**MEMORANDUM**                                                    September 11, 2013

TO:        Board Members

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

SUBJECT:   **2013 BILINGUAL & ENGLISH AS A SECOND LANGUAGE PROGRAM
           EVALUATION REPORT**

CONTACT:   Carla Stevens, 713-556-6700

The Texas Education Code (§ 29.051) requires school districts to provide every language minority student with the opportunity to participate in either a bilingual or English as a second language (ESL) program.  Attached is the evaluation report summarizing the performance of students who participated in the district's bilingual and ESL programs during the 2012–2013 school year.

Included in the report are findings from assessments of academic achievement and English language proficiency for all students classified as English Language Learners (ELL), demographic characteristics of students served by these programs, and a count of how many students exited ELL status.  The report also summarizes the professional development activities of staff involved with the bilingual and ESL programs.

A total of 39,801 ELL students participated in bilingual programs in 2012–2013, and an additional 13,849 in ESL programs.  Results from the STAAR, STAAR EOC, TAKS and Stanford 10 assessments showed that students currently enrolled in a bilingual or ESL program generally did less well than students districtwide, with performance gaps being smallest on mathematics assessments.  However, students who had exited either program performed at or above the district average on most assessments and subjects. The percentage of students scoring at the Advanced High level of English language proficiency (as measured by the TELPAS) decreased in 2012–2013 for both bilingual and ESL students.  The percentage of students who showed improvement in English proficiency was unchanged from the previous year for students from both programs. Finally, the number of students exiting from ELL status in 2012–2013 was 6,698, a 16 percent increase from the previous year.

_____TBG

cc:   Superintendent's Direct Reports
      Gracie Guerrero
      Chief School Officers
      School Support Officers
      Principals

# RESEARCH
## Educational Program Report

## Bilingual & English as a Second Language Program Evaluation
### 2012-2013

**DEPARTMENT OF RESEARCH AND ACCOUNTABILITY**
**Houston Independent School District**

# 2013 BOARD OF EDUCATION

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

**www.houstonisd.org**

# BILINGUAL AND ENGLISH AS A SECOND LANGUAGE PROGRAM EVALUATION 2012–2013

## Executive Summary

### Program Description

The Houston Independent School District (HISD) currently offers five bilingual programs and two English as a Second Language (ESL) programs for English language learners (ELLs). These programs are intended to facilitate ELL students' integration into the regular school curriculum and to ensure access to equal educational opportunities. Bilingual programs are offered in elementary schools and selected middle schools for language-minority students who need to enhance their English-language skills. Beginning in pre-kindergarten, the bilingual programs provide ELL students with a carefully structured sequence of basic skills in their native language, as well as gradual skill development in English through ESL methodology. In bilingual programs, the native language functions to provide access to the curriculum while the student is acquiring English. Instruction in the native language assures that students attain grade-level cognitive skills without falling behind academically.

ESL programs are also offered to language-minority students at all grade levels who need to develop and enhance their English-language skills. ESL programs provides intensive English instruction in all subjects, with a focus on listening, speaking, reading, and writing through the use of ESL methodology.

The state of Texas requires an annual evaluation of bilingual and ESL programs in all school districts where these services are offered [TAC § 89.1265]. This report must include the following information:

- academic progress of ELL students;
- levels of English proficiency among ELL students;
- the number of students exited from bilingual and ESL programs; and
- frequency and scope of professional development provided to teachers and staff serving ELLs.

### Highlights

- Current bilingual ELL students did not perform as well as district students overall on English reading and language measures (STAAR, STAAR-L, Stanford 10). This is not surprising given that ELLs are still in the process of acquiring English, but they did perform better than the district in mathematics.

- Current ESL students also did not perform as well as the district average on all subjects tested (STAAR, STAAR-L, STAAR EOC, TAKS, Stanford).

- Reading performance of current bilingual students declined from 2012 to 2013 on both STAAR and the Stanford 10, while that of ESL students declined on the Stanford 10 but improved on STAAR.

- Exited students from both bilingual and ESL programs performed better than the district average on most assessments and subjects. Reading performance of former bilingual students on the Stanford 10 declined between 2012 and 2013, while ESL students improved slightly.

- ESL students showed higher English language proficiency than bilingual students in grades K to 3, but for grades 4 through 6, bilingual ELL students showed more proficiency.

- 62% of students in bilingual programs, and 63% of those in ESL programs, showed improvement in their English language proficiency on TELPAS in 2012–2013, compared to the previous year.

- A total of 6,698 ELL students met the necessary proficiency criteria, and exited ELL status during the 2012–2013 school year. This was a 16% increase from the previous year.

- Long-term-LEPs (i.e., ELL for eight years or more) accounted for 63% of all ELL students in middle school, and Newcomers (three years or less as ELL) represented 35% of high school ELLs.

- There were 428 staff development training sessions held in 2012–2013 for teachers, administrators, and other HISD staff.

## Recommendations

1. Collaboration between the Curriculum and Instruction, Professional Support and Development, and Multilingual Programs departments needs to occur so that all curriculum documents and teacher training are specific to ELL needs, especially those concerning Spanish Language Arts and language transfer.

2. The district should ensure that school administrators are implementing the ESL component of bilingual programs. This includes making sure that campuses adhere to the structure, rigor, and quantity of English language development.

3. The Multilingual Programs Department should continue to focus on assisting campuses with programming for long-term ELLs at the secondary level, since this group represents a sizeable portion of the ELL population and requires specialized attention.

4. In 2011, the Multilingual Programs Department arranged to have an external review of the district's bilingual and ESL programs. The district should continue to consult with district personnel and outside stakeholders to review, update, and consolidate, the different bilingual program models, as per the recommendation of the Bilingual Program Review.

## Administrative Response

Collaboration with the Professional Development Services department continued in 2012–2013, with the offering of the Everyday ExcELLence Institute for teachers of ELL students in grades 3-12. This training occurred in the fall of 2012 and continued during the summer of 2013. The Multilingual Programs department also offered specialized four-day training for secondary ESL teachers, focused on differentiating for Beginning/Intermediate and Advanced/Advanced High language levels.

Collaboration with Professional Support and Development also resulted in the initial development of training in the area of language transfer. Collaboration wth the Curriculum and Instruction department resulted in the alignment of the ESL Reach and Science curriculums to facilitate the integration of these two content areas, so that teachers are equipped to provide sheltered science instruction.

Throughout the 2012–2013 academc year, the Multilingual Programs department gave quarterly updates to the superintendent and to the board regarding progress on initiatives resulting from the 2011 program review. In addition, the department conducted focus groups of campus administrators, School

Support Officers, and teachers to review the longitudinal data of students participating in the Dual Language, Developmental, and Traditional bilingual programs. Collaboration of these stakeholders resulted in the consolidation of the Developmental and Traditional programs into a single new model, the Transition Program, which will be implemented in August 2013. The Transitional bilingual program includes three main strands: a strong Spanish Language Arts component in the primary grades to ensure that students learn to read with a high fluency rate, a rigorous and structured English instruction that gradually increases in quantity from PK to 5th grade, and a focus on strategic language transfer to facilitate the transition from the native language to English.

# Introduction

Texas state law requires that specialized linguistic programs be provided for students who are English language learners (ELL). These programs are intended to facilitate ELL students' integration into the regular school curriculum and ensure access to equal educational opportunities. According to the Texas Education Code, every student in Texas who is identified as a language minority with a home language other than English must be provided an opportunity to participate in a bilingual or other special language program (Chapter 29, Subchapter B 29.051). The Texas Administrative Code (TAC) in Chapter 89, Subchapter BB provides a framework of indicators for the implementation of such programs.

The Houston Independent School District (HISD) currently offers five bilingual programs and two English as a Second Language (ESL) programs for ELLs. Bilingual programs are offered in elementary schools and selected secondary schools for language-minority students who need to enhance their English-language skills. Beginning in prekindergarten, the bilingual programs provide ELL students with a carefully structured sequence of basic skills in their native language, as well as gradual skill development in English through ESL methodology. In bilingual programs, the native language functions to provide access to the curriculum while the student is acquiring English. Instruction in the native language assures that students attain grade-level cognitive skills without falling behind academically.

ESL programs are also offered to language-minority students at all grade levels who need to develop and enhance their English-language skills. ESL programs provides intensive English instruction in all subjects, with a focus on listening, speaking, reading, and writing through the use of ESL methodology. For the purpose of this report, "bilingual programs" refer to all five program models as a single unit. Similarly, "ESL programs" refer to both ESL program models as a single unit. Separate reports are available for a detailed examination of the various bilingual and ESL program models (Houston Independent School District, 2013a; 2013b, 2013c, 2013d). Further details on state requirements, and specific programs offered in HISD can be found in **Appendix A** (p 20).

# Methods

## Participants

The total student population of HISD in October 2012 was 202,586 as reported in the PEIMS fall snapshot data file. Thirty percent of the district were ELL students. Sixty-six percent of ELL students were served in bilingual programs, 23% were served in an ESL program, and 11% did not receive any special linguistic services (see **Table 1**, also **Appendix B**, p. 21). Data for 2013 are shaded in blue.

| Table 1. Number and Percent of ELL Students in HISD, 2010–2011 to 2012–2013 | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Program** | **Number of Students** | | | **% of All Students** | | | **% of ELL Students** | | | |
| | | **2011** | **2012** | **2013** | **2011** | **2012** | **2013** | **2011** | **2012** | **2013** | |
| Non-ELL | | 141,348 | 141,048 | 142,085 | 70 | 70 | 70 | | | | |
| ELL | | 61,946 | 60,546 | 60,501 | 30 | 30 | 30 | | | | |
| | *Bilingual* | *41,703* | *41,505* | *39,801* | *21* | *21* | *20* | *67* | *69* | *66* | |
| | *ESL* | *14,297* | *12,751* | *13,849* | *7* | *6* | *7* | *23* | *21* | *23* | |
| | *Not Served* | *5,946* | *6,290* | *6,851* | *3* | *3* | *3* | *10* | *10* | *11* | |
| Total | | **203,294** | **201,594** | **202,586** | | | | | | | |

*Source: PEIMS*

**Figure 1. The number of ELL students enrolled in HISD schools over the last thirteen years**
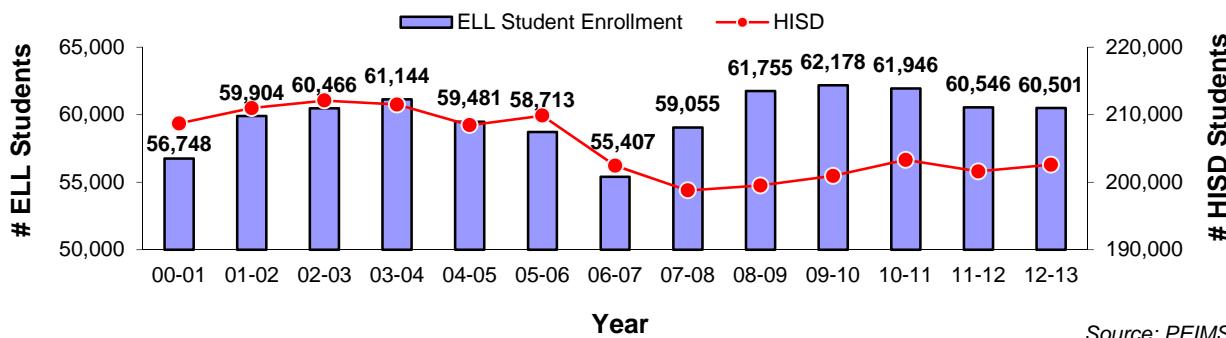


*Source: PEIMS*

HISD had 60,501 ELL students in 2012–2013. As **Figure 1** shows, there was an increase in the ELL population from 2000–2001 through 2003–2004, and annual declines through 2006–2007. ELL enrollment rebounded over the past six years, mirroring trends in overall HISD student population (district enrollment is represented by the solid red line). ELL enrollment decreased by 45 in 2012–2013, but it has accounted for the same proportion of the district population (30%) in each of the past three years.

**Figure 2** provides a demographic account of ELL students' ethnicity and home language. Ninety-three percent of ELL students in HISD were Hispanic. Students of Asian ethnicity made up the next largest group (3%). ELL students come to HISD from all over the world, and there are 86 different native languages among this group. Most ELL students (93%) were native Spanish speakers. Arabic was the next most commonly spoken native language. Details shown in **Appendix C** (p. 22) reveal that the number of English, Swahili, and Mandarin speakers increased substantially in 2012–2013.

All bilingual or ESL students with valid assessment results from 2012–2013 were included in analyses for this report, as were all students who had participated in one of these programs but who had since exited ELL status. These latter students were defined as either monitored (student is in their first or second year after having exited ELL status), or former (student is three years or more post-ELL status).

**Figure 2. ELL student ethnicity and home language, 2012–2013**
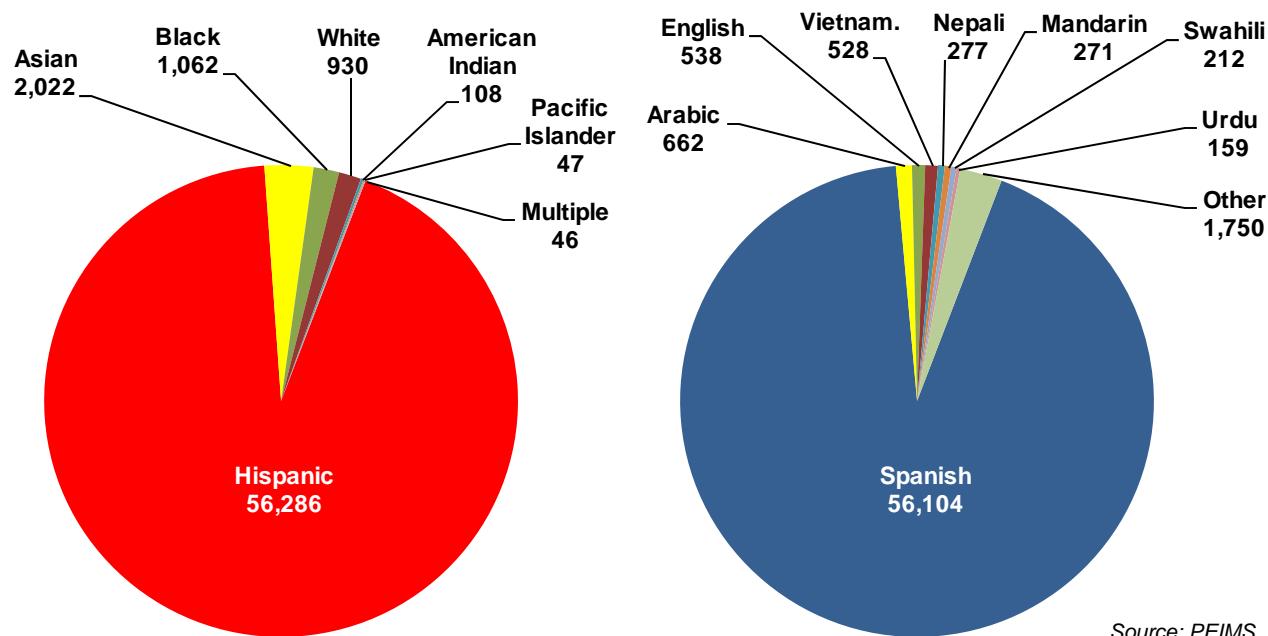


*Source: PEIMS*

Results for students currently enrolled in bilingual or ESL programs were analyzed, as were data from students who had exited these programs and were no longer ELL. Data from the State of Texas Assessments of Academic Readiness (STAAR), STAAR-L (a linguistically accommodated version of STAAR given to ELLs meeting certain eligibility requirements), STAAR End-of-course (EOC), Texas Assessment of Knowledge and Skills (TAKS), Aprenda 3, Stanford 10, and Texas English Language Proficiency Assessment System (TELPAS) were analyzed at the district level. Note that for certain student groups, data from some of these assessment may not be available. Comparisons were made between bilingual students, ESL students, and all students districtwide.

STAAR results are reported and analyzed for the reading and mathematics tests. For each test, the percentage of students who passed (met standard, Satisfactory Level II) is shown. STAAR-L results are reported for mathematics. For STAAR EOC, the percent of students who met standard are reported for English I and II Reading, English I and II Writing, Algebra I, Biology, World Geography, World History, Chemistry, and Geometry. For TAKS, the percent of students meeting standard are reported for the reading and mathematics tests. Aprenda 3 and Stanford 10 results are reported (Normal Curve Equivalents or NCEs) for reading, mathematics, and language.

TELPAS results are reported for two indicators. One of these reflects attainment, i.e., the overall level of English language proficiency exhibited by ELL students. 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 2012 and 2013. For this second TELPAS indicator, the percent gaining one or more proficiency levels in the previous year is reported. **Appendix D** (p. 23) provides further details on each of the assessments analyzed for this report. Finally, professional development and training data were collected from the Multilingual Department, and ELL student exits were obtained from Chancery records.

# Results

### What was the academic progress of ELL students in bilingual and ESL programs?

### STAAR

**Figure 3** (see p. 6) shows the percent of current bilingual ELL students who met standard on the STAAR in 2013. Results for both the Spanish and English language versions of the tests are included. Results are shown for bilingual students, as well as all students districtwide[1]. (Spanish-language districtwide results are not included, since these are identical to the bilingual Spanish-language results). Further details including performance by grade level can be found in **Appendices E** and **F** (pp. 24-25)

- A total of 13,337 current bilingual students took the reading portion of the STAAR, representing 96 percent of those enrolled. Of these, 45 percent completed the Spanish version, while 55 percent completed the English version.

- Performance of bilingual students on the Spanish STAAR reading test was slightly better than that for the mathematics test (71 vs. 66% student met standard).

**Figure 3. Percentage of students who met standard on STAAR and STAAR-L reading and mathematics tests, 2013, Grades 3-6: bilingual students, and all students districtwide (English STAAR only)**



*Source: TAKS, Chancery*
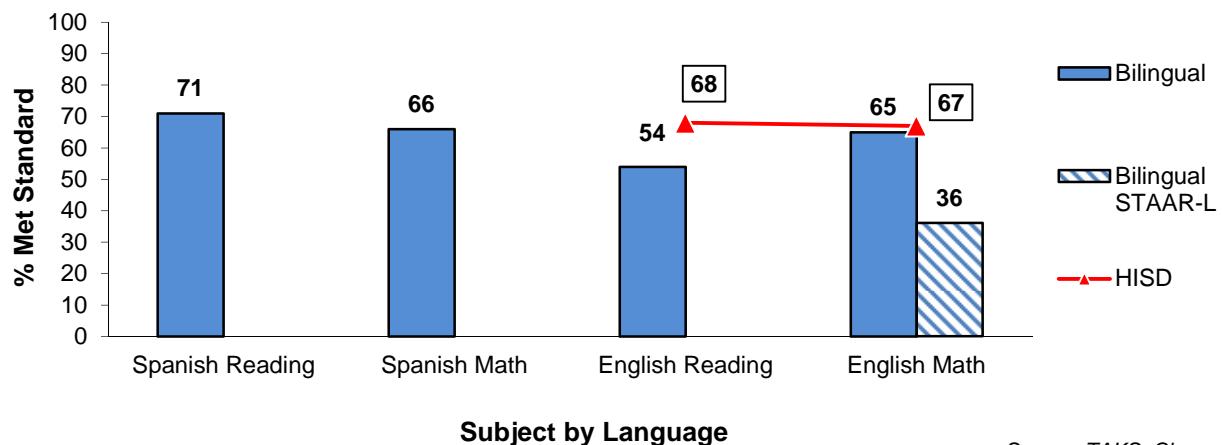
- Performance on the English STAAR reading test for bilingual students was lower than that of the district, by 14 percentage points.

- On the mathematics tests, bilingual students' STAAR results were slightly lower than those of the district (by 2 percentage points), while STAAR-L performance was much lower than the district (by 31 percentage points).

- Bilingual students performance in mathematics was better on the STAAR than on the STAAR-L.

**Figure 4. Percentage of students who met standard on STAAR reading and mathematics tests, 2012 vs. 2013, Grades 3-6: bilingual students, and all students districtwide (English STAAR only)**



*Source: TAKS, Chancery*
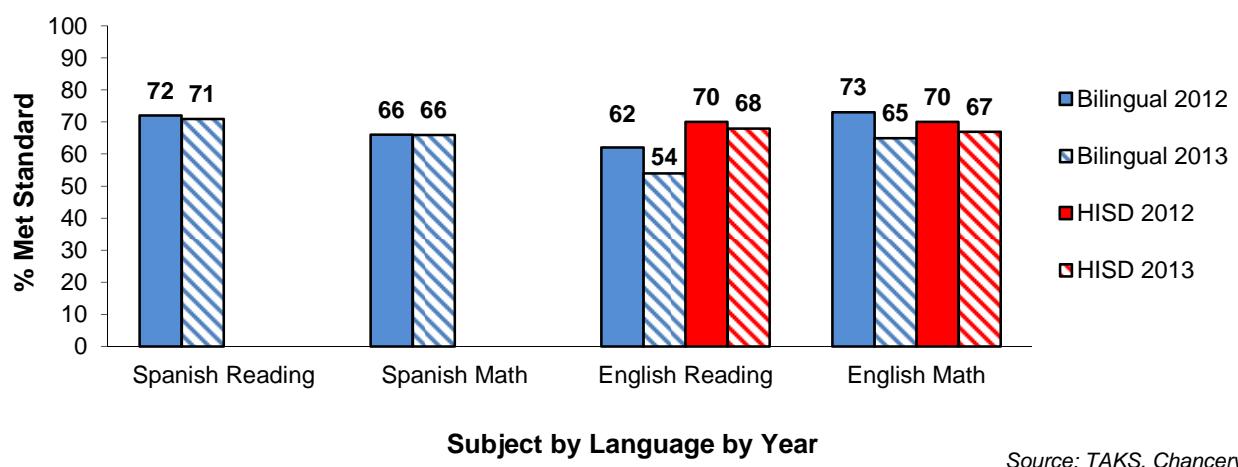
- **Figure 4** compares bilingual student STAAR results for both 2012 and 2013. Spanish STAAR re-sults were nearly identical both years, whereas performance on the English STAAR declined by 8 percentage points in both reading and mathematics.

- These declines exceeded the drop in performance shown by the district between 2012 and 2013.

**Figure 5. Percentage students who met standard on English STAAR and STAAR-L reading and mathematics tests, 2013, Grades 3-8: ESL students, and all students districtwide.**



*Source: TAKS, Chancery*
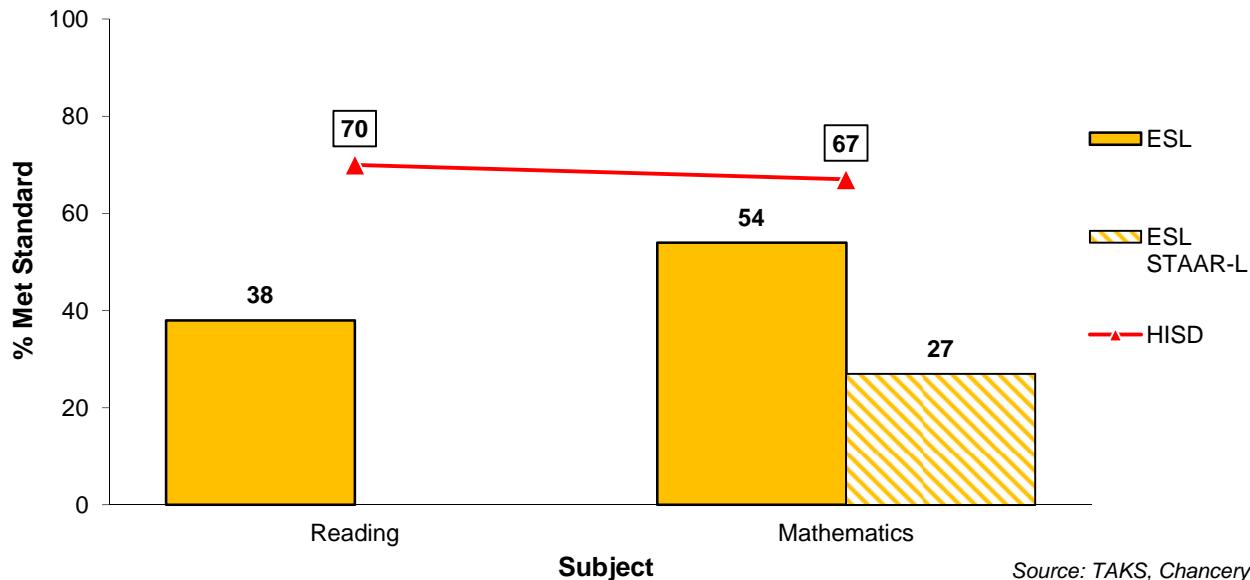
- Data for ESL students showed that both STAAR and STAAR-L performance was well below district levels (see **Figure 5**, details also in **Appendix G**, p. 26).

- ESL students performed better on the STAAR mathematics test than on the STAAR-L mathematics test (+27 percentage points).

**Figure 6. Percentage students who met standard on STAAR reading and mathematics tests, 2012 vs. 2013, Grades 3-8: ESL students, and all students districtwide.**



*Source: TAKS, Chancery*
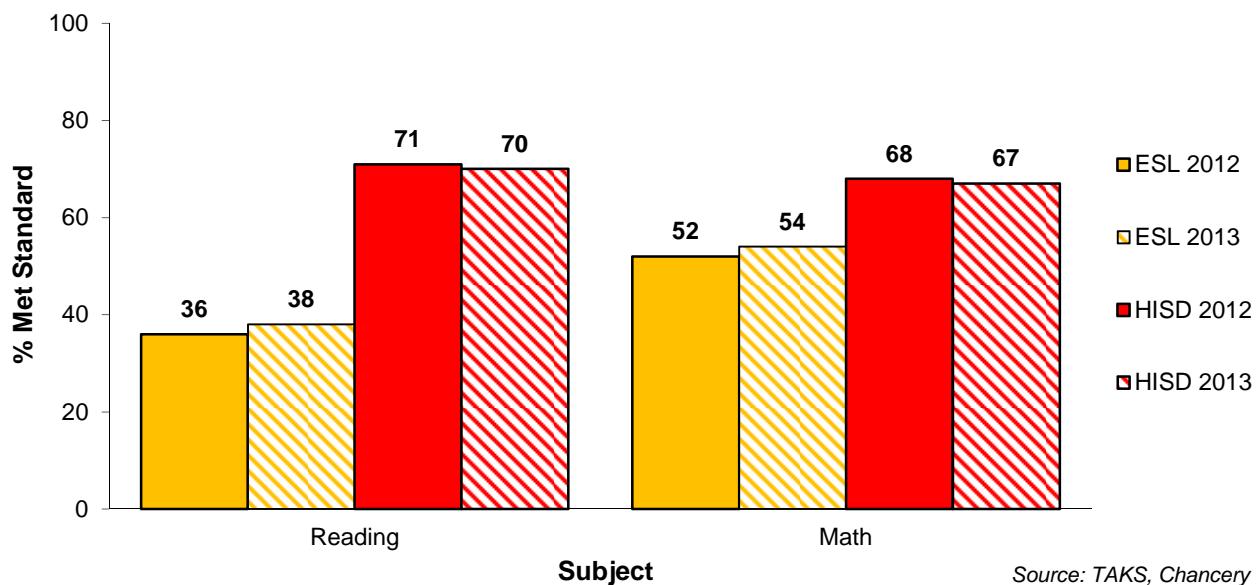
- Between 2012 and 2013, ESL student performance showed gains of 2 percentage points in both reading and mathematics, while district performance declined slightly in both subjects (see **Figure 6**, see also Appendix G).

**Figure 7. Percentage of students who met standard on English STAAR reading and mathematics tests, 2013: monitored and former bilingual and ESL students, and all students districtwide**



*Source: TAKS, Chancery*
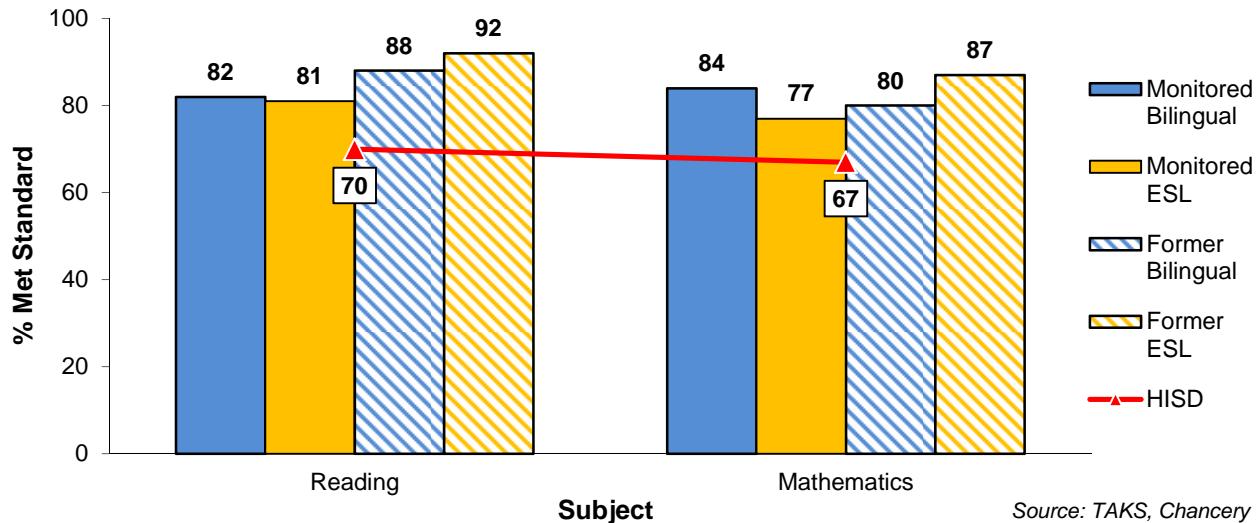
- Results for exited bilingual students [2] (see **Figure 7**) show that both monitored and former bilingual students performed better than the district on STAAR reading and mathematics.

- Monitored bilingual students did slightly better than monitored ESL students in both subjects, whereas former ESL students did better than bilingual students in reading (4 percentage points) and mathematics (7 percentage points).

**Figure 8. Percentage of students who met standard on STAAR reading and mathematics tests, 2012 vs. 2013: exited bilingual and ESL students, and all students districtwide**



*Source: TAKS, Chancery*
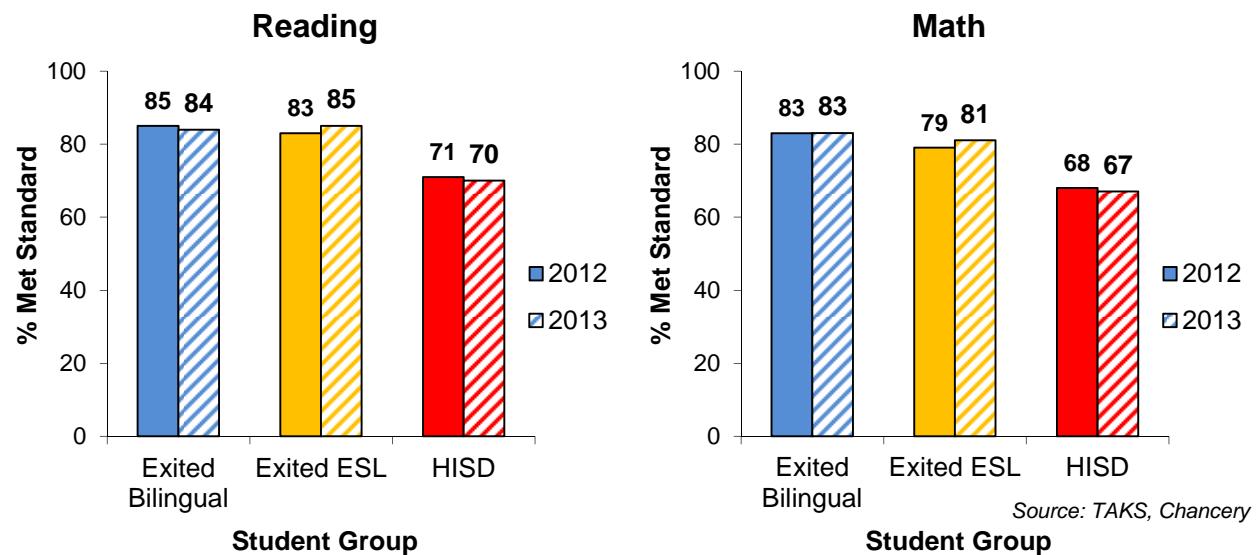
- **Figure 8** compares the 2012 and 2013 STAAR performance of exited bilingual and ESL students.

- While district performance declined slightly in both subjects, exited (monitored and former) ESL students improved in both subjects. Exited bilingual students declined by one percentage point in reading, but stayed the same in mathematics.

## STAAR EOC

**Figure 9** depicts results for the STAAR-EOC assessment (see also **Appendix H**, p. 27). Shown are results for English I and II reading and writing, Algebra I, Biology, World Geography, World History, Chemistry, and Geometry. For each test, the figure shows the percentage of students who met the Satisfactory standard or higher (dark green). Red indicates the percentage of students who scored Unsatisfactory. Figures in parentheses show the number of students tested.

- Current ESL students did not perform as well as the district, and this was true for all tests, with particularly low performance on the English I and II writing assessments.

- Current ESL students taking the STAAR EOC performed better than those taking the STAAR EOC-L, and this was true for all subjects where a linguistically-accomodated test was available.

**Figure 9. STAAR-EOC percent of current ESL students who met standard, by subject, 2013: Results are included for all current ESL students, as well as for the district overall**
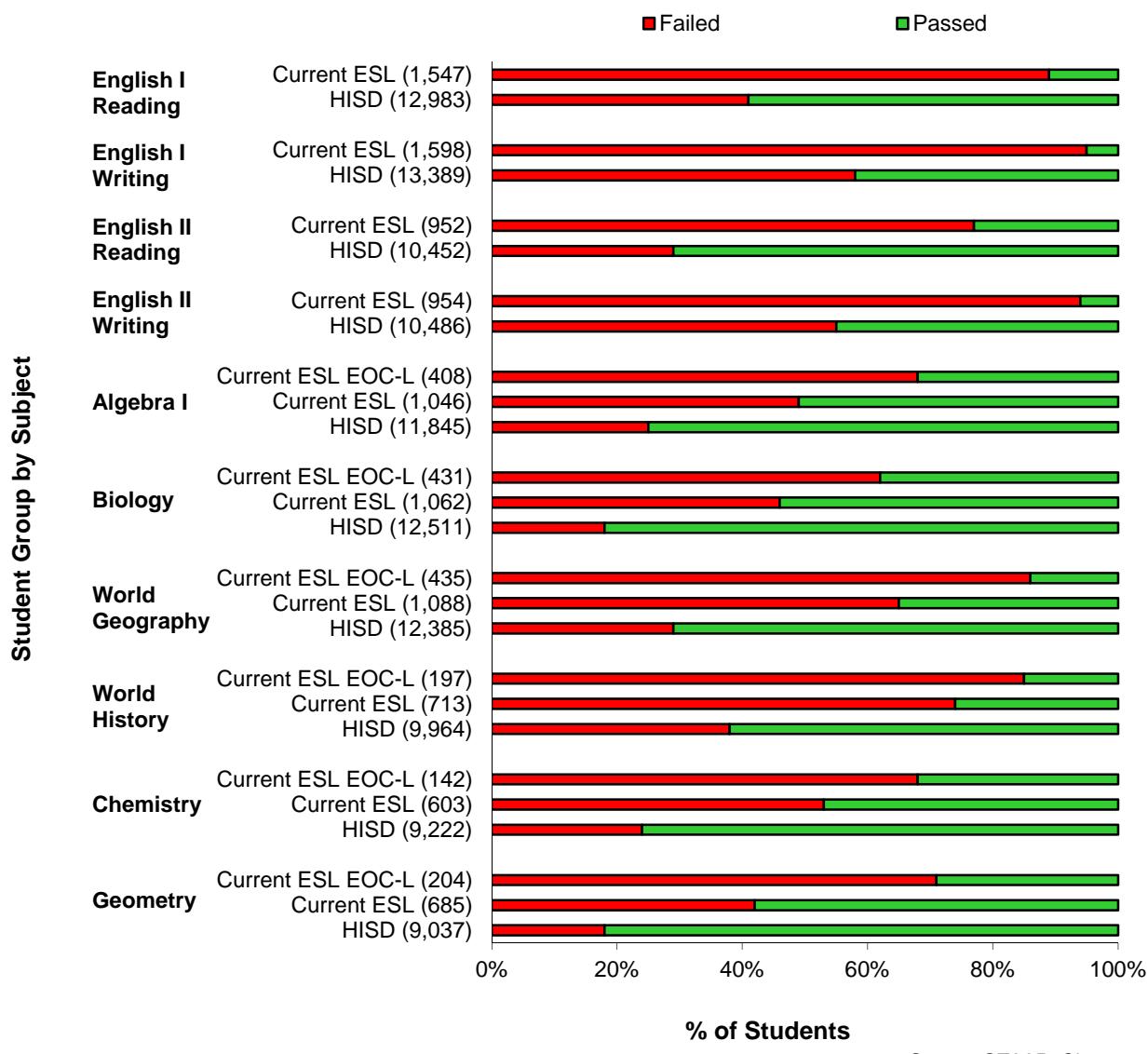


*Source: STAAR, Chancery*

- Data for exited ELL students are shown in **Figure 10**. Note that the previous chart showing data for current ELLs excluded bilingual students, because there are no bilingual programs at the high school level.

- Exited bilingual students performed better than exited ESL students, as well as all students in the district, and this was true for all subjects.

- Exited ESL students did slightly better than the district on some subjects (Algebra I and Geometry), worse on others (English I Writing, English II Reading and Writing, World History), and were equivalent on others (Biology, World Geography, and Chemistry).

**Figure 10. STAAR-EOC percent met standard for exited bilingual and ESL students, by subject, 2013: Results are included for all exited bilingual/ESL students, as well as for the district overall**
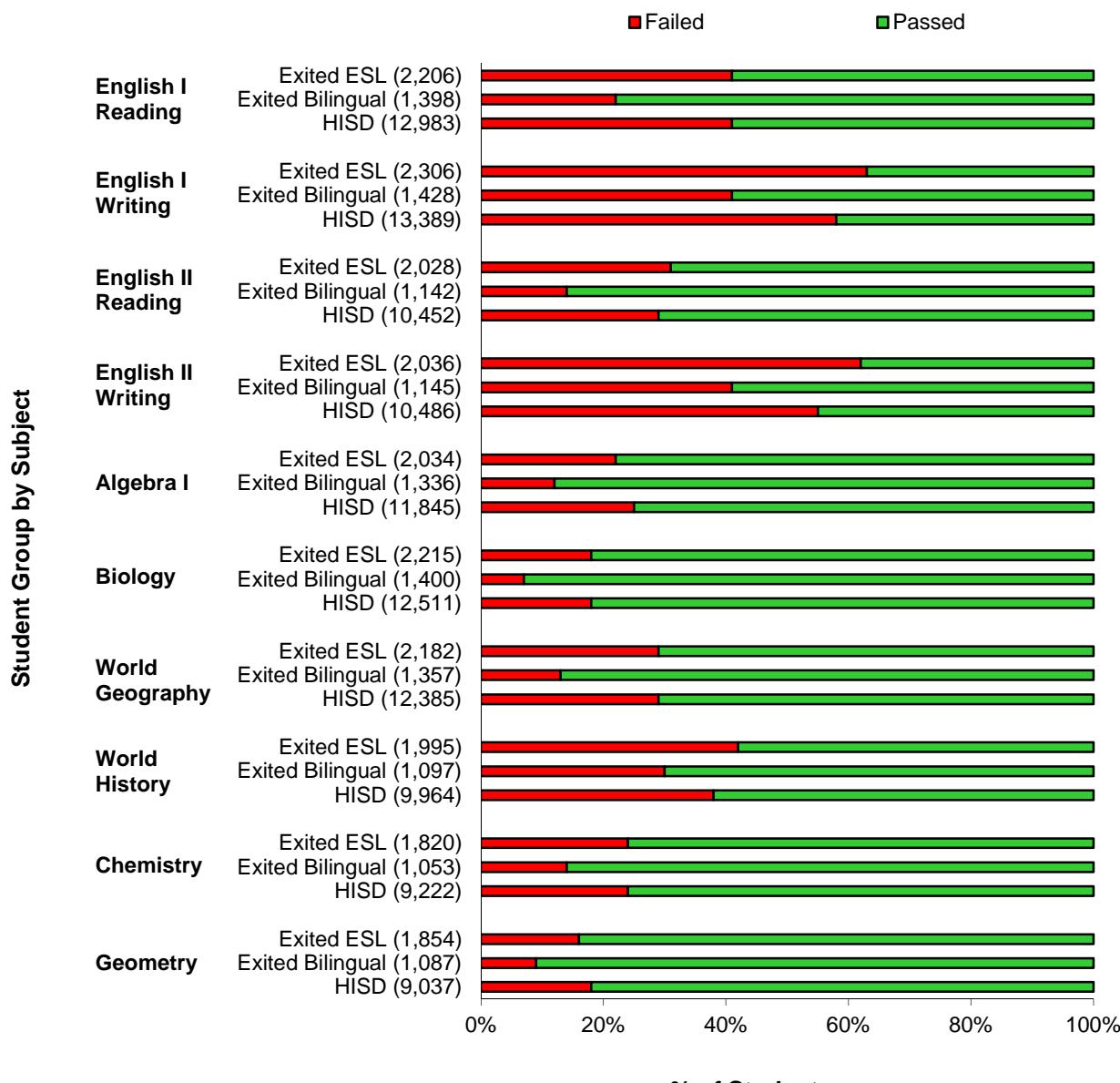


*Source: STAAR, Chancery*

## TAKS

**Figure 11** summarizes TAKS results for students in grade 11. Shown are the percentages of students who met standard on the reading and mathematics tests. Results are shown for current and exited (monitored and former) ESL students, exited bilingual students, and for the district overall (see **Appendix I** for details, p. 28).

**Figure 11. Percentage of current ESL and exited ESL and bilingual students passing the reading and mathematics tests of the TAKS, 2013: HISD results included for comparison**
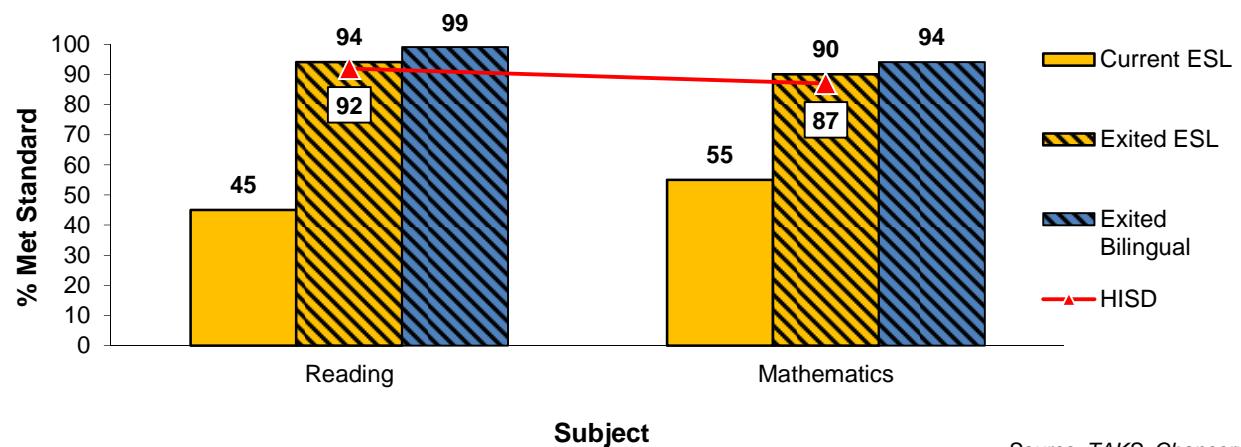


*Source: TAKS, Chancery*

- Current ESL students performed well below the level of district students overall in both reading (gap of 47 percentage points) and mathematics (gap of 32 points). This is consistent with results from previous years, where performance gaps for ESL students increases as grade level increases.

- In contrast, exited ESL students performed better than the district on both reading and mathematics, with exited bilingual students doing better than all comparison groups.

## Aprenda 3 & Stanford 10

**Figure 12** summarizes Aprenda 3 and Stanford 10 results of bilingual students for the 2012–2013 school year. Shown are mean NCE scores for the reading, mathematics, and language tests. Also included are results for all students districtwide. The dashed red line indicates an average NCE of 50.

**Figure 12. Aprenda 3 and Stanford 10 Normal Curve Equivalents (NCEs) for bilingual students and students districtwide (Stanford only), 2013, grades 1-6: Reading, mathematics, and language**
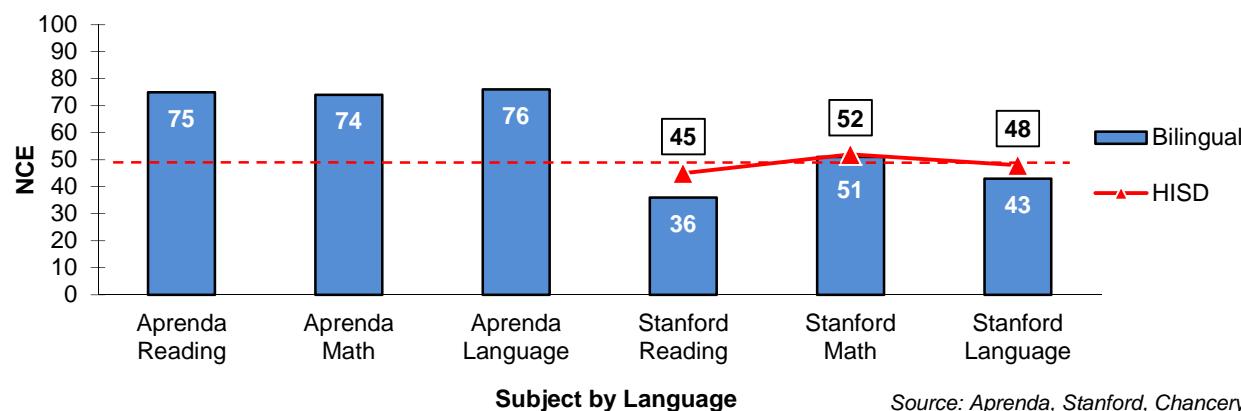


*Source: Aprenda, Stanford, Chancery*

- On the Aprenda, students in bilingual programs were well above the expected average NCE of 50 in all subjects (see **Appendix J** for details including grade level results, p. 29).

- Bilingual student performance on the Stanford was much lower than for the Aprenda. Bilingual students had average NCE scores below the expected of 50 on reading and language, but were above average on mathematics (see also **Appendix K**, p. 30).

- Bilingual students were slightly lower than district students on mathematics (-1 NCE point), but there were larger gaps in reading (-9 NCE points) and language (-5 points).

**Figure 13. Stanford 10 Reading Normal Curve Equivalents (NCEs) for bilingual students, as well as students districtwide, 2008 to 2013 (grades 1-6)**
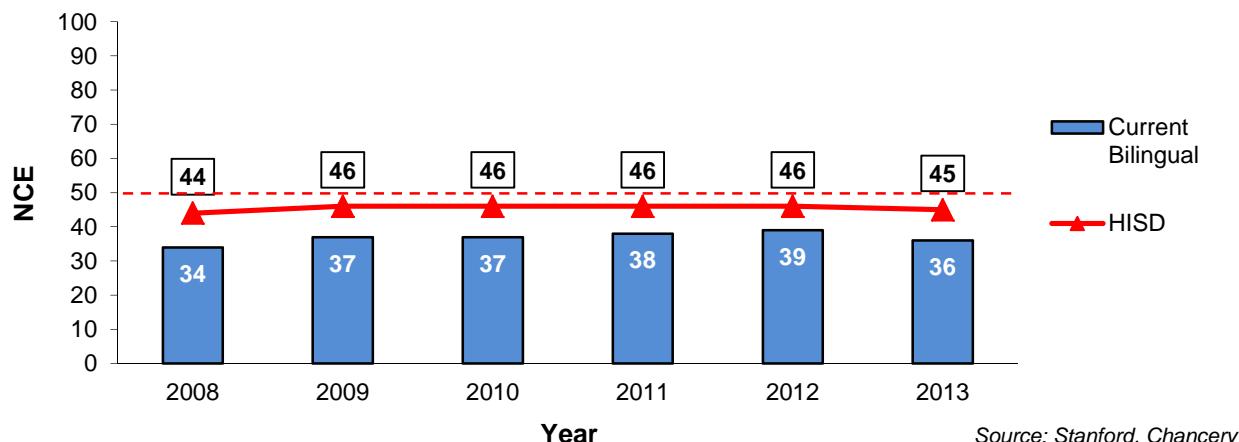


*Source: Stanford, Chancery*

- **Figure 13** (see above) shows Stanford reading performance for bilingual students over a six-year period (2008 to 2013). The performance gap has declined only slightly over this time period, from 10 NCE points in 2008 to 9 NCE points for 2013.

**Figure 14. Stanford 10 reading Normal Curve Equivalents (NCEs) for current ESL students and HISD students districtwide, 2013, grades 1-8: reading, mathematics, and language**
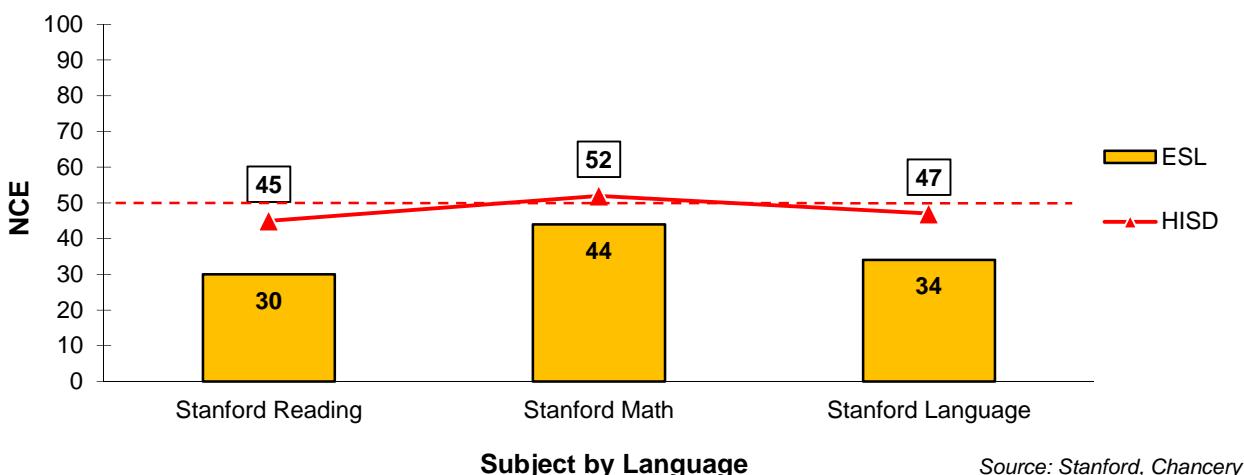


*Source: Stanford, Chancery*

- Stanford performance for ESL students (see **Figure 14**) shows that ESL students performed below the level of the district in reading (gap of 15 NCE points), mathematics (8 points), and language (13 points; see also **Appendix L**, p. 31).

**Figure 15. Stanford 10 reading Normal Curve Equivalents (NCEs) for ESL students, as well as students districtwide, 2008 to 2013 (grades 1-8).**
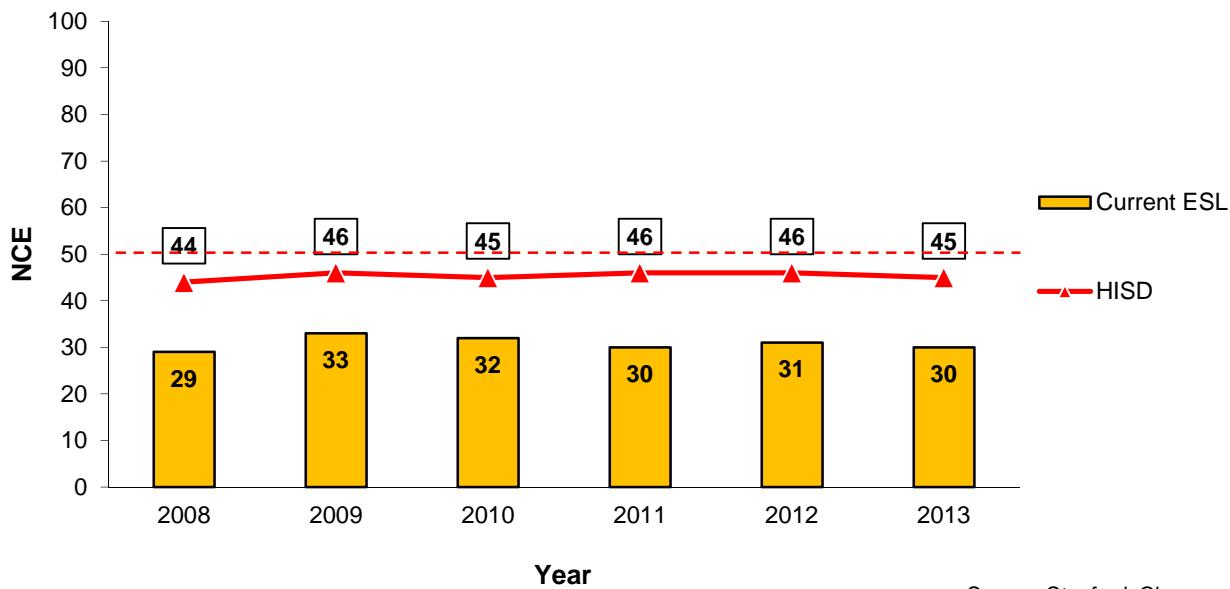


*Source: Stanford, Chancery*

- **Figure 15** (above) shows Stanford reading results for ESL students over the period 2008 through 2013. ESL students did not close the performance gap (15 NCE points) over this time period, and showed a one-point decline in 2013.

**Figure 16. Stanford 10 Normal Curve Equivalents (NCEs) for exited bilingual and ESL students, and students districtwide, 2013: Reading, mathematics, and language.**
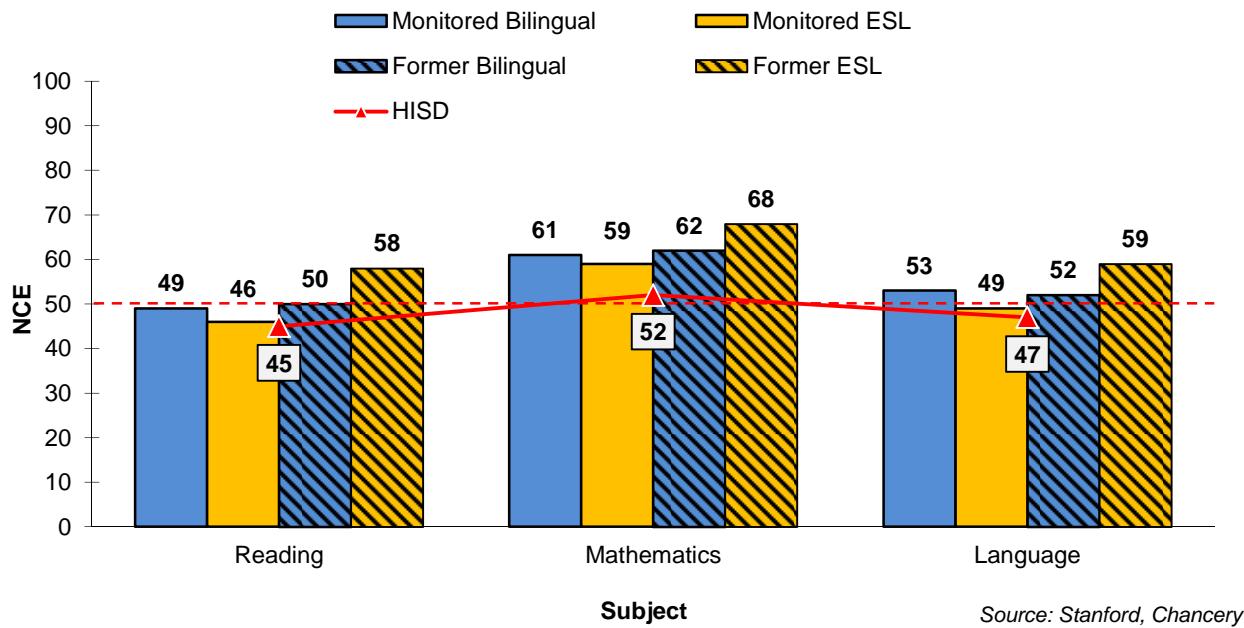


*Source: Stanford, Chancery*

- Stanford results show that monitored and former bilingual and ESL students had higher average NCEs than did district students overall, and this was true for all subjects (see **Figure 16**).

**Figure 17. Stanford Reading Normal Curve Equivalents (NCEs) for exited bilingual and ESL students, and all students districtwide, 2009 to 2013**
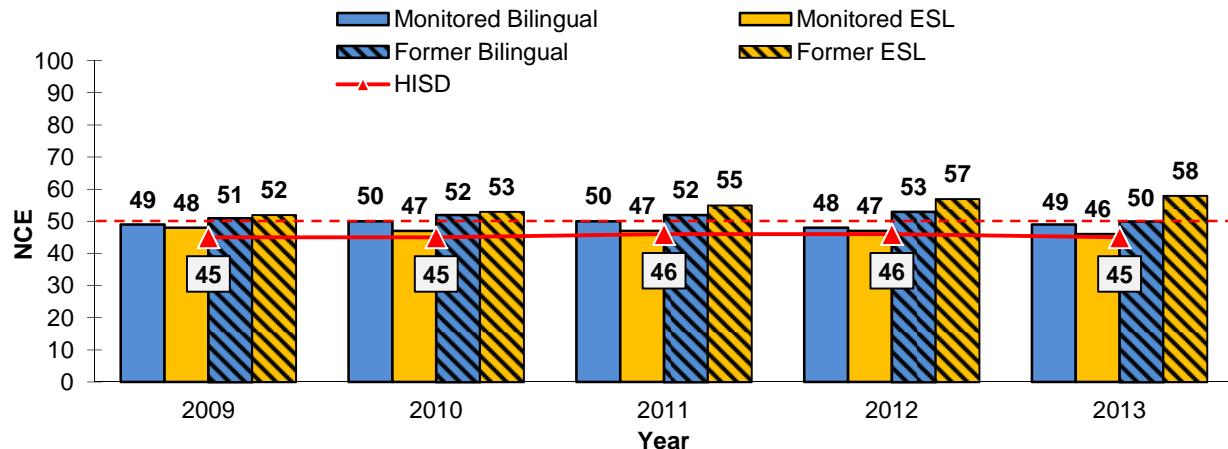


- Comparable data are shown in **Figure 17** for the period 2009 to 2013 (Stanford reading only). Exited bilingual and ESL students outperformed the district average in each year, but former bilingual and monitored ESL students each showed declines in reading performance between 2012 and 2013.

**What were the levels of English language proficiency among ELL students in bilingual and ESL programs?**

**Figures 18** and **19** summarize TELPAS results for bilingual and ESL students. Figure 18 shows attainment, i.e., the percentage of students scoring at each proficiency level on the TELPAS. Figure 19 shows yearly progress, i.e. the percentage of students who made gains in English language proficiency between 2012 and 2013. Further details can be found in **Appendices M** and **N** (see pp. 32-33).

**Figure 18. TELPAS composite proficiency ratings for bilingual and ESL students, 2013**
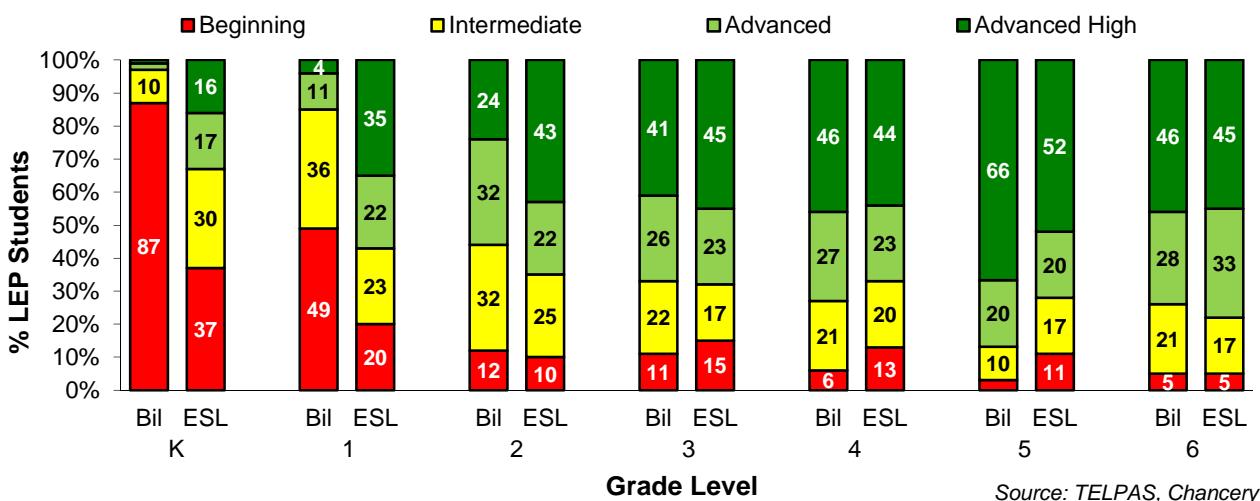


Source: TELPAS, Chancery

- Through grade 3, bilingual students had a higher percentage of students at the Beginning or Intermediate levels of proficiency (sections shaded red or yellow), and a lower percentage at Advanced or Advanced High levels (light or dark green), than did ESL (Figure 18).

- At grades 4 and 5, where bilingual students transition to predominantly English instruction, they showed more English proficiency than did ESL students (more of them Advanced or better).

**Figure 19. TELPAS yearly progress for bilingual and ESL students, 2013**

□ No Gain　　□ Gain
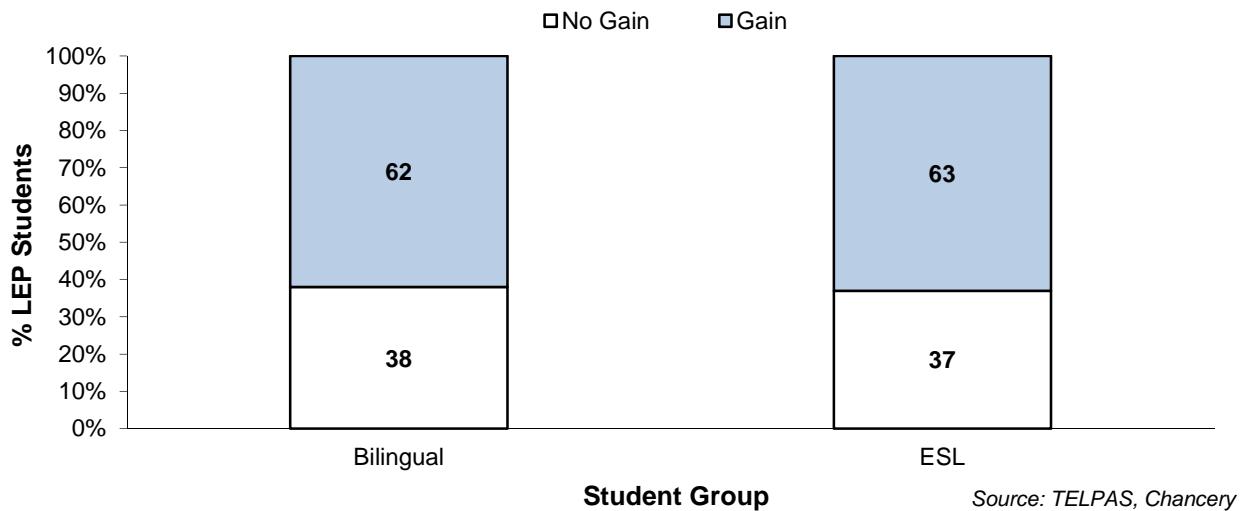


*Source: TELPAS, Chancery*

- Students in both programs showed approximately the same amount of progress/improvement in English proficiency between 2012 and 2013 (see Figure 19 above).

### How many ELL students were valedictorians or salutatorians in high school?

As evidence for the long-term success of ELL students from the bilingual and ESL programs, **Figure 20** shows the percentages of students from the graduating class of 2013 who were either exited ELLs, or who were never ELL at any time. Comparison data comes from the entire class of 2013.

- Of the 10,652 students in grade 12 during the 2012–2013 school year, 44% of them had been ELL at some point between kindergarten and 12th grade.

- Forty-six percent of valedictorians had been ELLs, and 33% of salutatorians had been ELL. Thus, ELLs were slightly over-represented among valedictorians, but under-represented among salutatorians compared to their actual proportion of the HISD population.

**Figure 20. Percentages of valedictorians and salutatorians in 2013 who were ever ELL**

□ ELL　　□ Never ELL
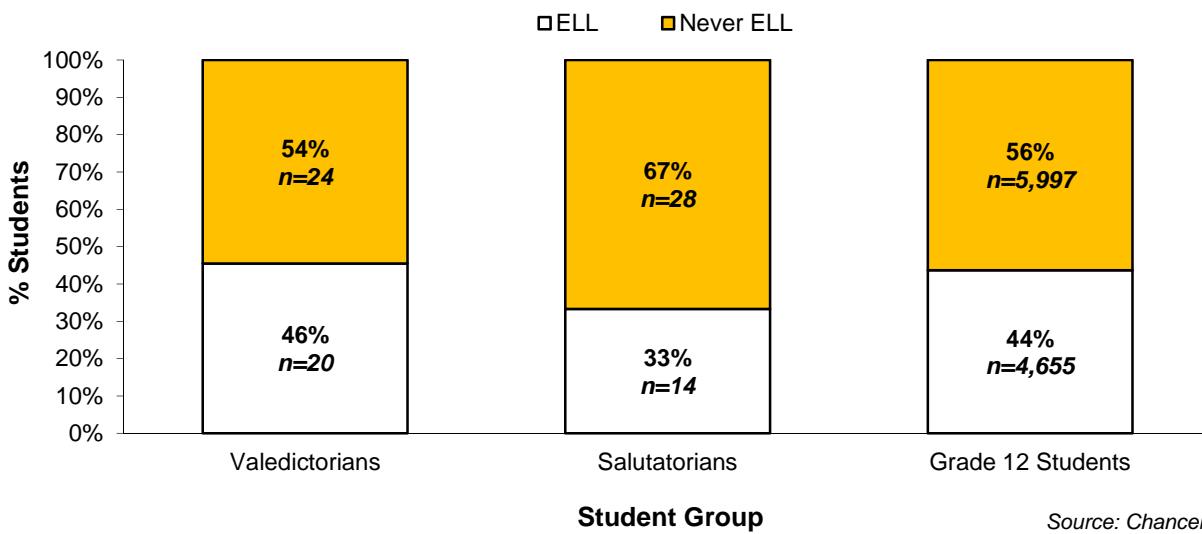


*Source: Chancery*

**Figure 21. ELL student exits, 2002–2003 through 2012–2013**
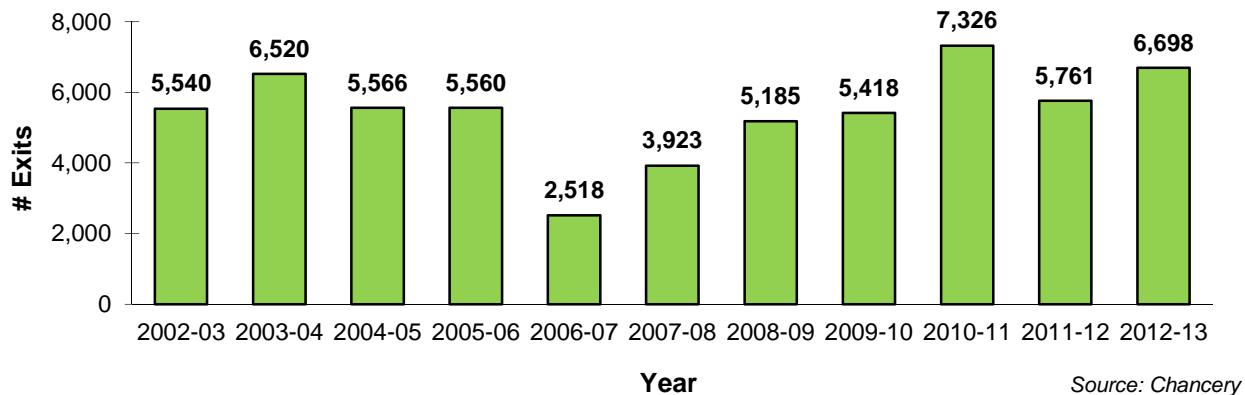


*Source: Chancery*

## How many students successfully exited bilingual and ESL programs?

The district's Chancery system was used to identify all ELLs who met English proficiency criteria and were able to exit ELL status during 2012–2013. These data are shown in **Figure 21**.

- A total of 6,698 students exited ELL status in 2012–2013. This was an increase of 937 (16 percent) in comparison with the previous year's total.

## How many secondary-level ELL students were recent arrivals versus long-term LEPs?

A critical question which relates to the efficacy of the district's programs for ELL students concerns the identity of current ELLs at the secondary level. Specifically, how many of these non-exited ELLs are recent arrivals, and how many have been in the district for a number of years without reaching exit criteria?

- The relevant data can be seen in **Figure 22**. The shaded bars show the number of ELL students, as a function of how many years they have been coded as LEP (this serves as a proxy for the total number of years in school).

**Figure 22. Number of ELL students and odds ratios for coding as special education, as a function of years LEP: Left. Data for Middle School students, Right. Data for High School students**
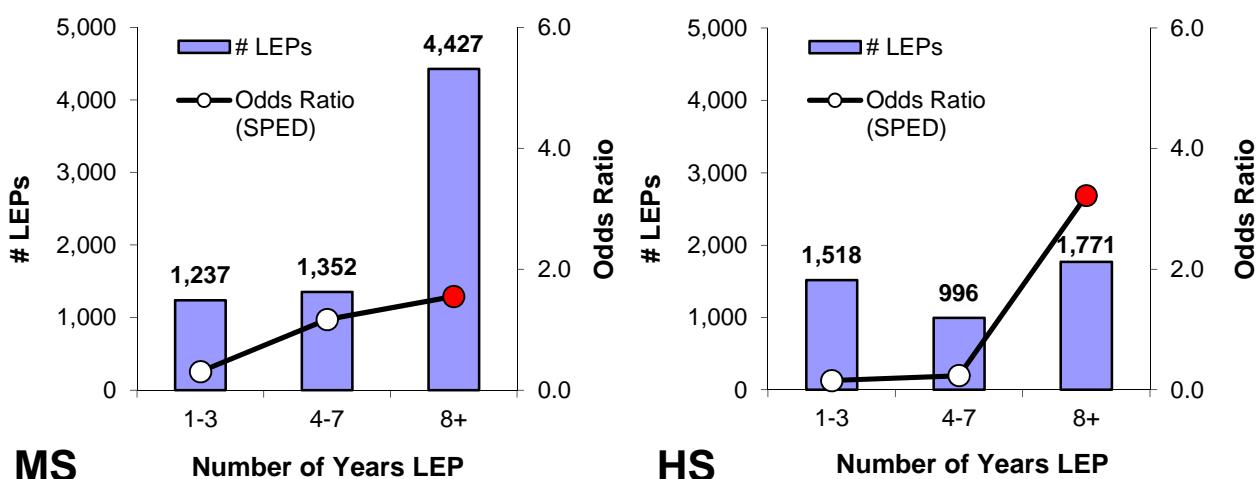
- A significant number of ELL students in middle and high school have been LEP for eight years or more. In fact, this amounts to 63 percent of all ELLs in middle school and 41 percent for high school. Thus, many ELL students at the secondary level are "long-term LEPs" (LTLs), who have not been able to meet exit criteria.

- "Newcomers" (ELLs who have been enrolled in U.S. schools three years or less) make up a relatively larger share of the ELL population in high school (35%) than they do in middle school (18%).

- The data in Figure 22 represented by the circles show the number of the ELLs who were coded as special education students in 2012–2013. This is done via odds ratios. Odds ratios greater than 1.0 indicate that LEP students are more likely to be in special education.

- Note that for both middle school and high school student, these odds ratios increase as the length of time a student has been LEP increases. For example, high school students who have been LEP for eight years or more are roughly three times more likely to be in special education as non-LEPs (odds ratio = 3.2).

- This pattern suggests that one reason that so many ELLs in middle and high school are LTLs who do poorly academically, is that they are also special education students.

**What was the frequency and scope of professional development activities provided to teachers and staff serving ELL students?**

During the 2012–2013 school year, 428 staff development training sessions were coordinated by the Multilingual Department, a decrease of 50 from 2011–2012. These sessions, as summarized in **Appendix O** (p. 34), covered compliance, program planning, and instruction/information. Attendance figures indicate the total number of people in attendance. In total, 5,711 teachers, 1,707 other district staff, and 15 parents participated in one of more of these sessions, along with 926 individuals classified as "other". Note that individuals may have been counted more than once if they attended multiple events. The category of "Other Staff" includes Multilingual Program coordinators, counselors, teaching aides, clerks, principals, and assistant principals. "Others" includes miscellaneous staff, students, or those not fitting into the other categories. A full record of professional development activities can be obtained from the Multilingual Department.

# Discussion

Various assessments (i.e., STAAR, STAAR EOC, TAKS, and Stanford 10) show performance gaps for current ELL students relative to the district overall, which is unsurprising given that ELLs are still in the process of acquiring English. However, both the bilingual and ESL programs appear to lead to long-term benefits, as indicated by the elimination of performance gaps relative to the district for exited ELL students, on all of the aforementioned assessments. This suggests that bilingual and ESL programs in HISD provide ELL students with the support they need to achieve long-term academic success. While student performance data do indicate that the district's bilingual and ESL programs are having a positive impact on English language learners, further gains are needed. In particular, one area of concern should be the poor performance of current ESL students on the STAAR EOC assessments.

It should be noted that the district will be realigning its bilingual programs at the start of the 2013–2014 school year. Specifically, the developmental and traditional bilingual programs will no longer be offered

as separate programming options for campuses. Instead, these will be combined into a single program (the "Transition bilingual model") which will continue to offer Spanish literacy development in early grades, combined with a gradual and structured increase in English language instruction. In addition, the Gomez and Gomez pilot program will be discontinued. The two-way bilingual program and the cultural heritage bilingual program will continue to be offered at currently participating schools.

# References

Gómez, R. & Gómez, L. (1999). Supporting dual CALP development among second language learners: The two way model revisited. Educational Considerations Journal, 26(2) Spring 1999.

Houston Independent School District (2013a). Dual Language Program Evaluation: Developmental Bilingual and Two-Way Bilingual Immersion Programs 2012–2013. HISD, Department of Research & Accountability.

Houston Independent School District (2013b). Pre-Exit ELL Students Performance TAKS/Stanford 2012–2013. HISD, Department of Research & Accountability.

Houston Independent School District (2013c). Cultural Heritage Bilingual Program (CHBP) Student Performance Report, 2012–2013. HISD, Department of Research & Accountability.

Houston Independent School District (2013d). English as a Second Language (ESL) Student Performance Report 2012–2013. HISD, Department of Research & Accountability.

U.S. Department of Education. (2002). No Child Left Behind Act of 2001. Available at http://www.no childleftbe-hind.gov.

# Endnotes

[1] Note that all districtwide performance data includes results from ELLs as well as all other comparison groups (e.g., monitored and former ELLs).

[2] Categorizing an exited ELL student as having come from a bilingual or an ESL program can be a difficult or arbitrary process. Traditionally, the district's evaluation reports have categorized exited ELL students according to the identity of the program they were in during their last year under ELL status. Thus designating a student as "Former Bilingual" simply means that they were in a bilingual program during the school year before they exited LEP status.

# Appendix A

## Background on Bilingual and ESL Programs in Texas and HISD

Federal policy regarding bilingual education was first established in 1968 through Title VII of the Elementary and Secondary Education Act. The most recent update in federal policy came in 2001 through Title III of the *No Child Left Behind Act*. At the state level, the Texas Education Code (§29.053) specifies that districts must offer a bilingual program at the elementary grade level to English Language Learners (ELL) 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 ESL program, regardless of the students' grade levels, home language, or the number of such students.

In compliance with state and federal statutes, HISD implemented the Traditional Bilingual Program, or TBP (TAC Chapter 89, Subchapter A of the State Plan for Educating Language Minority Children). While some form of bilingual program is mandated by the state board of education, HISD exceeds this mandate by implementing four additional bilingual education program models: the Developmental Bilingual Program (DBP) and Two-Way Bilingual Immersion Program (TWBIP) for native Spanish speakers, as well as the Cultural Heritage Bilingual Program (CHBP) for students whose primary language is Vietnamese or Mandarin.  A fourth program model based on the Gomez and Gomez bilingual education model (Gomez and Gomez, 1999) was also implemented this year in two campuses as a pilot program, but was discontinued as of 2013–2014.

Bilingual programs primarily provide native language instruction in the early grades (PK–3) with gradual increments in daily English instruction in grades four through six. Students who have attained literacy and cognitive skills in their native language are gradually transitioned into English reading and other core subjects once they demonstrate proficiency in English. Throughout this transition, students maintain support in their native language. By grade six, most students who began in bilingual programs have either exited ELL status or have transferred to an ESL program. There is an exception to this protocol for recent immigrants or arrivals who enter the school system in grade 3 or later. These students may continue to receive program instruction in their native language for an additional period of time.

ESL programs are offered for students at all grade levels whose native language is not English and who need to develop and enhance their English language skills. The Content-Based ESL model 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 ESL program provides English-only instruction at both the elementary and secondary grade levels. The district also offers a Pullout ESL model, where students attend special intensive language classes for part of each day. In Pullout ESL, lessons from the English-language classes are typically not incorporated. Content-based ESL is mainly offered at the elementary level, while pullout ESL is offered at the secondary level.

# APPENDIX B

## Bilingual and ESL Program Enrollment by Grade Level, 2012–2013

This figure shows the enrollment totals for bilingual and ESL programs by grade level for the 2012–2013 school year. Note that for grades 5 and lower, the majority of ELL students are in a bilingual program. Beginning in grade 6 this pattern reverses, with ESL becoming the dominant program model.
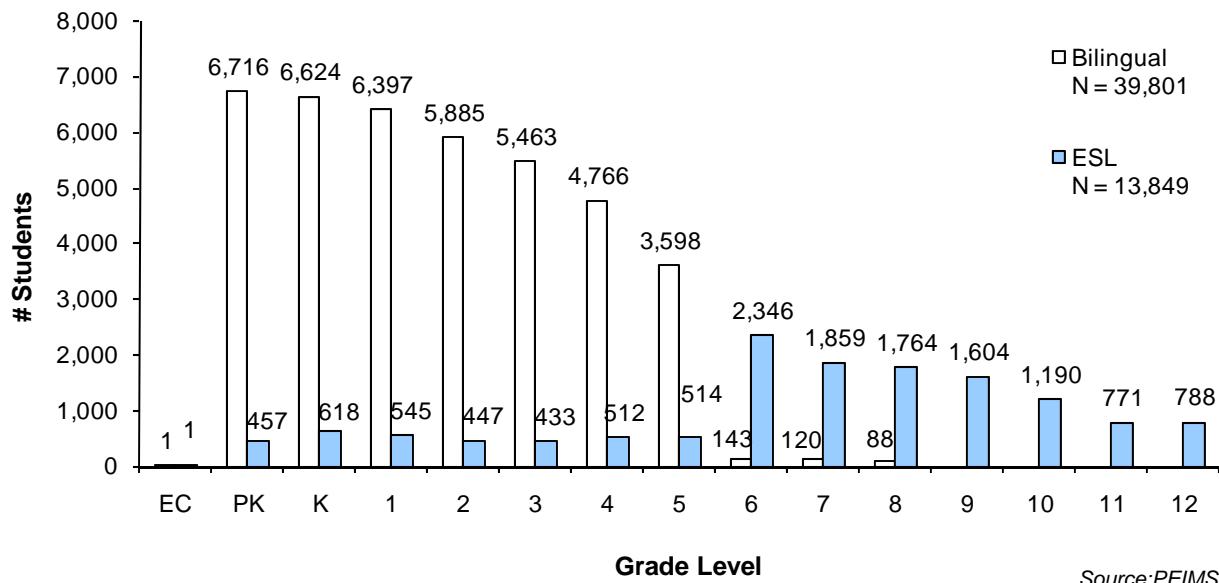


Source:PEIMS

# APPENDIX C

## ELL Student Ethnicity and Home Language, 2012–2013

| Ethnicity | Number | Percent | Home Language | Number | Percent | % Change From 2012 |
|---|---|---|---|---|---|---|
| Hispanic | 56,286 | 93% | Spanish | 56,104 | 93% | -1% |
| Asian | 2,022 | 3% | Arabic ∗ | 662 | 1% | +6% |
| Black | 1,062 | 2% | English | 538 | <1% | +173% |
| White | 930 | 2% | Vietnamese | 528 | <1% | -3% |
| American Indian | 108 | <1% | Nepali | 277 | <1% | +2% |
| Pacific Islander | 47 | <1% | Mandarin | 271 | <1% | +32% |
| Multiple | 46 | <1% | Swahili | 212 | <1% | +13% |
| **Total** | **60,501** | | Urdu | 159 | <1% | -1% |
| | **Number** | **Percent** | Other | 1,750 | 3% | -1% |
| Econ Disadvantaged | 56,327 | 93% | **Total** | **60,501** | | |

*Source: PEIMS*

\* *There were 538 ELL students who listed their home language as English on the Home Language Survey, but whom the LPAC classified as ELL. Eighty-six percent of these individuals were Hispanic according to the PEIMS database.*

# Appendix D

## 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.

For high school students, STAAR includes end-of-course (EOC) exams in English language arts (English I, II, and III), mathematics (Algebra I, Geometry, Algebra II), science (Biology, Chemistry, Physics), and social studies (World Geography, World History, U.S. History). In 2012–2013, students in grades 9 and 10 took the EOC exams, while those in grade 11 continued to take the TAKS.

The TAKS is a state-mandated, criterion-referenced test first administered in the spring of 2003, and which started being phased out in 2012. It measures academic achievement in reading, mathematics, science, and social studies in grade 11. Students currently in grade 11 as of 2012–2013 continue to take exit-level TAKS tests in order to graduate, while those in grades 9 and 10 instead take STAAR EOC exams (see above).

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 Aprenda 3 is a norm-referenced, standardized achievement test in Spanish. It is used to assess the level of content mastery for students who receive instruction in Spanish. The reading, mathematics, and language subtests are included in this report for grades 1 through 6. Students take the Aprenda (Spanish) or Stanford (English) according to the language of their reading/language arts instruction. The Aprenda and Stanford tests were developed by Harcourt Educational Measurement (now Pearson, Inc.). However, the Aprenda is not simply a translation of the Stanford. The structure and content of the Aprenda are aligned with those of the Stanford, but development and referencing differ in order to provide culturally relevant material for Spanish-speaking student populations across the United States.

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 E

### Spanish STAAR Performance of Bilingual Students:
### Number Tested and Percent Meeting Satisfactory Standard,
### by Grade Level, Subject, and Year (2012 and 2013)

| | | Enrollment* | | Spanish Reading | | | | Spanish Mathematics | | | |
| | | | | 2012 | | 2013 | | 2012 | | 2013 | |
| Program | Grade | 2012 N | 2013 N | # tested | % Met Sat. | # tested | % Met Sat. | # tested | % Met Sat. | # tested | % Met Sat. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Current | 3 | 5,189 | 4,858 | 4,614 | 72 | 4,201 | 73 | 4,608 | 66 | 4,216 | 66 |
| Bilingual | 4 | 2,438 | 2,081 | 2,002 | 71 | 1,748 | 65 | 1,992 | 67 | 1,752 | 65 |
| | 5 | 1,667 | 1,308 | 25 | 48 | 35 | 66 | 25 | 32 | 33 | 33 |
| | **Total** | **9,294** | **8,247** | **6,641** | **72** | **5,984** | **71** | **6,625** | **66** | **6,001** | **66** |

*Source: STAAR, Chancery*

* *Enrollment figures shown in Table 3 include all LEP students enrolled in bilingual programs, but do not include students enrolled in the pre-exit phase of the Traditional Bilingual program. District guidelines specify that LEP students in this pre-exit phase are tested using the English TAKS only, not the Spanish version. Also excluded are student enrolled in the Cultural Heritage Bilingual Program for Vietnamese students, who are all tested in English.*

# Appendix F

## English STAAR Performance of Bilingual Students: Number Tested and Percent Meeting Satisfactory Standard, by Grade Level, Subject, and Year (2012 and 2013)

| | | Enrollment | | English Reading | | | | English Mathematics | | | |
| | | | | 2012 | | 2013 | | 2012 | | 2013 | |
| Program | Grade | 2012 N | 2013 N | # tested | % Met Sat. | # tested | % Met Sat. | # tested | % Met Sat. | # tested | % Met Sat. |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Current Bilingual | 3 | 5,794 | 5,428 | 1,081 | 74 | 1,138 | 70 | 1,058 | 77 | 1,100 | 73 |
| | 4 | 5,232 | 4,721 | 2,973 | 64 | 2,781 | 51 | 2,962 | 70 | 2,788 | 65 |
| | 5 | 3,701 | 3,549 | 3,487 | 57 | 3,310 | 52 | 3,416 | 74 | 3,288 | 63 |
| | 6 | 238 | 139 | 226 | 48 | 124 | 44 | 214 | 66 | 116 | 64 |
| | Total | 14,965 | 13,837 | 7,767 | 62 | 7,353 | 54 | 7,650 | 73 | 7,292 | 65 |
| Current Bilingual STAAR-L | 3 | 36 | 28 | | | | | 36 | 67 | 28 | 46 |
| | 4 | 40 | 38 | | | | | 40 | 48 | 38 | 42 |
| | 5 | 94 | 61 | No STAAR-L for Reading | | | | 94 | 52 | 61 | 28 |
| | 6 | 11 | 11 | | | | | 11 | 45 | 11 | 27 |
| | Total | 182 | 138 | | | | | 181 | 54 | 138 | 36 |
| Monitored Bilingual | 3 | 84 | 85 | 79 | 90 | 78 | 96 | 80 | 90 | 78 | 96 |
| | 4 | 239 | 510 | 234 | 92 | 479 | 93 | 234 | 92 | 478 | 92 |
| | 5 | 1,350 | 1,194 | 1,324 | 87 | 1,186 | 91 | 1,331 | 89 | 1,188 | 91 |
| | 6 | 1,885 | 1,943 | 1,855 | 77 | 1,906 | 73 | 1,855 | 85 | 1,908 | 82 |
| | 7 | 684 | 1,117 | 673 | 84 | 1,101 | 80 | 309 | 70 | 636 | 67 |
| | 8 | 155 | 122 | 151 | 81 | 121 | 85 | 125 | 72 | 95 | 77 |
| | Total | 4,397 | 4,971 | 4,316 | 82 | 4,871 | 82 | 3,934 | 85 | 4,383 | 84 |
| Former Bilingual | 3 | 1 | 2 | 1 | * | 2 | * | 1 | * | 2 | * |
| | 4 | 22 | 43 | 22 | 82 | 42 | 93 | 22 | 95 | 42 | 98 |
| | 5 | 63 | 54 | 60 | 97 | 54 | 85 | 59 | 92 | 54 | 93 |
| | 6 | 125 | 118 | 121 | 93 | 111 | 82 | 121 | 91 | 111 | 84 |
| | 7 | 712 | 811 | 702 | 87 | 797 | 85 | 366 | 67 | 457 | 68 |
| | 8 | 1,244 | 1,242 | 1,224 | 91 | 1,233 | 91 | 848 | 81 | 836 | 84 |
| | Total | 2,167 | 2,270 | 2,130 | 90 | 2,239 | 88 | 1,417 | 79 | 1,502 | 80 |
| HISD | 3 | 16,718 | 16,279 | 11,184 | 71 | 11,183 | 74 | 11,090 | 64 | 11,094 | 64 |
| | 4 | 15,760 | 16,050 | 12,657 | 71 | 13,179 | 64 | 12,619 | 66 | 13,104 | 64 |
| | 5 | 15,551 | 15,156 | 14,518 | 72 | 14,027 | 70 | 14,404 | 75 | 13,941 | 69 |
| | 6 | 13,111 | 13,374 | 12,240 | 67 | 12,390 | 64 | 11,915 | 73 | 11,931 | 70 |
| | 7 | 12,651 | 12,829 | 11,747 | 70 | 11,982 | 72 | 7,371 | 53 | 8,093 | 56 |
| | 8 | 12,657 | 12,592 | 11,752 | 76 | 11,779 | 77 | 12,827 | 71 | 12,401 | 76 |
| | Total | 86,448 | 86,280 | 74,098 | 71 | 74,540 | 70 | 70,226 | 68 | 70,564 | 67 |

*Source: STAAR, Chancery*                                    *\* Indicates fewer than 5 students tested*

| Program | Grade | Enrollment | | English Reading | | | | English Mathematics | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 2012 | | 2013 | | 2012 | | 2013 | |
| | | 2012 N | 2013 N | # tested | % Met Sat. | # tested | % Met Sat. | # tested | % Met Sat. | # tested | % Met Sat |
| Current ESL | 3 | 305 | 458 | 258 | 55 | 421 | 53 | 156 | 60 | 312 | 61 |
| | 4 | 288 | 539 | 248 | 48 | 470 | 47 | 163 | 61 | 354 | 60 |
| | 5 | 340 | 533 | 294 | 47 | 463 | 47 | 219 | 65 | 345 | 62 |
| | 6 | 2,193 | 2,390 | 1,988 | 34 | 2,162 | 32 | 1,765 | 59 | 1,950 | 56 |
| | 7 | 2,152 | 1,842 | 1,933 | 34 | 1,679 | 32 | 1,402 | 43 | 1,280 | 39 |
| | 8 | 1,579 | 1,825 | 1,411 | 32 | 1,682 | 43 | 1,110 | 46 | 1,292 | 60 |
| | Total | 6,857 | 7,587 | 6,132 | 36 | 6,877 | 38 | 4,815 | 52 | 5,533 | 54 |
| Current ESL STAAR-L | 3 | 104 | 110 | | | | | 104 | 43 | 110 | 44 |
| | 4 | 88 | 118 | | | | | 88 | 36 | 118 | 37 |
| | 5 | 78 | 119 | | | | | 78 | 44 | 119 | 25 |
| | 6 | 221 | 244 | | No STAAR-L for Reading | | | 221 | 34 | 244 | 28 |
| | 7 | 267 | 242 | | | | | 267 | 26 | 242 | 21 |
| | 8 | 265 | 290 | | | | | 265 | 24 | 290 | 21 |
| | Total | 1,023 | 1,123 | | | | | 1,023 | 31 | 1,123 | 27 |
| Monitored ESL | 3 | 142 | 114 | 139 | 94 | 109 | 98 | 139 | 93 | 109 | 99 |
| | 4 | 99 | 72 | 94 | 96 | 66 | 91 | 94 | 93 | 66 | 92 |
| | 5 | 171 | 82 | 156 | 87 | 75 | 96 | 159 | 89 | 75 | 95 |
| | 6 | 303 | 146 | 280 | 80 | 126 | 77 | 280 | 86 | 128 | 81 |
| | 7 | 782 | 521 | 722 | 80 | 466 | 73 | 424 | 66 | 328 | 63 |
| | 8 | 1,236 | 1,040 | 1,138 | 76 | 966 | 81 | 940 | 71 | 776 | 77 |
| | Total | 2,733 | 1,975 | 2,529 | 80 | 1,808 | 81 | 2,036 | 76 | 1,482 | 77 |
| Former ESL | 3 | 5 | 1 | 5 | 80 | 1 | * | 5 | 100 | 1 | * |
| | 4 | 111 | 93 | 107 | 95 | 91 | 96 | 107 | 94 | 91 | 95 |
| | 5 | 167 | 156 | 163 | 96 | 148 | 96 | 163 | 96 | 148 | 93 |
| | 6 | 185 | 200 | 181 | 91 | 193 | 95 | 181 | 93 | 193 | 94 |
| | 7 | 407 | 351 | 390 | 86 | 333 | 86 | 181 | 72 | 149 | 72 |
| | 8 | 635 | 531 | 615 | 87 | 517 | 93 | 416 | 77 | 306 | 85 |
| | Total | 1,510 | 1,332 | 1,461 | 89 | 1,283 | 92 | 1,053 | 84 | 888 | 87 |
| HISD | 3 | 16,718 | 16,279 | 11,184 | 71 | 11,183 | 74 | 11,090 | 64 | 11,094 | 64 |
| | 4 | 15,760 | 16,050 | 12,657 | 71 | 13,179 | 64 | 12,619 | 66 | 13,104 | 64 |
| | 5 | 15,551 | 15,156 | 14,518 | 72 | 14,027 | 70 | 14,404 | 75 | 13,941 | 69 |
| | 6 | 13,111 | 13,374 | 12,240 | 67 | 12,390 | 64 | 11,915 | 73 | 11,931 | 70 |
| | 7 | 12,651 | 12,829 | 11,747 | 70 | 11,982 | 72 | 7,371 | 53 | 8,093 | 56 |
| | 8 | 12,657 | 12,592 | 11,752 | 76 | 11,779 | 77 | 12,827 | 71 | 12,401 | 76 |
| | Total | 86,448 | 86,280 | 74,098 | 71 | 74,540 | 70 | 70,226 | 68 | 70,564 | 67 |

*Source: STAAR, Chancery*

*\* Indicates fewer than 5 students tested*

# Appendix H

**STAAR End-of-Course Performance of Bilingual and ESL Students:**
**Number Tested, And Number and Percentage at Unsatisfactory Below Minimum,**
**Unsatisfactory Met Minimum, Satisfactory Not Advanced, and Advanced Standards**
**(2013 Data Only, All Students Tested Including Retesters)**

| | Student Group | # Tested | Unsatisfactory < Minimum | | Unsatisfactory Met Minimum | | Satisfactory Not Advanced | | Advanced | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | N | % Stu | N | % Stu | N | % Stu | N | % Stu |
| English I Reading | Current ESL | 1,547 | 1,307 | 84 | 71 | 5 | 165 | 11 | 4 | 0 |
| | Exited ESL | 2,206 | 755 | 34 | 159 | 7 | 1,184 | 54 | 108 | 5 |
| | Exited Bilingual | 1,398 | 236 | 17 | 73 | 5 | 992 | 71 | 97 | 7 |
| | HISD | 12,983 | 4,561 | 35 | 714 | 5 | 6,599 | 51 | 1,109 | 9 |
| English I Writing | Current ESL | 1,598 | 1,468 | 92 | 50 | 3 | 80 | 5 | 0 | 0 |
| | Exited ESL | 2,306 | 1,248 | 54 | 208 | 9 | 834 | 36 | 16 | 1 |
| | Exited Bilingual | 1,428 | 456 | 32 | 132 | 9 | 826 | 58 | 14 | 1 |
| | HISD | 13,389 | 6,692 | 50 | 1,011 | 8 | 5,453 | 41 | 233 | 2 |
| English II Reading | Current ESL | 952 | 644 | 68 | 86 | 9 | 220 | 23 | 2 | 0 |
| | Exited ESL | 2,028 | 428 | 21 | 204 | 10 | 1,153 | 57 | 243 | 12 |
| | Exited Bilingual | 1,142 | 94 | 8 | 66 | 6 | 775 | 68 | 207 | 18 |
| | HISD | 10,452 | 2,202 | 21 | 802 | 8 | 5,653 | 54 | 1,795 | 17 |
| English II Writing | Current ESL | 954 | 837 | 88 | 55 | 6 | 62 | 6 | 0 | 0 |
| | Exited ESL | 2,036 | 1,051 | 52 | 212 | 10 | 754 | 37 | 19 | 1 |
| | Exited Bilingual | 1,145 | 343 | 30 | 124 | 11 | 668 | 58 | 10 | 1 |
| | HISD | 10,486 | 4,777 | 46 | 999 | 10 | 4,488 | 43 | 222 | 2 |
| Algebra I | Current ESL | 1,046 | 360 | 34 | 154 | 15 | 477 | 46 | 55 | 5 |
| | Current ESL EOC-L | 408 | 223 | 55 | 55 | 13 | 119 | 29 | 11 | 3 |
| | Exited ESL | 2,034 | 262 | 13 | 176 | 9 | 1,344 | 66 | 252 | 12 |
| | Exited Bilingual | 1,336 | 75 | 6 | 83 | 6 | 907 | 68 | 271 | 20 |
| | HISD | 11,845 | 1,802 | 15 | 1,115 | 9 | 7,168 | 61 | 1,760 | 15 |
| Biology | Current ESL | 1,062 | 295 | 28 | 189 | 18 | 573 | 54 | 5 | 0 |
| | Current ESL EOC-L | 431 | 182 | 42 | 86 | 20 | 162 | 38 | 1 | 0 |
| | Exited ESL | 2,215 | 212 | 10 | 189 | 9 | 1,652 | 75 | 162 | 7 |
| | Exited Bilingual | 1,400 | 43 | 3 | 59 | 4 | 1,139 | 81 | 159 | 11 |
| | HISD | 12,511 | 1,206 | 10 | 998 | 8 | 8,887 | 71 | 1,420 | 11 |
| World Geography | Current ESL | 1,088 | 603 | 55 | 105 | 10 | 374 | 34 | 6 | 1 |
| | Current ESL EOC-L | 435 | 340 | 78 | 35 | 8 | 58 | 13 | 2 | 0 |
| | Exited ESL | 2,182 | 449 | 21 | 180 | 8 | 1,397 | 64 | 156 | 7 |
| | Exited Bilingual | 1,357 | 118 | 9 | 56 | 4 | 1,034 | 76 | 149 | 11 |
| | HISD | 12,385 | 2,736 | 22 | 854 | 7 | 7,404 | 60 | 1,391 | 11 |
| World History | Current ESL | 713 | 411 | 58 | 117 | 16 | 184 | 26 | 1 | 0 |
| | Current ESL EOC-L | 197 | 148 | 75 | 20 | 10 | 29 | 15 | 0 | 0 |
| | Exited ESL | 1,995 | 523 | 26 | 309 | 15 | 1,079 | 54 | 84 | 4 |
| | Exited Bilingual | 1,097 | 186 | 17 | 143 | 13 | 699 | 64 | 69 | 6 |
| | HISD | 9,964 | 2,447 | 25 | 1,302 | 13 | 5,480 | 55 | 735 | 7 |
| Chemistry | Current ESL | 603 | 222 | 37 | 97 | 16 | 281 | 47 | 3 | 0 |
| | Current ESL EOC-L | 142 | 70 | 49 | 27 | 19 | 43 | 30 | 2 | 1 |
| | Exited ESL | 1,820 | 251 | 14 | 187 | 10 | 1,256 | 69 | 126 | 7 |
| | Exited Bilingual | 1,053 | 69 | 7 | 78 | 7 | 817 | 78 | 89 | 8 |
| | HISD | 9,222 | 1,335 | 14 | 865 | 9 | 6,133 | 67 | 889 | 10 |
| Geometry | Current ESL | 685 | 172 | 25 | 113 | 16 | 384 | 56 | 16 | 2 |
| | Current ESL EOC-L | 204 | 103 | 50 | 42 | 21 | 54 | 26 | 5 | 2 |
| | Exited ESL | 1,854 | 143 | 8 | 157 | 8 | 1,357 | 73 | 197 | 11 |
| | Exited Bilingual | 1,087 | 42 | 4 | 57 | 5 | 821 | 76 | 167 | 15 |
| | HISD | 9,037 | 831 | 9 | 797 | 9 | 6,039 | 67 | 1,370 | 15 |

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

# Appendix I

## English TAKS Performance of Current ESL Students, and Monitored and Former Bilingual & ESL Students: Number Enrolled, Number Tested, and Percentage of Students Who Met Standard, by Grade Level

| Program | Grade | Enrollment | | English Reading | | | | English Mathematics | | | |
| | | | | 2012 | | 2013 | | 2012 | | 2013 | |
| | | 2012 N | 2013 N | # tested | % passed | # tested | % passed | # tested | % passed | # tested | % passed |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Current ESL | 11 | 734 | 737 | 487 | 35 | 520 | 45 | 527 | 62 | 527 | 55 |
| | **Total** | **734** | **737** | **487** | **35** | **520** | **45** | **527** | **62** | **527** | **55** |
| Monitored ESL | 11 | 425 | 496 | 344 | 82 | 423 | 88 | 343 | 89 | 418 | 81 |
| | **Total** | **425** | **496** | **344** | **82** | **423** | **88** | **343** | **89** | **418** | **81** |
| Former ESL | 11 | 1,219 | 1,585 | 1,115 | 94 | 1,451 | 96 | 1,099 | 92 | 1,450 | 92 |
| | **Total** | **1,219** | **1,585** | **1,115** | **94** | **1,451** | **96** | **1,099** | **92** | **1,450** | **92** |
| Monitored ESL | 11 | 6 | 6 | 5 | 100 | 6 | 100 | 6 | 100 | 6 | 100 |
| | **Total** | **6** | **6** | **5** | **100** | **6** | **100** | **6** | **100** | **6** | **100** |
| Former Bilingual | 11 | 1,656 | 1,161 | 1,561 | 98 | 1,068 | 99 | 1,549 | 95 | 1,071 | 94 |
| | **Total** | **1,656** | **1,161** | **1,561** | **98** | **1,068** | **99** | **1,549** | **95** | **1,071** | **94** |
| HISD | 11 | 10,795 | 10,597 | 9,525 | 90 | 9,255 | 92 | 9,478 | 89 | 9,270 | 87 |
| | **Total** | **10,795** | **10,597** | **9,525** | **90** | **9,255** | **92** | **9,478** | **89** | **9,270** | **87** |

*Source: TAKS, Chancery*

*\* Indicates fewer than 5 students tested*

# Appendix J

**Aprenda Performance of Bilingual Students:**
**Number Tested and Mean Normal Curve Equivalent (NCE),**
**by Grade Level, Subject, and Year (2012 and 2013)**

| Program | Grade | # Tested | | Reading | | | Mathematics | | | Language | | |
| | | 2012 | 2013 | 2012 | 2013 | | 2012 | 2013 | | 2012 | 2013 | |
| Program | Grade | N | N | NCE | NCE | Δ | NCE | NCE | Δ | NCE | NCE | Δ |
|---------|-------|------|------|-----|-----|----|-----|-----|----|-----|-----|----|
| Current | 1 | 5,979 | 5,859 | 72 | 78 | 6 | 69 | 71 | 2 | 70 | 74 | 4 |
| Bilingual | 2 | 5,447 | 5,536 | 71 | 76 | 5 | 71 | 74 | 3 | 77 | 77 | 0 |
| | 3 | 4,643 | 4,290 | 71 | 74 | 3 | 72 | 76 | 4 | 79 | 82 | 3 |
| | 4 | 2,020 | 1,768 | 66 | 70 | 4 | 76 | 80 | 4 | 70 | 70 | 0 |
| | 5 | 22 | 25 | 63 | 57 | -6 | 62 | 58 | -4 | 58 | 55 | -3 |
| | 6 | 11 | 9 | 53 | 61 | 8 | 70 | 77 | 7 | 52 | 58 | 6 |
| | **Total** | **18,122** | **17,487** | **71** | **75** | **4** | **71** | **74** | **3** | **74** | **76** | **2** |

*Source: Aprenda, Chancery*

# Appendix K

### Stanford Performance of Bilingual Students:
### Number Tested and Mean Normal Curve Equivalent (NCE),
### by Grade Level, Subject, and Year (2012 and 2013)

| Program | Grade | # Tested 2012 N | # Tested 2013 N | Reading 2012 NCE | Reading 2013 NCE | Δ | Mathematics 2012 NCE | Mathematics 2013 NCE | Δ | Language 2012 NCE | Language 2013 NCE | Δ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Current | 1 | 409 | 425 | 45 | 39 | -6 | 48 | 45 | -3 | 44 | 42 | -2 |
| Bilingual | 2 | 376 | 300 | 38 | 40 | 2 | 46 | 48 | 2 | 41 | 44 | 3 |
| | 3 | 1,078 | 1,072 | 43 | 43 | 0 | 59 | 61 | 2 | 47 | 50 | 3 |
| | 4 | 3,051 | 2,854 | 41 | 35 | -6 | 55 | 53 | -2 | 51 | 47 | -4 |
| | 5 | 3,621 | 3,483 | 35 | 34 | -1 | 50 | 48 | -2 | 38 | 38 | 0 |
| | 6 | 223 | 126 | 34 | 31 | -3 | 47 | 44 | -3 | 38 | 34 | -4 |
| | **Total** | **8,758** | **8,260** | **39** | **36** | **-3** | **53** | **51** | **-2** | **44** | **43** | **-1** |
| Monitored | 2 | 50 | 8 | 54 | 69 | 15 | 62 | 70 | 8 | 56 | 64 | 8 |
| Bilingual | 3 | 80 | 78 | 57 | 60 | 3 | 69 | 75 | 6 | 59 | 63 | 4 |
| | 4 | 234 | 479 | 59 | 55 | -4 | 68 | 68 | 0 | 69 | 67 | -2 |
| | 5 | 1,344 | 1,187 | 49 | 53 | 4 | 62 | 65 | 3 | 53 | 58 | 5 |
| | 6 | 1,876 | 1,932 | 45 | 47 | 2 | 57 | 58 | 1 | 51 | 49 | -2 |
| | 7 | 674 | 1,106 | 51 | 45 | -6 | 63 | 60 | -3 | 54 | 50 | -4 |
| | 8 | 153 | 120 | 43 | 44 | 1 | 57 | 57 | 0 | 45 | 47 | 2 |
| | **Total** | **4,411** | **4,910** | **48** | **49** | **1** | **60** | **61** | **1** | **53** | **53** | **0** |
| Former | 4 | 22 | 42 | 60 | 63 | 3 | 67 | 73 | 6 | 69 | 71 | 2 |
| Bilingual | 5 | 61 | 54 | 55 | 51 | -4 | 67 | 68 | 1 | 59 | 55 | -4 |
| | 6 | 125 | 116 | 50 | 54 | 4 | 63 | 60 | -3 | 59 | 56 | -3 |
| | 7 | 706 | 801 | 54 | 48 | -6 | 62 | 62 | 0 | 55 | 53 | -2 |
| | 8 | 1,226 | 1,233 | 52 | 50 | -2 | 60 | 62 | 2 | 52 | 51 | -1 |
| | **Total** | **2,140** | **2,246** | **53** | **50** | **-3** | **61** | **62** | **1** | **54** | **52** | **-2** |
| All HISD | 1 | 10,635 | 10,802 | 47 | 46 | -1 | 49 | 49 | 0 | 48 | 50 | 2 |
| | 2 | 10,618 | 10,739 | 45 | 45 | 0 | 49 | 48 | -1 | 44 | 47 | 3 |
| | 3 | 11,394 | 11,423 | 47 | 48 | 1 | 54 | 56 | 2 | 47 | 49 | 2 |
| | 4 | 13,045 | 13,648 | 48 | 45 | -3 | 55 | 54 | -1 | 55 | 52 | -3 |
| | 5 | 14,973 | 14,626 | 45 | 44 | -1 | 53 | 52 | -1 | 47 | 47 | 0 |
| | 6 | 12,527 | 12,784 | 43 | 43 | 0 | 52 | 51 | -1 | 47 | 44 | -3 |
| | 7 | 11,976 | 12,166 | 47 | 43 | -4 | 53 | 53 | 0 | 48 | 46 | -2 |
| | 8 | 11,932 | 11,915 | 45 | 44 | -1 | 53 | 54 | 1 | 45 | 44 | -1 |
| | **Total** | **97,100** | **98,103** | **46** | **45** | **-1** | **52** | **52** | **0** | **48** | **47** | **-1** |

*Source: Stanford, Chancery*                     *\* Indicates fewer than 5 students tested*

# Appendix L

## Stanford Performance of ESL Students:
## Number Tested and Mean Normal Curve Equivalent (NCE),
## by Grade Level, Subject, and Year (2012 and 2013)

| Program | Grade | # Tested 2012 N | # Tested 2013 N | Reading 2012 NCE | Reading 2013 NCE | Δ | Mathematics 2012 NCE | Mathematics 2013 NCE | Δ | Language 2012 NCE | Language 2013 NCE | Δ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Current | 1 | 407 | 496 | 52 | 49 | -3 | 57 | 55 | -2 | 52 | 51 | -1 |
| ESL | 2 | 317 | 383 | 38 | 42 | 4 | 47 | 49 | 2 | 40 | 44 | 4 |
| | 3 | 244 | 411 | 39 | 37 | -2 | 53 | 52 | -1 | 41 | 42 | 1 |
| | 4 | 239 | 474 | 39 | 37 | -2 | 50 | 50 | 0 | 45 | 45 | 0 |
| | 5 | 288 | 471 | 32 | 32 | 0 | 47 | 44 | -3 | 36 | 35 | -1 |
| | 6 | 2,113 | 2,286 | 29 | 27 | -2 | 43 | 42 | -1 | 33 | 30 | -3 |
| | 7 | 2,053 | 1,768 | 30 | 24 | -6 | 43 | 40 | -3 | 33 | 29 | -4 |
| | 8 | 1,474 | 1,719 | 26 | 27 | 1 | 40 | 43 | 3 | 29 | 30 | 1 |
| | **Total** | **7,135** | **8,008** | **31** | **30** | **-1** | **44** | **44** | **0** | **34** | **34** | **0** |
| Monitored | 2 | 103 | 90 | 68 | 71 | 3 | 74 | 76 | 2 | 67 | 73 | 6 |
| ESL | 3 | 139 | 109 | 68 | 74 | 6 | 76 | 84 | 8 | 68 | 75 | 7 |
| | 4 | 95 | 66 | 68 | 64 | -4 | 75 | 73 | -2 | 74 | 73 | -1 |
| | 5 | 158 | 76 | 52 | 58 | 6 | 64 | 68 | 4 | 55 | 63 | 8 |
| | 6 | 291 | 128 | 47 | 49 | 2 | 57 | 61 | 4 | 52 | 52 | 0 |
| | 7 | 750 | 495 | 46 | 41 | -5 | 57 | 55 | -2 | 49 | 45 | -4 |
| | 8 | 1,190 | 1,002 | 41 | 40 | -1 | 51 | 54 | 3 | 42 | 42 | 0 |
| | **Total** | **2,726** | **1,966** | **47** | **46** | **-1** | **57** | **59** | **2** | **49** | **49** | **0** |
| Former | 4 | 107 | 90 | 71 | 69 | -2 | 77 | 76 | -1 | 76 | 74 | -2 |
| ESL | 5 | 162 | 148 | 65 | 67 | 2 | 76 | 76 | 0 | 68 | 68 | 0 |
| | 6 | 181 | 192 | 59 | 65 | 6 | 70 | 72 | 2 | 64 | 65 | 1 |
| | 7 | 401 | 337 | 56 | 54 | -2 | 65 | 68 | 3 | 58 | 59 | 1 |
| | 8 | 608 | 520 | 52 | 52 | 0 | 61 | 64 | 3 | 52 | 52 | 0 |
| | **Total** | **1,459** | **1,287** | **57** | **58** | **1** | **66** | **68** | **2** | **58** | **59** | **1** |
| All HISD | 1 | 10,635 | 10,802 | 47 | 46 | -1 | 49 | 49 | 0 | 48 | 50 | 2 |
| | 2 | 10,618 | 10,739 | 45 | 45 | 0 | 49 | 48 | -1 | 44 | 47 | 3 |
| | 3 | 11,394 | 11,423 | 47 | 48 | 1 | 54 | 56 | 2 | 47 | 49 | 2 |
| | 4 | 13,045 | 13,648 | 48 | 45 | -3 | 55 | 54 | -1 | 55 | 52 | -3 |
| | 5 | 14,973 | 14,626 | 45 | 44 | -1 | 53 | 52 | -1 | 47 | 47 | 0 |
| | 6 | 12,527 | 12,784 | 43 | 43 | 0 | 52 | 51 | -1 | 47 | 44 | -3 |
| | 7 | 11,976 | 12,166 | 47 | 43 | -4 | 53 | 53 | 0 | 48 | 46 | -2 |
| | 8 | 11,932 | 11,915 | 45 | 44 | -1 | 53 | 54 | 1 | 45 | 44 | -1 |
| | **Total** | **97,100** | **98,103** | **46** | **45** | **-1** | **52** | **52** | **0** | **48** | **47** | **-1** |

*Source: Stanford, Chancery*

# Appendix M

### Composite TELPAS Results: Number and Percent of Students at Each Proficiency Level in 2013, by Grade. Results Shown Separately for Bilingual and ESL Students.

#### Bilingual Students

| Grade | # Tested | Beginning | | Intermediate | | Advanced | | Advanced High | | % AH | Composite Score |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % | 2012 | |
| K | 6,300 | 5,455 | 87 | 638 | 10 | 147 | 2 | 60 | 1 | 1 | 1.2 |
| 1 | 6,251 | 3,064 | 49 | 2,274 | 36 | 694 | 11 | 219 | 4 | 4 | 1.7 |
| 2 | 5,841 | 724 | 12 | 1,865 | 32 | 1,859 | 32 | 1,393 | 24 | 25 | 2.6 |
| 3 | 5,406 | 592 | 11 | 1,214 | 22 | 1,404 | 26 | 2,196 | 41 | 38 | 3.0 |
| 4 | 4,691 | 303 | 6 | 992 | 21 | 1,253 | 27 | 2,143 | 46 | 53 | 3.2 |
| 5 | 3,514 | 115 | 3 | 362 | 10 | 709 | 20 | 2,328 | 66 | 68 | 3.5 |
| 6 | 137 | 7 | 5 | 29 | 21 | 38 | 28 | 63 | 46 | 63 | 3.2 |
| 7 | 113 | 3 | 3 | 10 | 9 | 26 | 23 | 74 | 65 | 70 | 3.5 |
| 8 | 87 | 6 | 7 | 6 | 7 | 16 | 18 | 59 | 68 | 59 | 3.5 |
| Total | 32,340 | 10,269 | 32 | 7,390 | 23 | 6,146 | 19 | 8,535 | 26 | 28 | 2.4 |

#### ESL Students

| Grade | # Tested | Beginning | | Intermediate | | Advanced | | Advanced High | | % AH | Composite Score |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % | N | % | 2012 | |
| K | 604 | 223 | 37 | 180 | 30 | 105 | 17 | 96 | 16 | 13 | 2.1 |
| 1 | 526 | 107 | 20 | 120 | 23 | 117 | 22 | 182 | 35 | 35 | 2.7 |
| 2 | 425 | 43 | 10 | 105 | 25 | 93 | 22 | 184 | 43 | 41 | 3.0 |
| 3 | 440 | 66 | 15 | 76 | 17 | 101 | 23 | 197 | 45 | 47 | 3.0 |
| 4 | 501 | 64 | 13 | 99 | 20 | 116 | 23 | 222 | 44 | 41 | 3.0 |
| 5 | 509 | 57 | 11 | 84 | 17 | 104 | 20 | 264 | 52 | 46 | 3.1 |
| 6 | 2,328 | 114 | 5 | 393 | 17 | 766 | 33 | 1,055 | 45 | 48 | 3.2 |
| 7 | 1,787 | 72 | 4 | 264 | 15 | 539 | 30 | 912 | 51 | 57 | 3.3 |
| 8 | 1,765 | 134 | 8 | 234 | 13 | 497 | 28 | 900 | 51 | 54 | 3.3 |
| 9 | 1,372 | 175 | 13 | 190 | 14 | 361 | 26 | 646 | 47 | 45 | 3.1 |
| 10 | 999 | 65 | 7 | 223 | 22 | 278 | 28 | 433 | 43 | 38 | 3.1 |
| 11 | 690 | 50 | 7 | 142 | 21 | 226 | 33 | 272 | 39 | 41 | 3.1 |
| 12 | 599 | 91 | 15 | 162 | 27 | 172 | 29 | 174 | 29 | 28 | 2.8 |
| Total | 12,545 | 1,261 | 10 | 2,272 | 18 | 3,475 | 28 | 5,537 | 44 | 45 | 3.1 |

*Source: TELPAS, Chancery*

# Appendix N

### TELPAS Yearly Progress: Number and Percent of Students Gaining One or More Levels of English Language Proficiency in 2013, by Grade. Results Shown Separately for Bilingual &ESL Students.

| Bilingual Students | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Cohort Size** | **Gained 1 Proficiency Level** | | **Gained 2 Proficiency Levels** | | **Gained 3 Proficiency Levels** | | **Gained at Least 1 Proficiency Level** | | **% Gained** |
| **2012** | **N** | **N** | **%** | **N** | **%** | **N** | **%** | **N** | **%** | **2012** |
| 1 | 6,002 | 2,233 | 37 | 423 | 7 | 75 | 1 | 2,731 | 46 | 43 |
| 2 | 5,681 | 2,425 | 43 | 1,437 | 25 | 277 | 5 | 4,139 | 73 | 73 |
| 3 | 5,257 | 2,783 | 53 | 191 | 4 | 6 | <1 | 2,980 | 57 | 53 |
| 4 | 4,552 | 2,670 | 59 | 164 | 4 | 4 | <1 | 2,838 | 62 | 70 |
| 5 | 3,375 | 2,496 | 74 | 192 | 6 | 6 | <1 | 2,694 | 80 | 80 |
| 6 | 130 | 73 | 56 | 0 | 0 | 0 | 0 | 73 | 56 | 66 |
| 7 | 107 | 82 | 77 | 3 | 3 | 0 | 0 | 85 | 79 | 78 |
| 8 | 79 | 65 | 82 | 0 | 0 | 0 | 0 | 65 | 82 | 71 |
| **Total** | **25,183** | **12,827** | **51** | **2,410** | **10** | **368** | **1** | **15,605** | **62** | **62** |

| ESL Students | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Cohort Size** | **Gained 1 Proficiency Level** | | **Gained 2 Proficiency Levels** | | **Gained 3 Proficiency Levels** | | **Gained at Least 1 Proficiency Level** | | **% Gained** |
| **2012** | **N** | **N** | **%** | **N** | **%** | **N** | **%** | **N** | **%** | **2012** |
| 1 | 415 | 197 | 47 | 76 | 18 | 22 | 5 | 295 | 71 | 76 |
| 2 | 318 | 180 | 57 | 50 | 16 | 2 | 1 | 232 | 73 | 66 |
| 3 | 359 | 217 | 60 | 22 | 6 | 4 | 1 | 243 | 68 | 63 |
| 4 | 413 | 259 | 63 | 15 | 4 | 2 | <1 | 276 | 67 | 71 |
| 5 | 389 | 271 | 70 | 21 | 5 | 0 | <1 | 292 | 75 | 71 |
| 6 | 2,084 | 1,155 | 55 | 29 | 1 | 1 | <1 | 1,185 | 57 | 59 |
| 7 | 1,553 | 962 | 62 | 44 | 3 | 1 | <1 | 1,007 | 65 | 70 |
| 8 | 1,491 | 909 | 61 | 26 | 2 | 2 | <1 | 937 | 63 | 66 |
| 9 | 1,025 | 640 | 62 | 32 | 3 | 3 | <1 | 675 | 66 | 64 |
| 10 | 852 | 463 | 54 | 18 | 2 | 0 | <1 | 481 | 56 | 54 |
| 11 | 583 | 313 | 54 | 23 | 4 | 2 | <1 | 338 | 58 | 60 |
| 12 | 375 | 207 | 55 | 7 | 2 | 0 | <1 | 214 | 57 | 47 |
| **Total** | **9,857** | **5,773** | **59** | **363** | **4** | **39** | **<1** | **6,175** | **63** | **63** |

*Source: TELPAS, Chancery*

# Appendix O

## Scope and Frequency of Professional Development Training, 2012–2013

| Description | Total Attendance | | | | Frequency |
|---|---|---|---|---|---|
| | Teachers | Other Staff | Parents | Others | |
| Bil/ESL PK/K summer school | 380 | 0 | 0 | 1 | 5 |
| CAT Testing for LEP identification | 41 | 19 | 0 | 13 | 12 |
| Cultural awareness | 55 | 7 | 0 | 8 | 20 |
| Dual language meeting | 8 | 29 | 0 | 10 | 4 |
| ELL writing strategies | 38 | 0 | 0 | 2 | 9 |
| ESL best practice lesson | 7 | 0 | 0 | 1 | 1 |
| ESL implementation frameworks | 24 | 0 | 0 | 2 | 14 |
| ESL reading smart | 24 | 4 | 0 | 3 | 4 |
| ESL strategies | 60 | 0 | 0 | 0 | 2 |
| ESL strategies PK-12 (online) | 43 | 0 | 0 | 1 | 15 |
| ESL: Putting Pieces Together | 165 | 2 | 0 | 3 | 8 |
| Esperanza grades 1-3 | 802 | 8 | 0 | 36 | 15 |
| Esperanza kinder | 166 | 1 | 0 | 11 | 3 |
| Esperanza training for coaches | 0 | 0 | 0 | 64 | 2 |
| Everyday ExcELLence Institute | 268 | 2 | 0 | 2 | 3 |
| Gomez/Gomez Dual Language Training | 3 | 9 | 0 | 0 | 3 |
| Grade 6-12 ESL programs overview | 41 | 69 | 0 | 25 | 5 |
| Grades 1-5 writing development | 33 | 1 | 0 | 0 | 3 |
| Grades 3-5 academic vocabulary | 47 | 0 | 0 | 3 | 3 |
| IPT testing for LEP identification | 41 | 200 | 0 | 110 | 29 |
| IPT writing - LEP grade 1 exit | 4 | 41 | 0 | 11 | 5 |
| K-5 special ed chairpersons | 123 | 0 | 0 | 0 | 2 |
| LEP documentation - new clerks | 11 | 57 | 0 | 24 | 8 |
| LEP documentation PK-12 | 11 | 66 | 0 | 24 | 7 |
| Literacy routines rotations 1 & 2 | 259 | 0 | 0 | 0 | 12 |
| Lont-term ELL literacy | 5 | 0 | 0 | 0 | 1 |
| LPAC training - beginning of year | 35 | 265 | 5 | 43 | 23 |
| LPAC training - end of year | 187 | 305 | 0 | 76 | 14 |
| LPAC training - mid-year | 233 | 270 | 10 | 90 | 17 |
| MS STAAR overview for ELLs and students with disabilities | 10 | 61 | 0 | 23 | 3 |
| Multilingual meeting | 39 | 18 | 0 | 3 | 10 |
| New ELL program coordinators | 5 | 1 | 0 | 1 | 1 |
| Newcomer ESL teachers | 42 | 0 | 0 | 0 | 4 |
| On-site consultation to review ELL data | 2 | 13 | 0 | 6 | 5 |
| PK-12 ESL strategies | 16 | 0 | 0 | 0 | 3 |
| PK-2 Academic vocabulary - bil/ESL | 160 | 0 | 0 | 3 | 4 |
| PLC Dual Language Teachers | 11 | 0 | 0 | 1 | 1 |
| Putting Pieces Together | 17 | 1 | 0 | 1 | 1 |
| Second language acquisition | 26 | 1 | 0 | 2 | 17 |
| Seidlitz training | 767 | 4 | 0 | 129 | 38 |
| Seidlitz: sheltered instruction plus | 233 | 0 | 0 | 5 | 12 |
| Seidlitz:routines: pencil to paper | 309 | 0 | 0 | 0 | 16 |
| Spanish Anchor Workshop Comp. Kit | 63 | 21 | 0 | 16 | 3 |
| SPED program specialist meeting | 0 | 0 | 0 | 43 | 1 |
| STAAR accomodations PK-5 | 148 | 189 | 0 | 0 | 2 |
| Strategies for vocabulary development | 56 | 0 | 0 | 5 | 18 |
| Summer school training Newcomers | 0 | 2 | 0 | 0 | 1 |
| Targeted instruction bilingual | 162 | 0 | 0 | 0 | 2 |
| TELPAS new rater K-12 | 183 | 2 | 0 | 2 | 8 |
| TELPAS new verifier | 41 | 6 | 0 | 8 | 1 |
| TELPAS requirements overview | 32 | 9 | 0 | 2 | 6 |
| TExES review: ESL exam | 45 | 1 | 0 | 3 | 4 |
| Wrap-up/personal connection | 218 | 0 | 0 | 0 | 12 |
| Miscellaneous | 12 | 23 | 0 | 110 | 6 |
| **TOTAL** | **5,711** | **1,707** | **15** | **926** | **428** |

*Source: Multilingual Department*