district in mathematics, science, and social science, but were lower than the district in language (-1 NCE points) and equivalent in reading (average NCE = 43).

Figure 12. ESL student TELPAS performance 2014: A. Percent of students at each proficiency level by ESL program, B. Percent of students making gains in proficiency between 2013 and 2014.
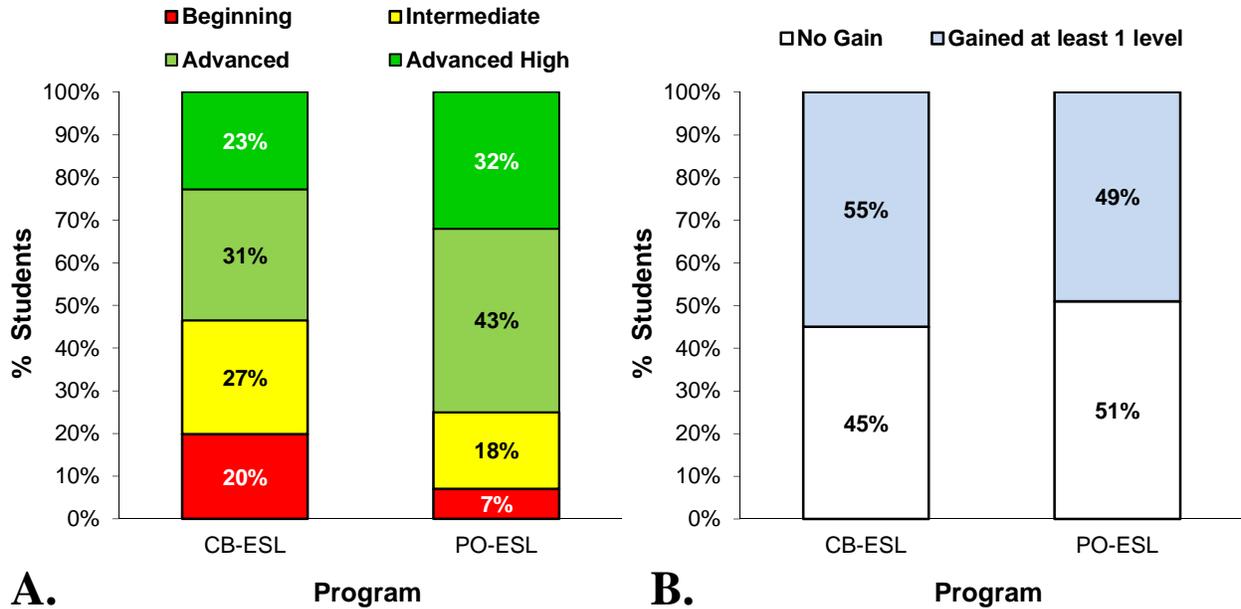
Source: TELPAS, Chancery

TELPAS

- **Figure 12** summarizes TELPAS performance for students in the two ESL programs. Shown are the percentages of students scoring at each proficiency level on the TELPAS as well as the percentage of students who made gains in proficiency between 2013 and 2014.
- Overall, the PO-ESL program had more students at the Advanced High (32% vs. 23%) and fewer at the Beginning level in 2014 (7% vs. 20%) than did CB-ESL (see Figure 11a).

- The CB-ESL program had a higher percentage of students who made progress in 2014 than did PO-ESL (55% vs. 49%; see Figure 11b).

- Further details including grade level data can be seen in **Appendices F** and **G** (pp. 16-17).

Discussion

The district provides two different ESL programs for ELLs Content-Based ESL and Pullout ESL. Direct comparison of the two programs is difficult, given that enrollment is largely a function of grade level (see Figure 2). However, performance data from 2013–2014 appeared to show that students in the CB-ESL program performed slightly better than those in the PO-ESL program across most assessments (STAAR, Stanford 10, TELPAS progress), while PO-ESL performed better than CB-ESL on other as-

sessments (TELPAS proficiency, STAAR EOC English II and U.S. History). Results for exited ESL students showed students from both programs did well relative to the district, indicating that ESL students were capable of closing the performance gap relative to the district, with former CB-ESL doing somewhat better than former PO-ESL students.

Appendix A

Some Background on District ESL Programs

The Texas Education Code (§ 29.051) requires school districts to provide every language minority student with the opportunity to participate in a bilingual or other special language program. Texas Administrative Code (BB § 89.1205) further specifies that all elementary schools must offer a bilingual program to English Language Learners (ELLs) whose home language is spoken by 20 or more students in any single grade level across the entire district. If an ELL student's home language is spoken by fewer than 20 students in any single grade level across the district, elementary schools must provide an English as a Second Language (ESL) program, regardless of the students' grade levels, home language, or the number of such students.

As a results of these two requirements, the district has offered two different types of ESL programs for its ELL students. Mainly at the elementary level, Content Based ESL (CB-ESL) offers English language support to ELL students who do not have access to a bilingual education program. In CB ESL, instruction within content areas is delivered using ESL methodologies. At the secondary level, CB-ESL is available for Newcomers (students with three or fewer years in U.S. schools), and these students receive ESL/ELA as well as content ESL courses (e.g., ESL History, ESL Biology).

The district also offers a Pullout ESL model (PO-ESL) where students are served with an ESL language program for part of each day. Since bilingual programs in the district are generally not offered at the secondary level, PO-ESL is the dominant ESL program in middle and high school. PO-ESL students receive the minimal support of one or more ESL/ELA courses. PO-ESL is also offered for some ELL students at the elementary level, (e.g., if a student's homeroom teacher is not ESL certified and the student needs to attend a separate class to get their required English language support).

Appendix B

Explanation of Assessments Included in Report

The STAAR is a state-mandated, criterion-referenced assessment used to measure student achievement. STAAR measures academic achievement in reading and mathematics in grades 3–8; writing at grades 4 and 7; social studies in grades 8; and science at grades 5 and 8. The STAAR-L is a linguistically accommodated version of the STAAR given to ELLs who meet certain eligibility requirements (mainly, Spanish STAAR not he most appropriate test, student has not yet obtained a TELPAS rating of Advanced High in grade 2 or higher, and enrolled in U.S. schools 3 years or less).

For high school students in 2013–2014 (as well as middle school students taking high school courses), STAAR includes end-of-course (EOC) exams in English language arts (English I, II), mathematics (Algebra I), science (Biology), and social studies (U.S. History). In 2013–2014, students through 11 took the EOC exams, while those in grade 12 continued to take the TAKS if they did not pass their exit-level exam. There is also a linguistically accommodated version of the STAAR-EOC for some subjects.

The Stanford 10 is a norm-referenced, standardized achievement test in English used to assess students' level of content mastery. Stanford 10 tests exist for reading, mathematics, and language (grades 1–8), science (3–8), and social science (grades 3–8). This test provides a means of determining the relative standing of students' academic performance when compared to the performance of students from a nationally-representative sample.

The TELPAS is an English language proficiency assessment which is administered to all ELL 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 ELL 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.

Appendix C

English STAAR and STAAR-L Performance of CB-ESL and PO-ESL Students, with HISD for Comparison: Number Tested, and Percentage of Students Who Met Satisfactory Standard, by Grade Level and Subject

Program	Grade	Enrollment		Reading				Mathematics			
				2013		2014		2013		2014	
		2013 N	2014 N	# tested	% Met Sat.	# tested	% Met Sat.	# tested	% Met Sat	# tested	% Met Sat.
Content-Based ESL	3	443	593	409	53	537	55	305	61	401	64
	4	519	671	454	46	625	52	341	60	511	56
	5	502	777	439	46	697	44	323	62	593	67
	6	531	407	484	29	381	42	404	57	295	62
	7	344	330	303	25	304	25	207	33	211	48
	8	259	269	237	35	248	30	146	66	132	55
	Total	2,598	3,047	2,326	40	2,792	44	1,726	57	2,143	60
Pullout ESL	3	15	17	12	67	16	69	7	57	7	86
	4	20	18	16	63	15	47	13	46	6	50
	5	31	14	24	58	12	50	22	64	9	56
	6	1,859	2,032	1,678	33	1,863	37	1,546	56	1,622	54
	7	1,498	1,923	1,376	33	1,805	31	1,073	40	1,525	39
	8	1,566	1,480	1,445	44	1,396	31	1,146	59	1,104	55
	Total	4,989	5,484	4,551	37	5,107	33	3,807	52	4,273	49
Content-Based ESL STAAR-L	3	105	155					105	41	155	43
	4	115	128					115	37	128	32
	5	116	135					116	24	135	27
	6	84	99	No STAAR-L for Reading				84	31	99	5
	7	75	101					75	23	101	7
	8	83	112					83	16	112	9
	Total	578	730					578	29	730	23
Pullout ESL STAAR-L	3	5	9					5	100	9	89
	4	3	9					3	*	9	44
	5	3	3					3	*	3	*
	6	160	255	No STAAR-L for Reading				160	26	255	28
	7	167	291					167	20	291	21
	8	207	254					207	23	254	20
	Total	545	821					545	24	821	24
Exited Content-Based ESL	3	105	114	100	98	110	100	100	99	110	96
	4	156	163	148	94	155	95	148	94	155	95
	5	220	248	205	96	237	95	205	93	236	97
	6	324	288	300	89	266	93	300	91	266	92
	7	586	404	548	81	376	89	303	69	342	83
	8	788	602	764	90	569	90	501	81	382	83
	Total	2,179	1,819	2,065	89	1,713	92	1,557	85	1,491	89
Exited Pullout ESL	3	10	13	10	100	13	100	10	100	13	100
	4	9	10	9	89	10	100	9	89	10	100
	5	18	16	18	94	14	93	18	100	14	100
	6	22	23	19	79	22	86	21	62	22	95
	7	286	310	251	73	254	76	174	61	253	69
	8	783	528	719	80	472	83	581	77	370	79
	Total	1,128	900	1,026	79	785	82	813	74	682	77
HISD	3	16,279	17,592	11,183	74	12,201	67	11,094	64	12,139	65
	4	16,050	16,638	13,179	64	13,875	66	13,104	64	13,787	65
	5	15,156	15,858	14,027	70	14,673	68	13,941	69	14,571	75
	6	13,374	13,478	12,390	64	12,453	68	11,931	70	12,091	73
	7	12,829	13,691	11,982	72	12,768	67	8,093	56	12,048	62
	8	12,592	13,250	11,779	77	12,414	75	12,401	76	9,464	72
	Total	86,280	90,507	74,540	70	78,384	69	70,564	67	74,100	69

Source: STAAR, Chancery *indicates < 5 students tested*

Appendix D

STAAR End-of-Course Performance of Current CB-ESL and PO-ESL Students: Number Tested, And Number and Percentage Who Met the Satisfactory Standard (Phase-In I or Recommended), (2014 Data Only, All Students Tested Including Retesters)

	Student Group	# Tested	Phase-In I Standard				Recommended Standard			
			Fail		Pass		Fail		Pass	
			N	% Stu	N	% Stu	N	% Stu	N	% Stu
Algebra I	CB ESL	88	33	38	55	63	68	77	20	23
	PO ESL	1,226	646	53	580	47	1,107	90	119	10
	CB ESL EOC-L	108	68	63	40	37	99	92	9	8
	PO ESL EOC-L	641	399	62	242	38	569	89	72	11
	Exited CB ESL	794	126	16	668	84	425	54	369	46
	Exited PO ESL	1,086	257	24	829	76	766	71	320	29
	HISD	13,355	3,356	25	9,999	75	8,620	65	4,735	35
Biology	CB ESL	68	15	22	53	78	51	75	17	25
	PO ESL	1,189	465	39	724	61	1,086	91	103	9
	CB ESL EOC-L	120	79	66	41	34	114	95	6	5
	PO ESL EOC-L	637	418	66	219	34	607	95	30	5
	Exited CB ESL	813	75	9	738	91	419	52	394	48
	Exited PO ESL	1,139	167	15	972	85	770	68	369	32
	HISD	12,776	1,912	15	10,864	85	7,528	59	5,248	41
English I	CB ESL	190	161	85	29	15	177	93	13	7
	PO ESL	2,454	2,136	87	318	13	2,376	97	78	3
	Exited CB ESL	1,033	399	39	634	61	657	64	376	36
	Exited PO ESL	1,591	789	50	802	50	1,258	79	333	21
	HISD	16,850	8,083	48	8,767	52	11,650	69	5,200	31
English II	CB ESL	120	110	92	10	8	117	98	3	3
	PO ESL	1,530	1,354	88	176	12	1,491	97	39	3
	Exited CB ESL	1,018	378	37	640	63	619	61	399	39
	Exited PO ESL	1,345	671	50	674	50	1,056	79	289	21
	HISD	13,649	5,965	44	7,684	56	8,722	64	4,927	36
U.S. History	CB ESL	18	7	39	11	61	15	83	3	17
	PO ESL	581	215	37	366	63	506	87	75	13
	CB ESL EOC-L	26	23	88	3	12	26	100	0	0
	PO ESL EOC-L	140	95	68	45	32	130	93	10	7
	Exited CB ESL	956	77	8	879	92	511	53	445	47
	Exited PO ESL	1,019	122	12	897	88	689	68	330	32
	HISD	10,120	1,033	10	9,087	90	5,539	55	4,581	45

Source: STAAR, Chancery   *Note: HISD percentages may differ from district EOC report due to rounding error*

Appendix E

Stanford 10 Performance for CB-ESL and PO-ESL Students, With HISD for Comparison: Number Tested and Mean Normal Curve Equivalents (NCE) by Grade Level, Subject, and Year of Testing (2013 vs. 2014)

Program	Grade	Tested		Reading		Math		Language		Science		Soc Sci	
		2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
		N	N	NCE	NCE	NCE	NCE	NCE	NCE	NCE	NCE	NCE	NCE
Content-	1	471	817	48	46	54	54	51	49	--	--	--	--
Based	2	372	659	41	35	49	43	43	36	--	--	--	--
ESL	3	400	526	37	37	52	52	41	40	43	43	38	37
	4	458	621	36	35	50	48	45	44	43	42	40	38
	5	447	715	31	30	44	43	35	33	44	43	37	36
	6	512	395	26	25	42	38	29	26	39	36	32	29
	7	335	316	21	20	36	36	25	24	33	29	28	27
	8	251	258	22	19	39	33	26	23	40	35	31	28
	Total	**3,246**	**4,307**	**34**	**34**	**47**	**45**	**38**	**37**	**40**	**40**	**35**	**34**
Pullout	1	25	26	56	52	58	57	57	56	--	--	--	--
ESL	2	11	20	58	48	53	53	60	49	--	--	--	--
	3	11	15	44	51	59	71	47	57	62	61	42	51
	4	16	13	44	33	54	55	50	46	50	42	47	37
	5	24	14	39	26	49	45	42	35	53	37	44	33
	6	1,774	1,934	27	24	42	40	30	27	40	36	32	29
	7	1,433	1,814	25	24	41	39	30	29	35	34	31	30
	8	1,468	1,380	28	26	43	39	31	29	44	43	36	33
	Total	**4,762**	**5,216**	**27**	**25**	**43**	**40**	**31**	**29**	**40**	**37**	**33**	**31**
Exited	1	1	0	*	--	*	--	*	--	--	--	--	--
Content-	2	79	107	72	69	78	74	73	70	--	--	--	--
Based	3	100	109	73	75	84	81	75	73	75	75	70	70
ESL	4	147	155	67	69	75	77	74	74	69	71	63	66
	5	206	238	64	61	73	71	66	64	72	69	68	64
	6	299	272	59	59	68	68	60	60	68	69	59	61
	7	562	378	50	54	63	69	54	57	59	65	54	58
	8	773	578	48	52	60	64	49	51	63	66	54	58
	Total	**2,167**	**1,837**	**55**	**58**	**66**	**69**	**57**	**60**	**65**	**68**	**57**	**61**
Exited	1	0	0	--	--	--	--	--	--	--	--	--	--
Pullout	2	12	11	68	60	61	66	69	62	--	--	--	--
ESL	3	10	13	77	75	87	84	72	74	78	84	68	74
	4	9	10	61	66	75	75	72	70	62	75	58	66
	5	18	14	65	66	78	79	68	70	66	75	69	70
	6	21	22	48	56	59	68	49	57	57	62	51	56
	7	270	290	39	40	53	53	44	44	50	49	43	43
	8	749	500	40	41	54	53	43	43	57	57	47	47
	Total	**1,089**	**860**	**41**	**43**	**55**	**55**	**45**	**45**	**56**	**55**	**46**	**47**
HISD	1	10,802	11,979	46	44	49	49	50	48	--	--	--	--
	2	10,739	11,371	45	42	48	47	47	45	--	--	--	--
	3	11,423	12,542	48	45	56	54	49	47	51	49	47	45
	4	13,648	14,325	45	44	54	54	52	51	52	50	46	45
	5	14,626	15,223	44	43	52	52	47	46	55	54	48	47
	6	12,784	12,837	43	42	51	50	44	43	52	51	44	44
	7	12,166	12,883	43	42	53	52	46	45	51	49	46	45
	8	11,915	12,394	44	45	54	53	44	44	57	57	49	50
	Total	**98,103**	**103,554**	**45**	**43**	**52**	**51**	**47**	**46**	**53**	**52**	**47**	**46**

Source: Stanford, Chancery   ** indicates < 5 students tested*

Appendix F

TELPAS Performance for CB-ESL and PO-ESL Students: Number Tested and Number and Percentage of Students at Each Proficiency Level, by Grade Level (Data From 2014, With 2013 Results Shown in Shaded Column)

Program	Grade Level	Tested	Beginning		Intermediate		Advanced		Advanced High		%AH 2013	Composite Score
			N	%	N	%	N	%	N	%		
Content Based ESL	K	920	361	39	260	28	188	20	111	12	16	2.0
	1	866	146	17	236	27	251	29	233	27	33	2.6
	2	692	115	17	199	29	236	34	142	21	43	2.5
	3	563	83	15	130	23	176	31	174	31	44	2.7
	4	650	81	12	160	25	232	36	177	27	44	2.7
	5	747	73	10	158	21	267	36	249	33	51	2.8
	6	395	51	13	97	25	139	35	108	27	39	2.6
	7	323	51	16	100	31	123	38	49	15	35	2.5
	8	259	54	21	60	23	90	35	55	21	35	2.4
	9	183	59	32	52	28	50	27	22	12	27	2.1
	10	87	14	16	37	43	27	31	9	10	22	2.2
	11	42	4	10	12	29	18	43	8	19	34	2.6
	12	332	98	30	133	40	64	19	37	11	15	2.0
	Total	**6,059**	**1,190**	**20**	**1,634**	**27**	**1,861**	**31**	**1,374**	**23**	**35**	**2.5**
Pullout ESL	K	5	0	0	2	40	0	0	3	60	13	3.1
	1	29	3	10	4	14	14	48	8	28	62	2.9
	2	21	2	10	3	14	3	14	13	62	67	3.2
	3	16	2	13	2	13	7	44	5	31	62	2.9
	4	17	6	35	3	18	4	24	4	24	56	2.2
	5	14	1	7	4	29	5	36	4	29	59	2.8
	6	1,993	134	7	403	20	940	47	516	26	47	2.8
	7	1,879	102	5	293	16	841	45	643	34	55	2.9
	8	1,441	87	6	202	14	593	41	559	39	54	3.0
	9	1,616	195	12	337	21	593	37	491	30	51	2.7
	10	1,014	60	6	211	21	411	41	332	33	46	2.8
	11	785	26	3	120	15	327	42	312	40	40	3.0
	12	355	11	3	98	28	170	48	76	21	41	2.7
	Total	**9,185**	**629**	**7**	**1,682**	**18**	**3,908**	**43**	**2,966**	**32**	**49**	**2.8**

Source: TELPAS, Chancery

Note: Although the TELPAS assessment was the same as had been used in previous years, the scoring standards were modified in 2014. This had the effect of making the assessment more difficult, reducing overall performance levels. Therefore the apparent decline in the percentage of students rated as Advanced High between 2013 and 2014 is almost entirely due to changes in the way the test was scored, and do not reflect true changes in performance.

Appendix G

TELPAS Performance for CB-ESL and PO-ESL Students: Number Tested and Number and Percentage of Students Gaining 1, 2, 3, or 1 or More Proficiency Levels, by Grade Level (Data From 2014, With 2013 Results in Shaded Column)

Program	Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		% Gained 2013
		N	N	%	N	%	N	%	N	%	
Content	1	542	274	51	104	19	24	4	402	74	70
Based	2	546	239	44	48	9	5	1	292	53	73
ESL	3	449	212	47	22	5	0	0	234	52	68
	4	540	246	46	15	3	1	<1	262	49	66
	5	615	328	53	31	5	0	0	359	58	75
	6	313	147	47	6	2	0	0	153	49	52
	7	229	77	34	5	2	0	0	82	36	52
	8	157	66	42	10	6	0	0	76	48	49
	9	84	36	43	4	5	0	0	40	48	65
	10	46	26	57	2	4	0	0	28	61	55
	11	33	17	52	2	6	0	0	19	58	60
	12	141	63	45	7	5	0	0	70	50	51
	Total	3,695	1,731	47	256	7	30	1	2,017	55	64

Program	Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		% Gained 2013
		N	N	%	N	%	N	%	N	%	
Pullout	1	18	17	94	0	0	0	0	17	94	90
ESL	2	14	7	50	3	21	0	0	10	71	63
	3	9	4	44	0	0	0	0	4	44	75
	4	8	2	25	1	13	0	0	3	38	75
	5	12	6	50	0	0	0	0	6	50	81
	6	1,722	665	39	17	1	1	<1	683	40	58
	7	1,624	755	46	35	2	1	<1	791	49	68
	8	1,193	617	52	21	2	1	<1	639	54	65
	9	1,181	586	50	33	3	0	0	619	52	66
	10	808	366	45	14	2	0	0	380	47	57
	11	664	378	57	15	2	0	0	393	59	58
	12	299	132	44	4	1	0	0	136	45	59
	Total	7,552	3,535	47	143	2	3	<1	3,681	49	62

Source: TELPAS, Chancery

Note: Although the TELPAS assessment was the same as had been used in previous years, the scoring standards were modified in 2014. This had the effect of making the assessment more difficult, reducing overall performance levels. Therefore the apparent decline in the percentage of students who showed gains in performance in 2014 compared to 2013 is almost entirely due to changes in the way the test was scored, and do not reflect true changes in performance.