MEMORANDUM   October 18, 2021

TO: Anna White
            Executive Director, Multilingual Programs

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

SUBJECT: **2021 PRE-EXIT EL STUDENT PERFORMANCE REPORT**

The Houston Independent School District offers two primary bilingual programs for Spanish-speaking English learners (ELs). In the Transitional Bilingual program (TBP), students may move into a pre-exit phase of bilingual education so long as they meet certain performance criteria. In this pre-exit phase, predominantly English-language instruction is used in core subject areas. Attached is a report summarizing the performance of students who were in the pre-exit phase of the district's Transitional Bilingual program during the 2020–2021 school year.

Key findings include:
- A total of 2.148 English learners were in the pre-exit phase of TBP in 2020–2021, a decrease from 3,367 in the previous year.
- Students in the pre-exit phase outperformed other EL students on the reading, mathematics, writing, and science portions of the English STAAR, as well as on the TELPAS.
- Results from the STAAR showed that pre-exit students outperformed the district in reading (+1 percentage point) and mathematics (+2 percentage points), with performance gaps in writing (-2 percentage points), and science (-4 percentage points).
- Pre-exit students showed a decline in STAAR reading performance between 2019 and 2012 (-3 percentage points), but this was less than the declines shown by other ELs (-7 points) or the district overall (-9 points).
- Only forty-three percent of first-year pre-exit students met the recommended readiness criteria for acceptance into the pre-exit phase, but this was an improvement over the 32 percent figure observed in 2019.
- Students who had not met the acceptance criteria (but who were nonetheless considered pre-exit) showed markedly lower English language proficiency and STAAR reading performance and were less likely to have exited EL status even six years after beginning the pre-exit phase.

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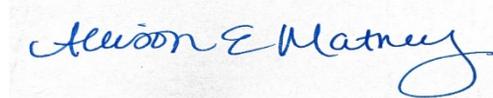
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Attachment

cc: Millard L. House   Dr. Richard Cruz   Dr. Khalilah Campbell

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PRE-EXIT EL STUDENT PERFORMANCE REPORT:
STAAR AND TELPAS 2020–2021

Executive Summary

Program Description

English Language Learner (EL) students in the district's two main bilingual programs (transitional and dual language) are instructed in both English and Spanish. The relative amount of instruction in each language depends on both program and grade level. Students in the transitional bilingual program have the option of entering a *pre-exit phase or strand* in grades 3 through 5 as long as certain criteria are met. In this phase, English instruction is emphasized while introduction and reinforcement of new concepts are done in the primary language. This report summarizes data from ELs who are in the pre-exit phase of the district's Transitional Bilingual Program (grades 3 through 5).

Highlights

- A total of 2,148 EL students were coded as pre-exit in 2020–2021, a decrease from 3,367 in 2019–2020 and the fifth consecutive year in which there has been an enrollment decline.

- Pre-exit students outperformed other EL students on the reading, mathematics, writing, and science portions of the STAAR (English version), with gaps ranging from 10 to 13 percentage points.

- Pre-exit students showed performance gaps compared to the district on STAAR writing (-2 percentage points) and science (-4 points), but had a higher passing rate in reading (+1 percentage point) and mathematics (+2 points).

- Pre-exit students showed a decline in STAAR reading performance between 2019 and 2021 (-3 percentage points), but this was less than the declines shown by other ELs (-7 points) or by the district overall (-9 points). Passing rates in STAAR mathematics declined by double digits in 2021 compared to 2019 for all comparison groups (range of -18 to -23 percentage points).

- Between 2019 and 2021, pre-exit students, other EL students, and the district overall declined on all STAAR subjects. Pre-exit students showed smaller declines than the district in reading and science, but large declines in mathematics and writing.

- TELPAS results showed that 27% of pre-exit students scored at the highest level of English language proficiency (Advanced High) in 2021, compared to 14% for other ELs. They also showed more progress, with 41% showing gains in proficiency versus 32% for all other ELs.

- Analysis of data from first-year pre-exit students showed that there continues to be a widespread lack of adherence to district readiness indicators for acceptance into the pre-exit phase. Overall, only 43% of first-year pre-exit students met the established readiness indicators, a decline from the 44% figure reported in 2020, but still a marked improvement over the 32% figure observed in 2019.

- Pre-exit students who had actually met the readiness indicators performed much better than did those who had not, as reflected in 2021 TELPAS and STAAR scores.

- There was also evidence confirming that students who had not meet the pre-exit readiness indicators are much less likely to successfully exit EL status in subsequent years.

Recommendations

1. It is crucial that campus leaders establish and maintain systems to identify and track students who have the potential to enter the pre-exit phase only if they have met the specified performance criteria in the previous school year. Campus leadership teams should support the LPAC as they monitor the academic and linguistic progress of all ELs each year. This will ensure that students in early grades meet the established readiness indicators before participating in the pre-exit phase of the Transitional Bilingual program. The Multilingual Programs Department should continue to collaborate with the campus staff to disseminate and use the findings to create an instructional plan to meet the linguistic and academic needs of the ELs with significant performance deficits on TELPAS and STAAR. If the above recommendations are not in place, the Pre-exit students are far less likely to reclassify and exit EL status.

2. The Multilingual Program Department in collaboration with campus leadership teams should continue to ensure that the indicators for of the Pre-exit readiness are met as outlined in the Multilingual Programs Guidelines 2021-2022 under the Language of Instruction Framework p. II-2   In addition, reports for each Campus should be generated for monitoring throughout the year, with customized data to be reviewed with the Schools Office.

3. In order to provide appropriate native language support, students in the Pre-Exit Phase will receive instruction from a Bilingual certified teacher, as outlined in the Multilingual Programs Guidelines 2021-2022 p. II-4. (*Use link above*) If this is not the case, the campus principal will submit a completed Alternative Language Program/Recruiting Activities form to the Multilingual Programs Department which will serve as documentation of the proposed alternative bilingual program and projected recruitment plan. On behalf of campuses that are unable to staff bilingual classrooms with appropriately certified teachers, the Multilingual Programs Department will request from the commissioner of education an exception for the bilingual education program and approval to offer an alternative language program as per 19 TAC §89.1207(a).

Introduction

English Language Learner (EL) students in the district's two main bilingual programs (transitional and dual language) are instructed in both English and Spanish. The relative amount of instruction in each language depends on both program and grade level. In the transitional bilingual program, students receive primary language instruction for concept development while at the same time acquiring English skills. English instruction increases annually through grade 3, but in grades 3 through 5 at least half of instructional time is still allocated to Spanish (including reading and language arts).

Students in the transitional program (who entered the program in prekindergarten or kindergarten) have the option of entering the *pre-exit phase or strand* in grades 3 through 5 if they meet certain performance criteria.[1] In the pre-exit phase, English instruction is emphasized, with introduction and reinforcement of new concepts done in the primary language. This report summarizes data from EL students who participated in the pre-exit phase of the district's transitional bilingual programs (grades 3 through 5) in 2020–2021.

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

Students are admitted to the pre-exit strand in grades 3 to 5 only if certain criteria are met, as illustrated in **Table 1** (p.4). Note that a student who was admitted into the pre-exit phase in 2020–2021, would be admitted on the basis of performance in the previous school year (i.e., 2019–2020).

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

Expectations
* English learners are expected to make at least one level of growth in English proficiency, annually, in the areas of Listening, Speaking, Reading, and Writing as documented in TELPAS.
* Continuously enrolled English learners are expected to meet reclassification criteria by their fifth year in US schools starting with first grade.

YL

PK	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Spanish Literacy Mathematics Social Studies Science	**Spanish** Reading & Language Arts Mathematics Social Studies Science	**Spanish** Reading & Language Arts Mathematics Social Studies	**Spanish** Reading & Language Arts Mathematics	**Spanish** Reading & Language Arts Mathematics	**Spanish** Reading &Language Arts Mathematics	**Spanish** Reading & Language Arts Mathematics
			English Social Studies Science ESL/ELD 45 min	**English** Social Studies Science ESL/ELD 75 min	**English** Social Studies Science ESL/ELD 75 min	**English** Social Studies Science ESL/ELD 75 min
English ESL/ELD 30-45 min	**English** ESL/ELD 30-45 min	**English** Science ESL/ELD 30-45 min				
Ancillary	Ancillary	Ancillary	Ancillary	Ancillary	Ancillary	Ancillary

ESL= English as a Second Language, ELD=English Language Development

YL students must meet the following readiness criteria to be coded YP:

Third Grade Criteria:
- Students must score Advanced (3) or Advanced High (4) on TELPAS Reading **and** Writing.

Fourth Grade Criteria:
- Students must meet passing standard on 3rd grade STAAR Reading **and**
- Score Advanced (3) or Advanced High (4) on TELPAS Reading **and** Writing.

Fifth Grade Criteria:
- Students must meet passing standard on 4th grade STAAR Reading **and**
- Score Advanced (3) or Advanced High (4) on TELPAS Reading **and** Writing.

YP

3rd Grade	4th Grade	5th Grade
Strategic Spanish Support*	**Strategic Spanish Support***	**Strategic Spanish Support***
English Reading Language Arts Mathematics Social Studies Science Ancillary	**English** Reading Language Arts Mathematics Social Studies Science Ancillary	**English** Reading Language Arts Mathematics Social Studies Science Ancillary

Notes
*Strategic Spanish Support is not a course and does not require a grade.

Source: Multilingual Programs Department Guidelines 2020-2021

Table 1. Transition Indicators for Admission into Pre-Exit Phase/Strand for 2020–2021	
Entering Grade	**Criteria (Based on 2019–2020 Assessments)**
Grade 3, 4, & 5	Student scores Advanced or Advanced High on TELPAS Reading **AND** TELPAS Writing
Note:	*Since STAAR data was not available for 2020, only TELPAS R/W scores were used. If TELPAS data from 2020 was missing, results from 2019 were used (assumed 1-level of improvement in 2020)*

Source: HISD Multilingual Programs Guidelines

Methods

Participants

EL students in the pre-exit phase of the district's bilingual programs were identified using 2020–2021 IBM Cognos and Public Education Information Management System (PEIMS) databases. A summary of enrollment figures for EL students in the various programs is shown in **Table 2**. Note that enrollment in the transitional bilingual program declines after grade 2, corresponding to an increase in the number of students coded as pre-exit in grade 3. All pre-exit ELs in grades 3 through 5 with valid State of Texas Assessments of Academic Readiness (STAAR), or Texas English Language Proficiency Assessment System (TELPAS) results from 2020–2021 were included in analyses for this report. There were 2,148 students coded as pre-exit in 2020–2021. This compares to 3,367 in 2019–2020, a decrease of 36%. Note that pre-exit student enrollment has declined each year since 2015–2016 (see **Appendix A**, p. 11). This decline is presumably due to the introduction of transition indicators for pre-exit admission.

Data Collection & Analysis

Results for pre-exit EL students from the STAAR 3–8 and TELPAS assessments were analyzed at the district and campus levels. English STAAR results are reported and analyzed for 2,108 pre-exit students on the reading, mathematics, writing, and science tests (grades 3–5 only). For each test, the percentage of students who met standard is shown (Approaches Grade Level standard for 2020–2021). For STAAR, only results from the regular versions are included (i.e., no data from Alternate 2 assessments are reported). Note that the "regular" version of the STAAR is now administered to students who previously would have taken either an accommodated or linguistically-accommodated version of these exams.

TELPAS results are reported and analyzed for pre-exit students on two indicators. One measure reflects attainment, i.e., the overall level of English language proficiency exhibited by ELs. For this indicator, the percent of students at each proficiency level is presented. A second TELPAS indicator reflects progress, i.e., whether students gained one or more levels of English language proficiency between testing in 2020 and 2021. For this indicator, the percent gaining at least one proficiency level is reported. **Appendix B** (see p. 12) provides further details on each of the assessments analyzed for this report.

| Table 2. EL Enrollment by Bilingual Program and Grade Level, 2020–2021								
Program	**PK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Transitional	3,405	3,447	3,911	4,007	3,189	2,007	906	18
Pre-Exit	0	0	0	0	354	777	977	40
Dual Language	724	943	963	1,001	938	819	659	184
Alternative Bilingual	0	6	25	7	451	812	1,339	9
Mandarin Bilingual	24	20	8	13	13	9	5	3
Arabic Bilingual	22	23	22	19	11	14	16	0
French Bilingual	18	12	9	15	7	9	0	0

Source: Cognos Data Warehouse 5/3/21

Results

STAAR

Figure 2 shows the mean percentage of students who met the Approaches Grade Level standard on the English STAAR in 2021. Results are shown for pre-exit students, other EL students, and all students districtwide.

**Figure 2. Pre-Exit EL English STAAR Performance in 2021
(Percentage of Students Who Met the Approaches Grade Level Standard), by Subject
(Other EL and HISD Overall Results Included for Comparison, Grades 3–5 Only)**

*Source: Cognos STAAR 7/12/21, PowerSchool*
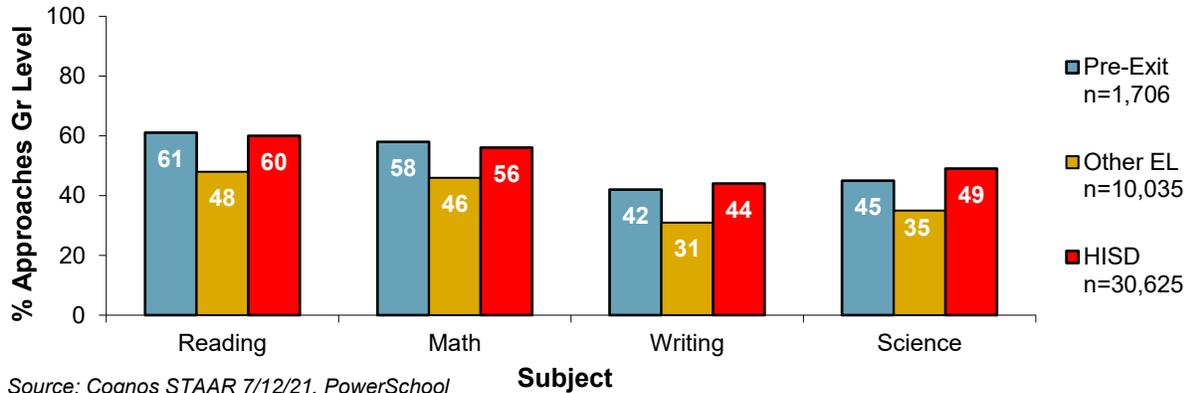
- Pre-exit student performance was above that of the district in reading and mathematics (+1 and +2 percentage points, respectively), but was lower in writing (-2 points) and science (-4 points).

- Pre-exit students had higher passing rates than other ELs in all subjects, with advantages ranging from 10 to 13 percentage points. More detailed STAAR performance data can be found in **Appendix C** (see p. 13), including grade-level results, the number of students tested, and data for 2019.

- **Figure 3** shows STAAR reading and mathematics results for pre-exit students and other EL students for 2018, 2019, and 2021.

- Passing rates in both reading and mathematics declined in 2021, and this was true for all three groups of students. Decreases were larger for mathematics than for reading.

Figure 3. Percentage of Pre-Exit EL Students Who Met Approaches Grade Level Standard on English STAAR 2018, 2019, & 2021 (Reading and Mathematics, Other EL and HISD Overall Results

Source: STAAR, Chancery, PowerSchool
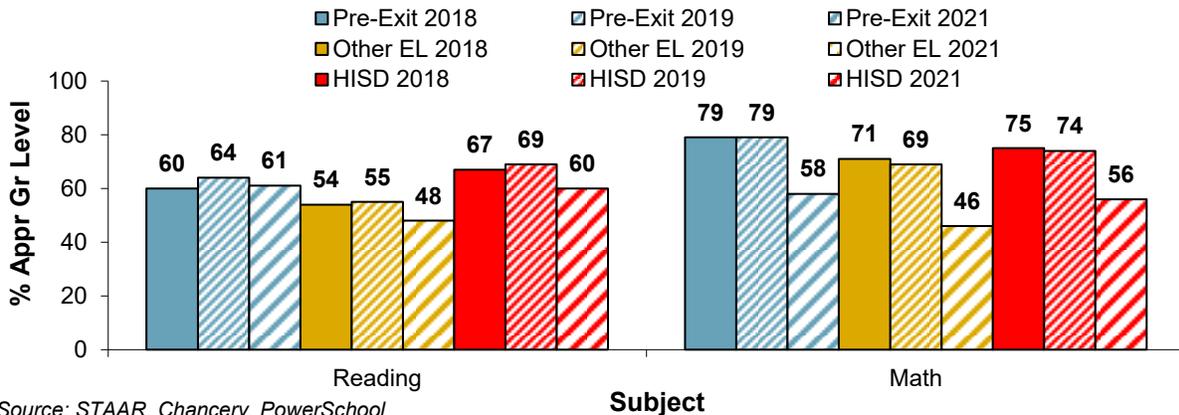
- Pre-exit students showed smaller declines than other EL students in reading (-3 versus -7 percentage points) and mathematics (-21 versus -3 percentage points). Both groups of ELs had smaller decreases than the district in reading, but larger decreases in mathematics.

- **Figure 4** (below) shows results for all STAAR subjects (reading, mathematics, writing, and science) on which pre-exit students were tested. Data are displayed as the amount of change between 2019 and 2021 in the percentage of students who met the Approaches Grade Level standard.

Figure 4. STAAR Writing, Science, and Social Studies: Change in Percent Students Meeting Approaches Grade Level Standard From 2019 to 2021

Source: STAAR, Chancery, PowerSchool
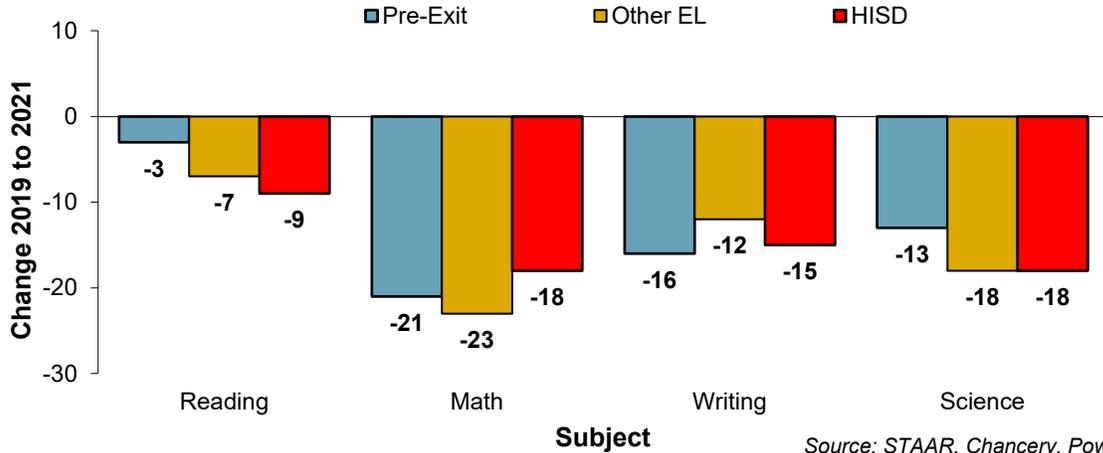
- Passing rates in 2021 decreased in all subjects and for all three groups of students. Pre-exit student showed a smaller decrease than other EL students in reading, mathematics, and science, but had a larger decrease in writing.

TELPAS

Figure 5 shows TELPAS performance for pre-exit students. Shown are the percentages of students scoring at each proficiency level on the TELPAS in 2021, as well as the percentage of students who made gains in proficiency between 2020 and 2021. Other EL results are included for comparison.

Figure 5. Pre-Exit Student TELPAS Performance 2021: A. Percent of Students at Each Proficiency Level, B. Percent of Students Showing Gains In Proficiency (Grades 3–5 Only)
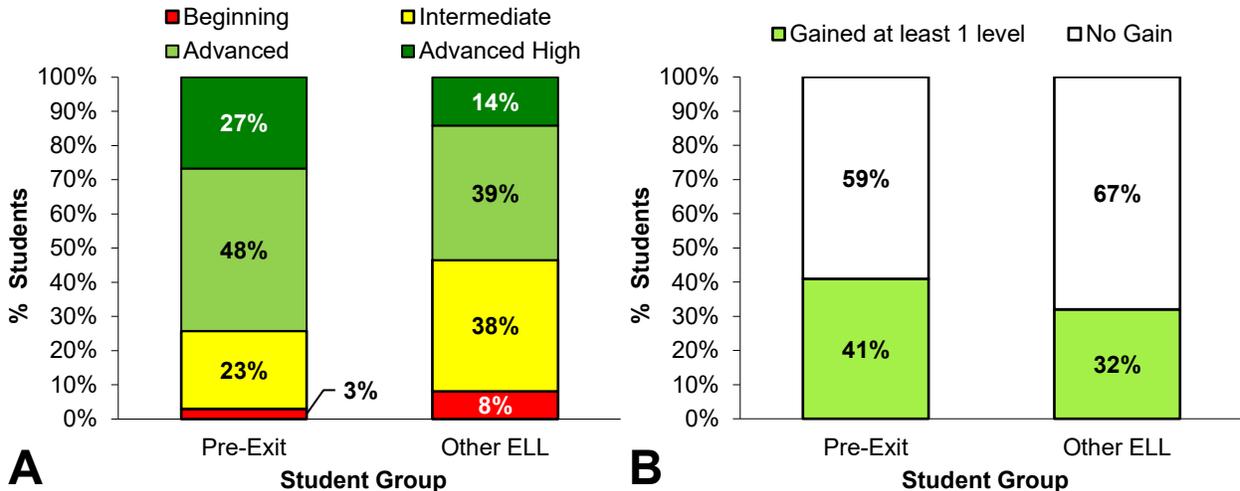

Source: TELPAS data file 7/20/21, PowerSchool

- A higher percentage of pre-exit students scored Advanced High (27% vs. 14%) and a smaller percentage scored at the Beginning or Intermediate levels in 2021 (26% vs. 46%) than ELs who were not in the pre-exit phase (see Figure 5; for further details see **Appendix D**, p. 14).

- A higher percentage of pre-exit students made progress in 2021 than did other EL students from the district overall (Figure 5b, 41% vs. 32%; see also **Appendix E**, p. 14).

What percentage of students who entered the pre-exit phase met the readiness indicators?

Entry into the pre-exit phase is explicitly tied to the criteria summarized in Table 1 (p. 4). Students not meeting these criteria are not supposed to begin the pre-exit phase but instead remain in the transitional bilingual program. In previous years, it has been observed that many campuses were not in compliance with these guidelines. Accordingly, data from newly enrolled pre-exit students were analyzed to find out how well the criteria were applied in the current year. A summary of these data is shown in **Figures 6** and **7**.

Figure 6. Percentage of 3rd Through 5th-Grade Students Who Started Pre-Exit Phase in 2020–2021, and Who Met the Grade Level Readiness Indicators Required by the District
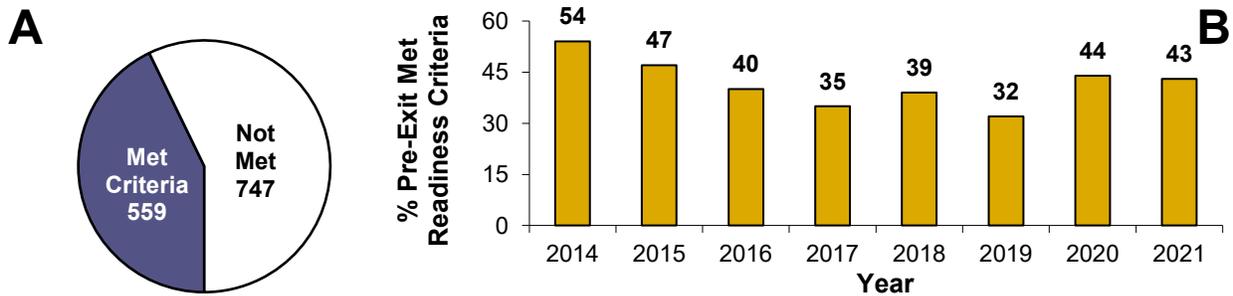
- Overall, only 43% of first-year pre-exit students met the stated readiness criteria, but this was an increase from the 32% observed in 2019–2020 (see **Figure 6**).

- The percentage of new pre-exit students who met the readiness criteria has declined from a peak of 54% in the first year these criteria were implemented but has improved since 2019 (see **Figure 6b**).

- Of the 76 campuses with new (as of 2020–2021) pre-exit students in grades 3–5, ten of them had at least 81% of students who met the stated readiness criteria (see **Figure 7**), and the majority of campuses (62 of 76) had 60% or fewer of new pre-exit students who met readiness criteria.

Figure 7. Counts of Campuses Grouped by the Percentage of New Pre-Exit Students Meeting the Readiness Criteria, 2020–2021
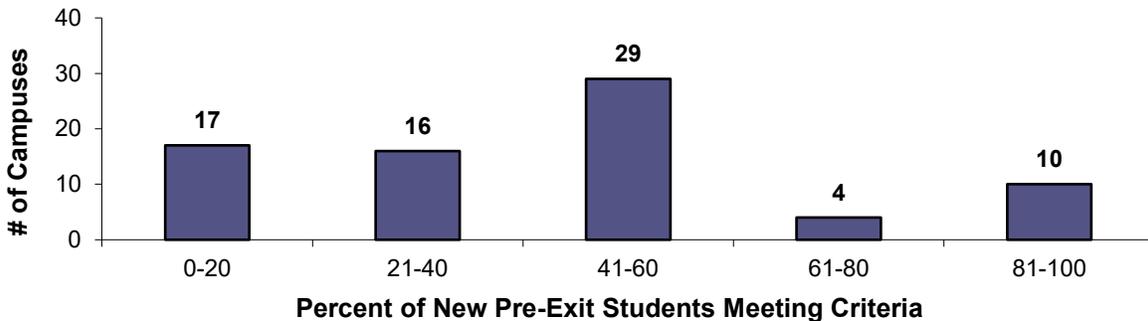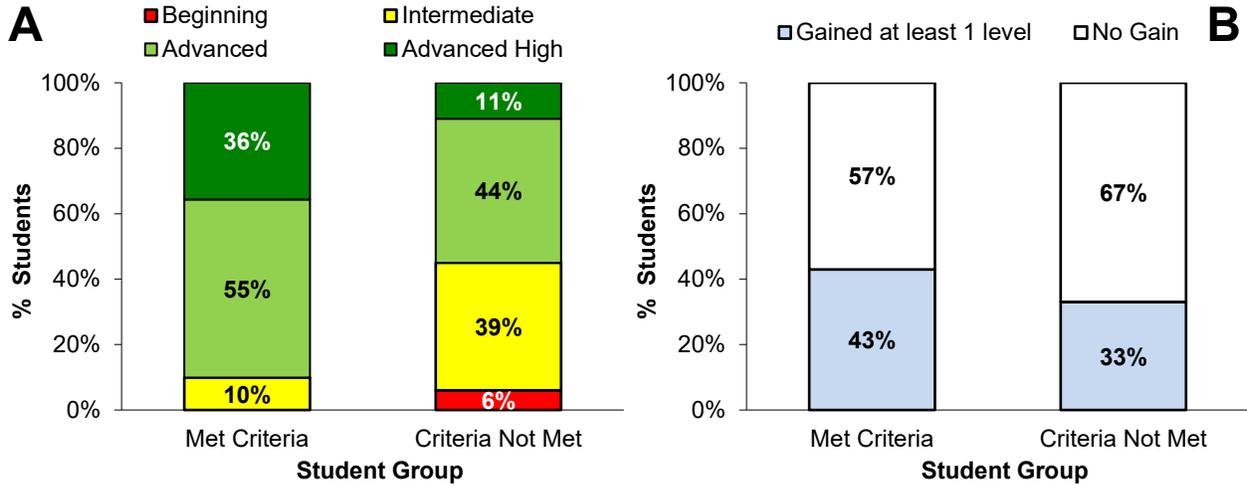
Figure 8. 2020 TELPAS Performance of Students Who Either Met or Did Not Meet Pre-Exit Readiness Indicators: A. Overall Proficiency Level in 2021, B. Percentage of Students Making Gains in Proficiency Between 2020 and 2021

- New pre-exit students who had met the readiness criteria performed much better on the TELPAS, as can be seen in **Figure 8**. Thirty-six percent of students who met the criteria scored Advanced High (versus 11% for students who did not meet the criteria) and 43% showed progress in English proficiency compared to the previous year (versus 33% for students not meeting criteria). **Appendix F** (p. 15) shows further details, including a breakdown of performance by language domain.

- Analogous results from the STAAR English reading assessment are shown in **Figure 9**. Pre-exit students who had met the eligibility criteria in 2021 had a much higher passing rate (78 percent) than did those who did not (36 percent).

Figure 9. 2021 STAAR English Reading Performance of Students Who Either Met or Did Not Meet Pre-Exit Readiness Criteria
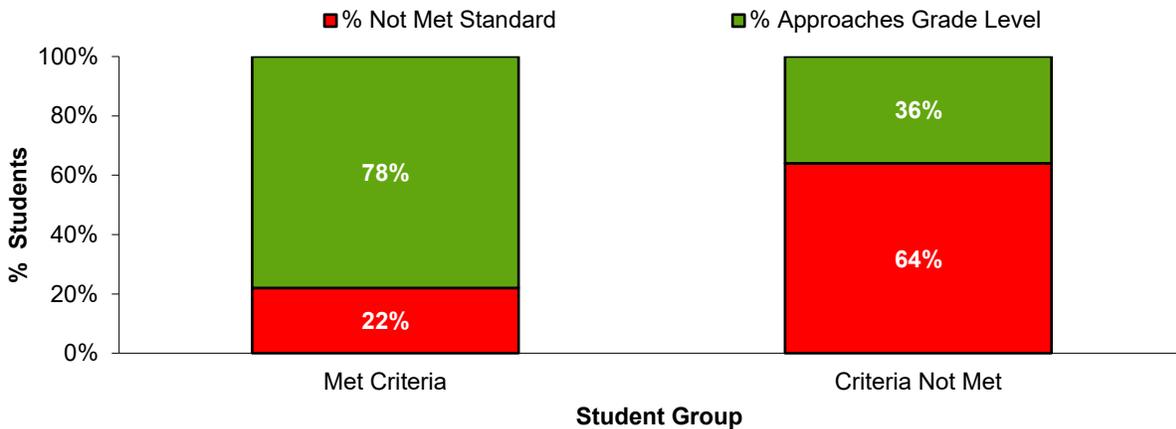
Are pre-exit students who meet the readiness indicators successful in being reclassified as non-ELs?

- **Figure 10** shows the percentage of students entering the pre-exit phase in 2013–2014 through 2019–2020, who had been reclassified as non-EL as of 2/11/21. Data are broken down by whether the student had met the applicable readiness indicators for that year.

Figure 10. Percentage of First-Year Pre-Exit students From 2014 through 2020 Who Had Been Reclassified as Non- EL as of 2/11/21, Based on Whether They Did or Did Not Meet the Readiness Indicators
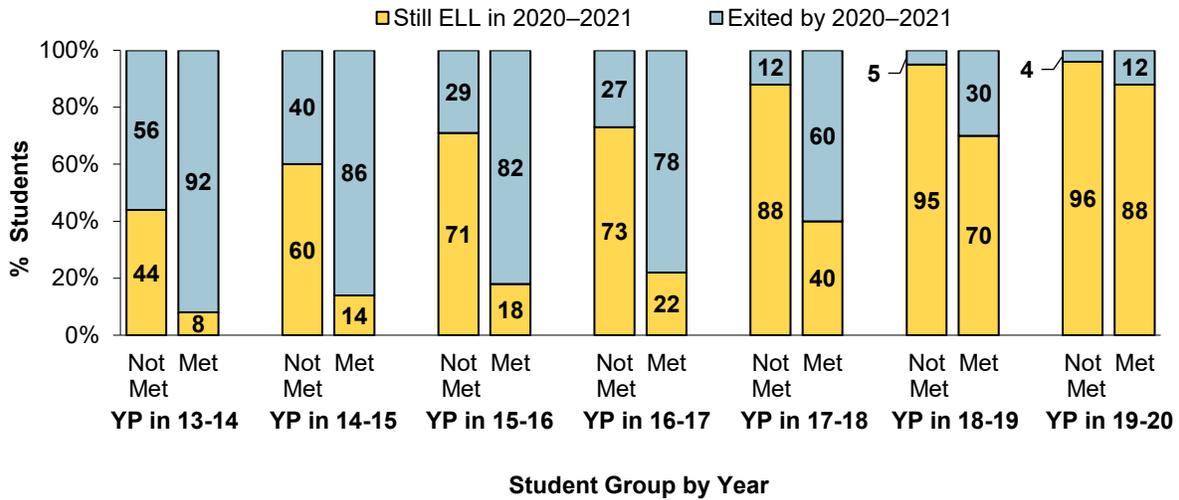
- For each cohort of new pre-exit students, results showed that students were far less likely to have been reclassified as non-EL by 2020–2021 if they had not met the pre-exit readiness criteria which were applicable when they first entered pre-exit status.

- Even students who entered the pre-exit phase as long ago as the 2013–2014 school year were most likely to still be EL (44 percent) if they had not met the relevant pre-exit readiness criteria, whereas 92 percent of students who had met the readiness criteria that same year had been reclassified.

Discussion

In HISD, EL students in the transitional bilingual education program receive both Spanish and English instruction in grades 3 through 5, but these students (as well as certain students in the Dual Language program) can enter a pre-exit phase of mostly English-language instruction if they meet certain performance criteria. Students in the pre-exit phase are expected to be, if not yet fully proficient in English, at least making progress toward being able to meet EL reclassification criteria. Performance on the STAAR and TELPAS showed that pre-exit ELs scored higher than did other ELs who were not in the pre-exit phase. On the STAAR, the performance gap relative to the district had been eliminated in reading and mathematics, but still existed for writing and science. STAAR reading passing rates did decline in 2021 for pre-exit students, but not by as much as was the case for other ELs, or for the district overall. English language proficiency results from the TELPAS showed that more pre-exit students scored at the highest level of English proficiency (27% vs. 14%) compared to other EL students. Finally, more pre-exit students showed progress on the TELPAS between 2020 and 2021 (41% vs. 32%).

While only 43% of students who started the pre-exit phase in 2020–2021 met the recommended acceptance criteria, this is significantly better than was the case only two years ago, where 32% of new pre-exit students met acceptance criteria. This improved fidelity in regards to the recommended guidelines likely has contributed to the trend (seen in Appendix A) towards reduced enrollment in the pre-exit phase over the past few years. There is clear evidence that students who are not prepared to enter the pre-exit phase of the bilingual program (based on their failure to meet the entrance criteria) perform quite poorly on both tests of English language proficiency (TELPAS) and on the state-mandated STAAR assess-

ment. They are also less likely to successfully meet reclassification criteria in subsequent years. Hence It is crucial that the Multilingual Programs Department disseminate these findings to campuses with pre-exit students, and continue to emphasize the importance of following the guidelines for acceptance of students into the pre-exit phase.

Endnotes

1. Students in a dual language (DL) program cannot enter the pre-exit phase unless they have transferred to a campus without a dual language program. In 2012 and again in 2014, the district began implementing revamped guidelines and a revised curriculum for dual language schools, which included new time and content allocations for English and Spanish instruction. This coincided with an expansion of the program to new campuses. At these new DL campuses, implementation of the revised DL program has occurred gradually, beginning in prekindergarten and kindergarten, and moving into higher grades as the original cohorts of students progressed. Based on this implementation timeline, students at DL campuses who do not belong to those original dual language cohorts, may enter the pre-exit phase once they reach 3rd, 4th, or 5th grade (assuming they meet the performance criteria), when the revised DL program is not yet offered at those grade levels (grades in which the transitional bilingual program is being phased out).

Appendix A

Pre-Exit Student Enrollment 2015–2016 Through 2020–2021

School Year	# Pre-Exit Students
2015-2016	7,800
2016-2017	7,393
2017-2018	6,081
2018-2019	4,875
2019-2020	3,367
2020-2021	2,148

Source: Cognos Data Warehouse, grades 3-6 only.

Appendix B

Explanation of Assessments Included in Report

Pre-exit EL performance on two assessments is included in this report; the State of Texas Assessments of Academic Readiness (STAAR, English version) and the Texas English Language Proficiency Assessment System (TELPAS).

The STAAR is a state-mandated, criterion-referenced assessment used to measure student achievement. Pre-exit EL students are assessed in English. The STAAR measures academic achievement in reading and mathematics at grades 3–8; writing at grades 4 and 7; social studies in grade 8; and science at grades 5 and 8. STAAR results for pre-exit students are reported for reading, mathematics, writing, and science.

The STAAR Level II Phase-in 1 Satisfactory standard (used for 2012 to 2015) was increased to the Level II Satisfactory progression standard in 2016, and was to increase each year until 2021–2022. However, by commissioner's rule, that planned annual increase was overruled, and for 2017 and subsequent years the standards in place for 2016 were retained (albeit relabeled as "Approaches Grade Level") in order to provide consistency for district's looking to assess growth in student achievement. However, it does remain true that different passing standards applied for the years 2012–2015 as compared to 2016 or later. Students taking the STAAR grades 3–8 assessments now have to answer more items correctly to "pass" the exams than in 2015 or earlier.

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 C

English STAAR Performance of Pre-Exit Students with HISD for Comparison: Number Tested and Percent Who Met the Approaches Grade Level Standard by Grade Level and Subject

Program	Grade	Enrollment 2019 N	Enrollment 2021 N	Reading 2019 # Tested	Reading 2019 % Appr.	Reading 2021 # Tested	Reading 2021 % Appr.	Mathematics 2019 # Tested	Mathematics 2019 % Appr.	Mathematics 2021 # Tested	Mathematics 2021 % Appr.
Pre-Exit	3	707	354	629	76	270	61	650	88	270	57
	4	1,945	777	1,643	67	651	59	1,732	77	648	55
	5	2,201	977	2,054	57	785	63	2,083	78	784	61
	Total	**4,853**	**2,108**	**4,326**	**64**	**1,706**	**61**	**4,465**	**79**	**1,702**	**58**
Other ELL	3	6,688	6,383	2,932	61	2,704	48	2,369	73	2,946	45
	4	4,883	5,850	3,183	54	3,430	43	3,277	64	3,438	40
	5	3,686	5,395	3,287	51	3,901	52	3,325	70	3,842	51
	Total	**15,257**	**17,628**	**9,402**	**55**	**10,035**	**48**	**9,861**	**69**	**10,226**	**46**
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
	Total	**51,170**	**47,221**	**43,575**	**69**	**30,625**	**60**	**44,192**	**74**	**30,794**	**56**

Program	Grade	Enrollment 2019 N	Enrollment 2021 N	Writing 2019 # Tested	Writing 2019 % Appr.	Writing 2021 # Tested	Writing 2021 % Appr.	Science 2019 # Tested	Science 2019 % Appr.	Science 2021 # Tested	Science 2021 % Appr.
Pre-Exit	3	707	354	0	*	0	*	0	*	0	*
	4	1,945	777	1,656	58	641	42	0	*	0	*
	5	2,201	977	0	*	0	*	2,102	58	793	45
	Total	**4,853**	**2,108**	**1,656**	**58**	**641**	**42**	**2,102**	**58**	**793**	**45**
Other ELL	3	6,688	6,383	0	*	0	*	0	*	0	*
	4	4,883	5,850	3,173	43	3,441	31	0	*	0	*
	5	3,686	5,395	0	*	0	*	3,380	53	4,074	35
	Total	**15,257**	**17,628**	**3,173**	**43**	**3,441**	**31**	**3,380**	**53**	**4,074**	**35**
HISD	3	17,058	15,551	0	*	0	*	0	*	0	*
	4	17,317	15,715	14,899	59	10,379	44	0	*	0	*
	5	16,795	15,955	0	*	0	*	16,076	67	11,223	49
	Total	**51,170**	**47,221**	**14,899**	**59**	**10,379**	**44**	**16,076**	**67**	**11,223**	**49**

Source: STAAR student data files, Chancery, PowerSchool   ** Scores not reported for fewer than 5 students*

Appendix D

TELPAS Performance for Pre-Exit Students for 2021: Number Tested and Number and Percentage of Students at Each Proficiency Level, by Grade Level

Program	Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		AH 2020	Composite Score
			N	%	N	%	N	%	N	%		
Pre-Exit	3	324	15	5	73	23	155	48	81	25	44	3.0
	4	689	11	2	144	21	360	52	174	25	35	3.0
	5	848	32	4	204	24	371	44	241	28	37	3.0
	Total	**1,861**	**58**	**3**	**421**	**23**	**886**	**48**	**496**	**27**	**37**	**3.0**
Other EL	3	5,535	433	8	2,359	43	2,095	38	648	12	20	2.6
	4	4,861	472	10	1,946	40	1,861	38	582	12	19	2.5
	5	4,421	293	7	1,357	31	1,894	43	877	20	29	2.7
	Total	**14,817**	**1,198**	**8**	**5,662**	**38**	**5,850**	**39**	**2,107**	**14**	**22**	**2.6**

Source: TELPAS 7/20/21, PowerSchool ** Scores not reported for fewer than 5 students*

Appendix E

TELPAS Performance for Pre-Exit Students for 2021: Number Tested and Number and Percentage of Students Gaining 1, 2, 3, or 1 or More Proficiency Levels, by Grade Level

Program	Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level		Gained 2020
			N	N	%	N	%	N	%	N	%	
Pre-Exit	3	136	57	42	6	4	0	0	63	46	52
	4	303	97	32	2	1	0	0	99	33	41
	5	410	180	44	5	1	0	0	185	45	55
	Total	**849**	**334**	**39**	**13**	**2**	**0**	**0**	**347**	**41**	**50**
Other EL	3	1,765	612	35	34	2	0	0	646	37	49
	4	1,520	336	22	5	0	0	0	341	22	33
	5	1,394	515	37	18	1	0	0	533	38	50
	Total	**4,679**	**1,463**	**31**	**57**	**1**	**0**	**0**	**1,520**	**32**	**44**

Source: TELPAS 7/20/21, PowerSchool ** Scores not reported for fewer than 5 students*

Appendix F

TELPAS Performance for First-Year Pre-Exit Students in 2021:
Percent of Students at Each Proficiency Level,
by Language Domain and Whether They Had met the Readiness Criteria
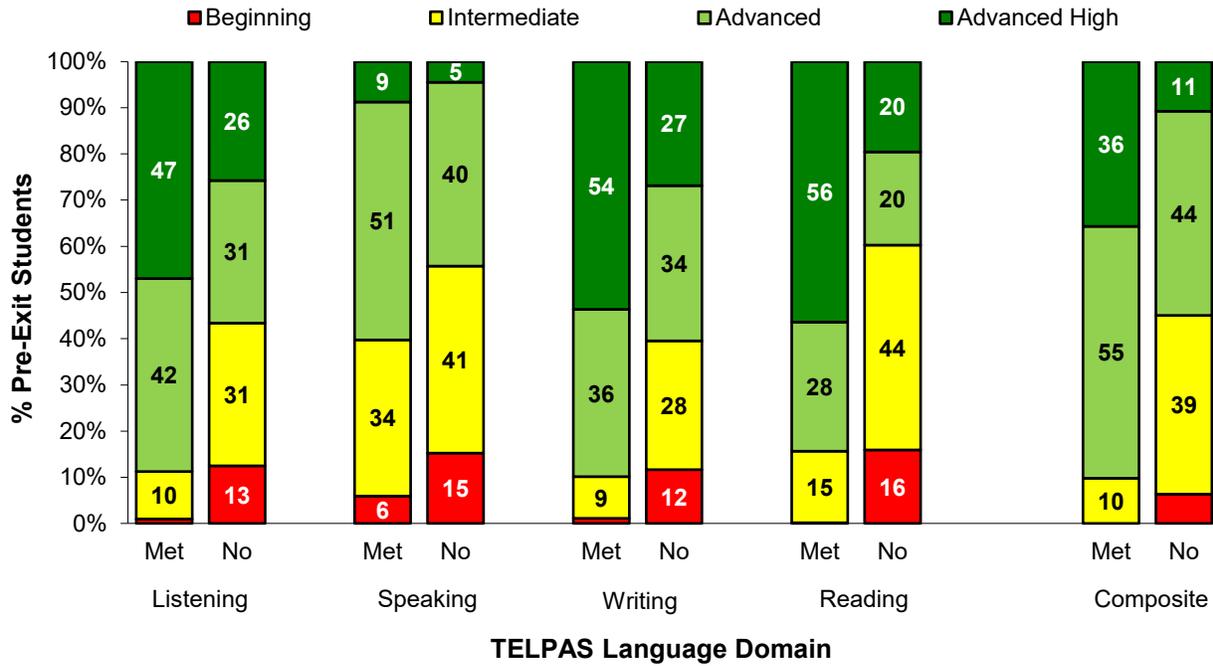
The TELPAS results shown in Figure 8 confirm previous findings that pre-exit students do better on the TELPAS if they had successfully met the recommended readiness criteria before being admitted into the pre-exit phase. Students who had not met these criteria do not do as well.

The data shown in the above chart represent a further exploration of this finding, in the form of an examination of how this pattern holds up across the four language domains represented by the TELPAS. All four domains show clear differences between the performance of students who either met or did not meet these criteria.