

MEMORANDUM

September 11, 2017

TO: Gracie Guerrero
Assistant Superintendent, Multilingual Programs

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **CULTURAL HERITAGE BILINGUAL PROGRAM (CHBP) STUDENT PERFORMANCE REPORT 2017**

Texas Administrative Code (BB § 89.1205) 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. Based on this rule, in addition to Spanish speaking ELLs, students speaking Arabic, Vietnamese, Mandarin, Hindi, Swahili, Nepali, Telugu, Cantonese, Urdu, Amharic, and Tamil as their primary language were eligible for bilingual services in 2016–2017. The Cultural Heritage Bilingual Program (CHBP) was developed for students in these language groups, and started in 2008–2009. CHBP is an early-exit bilingual program serving students in grades pre-K through 5. Currently, CHBP is only implemented for native Vietnamese speakers at Park Place Elementary School. Included in the report are findings from assessments of academic achievement and English language proficiency for CHBP students, including results from the English STAAR and the TELPAS.

Key findings include:

- A total of 75 students were in the CHBP program in 2016–2017, down from 125 in 2015–2016.
- Results from the STAAR 3-8 assessment indicated that CHBP students' performance was superior to that of all comparison groups in reading and mathematics.
- This is a pattern that has been consistent over the past six years.
- CHBP student performance on the TELPAS was also superior to all other comparison groups except for Vietnamese-speaking ESL students.
- Among students who had exited ELL status, those who used to be in CHBP were superior to all comparison groups on the reading and mathematics assessments of the STAAR 3-8.
- Exited CHBP students were also superior to comparison groups on the Algebra I and English I assessments of the EOC exams.

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



RESEARCH

Educational Program Report

**CULTURAL HERITAGE BILINGUAL PROGRAM
PERFORMANCE REPORT:
ENGLISH STAAR AND TELPAS
2016 - 2017**



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CULTURAL HERITAGE BILINGUAL PROGRAM PERFORMANCE REPORT: ENGLISH STAAR AND TELPAS 2016–2017

Executive Summary

Program Description

The Cultural Heritage Bilingual Program (CHBP) was developed for English Language Learner (ELL) students from language groups not served by current bilingual programs in the Houston Independent School District (HISD). The two main bilingual programs in the district (Transitional Bilingual and Dual Language Bilingual) are designed to serve ELLs with Spanish as their home language. Currently, CHBP is only implemented for native Vietnamese speakers at one campus, Park Place Elementary School. This program is an early exit bilingual program serving students in grades prekindergarten through 5. Students enrolled in the CHBP program receive 45 minutes of daily instruction in Vietnamese, during which Vietnamese literature, culture, and history are taught in the students' native language via listening, speaking, reading, and writing. Combined with this is an intensive program of English language development using ESL instructional techniques for language arts and all content subjects. This report contains summaries of student performance including the following:

- Student enrollment by grade level;
- State of Texas Assessments of Academic Readiness (STAAR) reading and mathematics (percent of students who met standard and percent making progress);
- Texas English Language Proficiency Assessment System (TELPAS) percentage of students scoring Advanced High, and the percentage of students making gains in proficiency.
- STAAR End-of-Course (EOC) results for students who have exited ELL status.

Highlights

- During the 2016–2017 school year, there were 75 ELLs enrolled in the CHBP program, from kindergarten through grade 3 (all at Park Place Elementary School). This is a decrease from 125 students in 2015–2016, and the fourth consecutive year in which enrollment has declined.
- For students currently classified as ELLs, those in CHBP performed better on the 2017 STAAR reading test (advantage of 9 to 35 percentage points) than did those from any of four comparison groups: Vietnamese students in an ESL program, all bilingual students overall, waived ELLs, and the district overall. This is the same pattern observed in previous years.
- Among students who had exited ELL status, the same was true: exited CHBP students did better than the comparison groups on the STAAR reading and mathematics assessments.
- Current CHBP students did better than all other comparison groups on the ELL progress measure, and exited CHBP students also did better than other groups on the STAAR progress measure (reading only).
- Some previously exited CHBP students took the STAAR EOC exams, and on these the exited CHBP students better than those in the comparison groups in Algebra I, Biology, and English I (both exited CHBP and exited Vietnamese ESL students had 100 percent passing rates in Biology).

- On the TELPAS, CHBP students showed performance advantages over all comparison groups except Vietnamese ESL students in the percentage of students scoring Advanced High, and showed more gains in performance between 2016 and 2017, than all groups.
- Those instances where there were small or absent differences in performance between CHBP students and Vietnamese ESL students may be related to the fact that the latter group had significantly fewer students who qualified for free or reduced lunch, indicating differences due to socioeconomic status. This was true for both current and exited ELLs.

Recommendations

1. The Multilingual Programs Department should explore the root causes for the decreased enrollment in this successful program.
2. Certain language groups, besides Vietnamese speakers, have sufficient numbers of ELLs to qualify for participation in this program, yet only one campus currently offers CHBP. This program should be expanded to include at least some of these other students' populations, in particular Arabic (the second most common language for district ELLs after Spanish), in geographical areas containing a large number of these students.
3. Explore the expansion of the native language (L1) literacy component within the Cultural Heritage Bilingual Program in order for participating students to become fully bilingual and biliterate. This type of programming could follow the time and content allocation currently in place in district Dual Language programming.

Introduction

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 elementary grade level across the district. Based on these requirements, ELLs speaking Spanish, Arabic, Vietnamese, Mandarin, Hindi, Swahili, Nepali, Telugu, Cantonese, Urdu, Amharic, and Tamil as their home language were eligible for bilingual services in the district in 2016–2017.

The Bilingual Cultural Heritage Program (CHBP) was developed for students in non-Spanish language groups, and began in 2008–2009. Currently, CHBP is only implemented for native Vietnamese¹ speakers at Park Place Elementary School. The Cultural Heritage Bilingual Program is an early-exit bilingual program serving students in grades prekindergarten through 5. Students enrolled in the CHBP program receive 45 minutes of daily instruction in Vietnamese, during which Vietnamese literature, culture, and history are taught in the students’ native language via listening, speaking, reading, and writing. Combined with this is an intensive program of English language development using ESL instructional techniques for language arts and all content subjects.

Methods

Participants

ELLs in the CHBP program were identified using 2016–2017 Chancery Student Management System (SMS), IBM Cognos, and Public Education Information Management System (PEIMS) databases. A summary of enrollment figures for ELLs in the CHBP program is shown in **Table 1**. All current or exited CHBP students with valid STAAR or TELPAS test results from 2016–2017 were included in the analyses for this report. The report also includes data from the following comparison groups:

- exited CHBP students (students previously in the CHBP program who are no longer ELLs);
- Vietnamese students in an ESL program;
- ELLs in a bilingual program²;
- ELLs not served in a bilingual or ESL program due to parental waiver; and
- HISD districtwide data³.

Data Collection & Analysis

CHBP student performance on three assessments is included in this report: the State of Texas Assessments of Academic Readiness (STAAR), End-of-Course (EOC), and the Texas English Language Proficiency Assessment System (TELPAS) (see **Appendix A**, p. 11). STAAR exams are offered only in Eng-

Table 1. CHBP Enrollment by Grade Level, 2008–2009 to 2016–2017

Grade	Year								
	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
Pre-K	33	29	42	32	33	20	19	11	0
K	36	34	30	37	29	37	21	15	11
1	27	33	30	30	32	30	41	23	17
2	n/a	25	31	20	31	26	26	28	22
3	n/a	n/a	25	33	18	28	18	21	25
4	n/a	n/a	n/a	15	27	14	19	16	0
5	n/a	n/a	n/a	n/a	n/a	4	8	11	0
Total	96	121	158	167	170	159	152	125	75

lish and Spanish; therefore, CHBP students are assessed in English. All assessments were analyzed only at the district level, since only one campus currently offers the CHBP program.

STAAR results are reported for the reading and mathematics tests (first administration only). For each test, the percentage of students who passed (met Approaches Grade Level standard or higher) is shown. For STAAR EOC, the percent of students who met standard (Student Standard) are reported for English I and II, Algebra I, Biology, and U.S. History. In addition, for the STAAR 3-8 assessment, results from the STAAR Progress and ELL Progress measures are reported (see **Appendix B**, p. 12). For both STAAR and EOC, only results from the regular versions are included (i.e., no data from alternate 2 assessments are reported). Note that the "regular" version of both the STAAR and EOC assessments is now administered to students who previously would have taken either an accomodated or linguistically accomodated version of these exams. Accordingly, where data from 2016 or earlier is reported, data have been adjusted to include results from these versions of the STAAR and EOC.

TELPAS results are reported and analyzed for two indicators. One of these reflects attainment, i.e., the overall level of English language proficiency demonstrated by ELLs. For this indicator, the number and percent of students at each proficiency level are presented. The second indicator reflects progress, i.e., whether students gained one or more levels of English language proficiency between testing in 2016 and 2017. For this second TELPAS indicator, the number and percent gaining one or more proficiency levels in the previous year are reported.

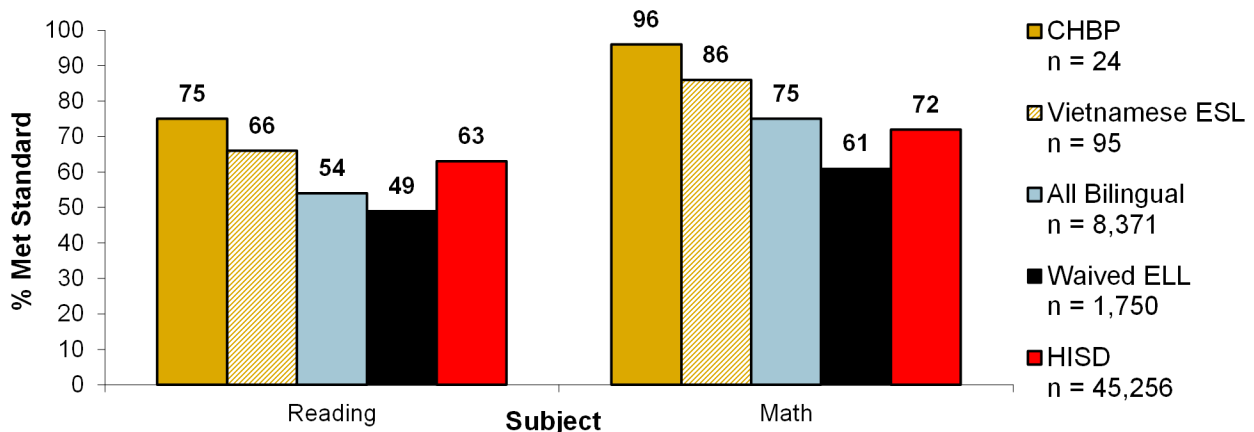
Results

STAAR

Figure 1 presents the percent of students meeting the Approaches Grade Level standard for the reading and mathematics sections of the STAAR in 2017. Data are shown for CHBP students, other Vietnamese students in an ESL program, students in other bilingual programs, waived ELLs⁴, and all students districtwide. Also included for reference purposes are the number of students tested.

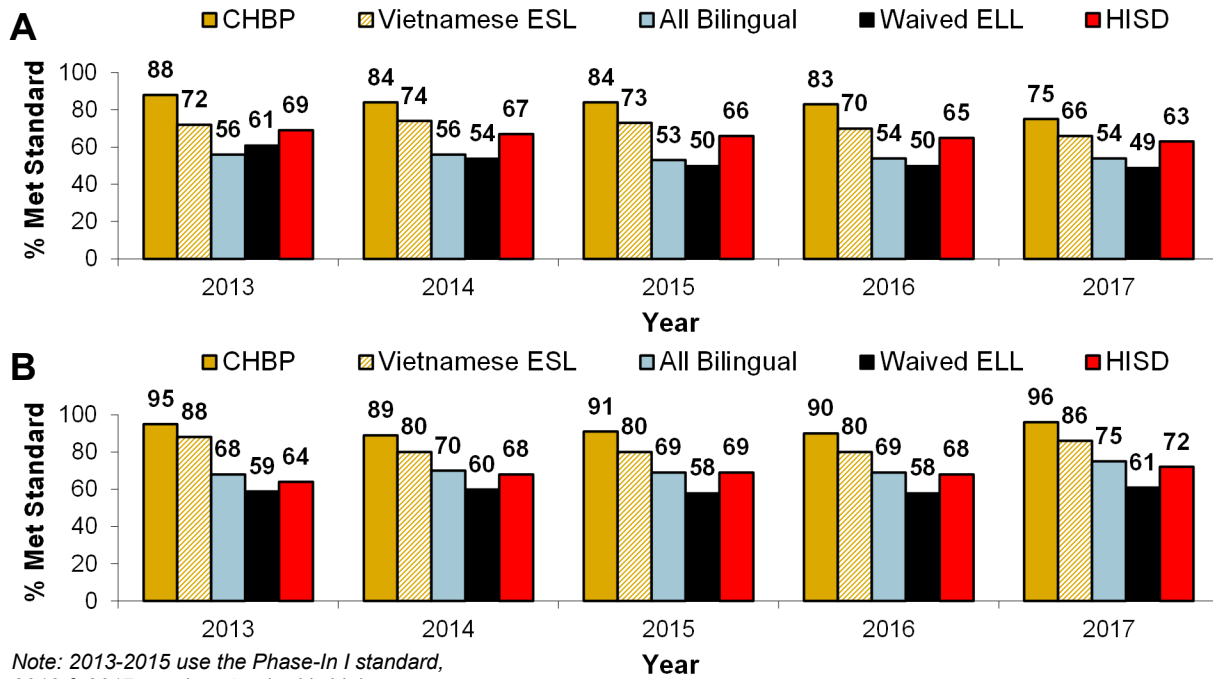
- Students in the CHBP program showed better performance than did those in any comparison group (see **Appendix C** for further details, including grade-level results and data for 2016, p. 13).
- In particular, CHBP students outperformed other Vietnamese ELLs who were enrolled in ESL programs in the district (by 9 percentage points in reading and 10 points mathematics).

Figure 1. English STAAR Percent Met Approaches Grade Level Standard in Reading and Mathematics for Current CHBP Students and Comparison Groups, 2017
(Combined Results for Grades 3 to 5)



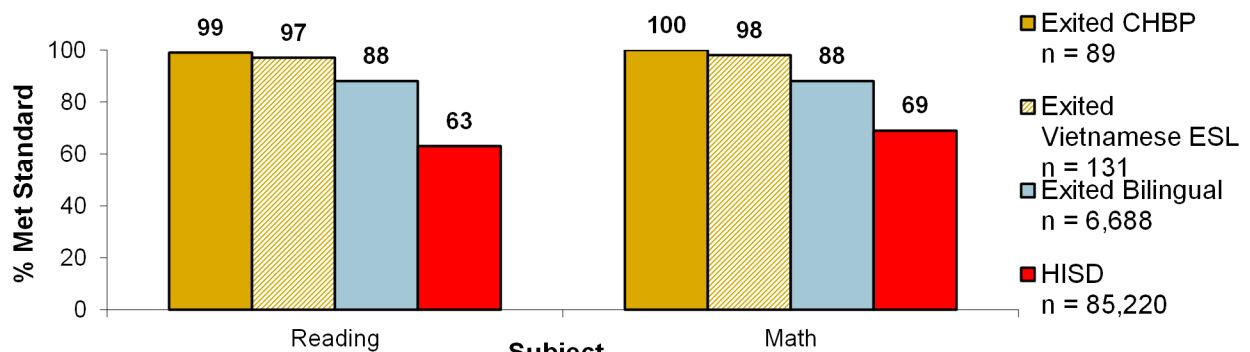
Source: STAAR Spring 2017, Chancery

Figure 2. English STAAR Percent Met Standard for (A) Reading and (B) Mathematics for Current CHBP Students and Comparison Groups, 2013 to 2017 (Combined Results for Grades 3 through 5)



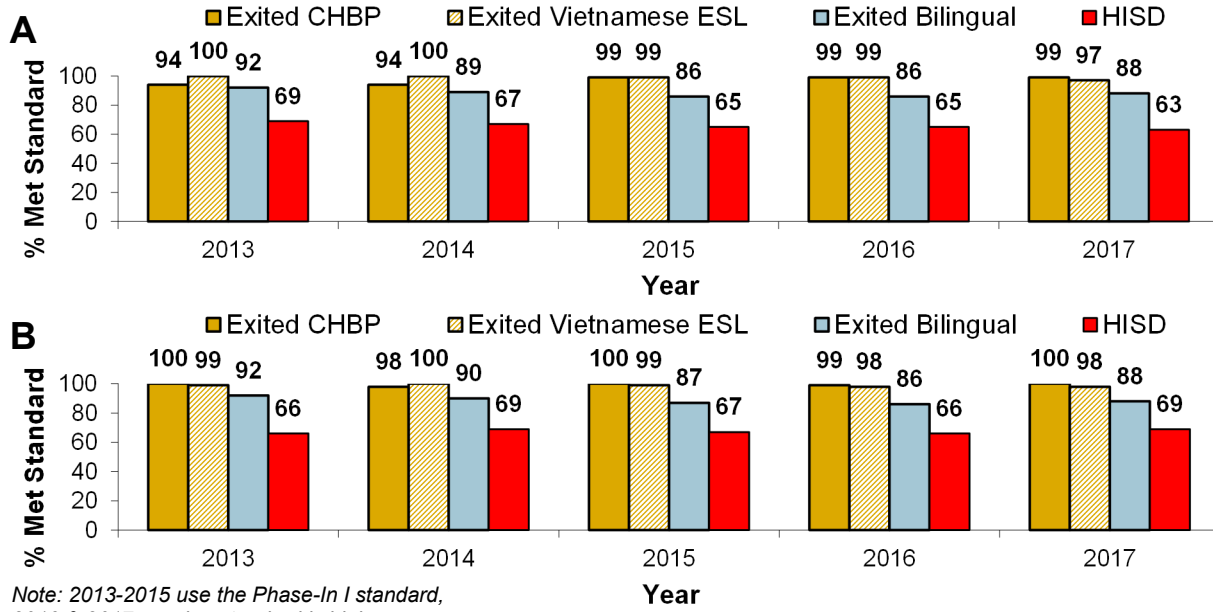
- **Figure 2** shows STAAR reading and mathematics results for the same comparison groups, for the period of 2013 through 2017.
- There has been a consistent performance advantage for CHBP students over these comparison groups on STAAR over this time period.
- Results for students who have exited ELL status (see **Figure 3** below) show that exited CHBP students continued to perform better than all other comparison groups.
- Both exited CHBP and exited Vietnamese ESL students did particularly well on STAAR reading and mathematics (>97% passing rate for both groups). Details including data for 2016 are shown in **Appendix D** (see p. 14).

Figure 3. English STAAR Percent Met Approaches Grade Level Standard for Exited CHBP Students and Comparison Groups, 2017 (Combined Results for Grades 3 through 8)



Source: STAAR, Chancery

Figure 4. English STAAR Percent Met Standard for (A) Reading and (B) Mathematics for Exited CHBP Students and Comparison Groups, 2013 to 2017 (Combined Results for Grades 3 through 8)



- **Figure 4** (above) shows STAAR results for exited CHBP students and comparison groups, for the period 2013 through 2017.
- Exited CHBP and exited Vietnamese ESL students consistently outperform other comparison groups on STAAR over this time period, but there is little difference between these two groups.
- **Figure 5** (below) shows results for the ELL Progress and STAAR progress measures (for details see **Appendices E-H**, p. 15-18). Only results for STAAR reading (English) are shown.
- Results for each of these measures show a similar pattern as found with overall STAAR performance; namely, current CHBP students performed better than all other comparisons groups. Exited CHBP students also perform better than the comparison groups, with although there was only a small advantage over exited Vietnamese ESL students (+1 percentage point).

Figure 5. STAAR Progress and ELL Progress Performance for CHBP Students and Comparison Groups, 2017 (Combined Results for Grades 3 through 6, English Reading Only)

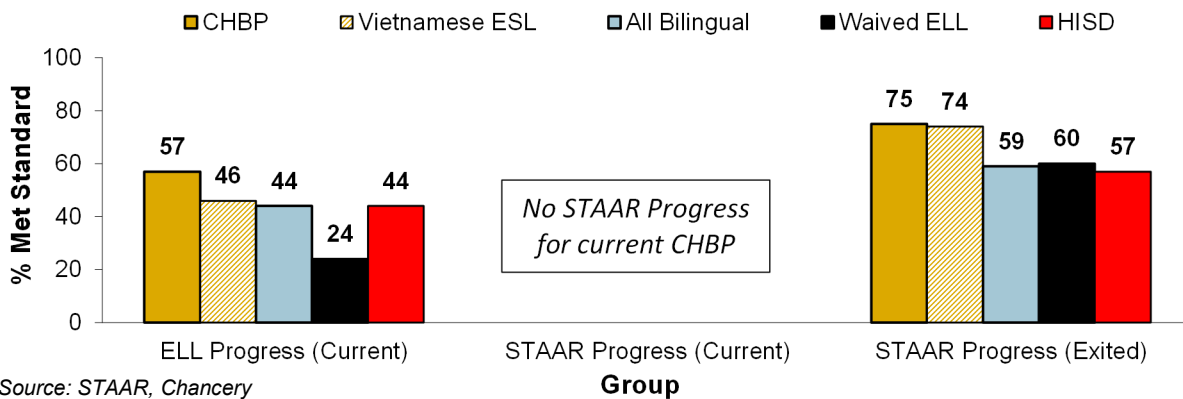
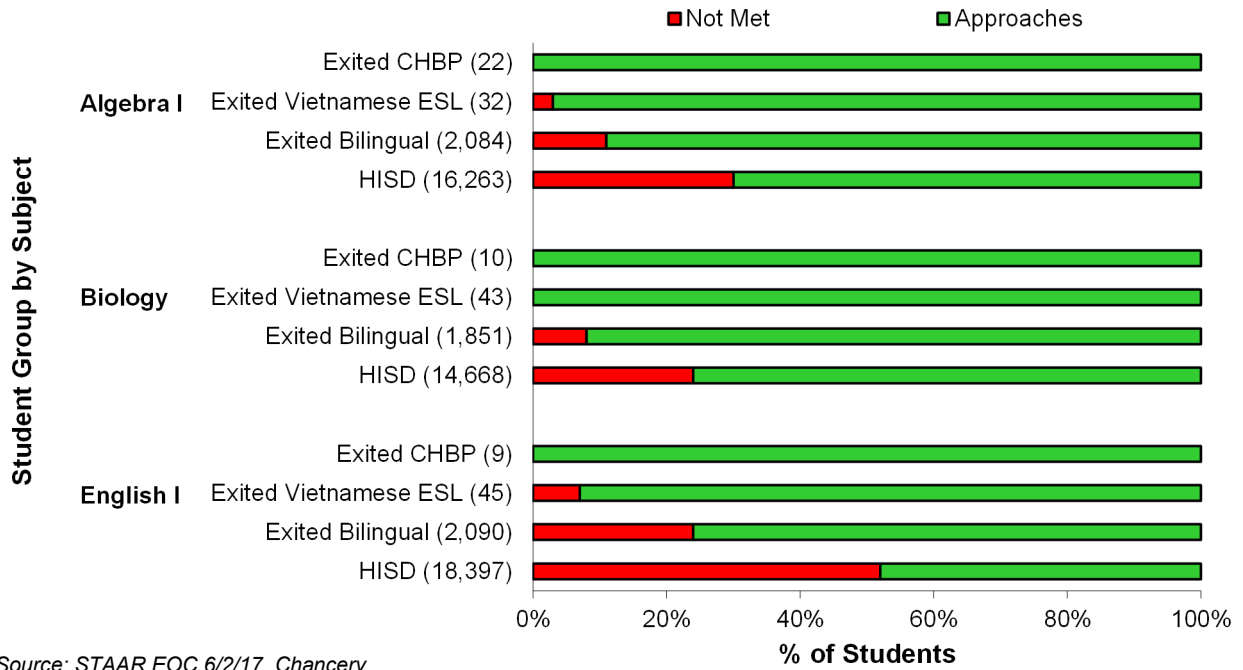


Figure 6. STAAR-EOC percent met Approaches Grade Level standard for exited CHBP students and comparison groups, by subject, 2017: (Spring administration, all students tested including retesters)



Source: STAAR EOC 6/2/17, Chancery

STAAR End of Course

Figure 6 depicts results for the STAAR-EOC assessment, for those CHBP students who have exited ELL status and reached grades where that assessment is offered. Shown are results for Algebra I, Biology, and English I (no exited CHBP students were tested in English II or U.S. History. The figure shows the percentage of students who met the Approaches Grade Level standard for 2016–2017 (dark green). Red indicates the percentage of students who did not meet standard. Figures in parentheses are the number of students tested (see also **Appendix I**, p. 19). Comparison groups were exited ESL students who were Vietnamese, all exited bilingual students, and overall district results.

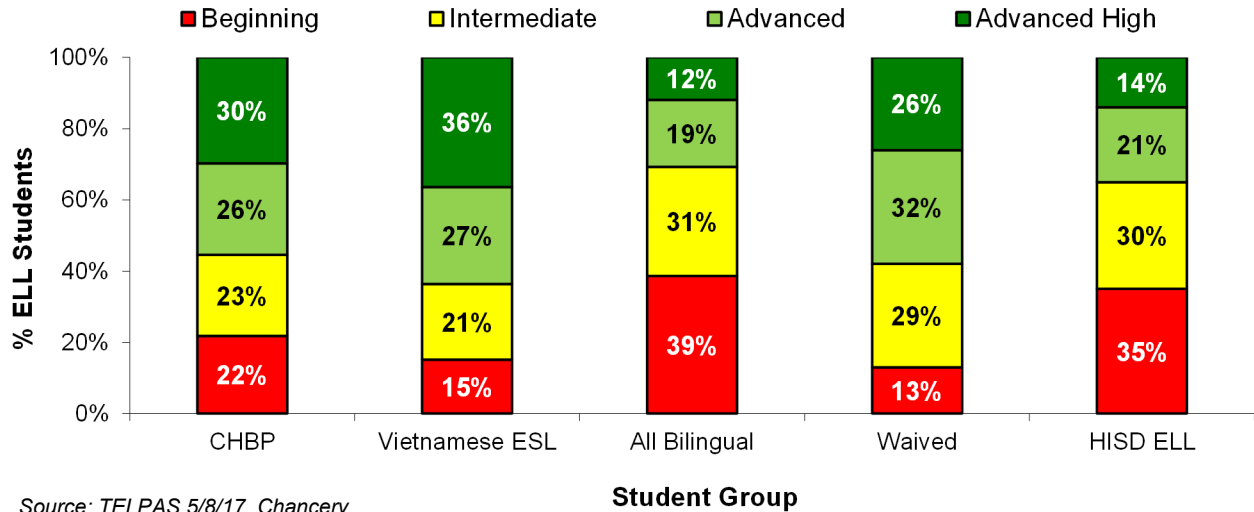
- One hundred percent of exited CHBP students met the Approaches Grade Level standard on each of the three tests for which data were available.
- Exited CHBP students performed better than all other groups on the Algebra and English I tests. They were also higher than all groups except for exited Vietnamese ESL students on Biology, where each of these two groups had 100 percent of students who met standard.

TELPAS

Attainment:

Data concerning the overall levels of English language proficiency of ELL students are presented in **Figure 7** (see next page). Shown are the percentage of students at each level of English language proficiency from the TELPAS in 2016–2017. Results are shown for the following groups: current CHBP students, Vietnamese students in an ESL program, all bilingual students, waived ELLs, and all ELLs in the district.

Figure 7. Distribution of TELPAS Proficiency Ratings for CHBP Students and Comparison Groups in 2017 (Combined Results for Grades K Through 3 only)



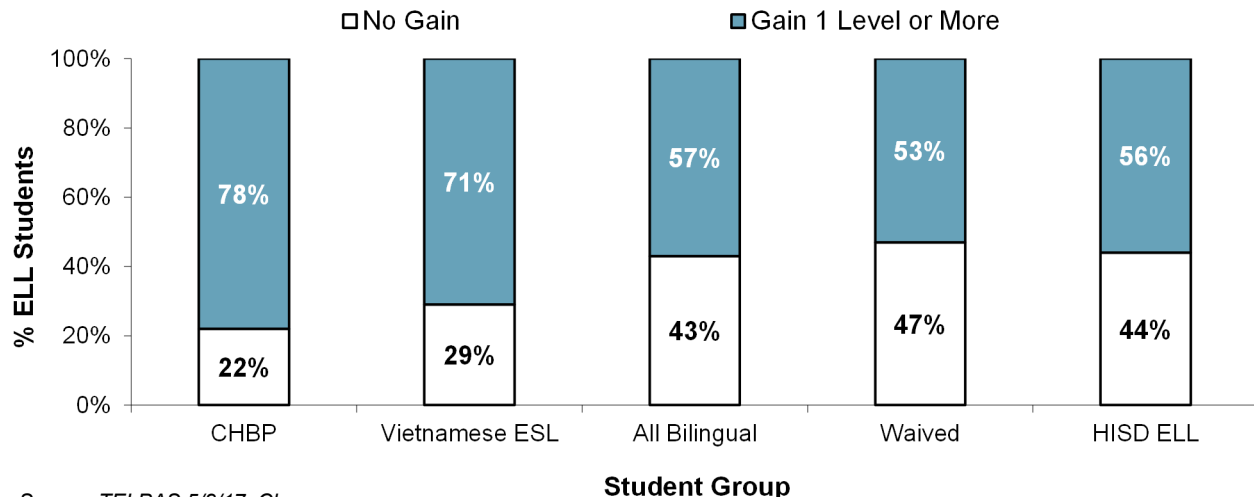
Source: TELPAS 5/8/17, Chancery

- CHBP students had a higher percentage of students scoring Advanced High than did any of the comparison groups except Vietnamese ESL students.
- 56% of CHBP students had ratings of Advanced or Advanced High, compared to 63% for Vietnamese ESL students, 31% for all bilingual students, 58% for waived ELLs, and 35% for all ELLs.
- Further details, including the number of students at each proficiency level, can be found in **Appendix J** (see p. 20).

Yearly Progress:

Yearly progress data for the TELPAS are shown in **Figure 8** (see below). Shown are the percentage of students gaining at least one level of English language proficiency between 2015–2016 and 2016–2017. Results are shown for the same comparison groups as discussed previously.

Figure 8. Percentage of CHBP Students and Comparison Groups Showing Proficiency Gains on the TELPAS in 2017 (Combined Results for Grades 1 Through 3 only)



Source: TELPAS 5/8/17, Chancery

- 78% of CHBP students gained at least one level of English language proficiency in 2016–2017, which was higher than the corresponding results for Vietnamese students in an ESL program (71%).
- The percentage of CHBP students showing gains was more than 20 percentage points greater than that for the bilingual (57%), waived ELL (53%), or all ELL (56%) comparison groups.
- Further details, including the number of students making gains by grade level, can be found in **Appendix K** (see p. 21).

Differences between CHBP and Vietnamese ESL Students

While CHBP students usually show performance advantages in comparison with other groups, ESL students who are Vietnamese show the smallest performance gaps, and in fact there is little difference between these two groups when only exited ELLs are considered. To put this pattern of results into context, the final set of analyses compares the percentage of students in both groups who are eligible for free or reduced lunch. These data are shown in **Table 2**. Note that for both current and exited ELLs, CHBP students have a higher percentage who could be considered economically disadvantaged. Furthermore, both of these differences are statistically significant. Thus, the absence of consistent performance advantages for CHBP students in comparison with Vietnamese ESL students may be at least partly due to SES factors that mitigate any effect of the CHBP program. Another perspective on this pattern of data is that the CHBP program serves predominantly economically-disadvantaged ELLs, and that the program has successfully closed the performance gap compared to a similar group of non-economically-disadvantaged peers.

Table 2. Percentage of CHBP and Vietnamese ESL Students Eligible for Free or Reduced Lunch

ELL Status	Group	# Students	% Eligible	significance
Current ELLs	CHBP	74	95%	< .001
	Vietnamese ESL	338	76%	
Exited ELLs	CHBP	98	90%	< .0001
	Vietnamese ESL	351	67%	

Source: PEIMS fall 2016 snapshot, Chancery

Discussion

This report summarizes the most recent performance data available for ELLs enrolled in the CHBP program. Results show that current CHBP students outperformed all other comparison groups on the 2017 English language STAAR, including all students districtwide. CHBP students showed a higher level of English language proficiency than did other comparison groups of ELLs, as measured by the percentage who scored at the highest proficiency level on the TELPAS, with the exception of Vietnamese-speaking ESL students. Finally, more CHBP students made gains in English proficiency than did students in any of the four comparison groups.

When data for exited ELLs was considered, exited CHBP students also did better than other groups in almost all circumstances. Exited CHBP were equivalent to exited Vietnamese ESL on one subject of the STAAR EOC (Biology), although both groups had passing rates of 100 percent. However, historical data shows that they have often done slightly less well than exited Vietnamese ESL students, and what differences do exist tend to be smaller than those seen for current ELLs.. However, this lack of performance advantage for exited CHBP students may be related to the fact that Vietnamese ESL students appear to have fewer students who would be considered economically disadvantaged (see Table 2).

In summary, students in the CHBP program, as well as those no longer considered ELL, performed at a high level. These results should encourage the district to consider expanding the program to other eligible language groups. However, it is of concern that the enrollment for the program has been declining, and that some grade levels had no students enrolled in 2016-2017. Whether this represents a decline in the program's popularity or merely reflects demographic changes in the school's neighborhood is not clear. If the latter, then the future viability of the CHBP program may be called into question (at least in its current placement at Park Place Elementary).

Endnotes

- ¹ Only Vietnamese ELL students participate in the Cultural Heritage Bilingual Program because at the time it was developed, Vietnamese was the second most common language spoken by district ELLs, after Spanish. Demographics changes since then have resulted in increased enrollments for students with other languages, and in fact now Arabic is the second most common language for ELLs. However, establishing a similar program for Arabic speakers requires having not only a core group of Arabic-speaking ELLs, but also qualified Arabic-speaking bilingual teachers. These barriers have prevented the expansion of CHBP to other campuses or language groups. Although the district does now have immersion programs in Arabic, Mandarin, and French, these programs are offered as Magnet Programs via the Office of School Choice and do not follow the CHBP model.
- ² The bilingual student group includes all ELLs participating in a bilingual program in the district, including those in CHBP.
- ³ Note that districtwide performance data includes results from the students in all other comparison groups.
- ⁴ Waived ELL students are those whose parents have signed a waiver indicating that their child is to receive no special language program (i.e., they are in neither a bilingual nor an ESL program).

Appendix A

Explanation of Assessments Included in Report

The STAAR is a state-mandated, criterion-referenced assessment used to measure student achievement. All students in the Houston Independent School District (HISD) are assessed in their primary language of instruction; therefore, CHBP students are assessed in English. The STAAR measures academic achievement in reading and mathematics in grades 3–8; writing at grades 4 and 7; social studies in grades 8; and science at grades 5 and 8.

The STAAR Level II Phase-in 1 Satisfactory standard (used for 2012 to 2015) was increased to the Level II Satisfactory progression standard in 2016, and was to increase each year until 2021–2022. However, by commissioner's rule, that planned annual increase was overruled, and for 2017 and the foreseeable future the standards in place for 2016 will be retained (albeit renamed "Approaches Grade Level") and used 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 multiple years of data should be interpreted with caution.

For EOC exams, the passing standard was also increased in 2016 to the Level II Satisfactory 2016 progression standard and was to increase each year until 2021–22. This means that students taking an EOC for the first time in 2016 had to answer more items correctly to "pass" STAAR EOC exams than in 2015. However, 2015–2016 also saw the introduction of a new "Student Standard" for EOC exams. This measure is what is reported here for the EOC results. Under the Student Standard, all students taking EOC exams will not necessarily be held to the same passing standard. Instead, the passing standard applicable will be determined by the standard that was in place when a student first took any EOC assessment. This standard will be maintained throughout the student's school career. Thus, for students who first tested prior to 2015–2016, the Student Standard is the Level II: Satisfactory Phase-in 1 Standard for 2012–2015. For those who first tested in 2015–2016, it is the 2016 Progression Standard (now labelled Approaches Grade Level).

The second major change to STAAR EOC scoring for the current year is that the planned annual increase in the EOC passing standards was dropped by commissioner's rule (the same as for STAAR 3–8 tests). Thus, passing standards for 2016–2017 are the same as those used in 2015–2016, and will remain the same for the foreseeable future. The implementation of the "student standard" still stands, however, since some students taking EOC exams were first tested under the more lenient 2012–2015 standards.

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 B

STAAR Progress and ELL Progress Measures

This report includes two additional performance measures from the STAAR (3-8) assessment, STAAR Progress and ELL Progress. Students who took the STAAR assessment can receive either one of these measures, but not both.

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 final recommended performance 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 passed the STAAR one year to be able to pass it the next at the same level.

STAAR Progress is reported for students who (a) had a valid STAAR score in both 2017 and 2016, (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 ELL Progress measure. For this report, STAAR Progress is reported only for students who were tested in English in both years.

The ELL Progress measure is similar, but the growth standard is based on the number of years it should take for the students to reach proficiency in the particular STAAR content area. The expectations vary according to both the number of years the ELL students has been attending school, and their English proficiency level, as measured by the TELPAS. Thus, students who start at the same absolute performance level on a STAAR assessment may have different growth targets for the purposes of measuring ELL Progress, if they differ on either of these factors.

ELL Progress is reported for ELL students who (a) are classified as ELL, (b) took the English version of the STAAR, (c) did not receive a parental waiver or ELL services, and (d) were in their fourth year or less of enrollment in U.S. schools. ELL students not meeting these criteria may instead receive the regular STAAR Progress measure.

Appendix C

English STAAR Performance of Current CHBP Students and Comparison Groups: Number Tested and Percent Met Approaches Grade Level Standard by Grade Level and Year of Testing

Program	Grade	Enrollment		Reading				Mathematics			
		2016 N	2017 N	2016		2017		2016		2017	
				# Tested	% Met Std	# Tested	% Appr	# Tested	% Met Std	# Tested	% Appr
CHBP	3	22	24	21	86	24	75	21	90	24	96
	4	15	0	15	87	0	-	15	93	0	-
	5	12	0	12	75	0	-	12	83	0	-
	Total	49	24	48	83	24	75	48	90	24	96
Vietnamese	3	34	26	33	82	25	56	33	94	25	72
ESL	4	16	41	16	50	40	75	16	63	40	90
	5	11	30	11	64	30	63	11	64	30	93
	Total	61	97	60	70	95	66	60	80	95	86
All	3	6,109	5,744	1,739	68	1,647	62	2,013	77	1,827	77
Bilingual	4	4,781	5,044	3,400	58	3,408	54	3,362	69	3,472	72
	5	3,389	3,541	3,230	41	3,316	51	3,260	64	3,348	77
	Total	14,279	14,329	8,369	54	8,371	54	8,635	69	8,647	75
Waived	3	801	682	775	55	659	53	776	63	659	63
ELL	4	672	613	648	54	585	48	648	58	585	59
	5	473	527	454	35	506	45	454	48	508	62
	Total	1,946	1,822	1,877	50	1,750	49	1,878	58	1,752	61
HISD	3	18,387	18,108	13,567	65	13,557	64	13,860	67	13,757	71
	4	17,105	17,875	15,227	68	15,713	61	15,172	67	15,755	69
	5	16,560	16,680	16,062	63	15,986	64	16,104	70	16,022	76
	Total	52,052	52,663	44,856	65	45,256	63	45,136	68	45,534	72

Source: STAAR student data files, Chancery

* Fewer than 5 students tested

Note: Passing standards for both years are equivalent

Note: STAAR results for 2016 were updated to include results from the STAAR A and STAAR L assessments, which were discontinued in 2017. All results reflect the most current data available. STAAR 3-8 results are from an updated file from 8/4/2016 while grade 5 and 8 reading and mathematics results are from a file from 8/18/2016. For grades and subjects with multiple administrations, only the 1st administration results are used.

Note: The passing standard for STAAR in 2017 was "Approaches Grade Level", which replaced the previously used Phase-In and Progression standards for 2016 and previous years. The actual standard for passing the STAAR in 2017 was the same as that used in 2016, despite the difference in naming conventions. Nevertheless, the original labels for passing in 2016 are used here in order to avoid confusion.

Appendix D

English STAAR Performance of Exited CHBP Students, and Comparison Groups: Number Tested and Percent Meeting Approaches Grade Level Standard by Grade Level and Year of Testing

Program	Grade	Enrollment		Reading				Mathematics			
		2016 N	2017 N	2016		2017		2016		2017	
				# Tested	% Met Std	# Tested	% Appr	# Tested	% Met Std	# Tested	% Appr
Exited CHBP	3	6	9	6	100	9	100	6	100	9	100
	4	16	6	16	100	6	100	16	100	6	100
	5	21	15	21	100	15	100	20	100	15	100
	6	21	19	21	95	19	100	21	95	19	100
	7	23	21	23	100	21	95	17	100	9	100
	8	10	19	10	100	19	100	5	100	9	100
	Total	97	89	97	99	89	99	85	99	67	100
Exited Vietnamese	3	9	9	9	100	9	100	9	100	9	100
	4	26	22	26	100	22	95	26	100	22	100
	5	25	29	24	100	29	97	24	100	29	100
	6	20	25	19	100	24	96	19	100	24	96
	7	30	21	30	100	20	95	27	93	17	100
	8	47	27	46	98	27	100	18	94	11	91
	Total	157	133	154	99	131	97	123	98	112	98
Exited Bilingual	3	98	169	87	86	155	96	88	93	155	98
	4	623	296	606	95	290	93	606	93	291	93
	5	1,634	903	1,630	92	892	93	1,629	93	892	96
	6	1,920	1,566	1,903	80	1,558	82	1,902	88	1,561	89
	7	2,002	1,880	1,994	82	1,848	87	1,949	82	1,741	86
	8	1,909	1,954	1,887	89	1,945	88	1,301	79	1,286	82
	Total	8,186	6,768	8,107	86	6,688	88	7,475	86	5,926	88
Waived	3	136	122	133	93	116	88	133	93	116	93
	4	399	262	382	95	255	91	383	91	255	93
	5	598	466	585	89	449	90	586	93	449	93
	6	600	554	580	81	536	81	581	85	536	88
	7	644	600	625	80	578	85	600	77	535	82
	8	718	649	685	87	632	87	512	75	466	78
	Total	3,095	2,653	2,990	86	2,566	86	2,795	85	2,357	86
HISD	3	18,387	18,108	13,567	65	13,557	64	13,860	67	13,757	71
	4	17,105	17,875	15,227	68	15,713	61	15,172	67	15,755	69
	5	16,560	16,680	16,062	63	15,986	64	16,104	70	16,022	76
	6	13,374	13,921	13,023	60	13,573	58	12,980	69	13,486	69
	7	13,443	13,500	13,156	62	13,137	65	12,684	62	12,530	64
	8	13,429	13,656	13,089	71	13,254	68	10,678	60	10,760	65
	Total	92,298	93,740	84,124	65	85,220	63	81,478	66	82,310	69

Source: STAAR student data files, Chancery

* Fewer than 5 students tested

Note: Passing standards for both years are equivalent

Note: STAAR results for 2016 were updated to include results from the STAAR A and STAAR L assessments, which were discontinued in 2017. All results reflect the most current data available. STAAR 3-8 results are from an updated file from 8/4/2016 while grade 5 and 8 reading and mathematics results are from a file from 8/18/2016. For grades and subjects with multiple administrations, only the 1st administration results are used.

Note: The passing standard for STAAR in 2017 was "Approaches Grade Level", which replaced the previously used Phase-In and Progression standards for 2016 and previous years. The actual standard for passing the STAAR in 2017 was the same as that used in 2016, despite the difference in naming conventions. Nevertheless, the original labels for passing in 2016 are used here in order to avoid confusion.

Appendix E

STAAR Progress and ELL Progress in Reading for Current CHBP Students and Comparison Groups: Number Tested and Percent Met Standard by Grade Level

Program	Grade	Enrollment		ELL Progress				STAAR Progress			
				2016		2017		2016		2017	
				Enrolled 2016	Enrolled 2017	# Tested	% Met	# Tested	% Met	# Tested	% Met
CHBP (Current)	3	22	24	16	81	14	57	n/a	n/a	No Data Available	
	4	15	0	5	60	0	-	10	70		
	5	12	0	2	100	0	-	9	67		
	Total	49	24	23	78	14	57	19	68		
Vietnamese ESL (Current)	3	34	26	14	71	19	53	n/a	n/a	n/a	
	4	16	41	6	50	11	45	10	50		
	5	11	30	2	0	9	33	8	75		
	Total	61	97	22	59	39	46	18	61		
All Bilingual (Current)	3	6,109	5,744	1,234	61	1,289	56	n/a	n/a	n/a	
	4	4,781	5,044	1,729	44	1,655	36	582	63		
	5	3,389	3,541	331	40	285	41	1,726	65		
	Total	14,279	14,329	3,294	50	3,229	44	2,308	65		
Waived ELL (Current)	3	801	682	22	50	14	29	n/a	n/a	n/a	
	4	672	613	4	50	1	0	590	64		
	5	473	527	1	0	2	0	439	61		
	Total	1,946	1,822	27	48	17	24	1,029	62		
HISD	3	18,387	18,108	2,099	57	2,476	52	n/a	n/a	n/a	
	4	17,105	17,875	2,392	44	2,622	36	10,895	62		
	5	16,560	16,680	595	41	664	43	13,632	65		
	Total	52,052	52,663	5,086	49	5,762	44	24,527	63		

Source: STAAR student data files, Chancery

* Fewer than 5 students tested

Note: STAAR results for 2016 were updated to include results from the STAAR A and STAAR L assessments, which were discontinued in 2017. All results reflect the most current data available. STAAR 3-8 results are from an updated file from 8/4/2016 while grade 5 and 8 reading and mathematics results are from a file from 8/18/2016. For grades and subjects with multiple administrations, only the 1st administration results are used.

Appendix F

STAAR Progress and ELL Progress in Mathematics for Current CHBP Students and Comparison Groups: Number Tested and Percent Met Standard by Grade Level

		ELL Progress						STAAR Progress			
				2016		2017		2016		2017	
Program	Grade	Enrolled 2016	Enrolled 2017	# Tested	% Met	# Tested	% Met	# Tested	% Met	# Tested	% Met
CHBP (Current)	3	22	24	16	94	14	93	n/a	n/a	No Data Available	
	4	15	0	5	80	0	-	10	70		
	5	12	0	2	100	0	-	9	100		
	Total	49	24	23	91	14	93	19	84		
Vietnamese ESL (Current)	3	34	26	14	86	19	68	n/a	n/a	n/a	
	4	16	41	6	67	11	82	10	30		
	5	11	30	2	50	9	89	8	88		
	Total	61	97	22	77	39	77	18	56		
All Bilingual (Current)	3	6,109	5,744	1,469	72	1,462	75	n/a	n/a	n/a	
	4	4,781	5,044	1,712	60	1,699	63	1,569	54		
	5	3,389	3,541	346	60	297	68	2,845	62		
	Total	14,279	14,329	3,527	65	3,458	69	4,414	59		
Waived ELL (Current)	3	801	682	22	41	14	21	n/a	n/a	n/a	
	4	672	613	4	50	1	0	612	57		
	5	473	527	1	0	2	50	442	64		
	Total	1,946	1,822	27	41	17	24	1,054	60		
HISD	3	18,387	18,108	2,344	66	2,654	68	n/a	n/a	n/a	
	4	17,105	17,875	2,381	56	2,676	60	12,009	56		
	5	16,560	16,680	622	58	678	64	14,936	67		
	Total	52,052	52,663	5,347	60	6,005	64	26,945	62		

Source: STAAR student data files, Chancery

* Fewer than 5 students tested

Note: STAAR results for 2016 were updated to include results from the STAAR A and STAAR L assessments, which were discontinued in 2017. All results reflect the most current data available. STAAR 3-8 results are from an updated file from 8/4/2016 while grade 5 and 8 reading and mathematics results are from a file from 8/18/2016. For grades and subjects with multiple administrations, only the 1st administration results are used.

Appendix G

STAAR Progress and ELL Progress in Reading for Exited CHBP Students and Comparison Groups: Number Tested and Percent Met Standard by Grade Level

Program	Grade	Enrolled 2016	Enrolled 2017	ELL Progress				STAAR Progress			
				2016		2017		2016		2017	
				# Tested	% Met	# Tested	% Met	# Tested	% Met	# Tested	% Met
CHBP (Exited)	3	n/a	n/a					n/a	n/a	n/a	n/a
	4	16	6					16	100	6	100
	5	21	15					21	86	15	73
	6	21	19					21	62	19	58
	7	23	21					23	65	21	90
	8	10	19					10	70	19	68
	Total		91	80					91	76	80
Vietnamese ESL (Exited)	3	n/a	n/a					n/a	n/a	n/a	n/a
	4	26	22					26	73	21	71
	5	25	29					24	92	29	76
	6	20	25					19	84	24	71
	7	30	21					30	77	20	75
	8	47	27					46	70	27	78
	Total		148	124					145	77	121
All Bilingual (Exited)	3	n/a	n/a					n/a	n/a	n/a	n/a
	4	623	296	* No ELL Progress Measure for Exited ELLs				596	66	281	67
	5	1,634	903					1,627	65	884	61
	6	1,920	1,566	* No STAAR Progress Measure for Students in Grade 3				1,892	47	1,550	39
	7	2,002	1,880					1,969	64	1,826	69
	8	1,909	1,954					1,865	72	1,932	64
	Total	8,088	6,599					7,949	62	6,473	59
Waived ELL (Exited)	3	n/a	n/a					n/a	n/a	n/a	n/a
	4	399	262					381	62	252	63
	5	598	466					582	63	445	61
	6	600	554					576	48	529	42
	7	644	600					612	60	568	67
	8	718	649					678	72	625	69
	Total	2,959	2,531					2,829	61	2,419	60
HISD	3	n/a	n/a					n/a	n/a	n/a	n/a
	4	17,105	17,875					10,895	62	11,212	55
	5	16,560	16,680					13,632	65	13,721	57
	6	13,374	13,921					11,667	45	12,091	41
	7	13,443	13,500					11,909	64	11,655	67
	8	13,429	13,656					11,748	68	11,828	64
	Total	73,911	75,632					59,851	61	60,507	57

Source: STAAR student data files, Chancery

* Fewer than 5 students tested

Note: STAAR results for 2016 were updated to include results from the STAAR A and STAAR L assessments, which were discontinued in 2017. All results reflect the most current data available. STAAR 3-8 results are from an updated file from 8/4/2016 while grade 5 and 8 reading and mathematics results are from a file from 8/18/2016. For grades and subjects with multiple administrations, only the 1st administration results are used.

Appendix H

STAAR Progress and ELL Progress in Mathematics for Exited CHBP Students and Comparison Groups: Number Tested and Percent Met Standard by Grade Level

Program	Grade	Enrolled 2016	Enrolled 2017	ELL Progress				STAAR Progress			
				2016		2017		2016		2017	
				# Tested	% Met	# Tested	% Met	# Tested	% Met	# Tested	% Met
CHBP (Exited)	3	n/a	n/a					n/a	n/a	n/a	n/a
	4	16	6					16	94	6	100
	5	21	15					20	95	15	100
	6	21	19					21	71	19	79
	7	23	21					17	88	9	89
	8	10	19					0	--	4	100
	Total		91	80					74	86	53
Vietnamese ESL (Exited)	3	n/a	n/a					n/a	n/a	n/a	n/a
	4	26	22					26	85	21	90
	5	25	29					24	88	29	86
	6	20	25					19	95	24	88
	7	30	21					27	74	17	88
	8	47	27					13	85	8	75
Total		148	124					109	84	99	87
All Bilingual (Exited)	3	n/a	n/a					n/a	n/a	n/a	n/a
	4	623	296	* No ELL Progress Measure for Exited ELLs				603	63	290	72
	5	1,634	903					1,627	70	891	78
	6	1,920	1,566	* No STAAR Progress Measure for Students in Grade 3				1,890	53	1,551	52
	7	2,002	1,880					1,922	62	1,724	63
	8	1,909	1,954					1,209	73	1,235	75
Total	8,088	6,599					7,251	63	5,691	65	
Waived ELL (Exited)	3	n/a	n/a					n/a	n/a	n/a	n/a
	4	399	262					382	62	252	69
	5	598	466					583	74	446	74
	6	600	554					576	56	529	53
	7	644	600					588	59	528	52
	8	718	649					482	73	436	73
Total	2,959	2,531					2,611	65	2,191	65	
HISD	3	n/a	n/a					n/a	n/a	n/a	n/a
	4	17,105	17,875					12,009	56	12,346	60
	5	16,560	16,680					14,936	67	14,827	71
	6	13,374	13,921					11,639	57	12,040	49
	7	13,443	13,500					11,427	54	11,034	57
	8	13,429	13,656					8,933	68	8,927	36
Total	73,911	75,632					58,944	61	59,174	56	

Source: STAAR student data files, Chancery

* Fewer than 5 students tested

Note: STAAR results for 2016 were updated to include results from the STAAR A and STAAR L assessments, which were discontinued in 2017. All results reflect the most current data available. STAAR 3-8 results are from an updated file from 8/4/2016 while grade 5 and 8 reading and mathematics results are from a file from 8/18/2016. For grades and subjects with multiple administrations, only the 1st administration results are used.

Appendix I

STAAR End-of-Course Performance of Exited (Monitored and Former) CHBP Students: Number Tested And Number and Percentage who Met the Approaches Grade Level or Meets Grade Level Standards (Spring 2017 Data Only, All Students Tested Including Retesters)

	Student Group	# Tested	Fail		Approaches Grade Level		Meets Grade Level	
			N	% Stu	N	% Stu	N	% Stu
Algebra I	Exited CHBP	22	0	0	22	100	22	100
	Exited Vietnamese ESL	32	1	3	31	97	27	84
	Exited Bilingual	2,084	221	11	1,863	89	1,317	63
	HISD	16,263	4,826	30	11,437	70	6,358	39
Biology	Exited CHBP	10	0	0	10	100	10	100
	Exited Vietnamese ESL	43	0	0	43	100	41	95
	Exited Bilingual	1,851	144	8	1,707	92	1,268	69
	HISD	14,668	3,574	24	11,094	76	6,924	47
English I	Exited CHBP	9	0	0	9	100	9	100
	Exited Vietnamese ESL	45	3	7	42	93	40	89
	Exited Bilingual	2,090	496	24	1,594	76	1,148	55
	HISD	18,397	9,537	52	8,860	48	6,079	33

Source: STAAR EOC 6/2/17, Chancery

Note: HISD percentages may differ from district EOC report due to rounding error

Note: The Approaches Grade Level Standard is used, but is actually equivalent to the applicable Student Standard for each subject. The Student Standard is the passing standard in place the year a student first starts taking the STAAR EOC tests. That standard then applies throughout their high school career (see Appendix B). In other words, for some students, the actual passing standard applied might be slightly lower than the standard most students were required to face, but it is nevertheless labelled as "Approaches Grade Level". "Meets Grade Level" is a higher standard and is included within the Approaches Grade Level category.

Appendix J

Number and Percentage of Students from CHBP and Comparison Groups at Each TELPAS Proficiency Level in 2017, by Grade

Program	Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		Composite Score
			N	%	N	%	N	%	N	%	
CHBP	K	10	8	80	2	20	0	0	0	0	1.2
	1	18	5	28	10	56	3	17	0	0	1.9
	2	22	1	5	2	9	12	55	7	32	2.9
	3	24	2	8	3	13	4	17	15	63	3.2
	Total	74	16	22	17	23	19	26	22	30	2.5
Vietnames ESL	K	29	9	31	7	24	6	21	7	24	2.3
	1	31	1	3	6	19	9	29	15	48	3.2
	2	25	2	8	6	24	7	28	10	40	3.0
	3	25	5	20	4	16	8	32	8	32	2.7
	Total	110	17	15	23	21	30	27	40	36	2.8
All Bilingual	K	5,726	4,709	82	756	13	182	3	79	1	1.3
	1	6,285	2,954	47	2,322	37	754	12	255	4	1.7
	2	6,263	1,032	16	2,528	40	1,784	28	919	15	2.3
	3	5,689	648	11	1,732	30	1,805	32	1,504	26	2.6
	Total	23,963	9,343	39	7,338	31	4,525	19	2,757	12	2.0
Waived	K	264	108	41	83	31	39	15	34	13	2.0
	1	455	69	15	148	33	118	26	120	26	2.6
	2	586	50	9	183	31	218	37	135	23	2.7
	3	651	37	6	153	24	244	37	217	33	2.9
	Total	1,956	264	13	567	29	619	32	506	26	2.6
All ELLs	K	7,357	5,468	74	1,173	16	460	6	256	3	1.4
	1	8,103	3,354	41	2,916	36	1,178	15	655	8	1.9
	2	8,067	1,281	16	3,106	39	2,371	29	1,309	16	2.4
	3	7,821	846	11	2,272	29	2,541	32	2,162	28	2.7
	Total	31,348	10,949	35	9,467	30	6,550	21	4,382	14	2.1

Source: TELPAS, Chancery

Appendix K

Number and Percentage of Students from CHBP and Comparison Groups Showing Gains in TELPAS Proficiency in 2017, by Grade

Program	Grade Level	Cohort Size N	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level	
			N	%	N	%	N	%	N	%
CHBP	1	16	13	81	0	0	0	0	13	81
	2	21	14	67	2	10	1	5	17	81
	3	23	17	74	0	0	0	0	17	74
	Total	60	44	73	2	3	1	2	47	78
Vietnamese ESL	1	29	20	69	4	14	0	0	24	83
	2	22	15	68	0	0	0	0	15	68
	3	17	9	53	0	0	0	0	9	53
	Total	68	44	65	4	6	0	0	48	71
All Bilingual	1	5,821	2,250	39	504	9	91	2	2,845	49
	2	5,892	2,733	46	924	16	101	2	3,758	64
	3	5,393	2,887	54	208	4	3	<1	3,098	57
	Total	17,106	7,870	46	1,636	10	195	1	9,701	57
Waived	1	427	194	45	51	12	19	4	264	62
	2	535	227	42	39	7	1	<1	267	50
	3	615	286	47	17	3	0	0	303	49
	Total	1,577	707	45	107	7	20	1	834	53
All ELLs	1	7,330	2,944	40	685	9	127	2	3,756	51
	2	7,400	3,421	46	1,029	14	109	1	4,559	62
	3	7,251	3,835	53	255	4	3	<1	4,093	56
	Total	21,981	10,200	46	1,969	9	239	1	12,408	56

Source: TELPAS, Chancery