

MEMORANDUM

October 18, 2021

TO: Anna White
Executive Director, Multilingual Programs

FROM: Allison Matney, Ed.D.
Executive Officer, Research and Accountability

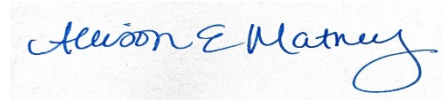
SUBJECT: **2021 BILINGUAL & ENGLISH AS A SECOND LANGUAGE PROGRAM EVALUATION REPORT**

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 2020–2021 school year. Included in the report are findings from assessments of academic achievement and English language proficiency for all students classified as English Learners (EL) and demographic characteristics of students served by these programs. The report also summarizes the professional development activities of staff involved with the bilingual and ESL programs.

Key findings include:

- EL enrollment in the district in 2020–2021 was 65,609, a decline of 5,547 from 2019–2020.
- A total of 32,589 EL students participated in bilingual programs in 2020–2021, and an additional 30,459 in ESL programs.
- Results from the STAAR and STAAR EOC assessments showed that students currently enrolled in a bilingual or ESL program performed less well than students districtwide on most subjects tested, with performance gaps being smallest on mathematics assessments and greatest on the English I and English II EOC exams.
- STAAR 3-8 reading performance of both current bilingual students and that of current ESL students declined between 2019 and 2021 (-8 and -3 percentage points, respectively), with the district also showing a decline over the same period (-8 percentage points).
- Students from either program who had been reclassified as non-EL performed above the district average on both STAAR reading and mathematics and the EOC assessments.
- On the TELPAS, fewer bilingual students achieved the highest level of English language proficiency overall, but by fifth grade this performance gap was eliminated. More bilingual students showed growth on TELPAS in 2021 than did ESL students.
- Students who were either current or reclassified ELs were just as likely to be a valedictorian or salutatorian, as the average senior in the district.
- Dropout and graduation rates for EL students improved compared to the prior year.

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

A handwritten signature in blue ink that reads "Allison E. Matney". The signature is written in a cursive style with a large, looping 'y' at the end.

AEM

Attachment

cc: Millard L. House

Dr. Richard Cruz

Dr. Khalilah Campbell



RESEARCH

Educational Program Report

**BILINGUAL & ENGLISH AS A SECOND LANGUAGE
PROGRAM EVALUATION REPORT
2020 – 2021**



2021 Board of Education

Patricia Allen, Ed.D.

President

Holly Maria Flynn Vilaseca

First Vice President

Judith Cruz

Second Vice President

Kathy Blueford-Daniels

Secretary

Daniella Hernandez

Assistant Secretary

Susan Deigaard

Myrna Guidry

Elizabeth Santos

Anne Sung

Millard L. House II

Superintendent of Schools

Allison Matney, Ed.D.

Executive Officer

Department of Research and Accountability

Kevin Briand, Ph.D.

Senior Research Specialist

Venita Holmes, Dr.P.H.

Research Manager

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

www.HoustonISD.org

It is the policy of the Houston Independent School District not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status, political affiliation, sexual orientation, gender identity and/or gender expression in its educational or employment programs and activities.

BILINGUAL AND ENGLISH AS A SECOND LANGUAGE PROGRAM EVALUATION 2020–2021

Executive Summary

Program Description

The Houston Independent School District (HISD) currently offers two bilingual programs and two English as a Second Language (ESL) programs for English language learners (ELs). These programs facilitate ELs' integration into the regular school curriculum and 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 prekindergarten, the bilingual programs provide ELs with a carefully structured sequence of basic skills in their native language, as well as gradual skill development in English through ESL methodology. 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 provide intensive English instruction in all subjects, with a focus on listening, speaking, reading, and writing, through 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 ELs;
- levels of English proficiency among ELs;
- the number of students exited from bilingual and ESL programs;
- frequency and scope of professional development provided to teachers and staff serving ELs; and
- An accounting of the number of bilingual exceptions and ESL waivers granted.

Highlights

- EL enrollment in the district in 2020–2021 was 65,609, a decline of 5,547 from the previous year.
- Current bilingual ELs did not perform as well as district students overall on English reading and language measures (STAAR 3–8). However, their mathematics performance on the STAAR 3–8 assessment matched district performance.
- Current ESL students also did not perform as well as the district average on all subjects tested (STAAR, STAAR EOC), with particularly low passing rates on English I and English II EOC exams (24 and 25 percent met Approaches Grade Level standard, respectively).
- STAAR grades 3–8 reading performance of both current bilingual students (-8 percentage points) and current ESL students (-3 points) declined between 2019 and 2021, with the district also showing lower performance (-8 percentage points). Declines in mathematics performance were much greater (-23 to -26 percentage points).
- Students from both bilingual and ESL programs who had been reclassified as non-EL performed better than the district average on both the STAAR and STAAR EOC assessments.
- STAAR grades 3–8 reading performance of reclassified bilingual students (no change) and reclassified ESL students (-1 points) showed minimal changes from 2019 to 2021, compared to the district's decline of eight percentage points.

- Performance of both current and reclassified bilingual and ESL students, as well as the district overall, declined on all other STAAR 3–8 assessments, with drops ranging between 5 and 27 percentage points from 2019 to 2021.
- On the TELPAS, ESL students showed higher English language proficiency than bilingual students through 4th grade, but by grade 5 this advantage was eliminated.
- More bilingual students showed yearly progress on the TELPAS in 2021 than did ESL students (37 percent versus 30 percent).
- The proportion of valedictorians and salutatorians in the class of 2021 who had ever been EL was in line with the representation of former ELs in the population of seniors.
- Seventy-four percent of students who were EL in kindergarten in 2014–2015 were still EL in 2020–2021 (six years later), and this trend has been increasing in recent years.
- The annual dropout rate for district EL students declined in 2020 (the most recent year for which data were available). In addition, both the four-year dropout and graduation rates for ELs improved.
- There were 240 staff development training courses provided in 2020–2021 for teachers, administrators, and other HISD staff, with a total attendance (duplicated) of 15,668 (4,294 unduplicated). Due to Covid restrictions, almost all training took place either online or virtually.

Recommendations

1. Area Office administrators and Multilingual Programs Department personnel should continue to ensure that school administrators recruit and hire appropriately certified teachers to teach bilingual and ESL courses to ensure that all students are provided an equitable opportunity to be successful.
2. Area Office Administrators and Multilingual Programs Department personnel should continue to ensure that school administrators follow the identification and placement process to ensure that non-English proficient students are identified as English learners and are appropriately placed in the appropriate bilingual or ESL program. The district goal should be to ensure all pre-kindergarten through fifth grade Spanish-speaking ELS are afforded the opportunity to participate in a bilingual program where students have an opportunity to learn and be assessed in their dominant language where they can best show mastery of content objectives.
3. Area Office Administrators and Multilingual Programs Department should continue to ensure that school administrators follow the approved time allotments for both the Transitional Bilingual Program and the Dual Language Program as appropriate, depending on campus designation. This is particularly important for those campuses that have begun to implement the Dual Language Program, as this program continues to expand into higher grade levels. It is also important for campuses to correctly apply the recommended criteria for admission of ELs to the pre-exit phase of the bilingual program.
4. Collaboration between the Curriculum & Development and the Multilingual Programs departments should lead to the development of curricula that can be differentiated for ELs at various stages of English proficiency. This is especially important at the secondary level where ELs continue to struggle to meet standard on STAAR English I and II; however, this should continue for all content areas.

5. Collaboration between the Curriculum & Development and Multilingual Programs departments that result in curricula to support bilingual teachers should continue. Multilingual specialists should provide supplemental supports for bilingual teachers and offer supplemental training to support instruction in the native language, as well as in sheltered instruction.

Introduction

Texas state law requires that specialized linguistic programs be provided for students who are English language learners (EL). These programs are intended to facilitate ELs' 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 two bilingual programs¹ and two English as a Second Language (ESL) programs for ELs. 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 ELs 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 provide 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 both 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, 2020a; 2020b, 2020c). Further details on state requirements, and specific programs offered in HISD can be found in **Appendix A** (p 18).

Methods

Participants

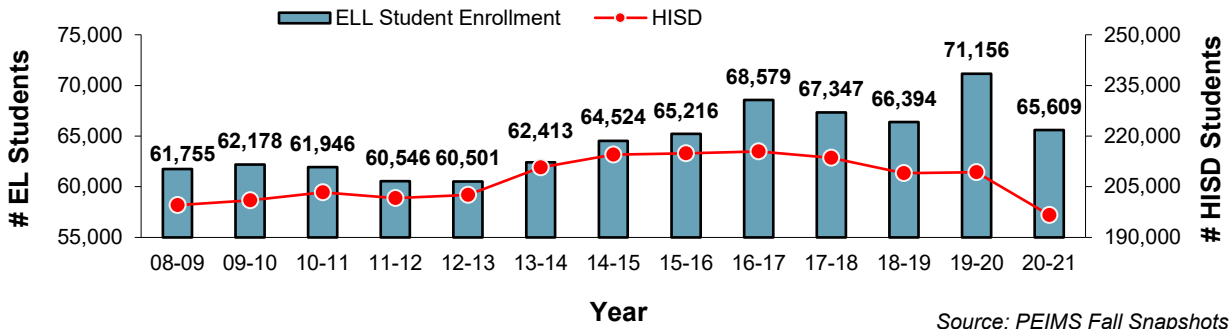
The total student population of HISD in October 2020 was 196,550, as reported in the PEIMS fall snapshot data file for the 2020–2021 school year. Thirty-three percent of students in the district were ELs. Fifty percent of ELs were served in bilingual programs, 46% were served in an ESL program, and 4% did not receive any special linguistic services² (see **Table 1**, also **Appendix B**, p. 19). Data for 2020–2021 are shaded in blue.

Table 1. Number and Percent of EL Students in HISD, 2018–2019 to 2020–2021

	Program	Number of Students			% of All Students			% of ELL Students		
		2019	2020	2021	2019	2020	2021	2019	2020	2021
Non-ELL		142,646	138,153	130,941	68	66	67			
ELL		66,394	71,156	65,609	32	34	33			
	<i>Bilingual</i>	34,588	35,811	32,589	17	17	17	52	50	50
	<i>ESL</i>	28,594	32,374	30,459	14	15	15	43	45	46
	<i>Not Served</i>	3,212	2,917	2,561	2	1	1	5	4	4
Total		209,040	209,309	196,550						

Source: PEIMS Fall 2020 Snapshot

Figure 1. The Number of EL Students Enrolled in HISD Schools Over the Last Thirteen Years

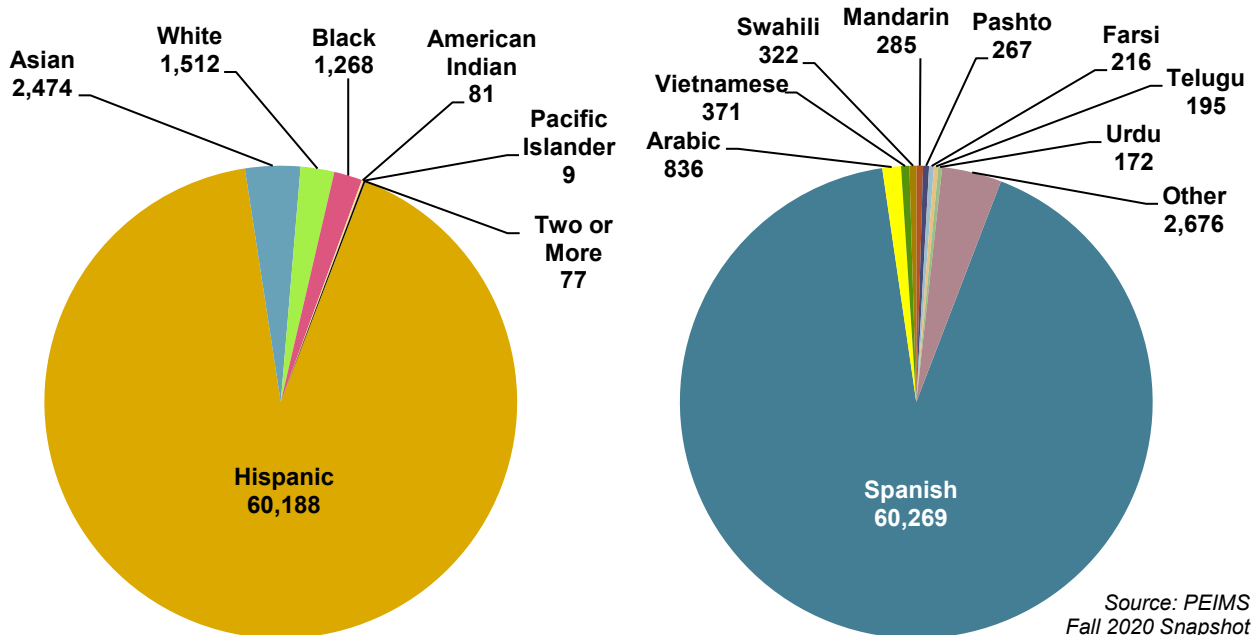


HISD had 65,609 ELs in 2020–2021, a decrease of 5,547 from the previous year. The EL population was at 61,755 in 2008–2009 (see **Figure 1**), and gradually increased over the next decade, mirroring trends in the overall HISD student population (district enrollment is represented by the solid red line; see right axis). EL enrollment has accounted for approximately 30% of the district students in previous years, but jumped to 34% in 2019–2020 and was 33% in 2020–2021. Altogether, 44 percent of the district's students were either current or exited ELs.³

Figure 2 summarizes ELs' ethnicity and home language. Ninety-two percent of ELs in HISD were Hispanic. Students of Asian ethnicity made up the next largest group (4%). ELs come to HISD from all over the world, with 89 different native languages represented. Most ELs (92%) were native Spanish speakers. Arabic was the next most commonly spoken native language, followed by Vietnamese and Swahili. Details shown in **Appendix C** (p. 20) reveal that the number of Farsi speakers increased in 2020–2021 (+4%), while all other major language groups experienced declines.

All bilingual or ESL students with valid assessment results from 2020–2021 were included in analyses for this report, as were all students who had participated in one of these programs but who had since exited EL status. These latter students were defined as either monitored (student is in their first four years after having exited EL status), or former (student is five years or more post-EL status).

Figure 2. EL Student Ethnicity and Home Language, 2020–2021



Data Collection & Analysis

Results for students enrolled in bilingual or ESL programs were analyzed, as were data from students who had exited these programs and were no longer EL. Data from the State of Texas Assessments of Academic Readiness (STAAR, first administration only), STAAR End-of-Course (EOC, all students tested in spring including retesters), 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 assessments may not be available. Comparisons were made between bilingual students, ESL students, and all students districtwide.

STAAR results are reported for the reading and mathematics tests (first administration only). For each test, the percentage of students who met Approaches Grade Level standard or higher is shown. For STAAR EOC, the percent of students who met standard (Approaches Grade Level at the Student Standard) are reported for English I and II, Algebra I, Biology, and U.S. History. 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 accommodated or linguistically-accommodated version of these exams (which are no longer offered).

TELPAS results are reported for two indicators. The first reflects attainment, i.e., the overall level of English language proficiency exhibited by ELs. For this indicator, the percent of students at each proficiency level is presented. The second TELPAS indicator reflects progress, i.e., whether students gained one or more levels of English language proficiency from one year to the next. For this indicator, the percent of students showing gains in proficiency between 2019 and 2020 is reported. **Appendix D** (p. 21) provides further details on each of the assessments analyzed for this report. Data on bilingual exceptions and ESL waivers was obtained from the Multilingual Programs Department. Finally, professional development and training data were collected from the Multilingual Programs Department, and EL reclassifications were obtained from Chancery records.

Note that for the STAAR 3–8, STAAR EOC, and the TELPAS, fewer students were tested in spring 2021 than would normally be the case if all had been attending school in-person. This is due to the fact that many of the district's students were engaged in remote learning, and opted not to come in to their actual school where testing had to take place. Thus the 2021 performance must be compared to that of previous years with some degree of caution.

Results

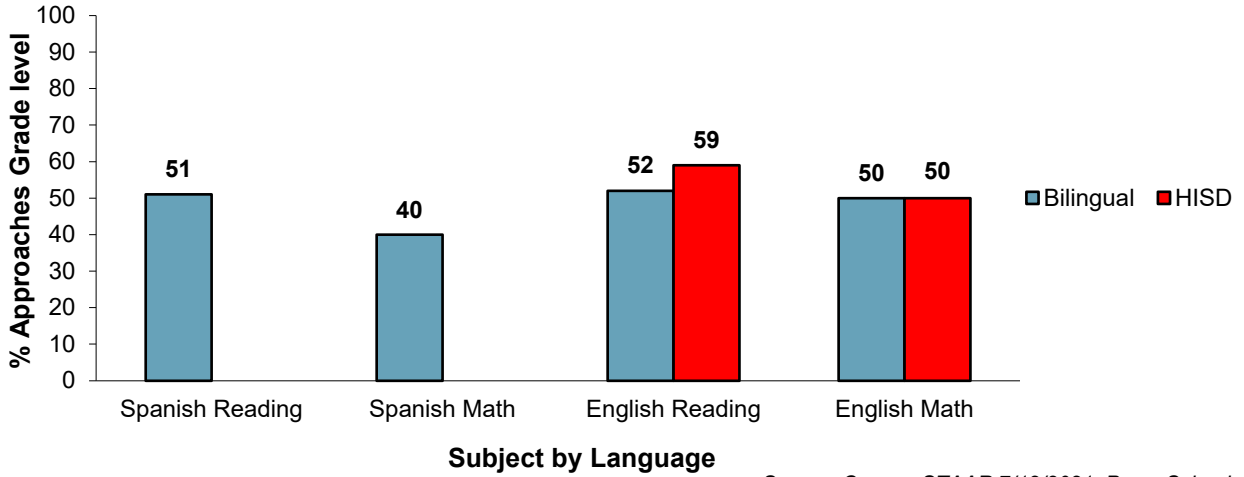
What was the academic progress of ELs in bilingual and ESL programs?

STAAR

Figure 3 (see p. 6) shows the percent of current bilingual ELs who met standard on the STAAR in 2021. 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 districtwide⁴. Districtwide Spanish-language results are not included, since these are equivalent to the bilingual Spanish-language results. Further details, including performance by grade level, can be found in **Appendices E** and **F** (pp. 22–23).

- A total of 11,832 current bilingual students took the reading portion of the STAAR, representing 85 percent of those enrolled. Of these, 41 percent completed the Spanish version, while 59 percent completed the English version.

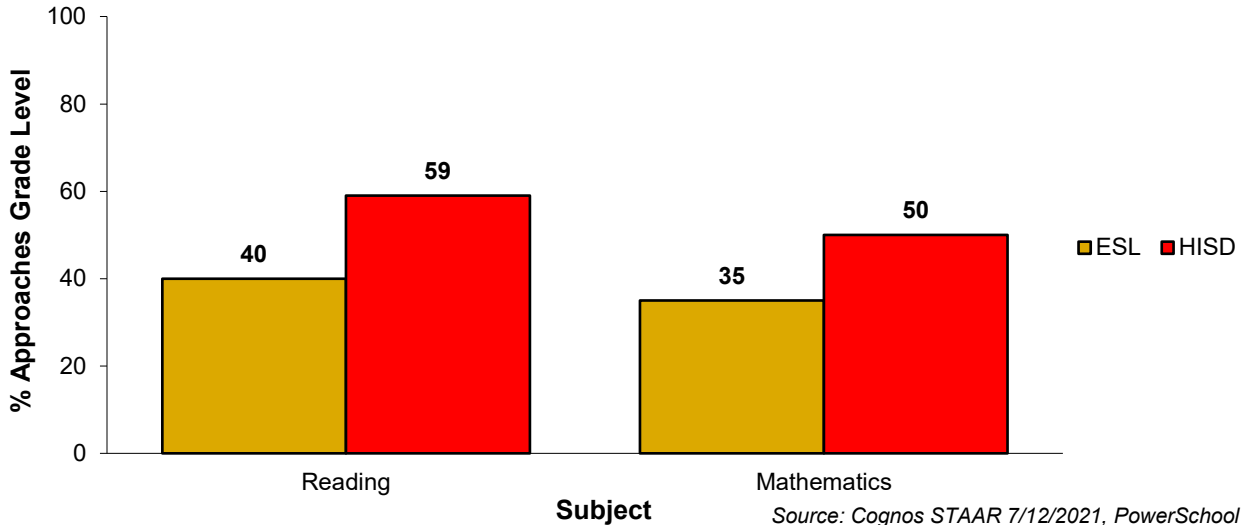
Figure 3. Percentage of Students Who Met Approaches Grade Level Standard on STAAR Reading and Mathematics Tests, 2021, Grades 3–8: Bilingual Students, and All Students Districtwide



Source: Cognos STAAR 7/12/2021, PowerSchool

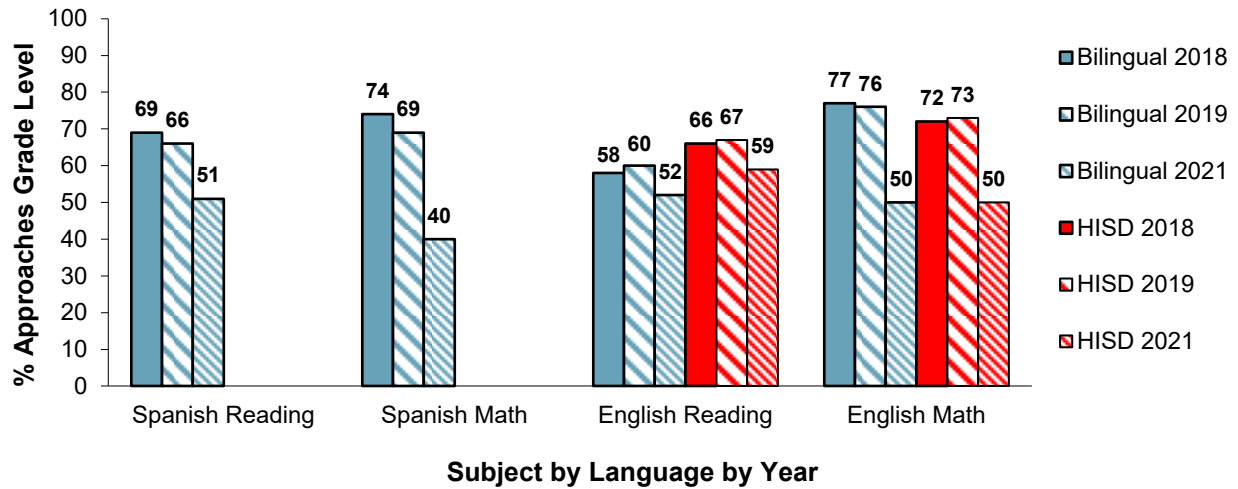
- Performance of bilingual students on the Spanish-language STAAR reading test was slightly lower than on the English version of the test (51% vs. 52% students Approaches Grade Level).
- Performance on the English STAAR reading test for bilingual students was lower than that of the district, by 7 percentage points (see Figure 3).
- Bilingual students performed better on the English STAAR reading test than on English mathematics, and were equivalent to the district on English STAAR mathematics.
- Data for ESL students (see **Figure 4** below) showed that STAAR reading performance was well below district levels (-19 percentage points, details also in **Appendix G**, p. 24).
- STAAR mathematics scores for ESL students were also below those of the district, with a gap of 15 percentage points.

Figure 4. Percentage of Students Who Met Approaches Grade Level Standard on English STAAR Reading and Mathematics Tests, 2021, Grades 3–8: ESL Students, and All Students Districtwide



Source: Cognos STAAR 7/12/2021, PowerSchool

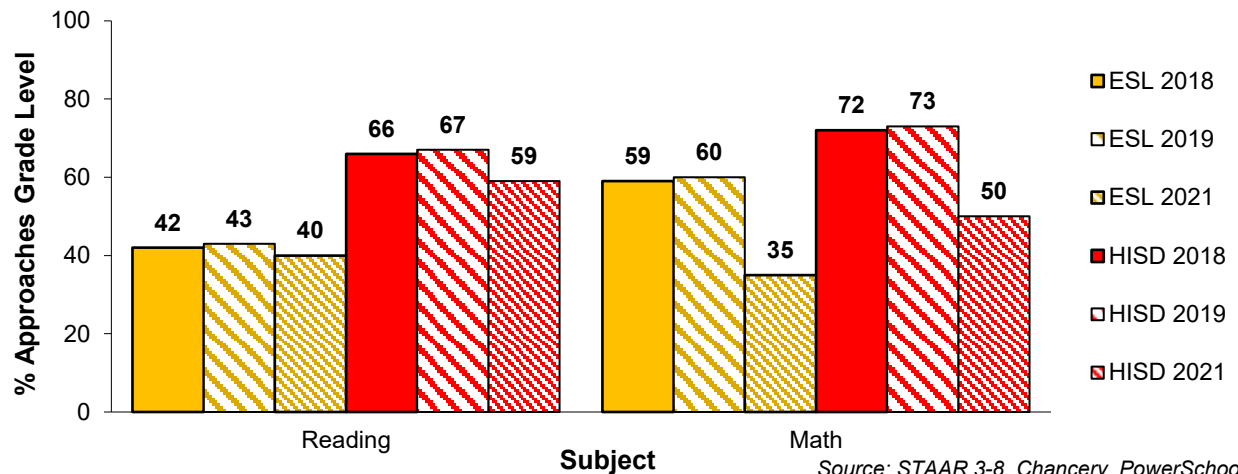
Figure 5. Percentage of Students Who Met Approaches Grade Level Standard on STAAR Reading and Mathematics Tests, 2018, 2019, & 2021, Grades 3–8: Bilingual Students, and All Students Districtwide



Source: STAAR 3-8, Chancery, PowerSchool

- **Figure 5** compares bilingual students’ STAAR results for 2018 through 2021 (there are no data for 2020). Spanish-language STAAR results in both reading and mathematics, and for both testing languages, declined in 2021 relative to 2019.
- Between 2019 and 2021, bilingual students’ reading performance on the English STAAR declined by 8 percentage points (60% to 52%), equivalent to the 8 percentage point decline shown by the district (67% to 59%).
- Mathematics scores decreased by an even greater amount, both for bilingual students (-26 percentage points, 76% to 50%) as well as the district (-23 percentage points, 73% to 50%).

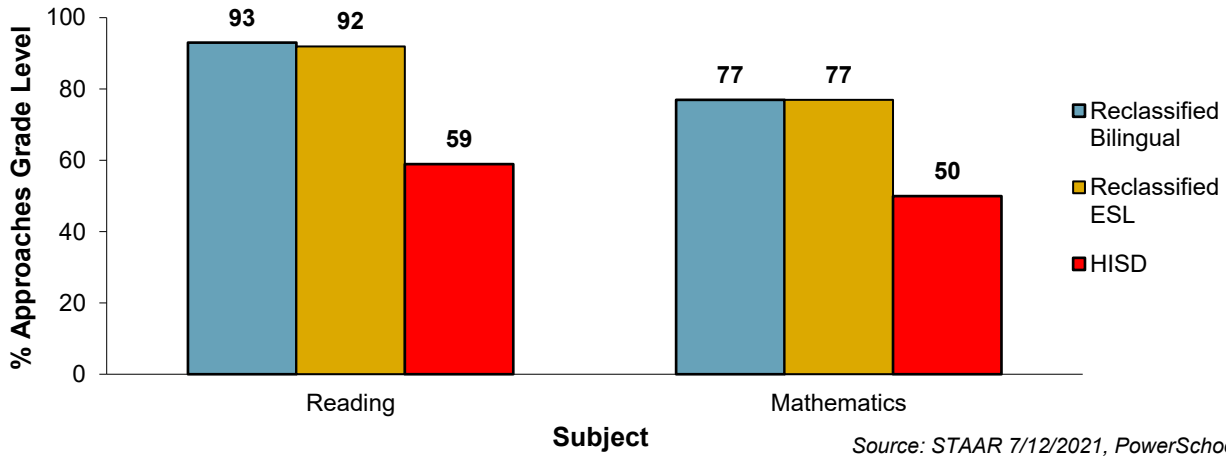
Figure 6. Percentage of Students Who Met Approaches Grade Level Standard on English STAAR Reading and Mathematics Tests, 2018, 2019, & 2021, Grades 3–8: ESL Students, and All Students Districtwide



Source: STAAR 3-8, Chancery, PowerSchool

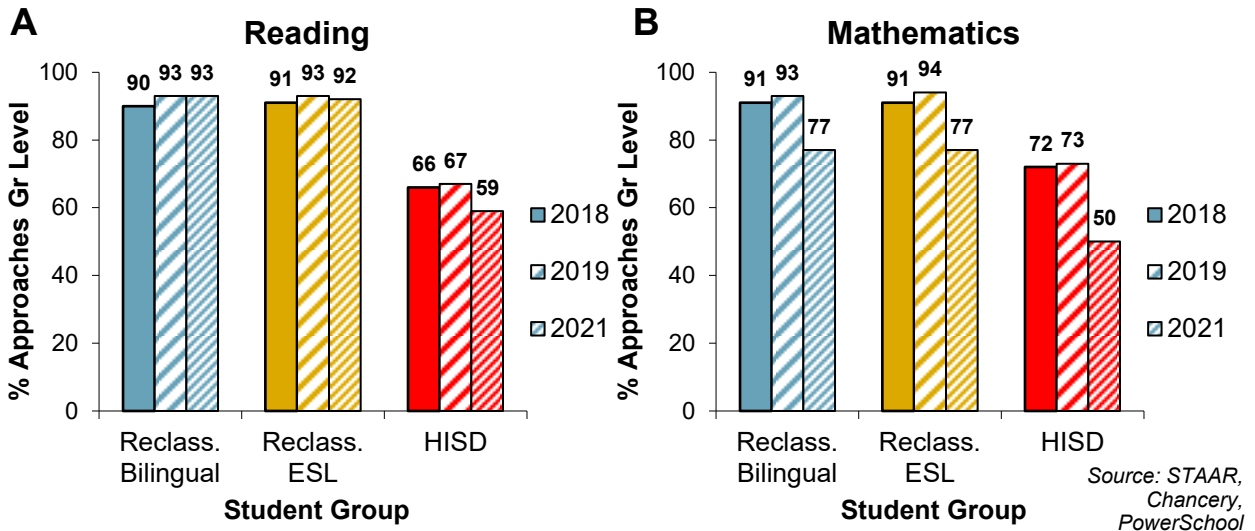
- Between 2019 and 2021, the performance of ESL students declined in both reading (-3 percentage points) and mathematics (-25 points), with the district showing a larger decrease in reading (-8 percentage points) and a smaller one in mathematics (-23 percentage points, see **Figure 6**).

Figure 7. Percentage of Students Who Met Approaches Grade Level Standard on English STAAR Grades 3–8 Reading and Mathematics Tests, 2021: Reclassified (Monitored and Former) Bilingual and ESL Students, and All Students Districtwide



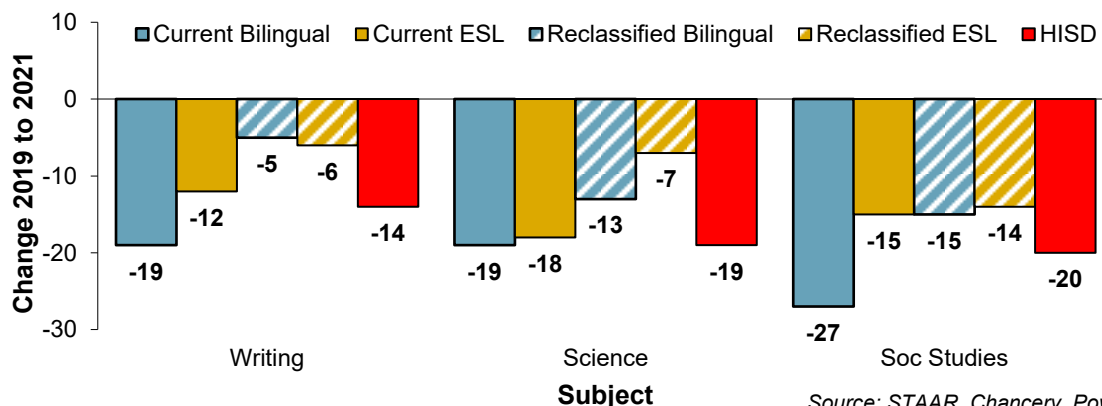
- Results for reclassified bilingual students⁵ (see **Figure 7**) show that monitored and former bilingual students performed better than the district on STAAR reading and mathematics (gaps of 34 and 27 percentage points, respectively).
- Reclassified ESL students were the same as reclassified bilingual students in mathematics, and were only slightly lower in reading (-1 percentage point).

Figure 8. Percentage of Students Who Met Approaches Grade Level Standard on STAAR Grades 3–8 Reading and Mathematics Tests, 2018, 2019, & 2021: Reclassified Bilingual and ESL Students, and All Students Districtwide



- **Figure 8** shows the 2018 through 2021 STAAR English reading and mathematics performance of reclassified bilingual and ESL students.
- Performance of reclassified bilingual and ESL students in reading remained virtually the same in 2021 compared to 2019, while passing rates in mathematics declined. The decreases for these two groups were smaller than those shown by the district overall in both subjects (reading: 0, -1, and -8 percentage points respectively; mathematics: -16, -17, and -23 percentage points, respectively).

Figure 9. STAAR Writing, Science, and Social Studies: Change in Percent Students Meeting Approaches Grade Level Standard From 2019 to 2021



Source: STAAR, Chancery, PowerSchool

- **Figure 9** (above) shows the change in overall percentage of students meeting standard between 2019 and 2021 for the remaining three STAAR subjects. The general trend was for lower performance in all subjects across all groups, with smaller declines for reclassified students in writing and science compared to current ELs or the district overall. See **Appendix H** (p.25) for further details.

STAAR EOC

Figure 10 (next page) shows results for the STAAR-EOC assessments (see also **Appendix I**, p. 26). Shown are results for Algebra I, Biology, English I and II, and U.S. History. For each test, the figure shows the percentage of students who met the Approaches Grade Level at Student Standard⁶ for 2020–2021 or higher (dark green). Red indicates the percentage of students who Did Not Meet Grade Level (number of students tested in parentheses).

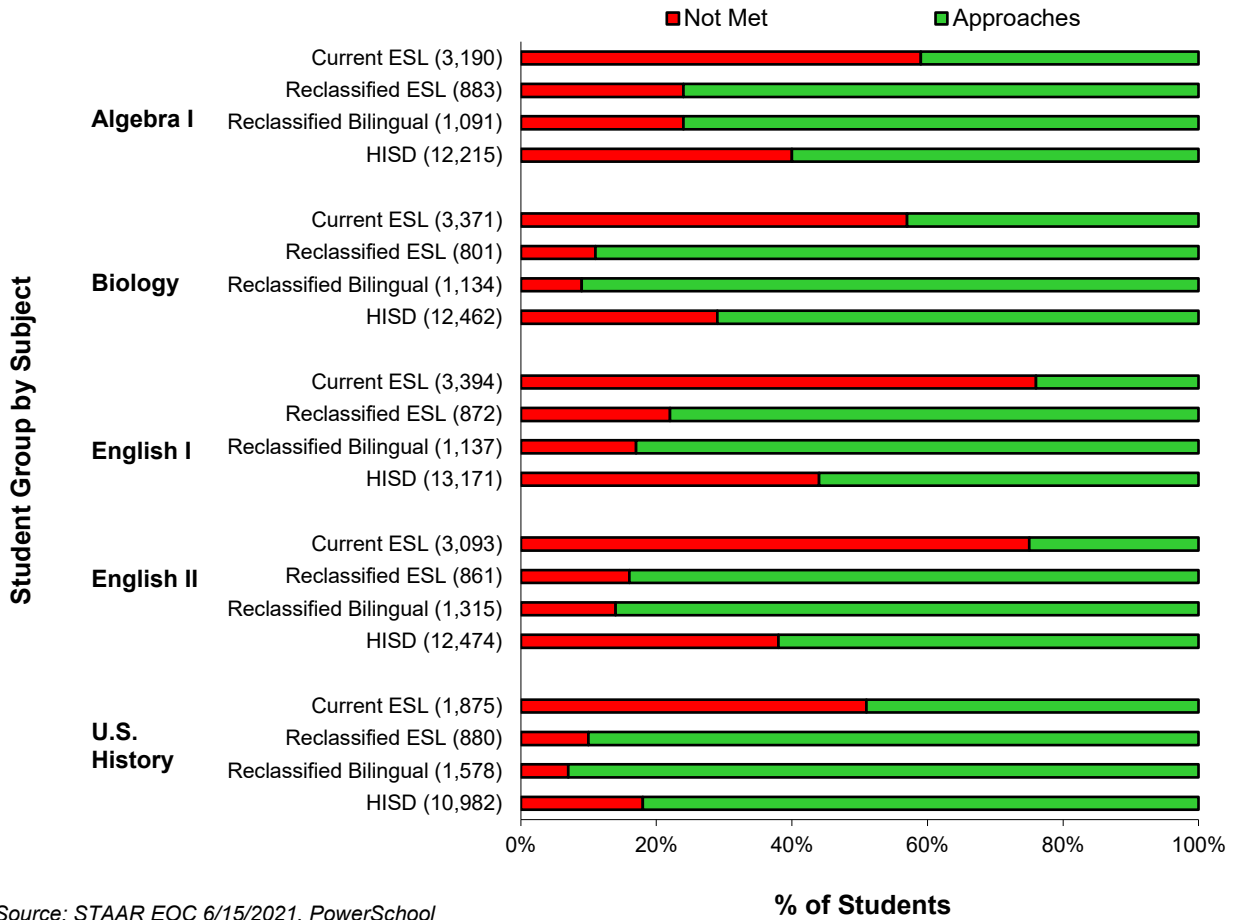
- Current ESL students did not perform as well as the district, and this was true for all tests, with particularly low performance on English I and II (24 and 25 percent Approaches Grade Level, respectively).
- Reclassified bilingual students performed better than the district in all subjects (+11 to +27 percentage points, and better than reclassified ESL students in all subjects except Algebra (0 to + 5 points).
- Reclassified ESL students also did better than the district on all subjects (+8 to +22 points).

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

Figures 11 (see next page) and **12** (p. 11) summarize TELPAS results for bilingual and ESL students. Figure 11 shows attainment, i.e., the percentage of students scoring at each proficiency level on the TELPAS. Figure 12 (see p. 11) shows yearly progress, i.e. the percentage of students who made gains in English language proficiency between 2020 and 2021. Further details can be found in **Appendices J** and **K** (see pp. 27-28).

- Through grade 4, 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 students (Figure 11)

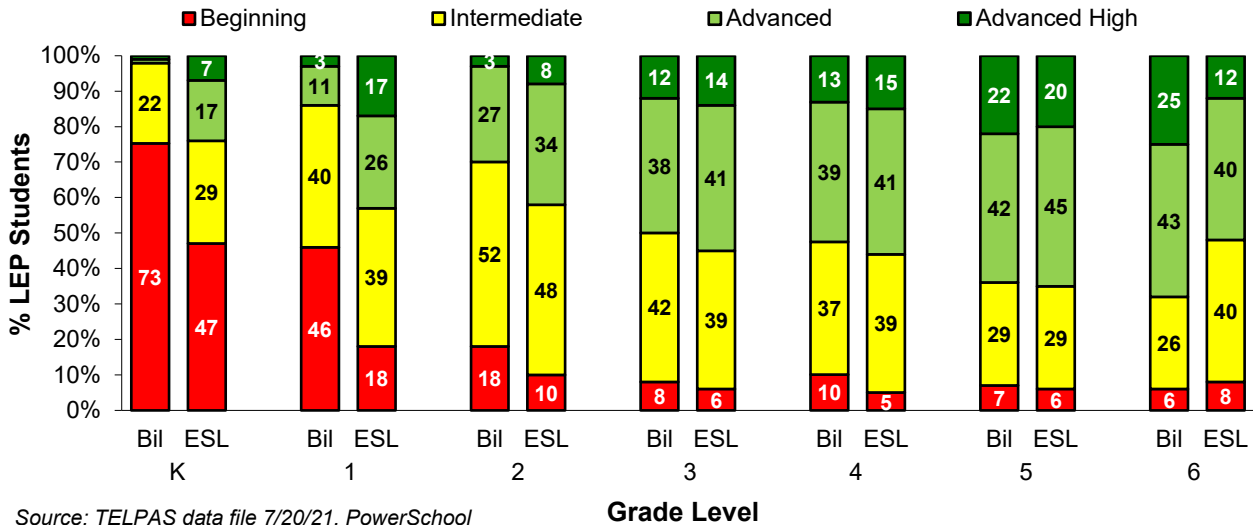
Figure 10. STAAR EOC Percent of Current and Reclassified ESL Students Who Met Approaches Grade Level Standard, by Subject, 2021: Results are Shown for All Current or Reclassified ESL Students, Reclassified Bilingual Students, As Well As For the District Overall



Source: STAAR EOC 6/15/2021, PowerSchool

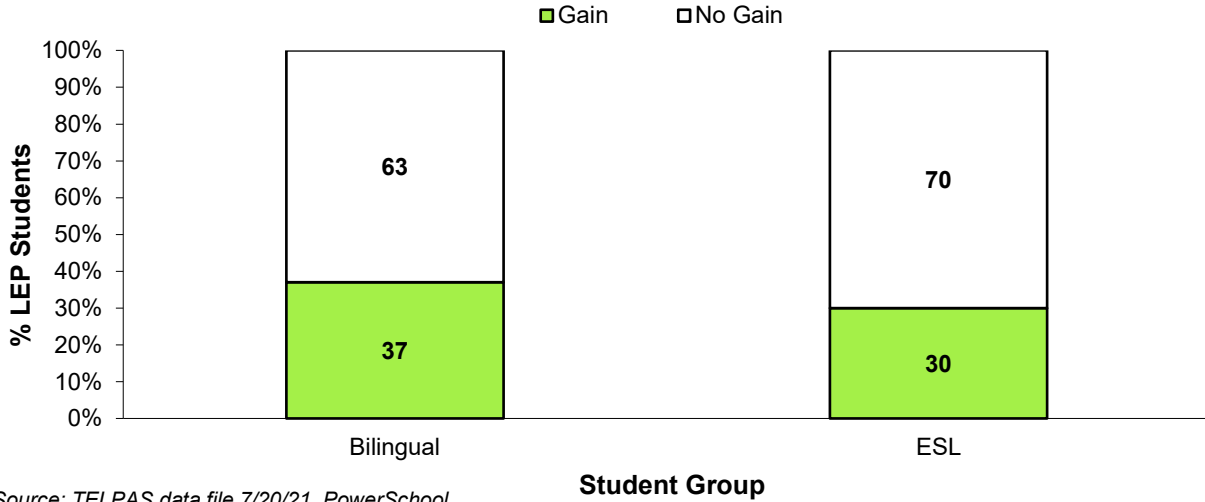
- By grade 5, where bilingual students transition to predominantly English instruction, the two groups are more comparable, and by 6th grade bilingual students showed more English proficiency than did ESL students (more of them Advanced or better).

Figure 11. TELPAS Composite Proficiency Ratings for Bilingual and ESL Students, 2021



Source: TELPAS data file 7/20/21, PowerSchool

Figure 12. TELPAS Yearly Progress for Bilingual and ESL Students, 2021



Source: TELPAS data file 7/20/21, PowerSchool

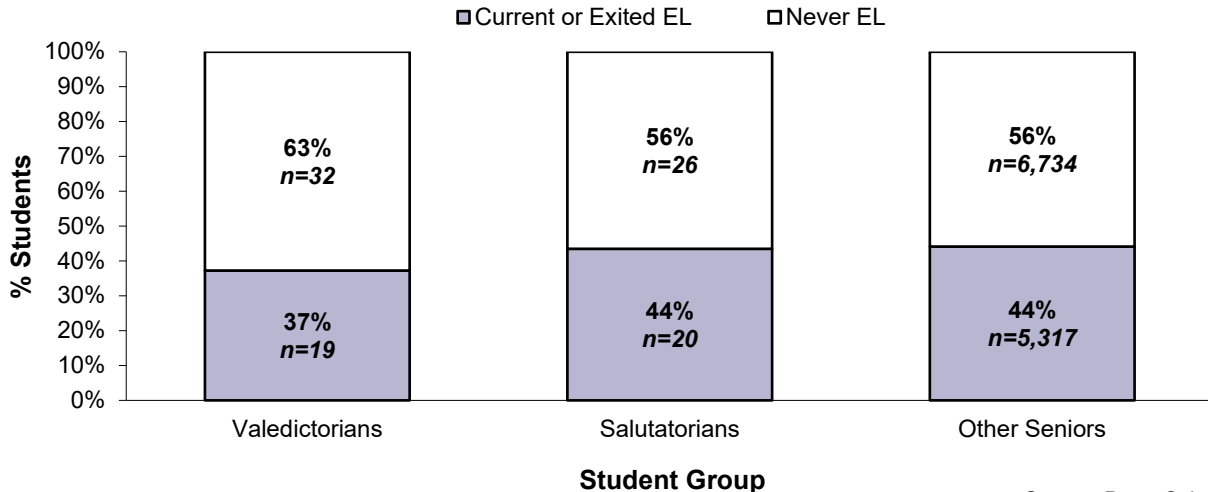
- More students in bilingual programs showed progress/improvement in English proficiency between 2020 and 2021 than did those in an ESL program (37% vs. 30%, see Figure 12 above).

How many ELs were valedictorians or salutatorians in high school?

As evidence for the long-term success of ELs from the bilingual and ESL programs, **Figure 13** shows the percentages of students from the graduating class of 2021 who were either exited ELs, or who were never EL at any time. Comparison data comes from the other seniors in the class of 2021.

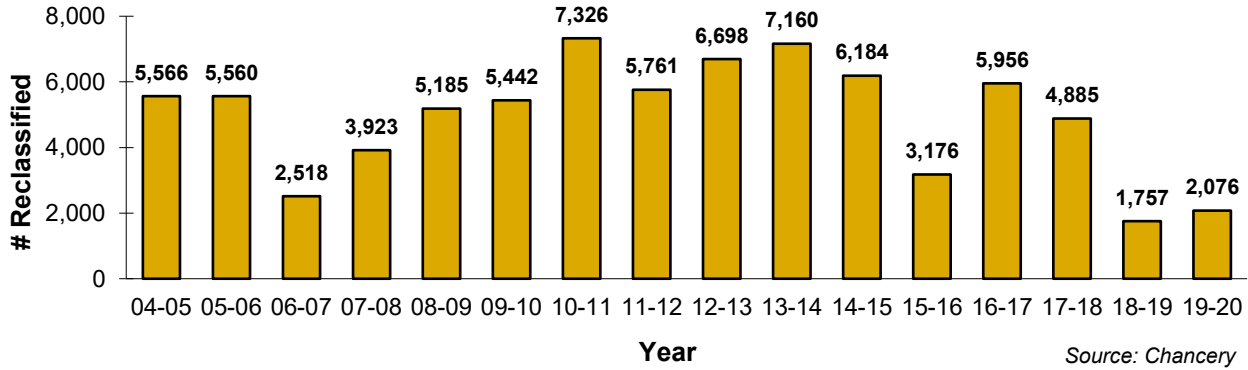
- Of the 12,051 seniors (non-valedictorian/salutatorian) in grade 12 during the 2020–2021 school year, 44% of them had been EL at some point between kindergarten and 12th grade.
- Thirty-seven percent of valedictorians had also been ELs at some point and 44% of salutatorians had been EL, but these differences were not large enough to be statistically significant.

Figure 13. Percentages of Valedictorians and Salutatorians (Class of 2021) Who Were Ever EL



Source: PowerSchool

Figure 14. Number of EL Student Reclassified, 2004–2005 Through 2019–2020



How many students were successfully reclassified as non-EL in 2020–2021

This section summarizes data on EL students who met English proficiency criteria and who were reclassified as non-ELs. Data on reclassifications for 2004–2005 through 2019–2020 are shown in **Figure 14**.

- Reclassification data for 2020–2021 were not available at the time of publication, as TEA had extended the window for districts to complete this process until 60 days after the start of the 2021–2022 school year. Note that reclassifications have declined significantly in the prior two years.

An alternative way of analyzing EL student reclassification is to look at long-term reclassification rates for students in specific cohorts. Specifically, if there is a cohort of students who are EL in kindergarten, what percentage of them are still EL a given number of years later? **Figure 15** shows the results of this analysis, carried out on cohorts of kindergarten students starting in 1995–1996 (for the nine-year cohort). The specific time periods chosen for this analysis were six and nine years. The blue bars indicate the percentage of cohorts of kindergarten EL students who were still EL six years later. The yellow bars indicate the percentage of cohorts of kindergarten EL students who were still EL nine years later. For a more detailed explanation of this analysis, refer to **Appendix L** (pp. 29-30),

- For the most recent cohort of kindergarten students, 74 percent of those who started as EL in 2014–2015 were still EL in 2020–2021. In addition, 46 percent of those who started as EL in 2011–2012 were still EL in 2020–2021. These percentages have been increasing over time (see Figure 15).

Figure 15. K-6 and K-9 Cohort: Percentage of K Students Still EL After Six or Nine Years

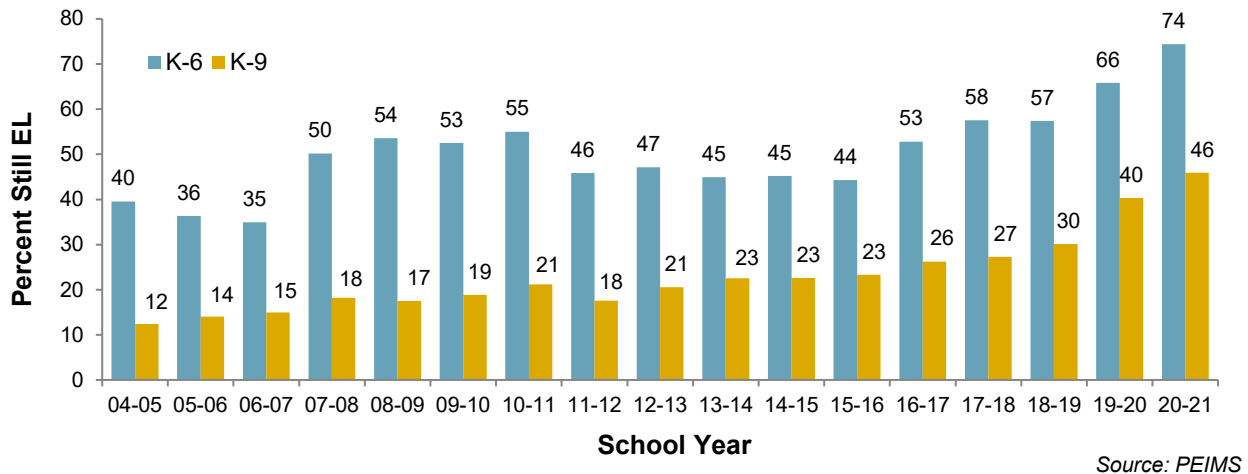
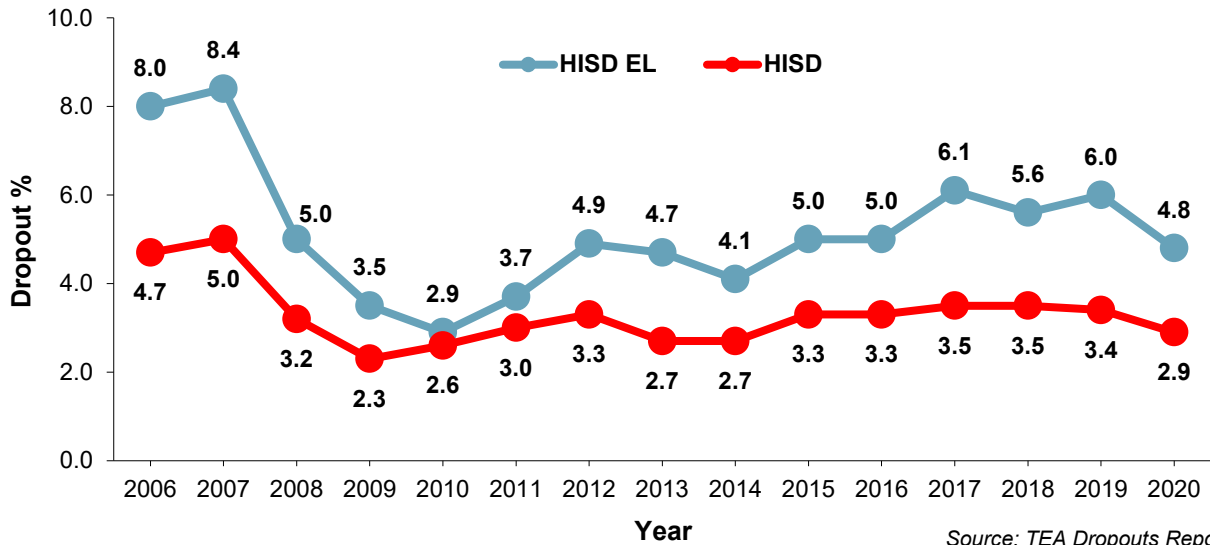


Figure 16. Annual Dropout Rate (Grades 7-12) for District EL Students and HISD Overall, 2006 Through 2020



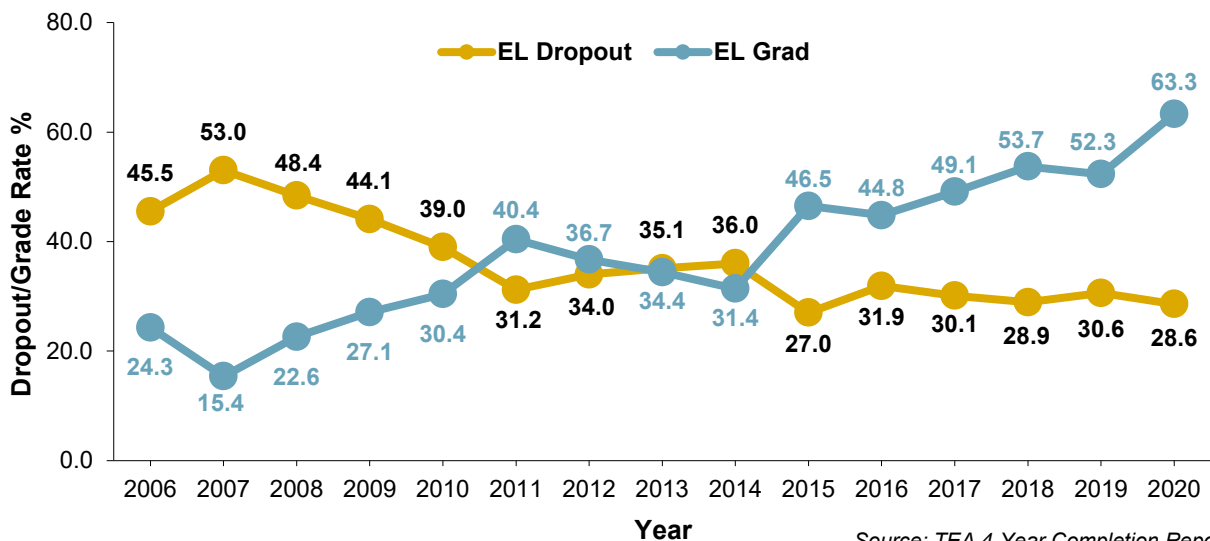
Source: TEA Dropouts Reports

How many EL students dropped out or successfully graduated in 2019–2020?

This section summarizes data on dropout and graduation data for EL students, in comparison with overall performance of the district. Both annual dropout data (grades 7–12) and four-year completion rates for the class of 2020 are included. Note that 2020 represents the most recent year for which results are available, as these data normally lag by one year.

- The annual dropout rate for EL students (see **Figure 16**) declined by 1.2 percentage points in 2020, whereas the district rate declined by 0.5 percent.
- Four-year completion rates of EL students for the classes of 2006 through 2020 are shown in **Figure 17**. For the most recent year available (2020), both the graduation rate and the dropout rate for EL students improved. This continues a long-term trend of improvement in both measures.

Figure 17. Four-Year Completion (Dropout and Graduation) Rates for District EL Students, Classes of 2006 Through 2020



Source: TEA 4-Year Completion Reports

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

Data from OneSource was used to summarize staff development training sessions coordinated by the Multilingual Programs Department during the 2020–2021 school year (see **Appendix M** (pp. 31-36). Sessions covered compliance, program planning, and instruction/information. Due to Covid restrictions, almost all training took place online (staff could complete course at any time within a window) or virtually (course was scheduled for a specific time). Online course: Twenty-three online courses were offered, and 2,097 teachers and other district staff participated in at least one session. Note that individuals may have been counted more than once if they attended multiple events (the unduplicated staff count was 1,166). Virtual courses: In addition, 13,549 staff participated in one or more online training sessions (3,724 unduplicated). Finally, there was one face-to-face course offered (22 staff attended, 18 unduplicated). In total, 4,294 staff participated in some form of EL-related professional development activity.

How many bilingual exceptions or ESL waivers were granted, and how many of those teachers ultimately receive certification?

New requirements (TAC § 89.1265) mandate that districts’ annual evaluation reports include data on bilingual exceptions and ESL waivers requested. **Table 2** shows the number of exceptions and waivers requested by the district for the last three school years. In 2020–2021, both bilingual exception and ESL waiver requests increased over the previous year, by 21 percent for exceptions and by 5 percent for waivers. The number of teachers who successfully obtained ESL certification by the end of the school year also increased in 2020–2021 by 92 percent, which was 29 percent of all waivers requested.

Table 2. Bilingual Exceptions & ESL Waivers, 2018–2019 to 2020–2021					
Year	Bilingual Exceptions (Spanish)	Bilingual Exceptions (Other Languages)	Total Bilingual Exceptions	ESL Waivers Requested	Teachers Who Obtained ESL Certification
2018–2019	141	121	262	298	92
2019–2020	271	202	473	389	62
2020–2021	329	126	455	407	119

Source: Multilingual Programs Department

Discussion

Nearly half of the district's enrolled students (44%) were current or reclassified ELs in 2020–2021, including 33% who are still currently classified as EL. Statewide assessments (i.e., STAAR, STAAR EOC) show performance gaps for current ELs relative to the district overall, which is unsurprising given that ELs 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 reclassified ELs, on all of the aforementioned assessments. This suggests that bilingual and ESL programs in HISD provide ELs with the support they need to achieve long-term academic success. Student performance data indicates that the district’s bilingual and ESL programs are having a positive impact on English language learners.

STAAR 3–8 results indicated declines in performance in 2021, not only for ELs specifically but for the district overall. Furthermore, TELPAS data showed overall lower levels of proficiency for ELs compared to the previous year. It is somewhat difficult to interpret these findings given that (a) there were many students who did not have test results, and (b) the impact of dual in-school versus remote learning are

unclear. It is true that the declines in STAAR reading performance were either smaller than (for ESL students) or the same as (for bilingual students) than the decrease in passing rate shown by the district. So it is not necessarily the case that the performance gap for ELs is getting larger. In fact for current bilingual students, the performance gap in English STAAR reading was seven percentage points in 2021, the same magnitude as in 2019. For ESL students the gap actually was reduced in 2021 (19 percentage points) compared to 2019 (25 points). But as

Current EL students continued to perform poorly on the STAAR EOC assessments in 2020–2021, particularly in English I and English II. As can be seen in Appendix I, only 24% to 25% of current ESL students met the passing standard for English I and II and the performance gap relative to the district remains large. However, there is cause for optimism. Since 2017, ESL student passing rates on English I and II have improved by +11 and +16 percentage points, respectively. The corresponding improvement shown by the district overall over this time period has been +8 and +11 percentage points. Thus, the performance gap for current ESL students has been reduced since 2017. Since passing the English I and II assessments is a requirement for graduation, the reduction in performance gaps for ESL students is a positive development.

While data on EL reclassification was not available for 2020–2021, data from K–6 and K–9 cohorts (see Figure 15) does suggest that it is taking EL students longer to meet the current reclassification criteria. In 2020–2021, 74 percent of students who had started a EL in kindergarten were still EL six years later. This percentage has been growing since at least 2015–2016. This trend is likely due to changes in EL reclassification criteria, as well as changes to TELPAS that were implemented in 2018. Specifically, students can only exit EL status if they reach proficiency (Advanced High) in each of the four language domains of listening, speaking, reading, and writing, in addition to passing the STAAR reading, English I, or English II EOC assessments. Beginning in 2018, listening and speaking were assessed via item-based standardized online testes, and scores in these two domains declined noticeably. **Table 3** shows the percentage of EL students who met the exit criteria in each language domain in 2021, compared to 2017 (the year before the online TELPAS listening and speaking assessments were implemented). It is clear that performance in reading and writing remains at about the same level now as in 2017, whereas there has been a sharp decline in the percentage of students achieving proficiency in listening and speaking. This is an issue that urgently needs to be addressed.

References

Houston Independent School District. (2021a). Dual Language Program Evaluation Report 2020–2021. HISD, Department of Research & Accountability.

Houston Independent School District. (2021b). Pre-Exit EL Students Performance STAAR & TELPAS 2020–2021. HISD, Department of Research & Accountability.

Houston Independent School District. (2021c). English as a Second Language (ESL) Student Performance Report 2020–2021. HISD, Department of Research & Accountability.

Houston Independent School District. (2021d). TELPAS Student Performance Report 2020–2021. HISD, Department of Research & Accountability.

Table 3. Percent of EL Students Who Met Reclassification Criteria in Each Language Domain, 2017 vs 2021: Grades 2-12 Only

	Language Domain			
	Listening	Speaking	Reading	Writing
% Advanced High 2017	48	41	17	30
% Advanced High 2021	28	4	22	27

Endnotes

- ¹ The two bilingual programs referenced here are the Transitional Bilingual program (TB) and the Dual Language Bilingual program (DL). The district also offers a Vietnamese bilingual program at one campus (Park Place ES), as well as a Mandarin Language Immersion magnet program, a similar school for Arabic speakers, and a French language program at M White Elementary School. However, the latter three programs are administered by the Office of Advanced Academics, not the Multilingual Programs Department, and thus they are not included under Multilingual Programs Department Guidelines. Results for ELs in these four programs are, however, included in the present report as part of data for “bilingual” students. Another thing to note about the district’s bilingual programs is that the DL program has a number of variations which could be construed as representing separate and unique programs (e.g., programs may differ in the relative proportion of Spanish and English-language instruction at certain grade levels). However, each of the DL variations follows the same general DL program model, so for simplicity are all considered equivalent for the purposes of the present report.
- ² The PEIMS data suggest that the number of students in neither a bilingual nor an ESL program more than doubled in 2020 (from 3,212 to 6,719). This is somewhat misleading, however. In previous years, this category only included students who with “parental waivers”, indicating that their parents opted not to have their child enrolled in a bilingual or ESL program. Beginning with the current year, this category includes two additional groups of students, i.e. those who are in a bilingual or ESL program but who do not have a bilingual or ESL certified teacher. In the past those students would have been counted as participating in one of those programs, but now they must be coded separately to distinguish them from students who are taught by certified teachers. In reality, the number of parental waivers barely changed from 2019 to 2020.
- ³ TEA now uses the terms “reclassified” or “reclassification” to refer to students who have met the criteria needed to indicate that they are now English proficient. For continuity with previous years, the present report continues to use terms such as “exited EL” to refer to these students, but it should be understood that “reclassified” and “exited” are equivalent terms in this context.
- ⁴ Note that all districtwide performance data include results from ELs as well as all other comparison groups (e.g., monitored and former ELs).
- ⁵ Categorizing exited ELs 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 ELs according to the identity of the program they were in during their last year under EL status. Thus designating a student as “Exited Bilingual” simply means that they were in a bilingual program during the school year before they exited EL status.
- ⁵ STAAR EOC passing standards were scheduled to increase each year beginning in 2015–2016 (phase-in standards), but as of April 2017 this system was replaced with one where standards remained constant from year to year. However, the relevant passing standard for a given student is determined by the year in which they first were tested on any EOC assessment. This standard, once set, will be used for all subsequent EOC tests they may take, even if the “official” passing standard is now higher than it was when they first took a particular EOC test. The EOC results reported here use this student standard rather than those applying for the current school year. Note also that regardless of what year’s standard is applicable to a specific student, the actual standard is equivalent to what is currently labeled as “Approaches Grade Level” (see Appendix D). For context, in 2017–2018, only 7.7 percent of EOC results were scored using the older standards. In 2018–2019, this number fell to 0.8 percent, and in 2020–2021 it was 0.01 percent.

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 2015 through Title III of the *Every Student Succeeds Act (ESSA)*. Progress in acquiring English language proficiency for EL students is now a required indicator in state accountability systems, down to the campus level. Previously, under the *No Child Left Behind Act (2001)*, measures of gains in English proficiency for ELs were only considered at the district level (these were the Annual Measurable Achievement Objectives, or AMAOs, which are no longer part of ESSA).

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 (ELs) whose home language is spoken by 20 or more students in any single grade level across the entire district. If an EL 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.

While some form of bilingual program is mandated by the state board of education (TAC Chapter 89, Subchapter A of the State Plan for Educating Language Minority Children), HISD exceeds this mandate by implementing two bilingual education program models: a Transitional Bilingual Program (TBP) and a Dual-Language Bilingual Immersion Program (DLP) for native Spanish speakers. From 2008–2009 through 2017–2018 the district also offered the Cultural Heritage Bilingual Program (CHBP) for students whose primary language is Vietnamese, but this program is no longer offered.

Bilingual programs primarily provide native language instruction in the early grades (PK–3) with gradual increments in daily English instruction in grades four through five. 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 EL 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 to 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.

While these represent the main bilingual and ESL programs offered by the district, state law (19 TAC §89.1207) requires that students taught by teachers for whom a bilingual exception or ESL waiver was requested be considered served by an alternative bilingual/ESL program. There were 2,178 students in the district in an alternative bilingual program in 2019-2020, and 1,555 in an alternative ESL program.

APPENDIX B

Bilingual and ESL Program Enrollment: Background

Figure 1 shows the enrollment totals for bilingual and ESL programs by grade level for the 2020–2021 school year. Note that for grades 5 and lower, the majority of EL students are in a bilingual program. Beginning in grade 6, this pattern reverses, with ESL becoming the dominant program model.

Appendix B, Figure 1: Bilingual and ESL Program Enrollment by Grade Level, 2020–2021

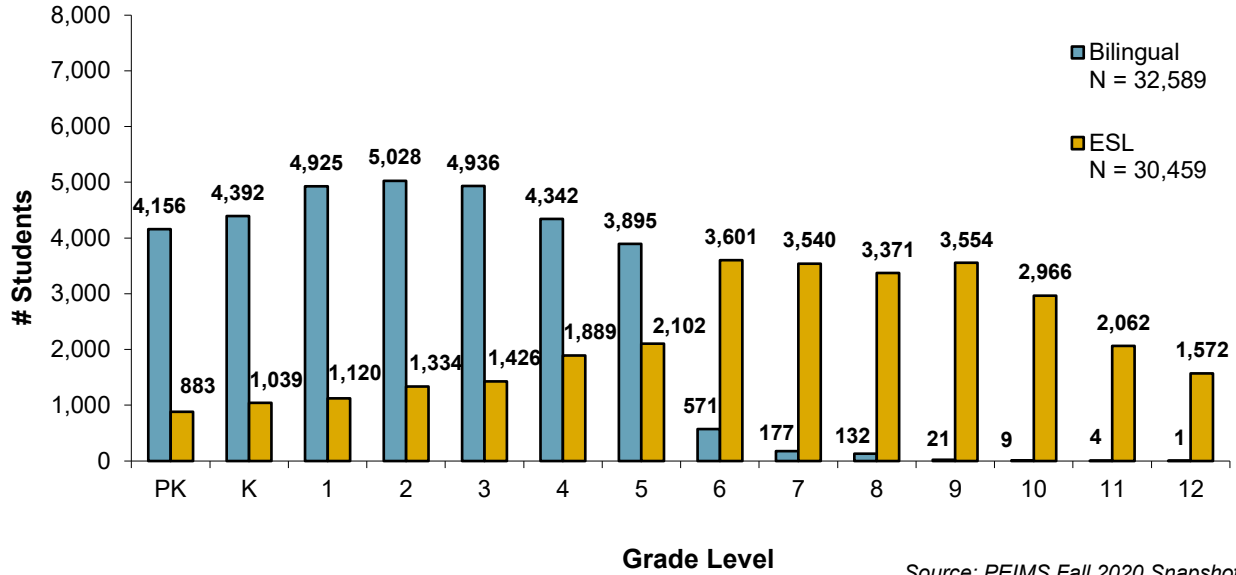
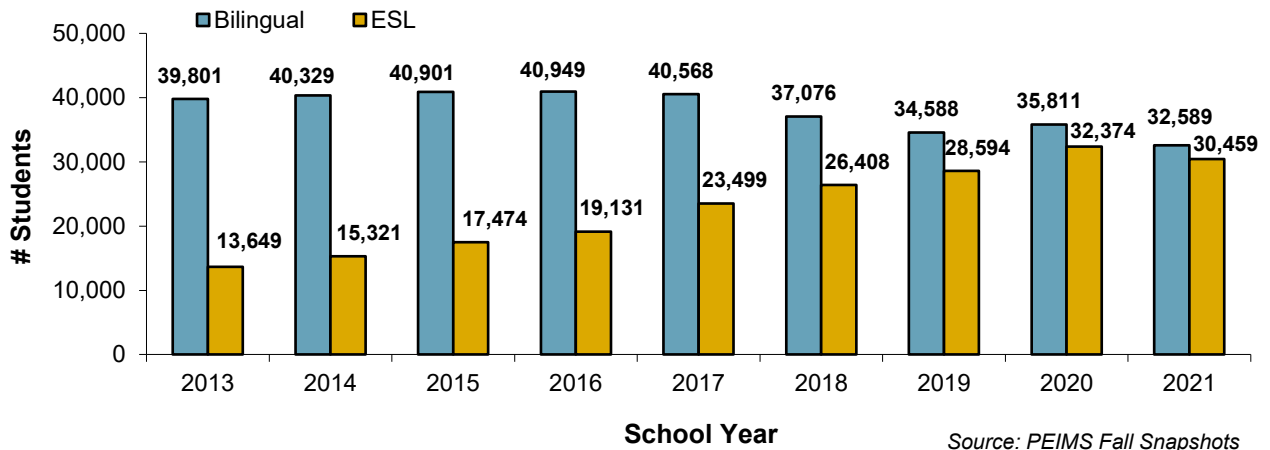


Figure 2 summarizes the bilingual and ESL program enrollment trends over the past nine years. One pattern that is clear from these data is that the relative dominance of the bilingual program has been reduced. Specifically, since 2013, participation in bilingual programs has fallen by 18 percent, while participation in ESL programs has more than doubled. The reasons for this are unclear; but may in part be due to increased ESL enrollment at the secondary level due to higher numbers of immigrant EL students and a decrease in EL reclassifications in elementary grades. However, this pattern even holds up when elementary grades are considered separately, so it is an issue that the district should monitor.

Appendix B, Figure 2: Bilingual and ESL Program Enrollment, 2013 Through 2021



APPENDIX C

EL Student Ethnicity and Home Language, 2020–2021

Ethnicity	Number	Percent	Home Language	Number	Percent	% Change From Fall 2019
Hispanic	60,188	92%	Spanish	60,269	92%	-8%
Asian	2,474	4%	Arabic	836	1%	-19%
White	1,512	2%	Vietnamese	371	1%	-4%
Black	1,268	2%	Swahili	322	<1%	-22%
American Indian	81	<1%	Mandarin	285	<1%	-15%
Pacific Islander	9	<1%	Pashto	267	<1%	-8%
Two or More	77	<1%	Farsi	216	<1%	+4%
Total	65,609		Telugu	195	<1%	-2%
			Urdu	172	<1%	-12%
	Number	Percent	Other	2,676	4%	-3%
Econ Disadvantaged	60,720	93%	Total	65,609		

Source: PEIMS Fall 2020 Snapshot

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 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 as of 2017 the standards which were in place for 2016 were retained (albeit relabeled as "Approaches Grade Level") in order to provide consistency for districts 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 high school students, STAAR includes End-of-Course (EOC) exams in English language arts (English I, II), mathematics (Algebra I), science (Biology), and social studies (U.S. History). 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 2021–2022. 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. As was the case with the STAAR 3–8, the planned annual increase in the EOC passing standards was dropped by commissioner's rule effective with the 2016–2017 school year. Thus, passing standards for 2018–2019 are the same as those used in 2015–2016, and will remain the same for the foreseeable future (relabeled as "Approaches Grade Level").

The 2015–2016 academic year also saw the introduction of a new "Student Standard" for EOC exams. This measure is what is reported here for the EOC results ("Approaches Grade Level at Student Standard"). Under the Student Standard, all students taking EOC exams are not necessarily held to the same passing standard. Instead, the passing standard applicable is determined by the standard that was in place when a student first took any EOC assessment. This standard is to 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 students who first tested in 2015–2016 or later, it is equivalent to the 2016 Progression Standard. For context, in 2017–2018 only 7.7 percent of EOC results were scored using the older standards. By 2018–2019, this number fell to 0.8 percent, and in 2020–2021 it was 0.01 percent (9 tests of 61,302 scored).

The TELPAS is an English language proficiency assessment which is administered to all EL students in kindergarten through twelfth grade, and which was developed by the Texas Education Agency (TEA) in response to federal testing requirements. Proficiency scores in the domains of listening, speaking, reading, and writing are used to calculate a composite score. Composite scores are in turn used to indicate where EL students are on a continuum of English language development. This continuum, based on the stages of language development for second language learners, is divided into four proficiency levels: Beginning, Intermediate, Advanced, and Advanced High. In grades K–1, all language domains are scored via holistic ratings of trained observers. In Grades 2–12, only writing is scored by holistic ratings, while listening, speaking, and reading are assessed via online technology.

Appendix E

Spanish STAAR Performance of Bilingual Students: Number Tested and Percent Meeting Approaches Grade Level Standard by Grade Level, Subject, and Year (2019 and 2021)

Program	Grade	Enrollment *		Spanish Reading				Spanish Mathematics			
		2019		2021		2019		2021			
		N	N	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.
Current	3	4,639	4,599	3,613	68	2,744	52	3,293	71	2,487	44
Bilingual	4	2,375	3,654	1,550	59	1,501	42	1,473	66	1,501	33
	5	784	2,868	169	74	550	71	178	59	603	38
Total		7,798	11,121	5,332	66	4,795	51	4,944	69	4,591	40

Source: STAAR student data files, Chancery, PowerSchool

* Enrollment figures shown in Appendix E include all EL students enrolled in bilingual programs, but do not include students enrolled in the pre-exit phase of the Transitional Bilingual program. District guidelines specify that EL students in this pre-exit phase are tested using the English STAAR only, not the Spanish version. Also excluded are students enrolled in the Vietnamese, Mandarin, Arabic, and French bilingual programs, who are all tested in English.

@Forty-one percent of enrolled bilingual students took the Spanish language STAAR reading test in 2021, a decline from the 63 percent who took it in 2019.

Appendix F

English STAAR Performance of Bilingual Students: Number Tested and Percent Meeting Approaches Grade Level Standard by Grade Level, Subject, and Year (2019 and 2021)

Program	Grade	Enrollment		English Reading				English Mathematics			
		2019 N	2021 [@] N	2019		2021		2019		2021	
				# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.
Current	3	5,387	4,964	1,656	69	1,532	52	2,000	81	1,768	49
Bilingual	4	4,349	4,448	2,488	62	2,281	46	2,655	73	2,278	45
	5	3,025	3,903	2,697	55	2,728	55	2,716	76	2,676	54
	6	177	254	177	45	215	50	177	71	212	66
	7	163	168	163	53	153	58	163	63	151	41
	8	120	140	119	55	124	57	92	84	95	34
	Total	13,221	13,877	7,300	60	7,033	52	7,803	76	7,180	50
Reclassified	3	205	88	174	99	69	96	181	99	73	85
Bilingual	4	549	252	530	97	212	92	538	95	205	79
	5	954	480	949	97	418	97	949	98	404	91
	6	1,189	594	1,182	87	462	89	1,182	92	461	85
	7	1,201	783	1,190	91	561	95	1,115	90	511	73
	8	1,478	1,123	1,472	93	724	91	912	92	432	58
	Total	5,576	3,320	5,497	93	2,446	93	4,877	93	2,086	77
HISD	3	17,058	15,551	12,736	69	9,166	59	13,134	74	9,447	51
	4	17,317	15,715	14,906	68	10,364	56	15,072	70	10,364	56
	5	16,795	15,955	15,933	70	11,095	65	15,986	78	10,983	59
	6	14,025	13,392	13,638	59	8,813	52	13,544	72	8,785	52
	7	13,440	13,488	13,009	68	8,258	60	12,417	69	7,760	41
	8	13,755	14,108	13,303	71	7,953	62	10,592	72	6,193	34
	Total	92,390	88,209	83,525	67	55,649	59	80,745	73	53,532	50

Source: STAAR student data files, Chancery, PowerSchool

* Indicates fewer than 5 students tested

[@]Bilingual student STAAR participation (English reading) declined only slightly in 2021 compared to 2019 (51 percent tested versus 55 percent in 2019). However, participation for reclassified bilingual students declined significantly (from 99 percent to 74 percent), as did that for the district overall (from 90 percent to 63 percent).

Appendix G

English STAAR Performance of ESL Students: Number Tested and Percent Meeting Approaches Grade Level Standard by Grade Level, Subject, and Year (2019 and 2021)

Program	Grade	Enrollment		English Reading				English Mathematics			
		2019 N	2021 [@] N	2019		2021		2019		2021	
				# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr..	# Tested	% Appr.
Current	3	1,619	1,477	1,543	58	1,223	48	1,546	70	1,228	45
ESL	4	2,093	1,858	1,980	54	1,561	45	1,996	64	1,567	39
	5	2,477	2,118	2,288	53	1,699	51	2,336	72	1,690	51
	6	3,537	4,004	3,493	31	3,172	32	3,494	56	3,159	37
	7	3,150	3,627	3,112	41	2,641	36	3,063	51	2,643	24
	8	2,865	3,440	2,818	38	2,512	39	2,619	55	2,322	23
Total		15,741	16,524	15,234	43	12,808	40	15,054	60	12,609	35
Reclassified	3	186	123	184	99	107	93	184	99	107	89
ESL	4	384	229	380	96	190	97	380	97	190	88
	5	652	357	646	97	313	95	646	97	313	90
	6	741	416	735	87	318	88	735	94	315	86
	7	696	823	680	94	557	90	624	91	495	68
	8	865	855	841	92	520	92	554	90	285	58
Total		3,524	2,803	3,466	93	2,005	92	3,123	94	1,705	77
HISD	3	17,058	15,551	12,736	69	9,166	59	13,134	74	9,447	51
	4	17,317	15,715	14,906	68	10,364	56	15,072	70	10,364	56
	5	16,795	15,955	15,933	70	11,095	65	15,986	78	10,983	59
	6	14,025	13,392	13,638	59	8,813	52	13,544	72	8,785	52
	7	13,440	13,488	13,009	68	8,258	60	12,417	69	7,760	41
	8	13,755	14,108	13,303	71	7,953	62	10,592	72	6,193	34
Total		92,390	88,209	83,525	67	55,649	59	80,745	73	53,532	50

Source: STAAR student data files, Chancery, PowerSchool

* Indicates fewer than 5 students tested

@STAAR English reading participation rates declined in 2021 or both current ESL students (78 percent versus 97 percent in 2019) and reclassified ESL students (72 percent versus 98 percent in 2019).

Appendix H

English STAAR Performance of Bilingual and ESL Students in Other STAAR Subjects: Number Tested and Percent Meeting Approaches Grade Level Standard by Subject and Year (2019 and 2021)

Subject & Year	Current Bilingual		Current ESL		Reclassified Bilingual		Reclassified ESL		HISD	
	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.
English Writing 2019	2,645	53	5,090	39	1,718	92	1,061	90	27,921	61
English Writing 2021	2,446	34	4,264	27	783	87	757	84	18,861	47
Change		-19		-12		-5		-6		-14
English Science 2019	2,908	58	5,132	47	2,346	91	1,465	91	29,157	68
English Science 2021	3,048	39	4,138	29	1,113	78	825	84	18,815	49
Change		-19		-18		-13		-7		-19
English Social Studies 2019	119	51	2,781	28	1,465	75	843	77	13,200	57
English Social Studies 2021	122	24	2,445	13	714	60	512	63	7,732	37
Change		-27		-15		-15		-14		-20

Source: STAAR student data files, Chancery, PowerSchool

Appendix I

STAAR End-of-Course Performance of Bilingual and ESL Students: Number Tested and Number and Percentage Meeting the Approaches Grade Level Standard (Left) and Meets Grade Level Standard (Right), (Spring 2021 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	Current ESL	3,190	1,874	59	1,316	41	419	13
	Reclassified ESL	883	210	24	673	76	367	42
	Reclassified Bilingual	1,091	258	24	833	76	412	38
	HISD	12,215	4,893	40	7,322	60	3,384	28
Biology	Current ESL	3,371	1,930	57	1,441	43	464	14
	Reclassified ESL	801	89	11	712	89	491	61
	Reclassified Bilingual	1,134	101	9	1,033	91	750	66
	HISD	12,462	3,603	29	8,859	71	5,412	43
English I	Current ESL	3,694	2,803	76	891	24	434	12
	Reclassified ESL	872	195	22	677	78	526	60
	Reclassified Bilingual	1,137	193	17	944	83	768	68
	HISD	13,171	5,752	44	7,419	56	5,536	42
English II	Current ESL	3,093	2,320	75	773	25	386	12
	Reclassified ESL	861	138	16	723	84	600	70
	Reclassified Bilingual	1,315	183	14	1,132	86	966	73
	HISD	12,474	4,724	38	7,750	62	6,191	50
U.S. History	Current ESL	1,875	958	51	917	49	363	19
	Reclassified ESL	880	88	10	792	90	569	65
	Reclassified Bilingual	1,578	103	7	1,475	93	1,121	71
	HISD	10,982	1,957	18	9,025	82	6,494	59

Source: STAAR EOC 6/15/21, PowerSchool 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.

@STAAR EOC participation rates (English I and English II only, combined for students in grades 9 and 10) were lower in 2021 than in 2019. For the district overall participation declined from 88 percent to 75 percent, and for current ESL students it declined from 85 percent to 76 percent. Participation rates did not decrease to the same degree for reclassified ESL (88 to 85 percent in 2021) or reclassified bilingual students (92 to 85 percent in 2021).

Appendix J

Composite TELPAS Results: Number and Percent of Students at Each Proficiency Level in 2021, by Grade. Results Shown Separately for Bilingual and ESL Students

Bilingual Students											
Grade	# Tested	Beginning		Intermediate		Advanced		Advanced High		AH 2020	Composite Score
		N	%	N	%	N	%	N	%	%	
K	4,334	3,155	73	972	22	157	4	50	1	<1	1.3
1	4,824	2,210	46	1,924	40	539	11	151	3	5	1.6
2	4,544	798	18	2,357	52	1,240	27	149	3	6	2.2
3	4,029	311	8	1,676	42	1,546	38	496	12	20	2.6
4	3,179	317	10	1,183	37	1,250	39	429	13	19	2.5
5	2,177	151	7	634	29	910	42	482	22	32	2.8
6	196	12	6	51	26	84	43	49	25	22	2.9
7	146	11	8	27	18	66	45	42	29	-	3.0
8	119	7	6	25	21	58	49	29	24	*	2.9
Total	23,548	6,972	30	8,849	38	5,850	25	1,877	8	11	2.1

ESL Students											
Grade	# Tested	Beginning		Intermediate		Advanced		Advanced High		AH 2020	Composite Score
		N	%	N	%	N	%	N	%	%	
K	1,013	475	47	296	29	168	17	74	7	6	1.8
1	1,090	192	18	422	39	287	26	189	17	25	2.4
2	1,148	120	10	552	48	385	34	91	8	16	2.4
3	1,241	70	6	482	39	512	41	177	14	32	2.7
4	1,522	80	5	589	39	623	41	230	15	26	2.6
5	1,756	102	6	518	29	784	45	352	20	29	2.8
6	2,780	216	8	1,120	40	1,114	40	330	12	20	2.6
7	2,455	228	9	968	39	1,016	41	243	10	20	2.6
8	2,462	232	9	985	40	948	39	297	12	25	2.6
9	2,347	281	12	1,032	44	741	32	293	12	10	2.5
10	1,926	263	14	837	43	614	32	212	11	1	2.5
11	1,271	143	11	576	45	391	31	161	13	16	2.5
12	905	69	8	374	41	330	36	132	15	18	2.6
Total	21,916	2,471	11	8,751	40	7,913	36	2,781	13	20	2.5

Source: TELPAS data file 7/20/21, PowerSchool

Appendix K

TELPAS Yearly Progress: Number and Percent of Students Gaining One or More Levels of English Language Proficiency in 2021, 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 2020
		N	%	N	%	N	%	N	%	
1	2,583	832	32	130	5	4	<1	966	37	50
2	2,370	901	38	113	5	4	<1	1,018	43	57
3	1,493	518	35	37	2	0	0	555	37	48
4	1,357	321	24	7	1	0	0	328	24	33
5	1,198	477	40	15	1	0	0	492	41	53
6	60	21	35	0	0	0	0	21	35	47
7	1	0	0	0	0	0	0	0	0	-
8	2	1	50	0	0	0	0	1	50	*
Total	9,064	3,071	34	302	3	8	<1	3,381	37	49

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 2020
		N	%	N	%	N	%	N	%	
1	524	241	46	53	10	2	<1	296	56	63
2	521	164	31	13	2	0	0	177	34	41
3	343	126	37	3	1	0	0	129	38	53
4	378	104	28	3	1	0	0	107	28	39
5	529	184	35	9	2	0	0	193	36	50
6	842	179	21	5	1	0	0	184	22	37
7	475	105	22	0	0	0	0	105	22	45
8	407	95	23	0	0	0	0	95	23	48
9	394	69	18	3	1	0	0	72	18	25
10	644	166	26	2	<1	0	0	168	26	33
11	368	100	27	6	2	0	0	106	29	40
12	233	53	23	1	<1	0	0	54	23	34
Total	5,658	1,586	28	98	2	2	<1	1,686	30	42

Source: TELPAS data file 7/20/21, PowerSchool

Appendix L

Explanation of K-6 and K-9 Cohort Analysis

An important indicator of success for any program for EL students is the ability for students to become English-proficient and exit EL status. Rather than document the number of students exiting EL status in any given year, an alternative way to approach this issue is to look at how long it takes an EL student to exit. As a proxy for this, these analyses start with a cohort of EL students in kindergarten and asks two questions: (a) what percentage of them are still EL six years later?, and (b) what percentage are still EL nine years later? The data used to answer these two questions comes from the K-6 and K-9 cohorts, summarized in the table below.

K-6 Cohort Analysis: Using fall PEIMS records, the cohort of EL students in kindergarten (K) in 2014–2015 was identified. This was matched with the PEIMS roster from the most recent school year (2020–2021). In total, there were 4,015 students still active from the original K cohort. Of these, 2,989 were still EL as of fall of 2020 (74.4 percent). Using archival PEIMS records from previous years, comparable rates were calculated for K cohorts going back to 1998–1999. Note that the outcome (percentage still EL) is listed against the end year of the K-6 window (i.e., six years after the original cohort).

Analysis of these rates (also shown in Figure 15, p. 12) shows that over 70 percent of ELs in K were still EL six years later, according to the latest data available. This percentage has varied over the years, but has been increasing recently. Another thing to note is that three years in this sequence showed sharp increases. Each of these years corresponds to points in time where significant changes were made to state-mandated EL exit criteria. For 2007–2008, this was when listening and speaking proficiency were added as exit criteria (previously these were not needed). For 2016–2017, the district began to enforce state requirements that students who had received certain designated supports during STAAR testing (e.g., extra time) could not exit based on those STAAR results. Finally, in 2017–2018 the introduction of online testing for TELPAS listening and speaking resulted in lower scores in those language domains. In each of these cases, the new or more stringent requirements resulted in fewer EL students exiting, which meant a higher percentage of them were still EL the following year.

End Year of Cohort	K-6 Cohorts			K-9 Cohorts				
	Start of Cohort	# Cohort	# Still EL	% Still EL	Start of Cohort	# Cohort	# Still EL	% Still EL
2004-05	1998-99	3,872	1,532	39.6	1995-96	3,211	398	12.4
2005-06	1999-00	4,017	1,460	36.3	1996-97	3,418	479	14.0
2006-07	2000-01	2,876	1,004	34.9	1997-98	3,318	496	14.9
2007-08	2001-02	4,099	2,056	50.2	1998-99	3,161	575	18.2
2008-09	2002-03	4,349	2,331	53.6	1999-00	3,340	584	17.5
2009-10	2003-04	4,134	2,171	52.5	2000-01	2,490	470	18.9
2010-11	2004-05	4,074	2,241	55.0	2001-02	3,551	754	21.2
2011-12	2005-06	4,435	2,032	45.8	2002-03	3,793	667	17.6
2012-13	2006-07	4,242	1,998	47.1	2003-04	3,599	740	20.6
2013-14	2007-08	4,306	1,935	44.9	2004-05	3,563	804	22.6
2014-15	2008-09	4,493	2,032	45.2	2005-06	3,952	895	22.6
2015-16	2009-10	4,384	1,941	44.3	2006-07	3,825	892	23.3
2016-17	2010-11	4,428	2,336	52.8	2007-08	3,877	1,016	26.2
2017-18	2011-12	4,280	2,459	57.5	2008-09	3,904	1,066	27.3
2018-19	2012-13	4,358	2,500	57.4	2009-10	3,817	1,150	30.1
2019-20	2013-14	4,073	2,678	65.8	2010-11	3,885	1,567	40.3
2020-21	2014-15	4,015	2,989	74.4	2011-12	3,740	1,717	45.9

Appendix L (continued)

K-9 Cohort Analysis: This analysis worked in the same manner, except that the time window is nine years rather than six. Thus, for the most recent cohort, all students in 2011–2012 who were both in kindergarten and EL were identified, and this roster was matched with the fall PEIMS roster from 2020–2021. Of the 3,740 students still active from the original K cohort, 1,717 were still EL as of fall of 2020 (45.9 percent).

Appendix M

Scope and Frequency of Professional Development Training, 2020–2021

Description	# Sessions	Total Attendance
DL Online_1.0 Dual Language NTA Part 1	1	65
DL Online_1.0 Dual Language NTA Part 2	1	61
ELPS-TELPAS Foundational Training for New TELPAS Raters (Online)	1	824
English Learner Strategies for SIFE - Part 1 (Online)	1	83
English Learner Strategies for SIFE - Part 2 (Online)	1	65
English Learner Strategies for SIFE - Part 3 (Online)	1	57
LPAC Basic Training PK-12 ONLINE	1	54
LPAC EOY Annual Review for LPAC Administrators - Elementary & Middle School	1	26
LPAC EOY Annual Review for LPAC Administrators - High School	1	10
LPAC MOY Decision Making Elementary & Middle School_ONLINE	1	46
LPAC MOY Decision Making High School_ONLINE	1	11
OnBoarding_Bilingual Education Program Models	1	45
OnBoarding_Customer Service	1	52
OnBoarding_Data Protocol	1	41
OnBoarding_District Compliance Support	1	38
OnBoarding_District Instructional Support	1	39
OnBoarding_Office Procedures	1	46
OnBoarding_Pre-Requirements_OnBoarding Academy	1	50
OnBoarding_Professional Development	1	39
Second Language Acquisition (Online)	1	185
TELPAS Writing - Part 1 (Online)	1	108
TELPAS Writing - Part 2 (Online)	1	78
TELPAS Writing - Part 3 (Online)	1	74
ONLINE TOTAL	23	2,097
BOY LPAC Updates	3	204
Construyendo una comun. con una mentalidad de desarrollo matemático para estud. seg. Idioma	2	63
DL_DL Writing in Bal Lit Pt 1 PK-1	4	12
DL_VIRT_1.2c Biliteracy Development I - Grades 3-5	1	1
DL_VIRT_1.4 Dual Language Resources Overview PK-8th	1	76
DL_VIRT_1.5 Cross Linguistic Connections & PVR PK-5	1	1
DL_VIRT_CLLIF & Language Objectives 3rd-8th	4	27
DL_VIRT_Developing Writers	2	66
DL_VIRT_DL Oral Language Development PK-1	2	13
DL_VIRT_DL Strengthening Bil Wkst PK-1	2	11
DL_VIRT_DL Writing in Bal Lit Pt 2 PK-1	1	8
DL_VIRT_Shared Rdg/Writing & Lang Obj PK-2nd	2	9
DL_VIRT_Toma La Palabra 3rd-5th (PM)	4	15
DL_VIRT_Toma La Palabra PK-2nd (AM) - Dictado	1	4
DL_VIRT_Toma La Palabra Seven Steps Series (Day 1) 6-8	1	8
DL_VIRT_Upper Grades Planning Cohort North/NW Area (3rd-8th)	1	8
DL_VIRT_Upper Grades Planning Cohort South Area (3rd-8th)	1	11
DL_VIRT_Upper Grades Planning Cohort West Area (3rd-8th)	1	12
DL_VIRT_Writing for Academic Purposes 3-5	4	78
DL Administrator Boot Camp Elementary (Part 1)	1	6
DL Administrator Boot Camp Elementary (Part 2)	1	3
DL Online_1.2 Bilitt Develop PK-5 Part 2	1	34

Appendix M (continued)

Scope and Frequency of Professional Development Training, 2020–2021

Description	# Sessions	Total Attendance
DL Online_1.2 Bilit Develop PK-5 Part 3	1	35
DL Online_1.5a Cross-Ling Conn Part 1	1	42
DL Online_1.5a Cross-Ling Conn Part 2	1	38
DL Online_1.5b PVR Part 1	1	25
DL Online_1.5b PVR Part 2	1	24
DL_ Ellevation Strategies: Intro to Dual Language Resources	4	44
DL_Nurturing Relationships in a Virtual World PK-1	1	12
DL_SPO_Dual Language Essentials - Level 1	1	48
DL_VRT_DL Ellevation Webinar Series	5	51
DL_VRT_Learning A-Z Webinar Series	5	53
Dual Language - 1.3a Language Transfer - PK-5	2	72
Dual Language _VRT_Upper Grades Planning Cohort (3rd-8th)	4	41
Dual Language VIRT - 1.5 Cross Linguistic Connections & PVR PK-5	1	9
ESL TExES Preparation Training	8	331
Imagine Language and Literacy Advanced Training Grades 6-12	2	27
Imagine Language and Literacy Advanced Training Grades PK-5	2	17
Imagine Language and Literacy for EL Students, 6-12	1	73
Imagine Language and Literacy for EL Students, PK-5	1	48
Imagine Language and Literacy Overview Training Grades 6-12	1	13
Imagine Language and Literacy Overview Training Grades PK-5	2	32
LPAC Basic Training PK-12	8	151
LPAC Documentation and Data Entry Training	11	504
LPAC EOY Annual Review for LPAC Administrators - Elementary & Middle School	6	295
LPAC EOY Annual Review for LPAC Administrators - High School	3	27
LPAC EOY Documentation and Data Entry Training	1	172
LPAC MOY Decision-Making Updates for Returning LPAC Admin - Elementary & Middle School	1	129
PS20 Job Alike - Elementary Sheltered Instruction Coaches	2	105
PS20 Job Alike - Secondary Sheltered Instruction Coaches	3	92
PS20 Job Alike - SI Coach	2	42
Sheltered Instruction Academy Day 1	19	196
Sheltered Instruction Academy Day 2	21	24
Sheltered Instruction Academy Day 3	20	23
Sheltered Instruction Academy Day 4	22	25
Sheltered Instruction Academy Day 5	22	25
Sheltered Instruction Academy Follow Up	16	158
Summer School training for teachers of PreK English Learners	6	86
SYM_jToma La Palabra!	8	80
SYM_jToma la Palabra! & Mi Cuaderno de Dictado	1	1
SYM_38 Great Academic Language Builders	8	140
SYM_7 pasos para hacer que el aprendizaje sea más accessible por Maestros	4	46
SYM_7 Steps to a Language Rich Interactive Classroom	8	156
SYM_7 Steps to make learning more accessible for Teachers	4	65
SYM_Academic Conversations: Let's Talk	1	1
SYM_Administrators Lead the Way: 7 Steps to Makes Learning More Accessible	5	47
SYM_Amplify Content Vocab: Strategies to Support Foundational Lang Skills Concept Knowledge	7	170
SYM_Aprendiendo la Amplitud y Profundidad del Conocimiento	1	1

Appendix M (continued)

Scope and Frequency of Professional Development Training, 2020–2021

Description	# Sessions	Total Attendance
SYM_Boosting Achievement: Reaching Students with Interrupted or Minimal Education	10	10
SYM_BOY Priority Setting with the ELPS - HISD Student Assessment	3	3
SYM_Building a Language Rich Environment with Raz-Plus	9	9
SYM_Building Language Rich Environment with Raz-Plus ELL	6	94
SYM_Class Notebook is Essential for Teachers	4	32
SYM_Classroom Instruction that Works with English Language Learners	8	148
SYM_Classroom Instruction that Works with English Language Learners (CITW with ELLs)	23	23
SYM_CLIFF & Language Objectives 3-8	4	22
SYM_Closing the Gap Through Differentiation	8	236
SYM_Coaching for Assessment Literacy in Dual Language	2	12
SYM_Coaching Teachers in Bilingual in Dual Language Classrooms	2	39
SYM_Content Area Writing that Rocks (and Works!)	8	29
SYM_Critical Questions, Practical Answers: Using PLCs to Ensure English Learners Excel	4	52
SYM_Culturally and Linguistically Responsive Teaching and Learning	7	7
SYM_Descubra Los Nueve Rasgos Del Pensamiento Critico	4	84
SYM_Differentiating for ELs	9	9
SYM_Discover the 9 Traits of Critical Thinking	5	121
SYM_Drive efficient school leadership coordination and reduce workload with Microsoft Teams	4	35
SYM_Dual Lang Ed as an Educational Lifeline to Identity, Achievement, & Shared Liberation	2	12
SYM_Elementary Math Literacy Strategies	2	121
SYM_ELPS Integration for Administration	4	38
SYM_ELPS Integration for Teachers	8	74
SYM_ELs in Texas: What LEADERS Need to Know	7	84
SYM_Engagement: Without it We have Nothing	4	89
SYM_Evidence-based, Interactive Second Language Acquisition Instructional Strategies	4	32
SYM_Get the Picture: Using Visual Literacy in Content-Area Instruction	7	41
SYM_Guided Instruction with myON Reader	1	1
SYM_Guiding Early Literacy	5	84
SYM_Guiding Early Literacy for ESL Students with Learning A-Z	7	7
SYM_Hear, See, Say, Do Power Exists When Learning a Second Language!	4	71
SYM_How to Best Utilize El Libro de Estrategias de Escritura	1	1
SYM_How to Best Utilize El Libro de Estrategias de Lectura	4	4
SYM_Imagine Español	8	8
SYM_Imagine Espanol and Vocabulary Development	4	98
SYM_Imagine Language and Literacy	7	7
SYM_Imagine Language and Literacy for Secondary ESL and Newcomers	2	13
SYM_Imagine Language and Literacy PreK-5 and Vocabulary Development	2	44
SYM_Imagine Learning and The Language Advantage	4	24
SYM_Imagine Learning for Dual Language classrooms	4	33
SYM_Imagine Math 3+ and Vocabulary Development	4	55
SYM_Imagine Math PreK – 2 and Vocabulary Development	5	100
SYM_Interactive Motivational Strategies that Support Long-Term ELs	4	43
SYM_Interactive Notetaking for Content Area Literacy	3	3
SYM_Leveraging Your SI Coach	4	26
SYM_Making Content Comprehensible with Sheltered Instruction Strategies	4	34
SYM_Making Data Driven Instruction More than Just a Cliché: Leveraging Ellevation	3	3

Appendix M (continued)

Scope and Frequency of Professional Development Training, 2020–2021

Description	# Sessions	Total Attendance
SYM_Mano en Mano - a Systems Approach to Successful & Equity-Centered DL Programs	2	21
SYM_Meeting the Challenges of Long Term ELLs	8	67
SYM_Motivating ELLs	8	140
SYM_My Students are All Different	8	86
SYM_Navigating the ELPS in Math	7	7
SYM_Nurturing Relationships in a Virtual World	4	42
SYM_Pathways to Greatness for ELL Newcomers	8	30
SYM_Patterns of Power en Espanol	4	81
SYM_Planning with Mastery in Mind- HISD Secondary Literacy	1	1
SYM_Power of Flipgrid for Elementary	4	40
SYM_Power of Flipgrid for Secondary	4	36
SYM_Put a Spin On It: Be the Lead Reader	7	25
SYM_Raising the Level of Engagement When Teaching Remotely	6	49
SYM_Reading and Writing with English Learners	13	95
SYM_Recognizing the Signs of Dyslexia in English Learners	10	113
SYM_RTI for ELs for Administrators	2	31
SYM_RTI for ELs for Teachers	6	89
SYM_Second Lang Acquisition Strategies that Supp Success on EOC and CCR	1	8
SYM_Shared Reading / Writing & Language Objectives PK -2	5	50
SYM_Sheltered Instruction from Beginning to End	6	85
SYM_Sheltered Instruction in Math	12	196
SYM_Sheltered Instruction in Texas for Pre-K Through 2nd Grade	11	11
SYM_Sheltered Instruction in Texas: Second Language Acquisition Methods for Teachers of ELs	13	125
SYM_Structures and Strategies for Teaching Reading (English)	12	230
SYM_Structures and Strategies for Teaching Reading (Spanish)	14	256
SYM_Structures and Strategies for Teaching Writing (English)	10	172
SYM_Structures and Strategies for Teaching Writing (Spanish)	11	137
SYM_Supporting ELs in a Virtual Environment	2	24
SYM_Sway Cool: Elevate the Student Voice Across the Curriculum for Teachers	1	11
SYM_Sway Cool: Eleve la voz de los estudiantes en todo el plan de estudios por Maestros	1	10
SYM_Talk, Read, Talk, Write	9	108
SYM_Teaching Science to ELs	4	4
SYM_Teaching Social Studies to ELs	2	2
SYM_TELPAS & ELPS Mastery Instructional Strategies	5	5
SYM_TELPAS Listening and Speaking - Closing the Gap	6	6
SYM_The Land of Opportunities: Sheltered Instruction Strategies in Math & Science	8	121
SYM_The pen is mightier than the keyboard: Benefits of digital inking across Windows 10	1	16
SYM_They Don't Arrive Empty: Building on What Students Already Know	7	129
SYM_Using Data to Effectively Leverage Dual-Language Instruction	3	38
SYM_Using Tech to Boost Academic Achievement of ELs	6	80
SYM_Visual Literacy in Content-Area Instruction	5	5
SYM_Visual Non-Glossary	7	66
SYM_Vocabulary in Action: Pump Up the Vocab	6	83
SYM_What role does "English" play in math instruction?	4	80
SYM_Writing to Learn in Motion: Pen/cil to Paper	1	1
The New ELD Listening and Speaking Assessment	4	75

Appendix M (continued)

Scope and Frequency of Professional Development Training, 2020–2021

Description	# Sessions	Total Attendance
VIRT_¡Alégrate con Be GLAD!	6	85
VIRT_38 Great Academic Language Builders	2	103
VIRT_7 Steps to a Language Rich Interactive Classroom	4	167
VIRT_Academic Conversations: Let's Talk	7	239
VIRT_Boosting Achievement for Under Schooled Students	1	20
VIRT_Building a Mathematical Growth Mindset Community for 2nd Lang Learners during remote	1	50
VIRT_Classroom Instruction that Works with English Language Learners (CITW with ELLs)	2	55
VIRT_Co-Construct Cultural Competency	3	49
VIRT_Content, Literacy & Language Integration & Language Objectives	1	38
VIRT_Critical Questions, Practical Answers: Using PLCs to Ensure ELs Excel for Admin	1	25
VIRT_Dual Language Curriculum Documents in a Nutshell	3	32
VIRT_ELPS Integration for Administrators	1	11
VIRT_ELPS Integration for Teachers	9	275
VIRT_ELs in Texas What Leaders Need to Know	2	78
VIRT_ESL Planning Guides Overview K-5	2	25
VIRT_Glad Academy	2	10
VIRT_How to Best Utilize El Libro de Estrategias de Escritura	3	38
VIRT_How to Best Utilize El Libro de Estrategias de Lectura	5	5
VIRT_How to continue to foster and strengthen true bilingual education during remote learning	1	57
VIRT_I Have the ELD Assessment Results...Now What?	2	78
VIRT_LPAC MOY Decision-Making for New LPAC Administrators – High School	2	16
VIRT_LPAC MOY Decision-Making for New LPAC Administrators– Elementary & Middle School	2	71
VIRT_LPAC MOY Decision-Making Updates for Returning LPAC Administrators– High School	1	29
VIRT_Most Effective Practice for Admin to serve language learners with Culture&Language	1	25
VIRT_Most Effective Practices for teachers to serve language learners with Culture & Language	11	85
VIRT_Nurturing Relationships in a Virtual World	5	64
VIRT_Pathways to Greatness for ELL Newcomers: A Comp. Guide for Schools & Teachers	3	15
VIRT_Patterns of Power en Espanol	2	64
VIRT_Put A Spin On It: Be the Lead Reader	2	108
VIRT_RAZ Plus-Features and Overview:Resources for Found. Skills, CRIT. THINKING & Writing	4	90
VIRT_Reading and Writing with ELs	2	116
VIRT_Shared Reading & Writing Activities & Lang Objectives	2	50
VIRT_Sheltered Instruction from Beginning to End	16	565
VIRT_Sheltered Instruction in Math	1	50
VIRT_Sheltered Instruction in Texas: Second Language Acquisition Methods for Teachers of ELs	1	21
VIRT_SI Coach EOY	11	140
VIRT_SI Coach Initial Meeting (JobAlike) Makeup	3	59
VIRT_SI Coach Mid- Year Training	8	199
VIRT_Spanish Math Intervention Focused Kits 4th & 5th Grades	3	41
VIRT_Support Literacy by 3 with Leveled Texts K-5	3	67
VIRT_Talk, Read, Talk, Write	1	70
VIRT_Teaching ELAR to ELs in a Virtual Environment 2-5	6	21
VIRT_Teaching ELAR to ELs in a Virtual Environment 6-12	1	13
VIRT_Teaching Math to ELs in a Virtual Environment 2-5	1	16
VIRT_Teaching Math to ELs in a Virtual Environment 6-12	1	13
VIRT_Teaching Science to ELs in a Virtual Environment 2-5	1	9

Appendix M (continued)

Scope and Frequency of Professional Development Training, 2020–2021

Description	# Sessions	Total Attendance
VIRT_Teaching Science to ELs in a Virtual Environment 6-12	1	10
VIRT_Teaching Science to English Learners	1	21
VIRT_Teaching Social Studies to ELs in a Virtual Environment 6-12	1	7
VIRT_Teaching Social Studies to English Learners	1	7
VIRT_The Visual Non Glossary	2	27
VIRT_Toma La Palabra: Enlazando la oralidad y la lectoescritura durante los tiempos...	3	66
VIRT_Using the New ELD to Drive Instruction for Your ELs	1	9
VIRT_Vocabulary in Action: Pump Up the Vocab	4	197
VIRT_Writing to Learn in Motion: Pen/Cil to Paper	3	52
What should an admin observe in effective BIL and DL classrooms during remote learning time?	1	28
VIRTUAL TOTAL	983	13,549
ESOL Districtwide Swivl Initiative Face-to-Face Training	2	22
COURSE TOTAL	2	22
OVERALL TOTAL	1,008	15,668
UNIQUE INDIVIDUALS (ONLINE)		1,116
UNIQUE INDIVIDUALS (VIRTUAL)		3,724
UNIQUE INDIVIDUALS (COURSES)		18
UNIQUE INDIVIDUALS (OVERALL)		4,294

Source: Multilingual Department, OneSource