

MEMORANDUM

December 8, 2022

TO: Sonya Monreal
Executive Director, Multilingual Programs

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

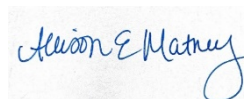
SUBJECT: **2022 ESL STUDENT PERFORMANCE REPORT**

The Houston Independent School District offers two different English as a Second Language (ESL) programs for language minority students. One of these is a Content-Based ESL (CB-ESL) program where ESL methodology is used to deliver English instruction across a variety of subject areas. The second is a Pullout ESL program (PO-ESL) where students attend special intensive language classes for part of the day, separate from their regular all-English classes. Content-Based ESL is mainly used in the elementary grades, while Pullout-ESL is primarily a secondary-level program. Attached is a report summarizing the performance of students who were in these two ESL programs during the 2021–2022 school year. Included in the report are findings from assessments of academic achievement and English language proficiency, including results from the English STAAR, STAAR EOC, and the TELPAS.

Key findings include:

- A total of 7,579 students were in the Content-Based ESL program in 2021–2022 (down from 8,224 in 2020–2021), with 23,018 students in the Pullout ESL program (up from 21,195 in 2020–2021). An additional 2,386 were considered Alternative ESL by virtue of being instructed by a teacher who was not yet ESL certified.
- Students in ESL programs did not perform as well as district students overall on the STAAR or STAAR EOC assessments.
- Students in both CB-ESL and PO-ESL showed increases in STAAR reading performance in 2022 compared to 2021 (+15 and +18 percentage points, respectively) and these increases were larger than the improvement shown by the district (+14 percentage points).
- On the STAAR for grades 3-8, students in CB-ESL had higher passing rates than those in PO-ESL, but on the EOC assessments the opposite was the case.
- ESL students who had been reclassified as non-EB had higher passing rates than the district on both STAAR 3-8 and EOC assessments.
- On the TELPAS, Content-Based ESL had fewer students rated at the Advanced level or higher, and more students rated at the Beginning level, than did PO-ESL or Alt-ESL.

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



AEM

Attachment

cc: Millard L. House II

Shawn D. Bird, Ed.D.

Khechara Bradford, Ed.D.



RESEARCH

Educational Program Report

ENGLISH AS A SECOND LANGUAGE
STUDENT PERFORMANCE REPORT
2021 – 2022



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ENGLISH AS A SECOND LANGUAGE STUDENT PERFORMANCE REPORT: ENGLISH STAAR AND TELPAS 2021–2022

Executive Summary

Program Description

The Houston Independent School District (HISD) offers two main ESL programs for students whose native language is not English and who need to develop and enhance their English language skills (emergent bilinguals¹ or EBs). The Content-Based ESL model (CB-ESL) consists of an intensive program of English instruction in all subject areas with instruction delivered through the use of ESL methodology, commensurate with the student's level of English proficiency. The district also offers a Pullout ESL model (PO-ESL), where students are served with an ESL language program for part of each day but are in a mainstream instructional setting in other subject areas. The main difference between Content-Based and Pullout ESL is that for the former, all content area instruction comes from an ESL certified teacher (as specified under Texas Education Code §29.061(c)). Whereas, for the latter, Reading/English language arts instruction must come from an ESL certified teacher, otherwise the student is in a mainstream instructional setting for other content areas. There is also a third group of ESL students, those who are participating in one of the district's ESL programs but who are paired with an English Language Arts (ELAR) teacher who is not ESL certified. Since 2019–2020, the district has identified any ESL students in this situation and designated them as Alternative ESL students (Alt-ESL). This report contains summaries of enrollment and academic performance for students in CB-ESL and PO-ESL, as well as those now categorized as Alt-ESL.

Highlights

- During the 2021–2022 school year, there were 7,579 students receiving ESL instruction using the CB-ESL model, 23,018 receiving instruction using the PO-ESL model, and 2,386 students in Alternative ESL.
- Students in ESL programs did not perform as well as district students overall on the State of Texas Assessments of Academic Readiness (STAAR) or STAAR End-of-Course (EOC) exams.
- On the STAAR for grades 3–8, students in CB-ESL performed better than those in PO-ESL in three of four subjects, while on the EOC exams, CB-ESL had higher passing rates in three of five subjects. Alt-ESL students had higher passing rates than other ESL students in STAAR reading, but had lower passing rates in most EOC subjects.
- Both CB-ESL and PO-ESL students showed increases in STAAR reading performance in 2022 compared to 2021 (+15 and +18 percentage points, respectively) and these were larger than the improvement shown by the district (+14 percentage points). All groups showed comparable increases in STAAR mathematics (range of +14 to +19 percentage points).
- Performance gaps for ESL students relative to the district were eliminated for ESL students who had been reclassified as non-EB. Both reclassified CB-ESL students and reclassified PO-ESL students performed better than the district average across all measures on the STAAR 3–8 and EOC exams.
- On the Texas English Language Proficiency Assessment System (TELPAS), CB-ESL had fewer students rated at the Advanced level or higher, and also had more students rated at the Beginning level, than did PO-ESL or Alt-ESL.

- Students in CB-ESL showed higher rates of progress in English proficiency between 2021 and 2022, compared to students in PO-ESL (45 percent showing gains compared to 37 percent for PO-ESL and 33 percent for Alt ESL).

Recommendations

1. The higher performance by students participating in a Content-based ESL program shows the importance of instruction by certified teachers in all content areas. The district should continue appropriate efforts to ensure that teachers of ESL students are both ESL certified and trained in Sheltered Instruction (SI) methodology.
2. The Schools Office Administrators and Multilingual Programs Department should continue to work with school leadership to ensure that campuses are appropriately staffed with ESL certified teachers based on district guidelines. Campuses should be guided in data analysis, EB linguistic and academic needs, and goal setting to enhance language services and improve EB academic achievement.
3. Collaboration between the Curriculum & Development and the Multilingual Programs departments should lead to the development of curricula that can be differentiated for EBs at various stages of English proficiency. This is especially important at the secondary level where EBs continue to struggle to meet standard on STAAR English I and II.
4. The implementation of the sheltered instruction strategies should continue across the entire district for all students learning in their second language. To support this effort, the Curriculum & Instruction Department should continue to provide teachers with access to Literacy Routine training while the Multilingual Programs Department continues to provide supplemental professional development aligned to the content-based language instruction.
5. The identification of Sheltered Instruction (SI) Coaches on campuses where teachers of EBs are not ESL certified is key to ensuring that they have the support needed to appropriately teach EBs. The Multilingual Programs Department should continue to support and build capacity in all SI Coaches throughout the year. This will ensure that the SI Coaches have the expertise to provide campus administrators and teachers with PD related to EB linguistic and academic needs, provide feedback for teachers of EBs, as well as develop, implement, and monitor an EB Instructional Plan.

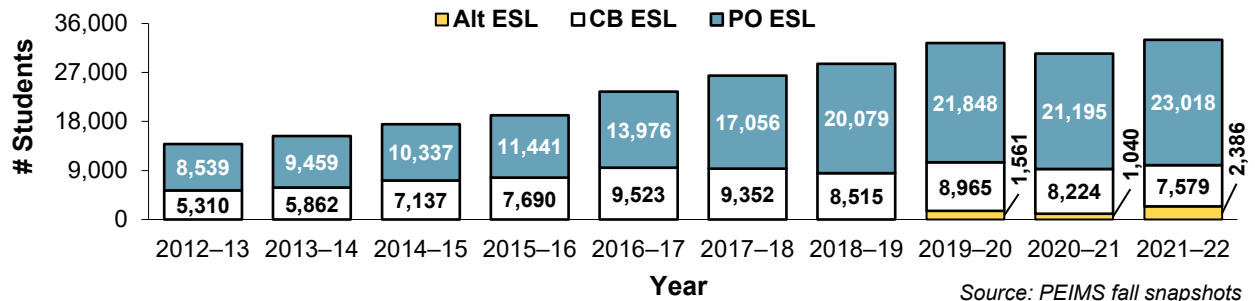
Introduction

The Houston Independent School District (HISD) offers two English as a second language (ESL) programs for students whose native language is not English and who need to develop and enhance their English language skills (emergent bilinguals or EBs). The Content-Based ESL model (CB-ESL) consists of an intensive program of English instruction in all subject areas with instruction delivered through the ESL methodology, commensurate with the student’s level of English proficiency. The district also offers a Pullout ESL model (PO-ESL), where students are served with an ESL language program for part of each day while remaining in a mainstream instructional arrangement in the other content areas. In middle and high school, PO-ESL means that students are receiving the minimal support of one or more ESL/English Language Arts (ELA) courses (see **Appendix A**, p. 11 for details). The main difference between Content-Based and Pullout ESL is that for the former, all content area instruction comes from an ESL certified teacher (as specified under Texas Education Code §29.061(c)). Whereas, for the latter, Reading/English language arts instruction must come from an ESL certified teacher, otherwise the student is in a mainstream instructional setting for other content areas.

In some cases, students in one of the district’s ESL programs may be paired with an English Language Arts (ELAR) teacher who is not ESL certified. When that is the case, the district is required to request an ESL waiver from TEA. As of 2019–2020, the district is required to identify any ESL students in this situation and code them as Alternative ESL (Alt-ESL). This report also includes a separate accounting of these students as well as those in the two previously described programs. Note that these students also existed in previous years, but they would simply have been considered to be CB or PO-ESL regardless of the fact that an ESL exception had been requested. Alt-ESL does not represent a special program; students so identified are receiving instruction based on one of the existing ESL programs.

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

Figure 1. EB Enrollment by ESL Program Type, 2012–2013 to 2021–2022



Methods

Participants

EBs in the Content-Based, Pullout, and Alternative ESL program were identified using 2021–2022 PowerSchool Student Management System (SMS), IBM Cognos, and Public Education Information Management System (PEIMS) databases. Enrollment figures for the programs are shown in **Figure 1**. The majority of ESL students are served under the PO-ESL program (23,018), with fewer students served under the CB-ESL program (7,579). Only 2,386 students were enrolled in Alt-ESL. Total district enrollment declined in 2021–2022, but ESL enrollment actually increased.

Figure 2. ESL Student Enrollment by ESL Program and Grade Level, 2021–2022

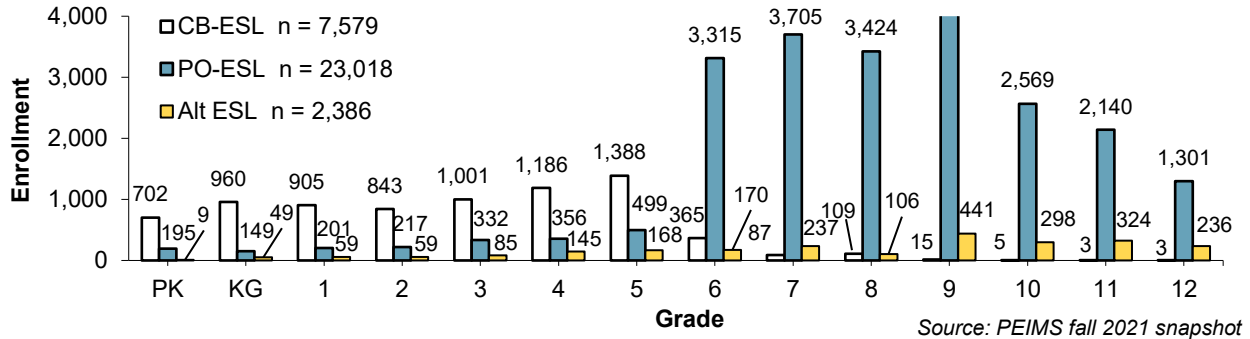


Figure 2 shows ESL enrollment by program and grade level. As can be seen, CB-ESL is more common in the elementary grades, whereas PO-ESL is more common at the secondary level.

Table 1 provides a breakdown of the six most common home languages of students enrolled in ESL, for the period 2014–2015 to 2021–2022. This includes a separate count for students at the elementary and secondary level. Note that Spanish is the most common language for ESL students, even at the elementary level. The number of elementary-level Spanish-speakers in ESL has increased by 176 percent since 2013–2014, with a 99 percent increase at the secondary level. Arabic is the second most common language for ESL students at both grade levels. Another point to note is that whereas Mandarin and Telugu are among the most common language for elementary ESL students, neither rank among the top six languages at the secondary level. The opposite is true for Swahili and French.

Data Collection & Analysis

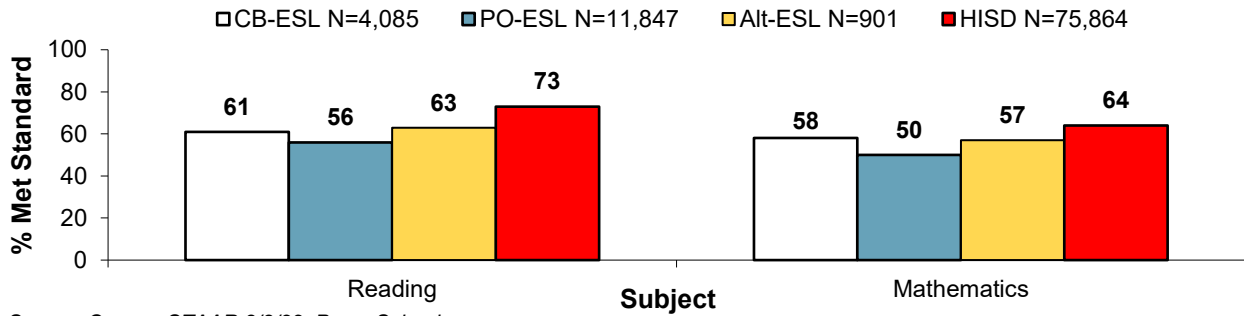
EB performance on three assessments is included in this report; the State of Texas Assessments of Academic Readiness (STAAR) for grade 3–8, the STAAR End-of-Course (EOC) for students taking high school courses, and the Texas English Language Proficiency Assessment System (TELPAS). All ESL students in HISD are assessed using the English versions of the STAAR assessments, so no Spanish STAAR results are included in this report. All ESL students in grades K through 12 with valid STAAR, STAAR-EOC, or TELPAS test results from 2021–2022 were included in the analyses for this report.

Table 1. ESL Student Enrollment by Home Language and Grade Level, 2014–2015 to 2021–2022 The Six Most Common Home Languages Used

| Grade Level | Home Language | School Year | | | | | | | |
|-------------|---------------|-------------|--------|--------|--------|--------|--------|--------|--------|
| | | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
| PK-5 | Spanish | 2,240 | 3,125 | 4,808 | 6,569 | 7,550 | 7,874 | 6,435 | 6,200 |
| | Arabic | 643 | 684 | 710 | 706 | 656 | 625 | 519 | 434 |
| | Pashto | 15 | 44 | 95 | 144 | 194 | 207 | 182 | 253 |
| | Vietnamese | 177 | 156 | 241 | 247 | 247 | 197 | 219 | 236 |
| | Mandarin | 241 | 215 | 231 | 253 | 217 | 225 | 192 | 185 |
| | Telugu | 96 | 102 | 131 | 149 | 166 | 178 | 178 | 163 |
| | Other | 1,617 | 1,845 | 1,962 | 2,123 | 2,094 | 2,194 | 2,068 | 2,044 |
| 6-12 | Spanish | 11,000 | 11,446 | 13,759 | 14,741 | 15,987 | 19,269 | 19,235 | 21,901 |
| | Arabic | 248 | 294 | 321 | 317 | 322 | 305 | 225 | 250 |
| | Swahili | 120 | 140 | 199 | 209 | 215 | 230 | 176 | 160 |
| | Vietnamese | 86 | 87 | 94 | 95 | 99 | 107 | 115 | 123 |
| | Pashto | 0 | 11 | 25 | 39 | 62 | 82 | 83 | 123 |
| | French | 49 | 57 | 72 | 60 | 48 | 52 | 47 | 61 |
| | Other | 833 | 825 | 768 | 712 | 767 | 829 | 785 | 771 |

Source: PEIMS fall snapshots

Figure 3. ESL Student STAAR Percent Met Approaches Grade Level Standard by ESL Program and Subject, 2022



Source: Cognos STAAR 8/8/22, PowerSchool

STAAR results are reported for the reading, mathematics, writing, science, and social studies tests (first administration only). For each test, the percentage of students who passed (met Approaches Grade Level standard or higher) is shown. For STAAR EOC, the percent of students who met standard (Approaches Grade Level at 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 (see **Appendix B**, p. 12 for more explanation).

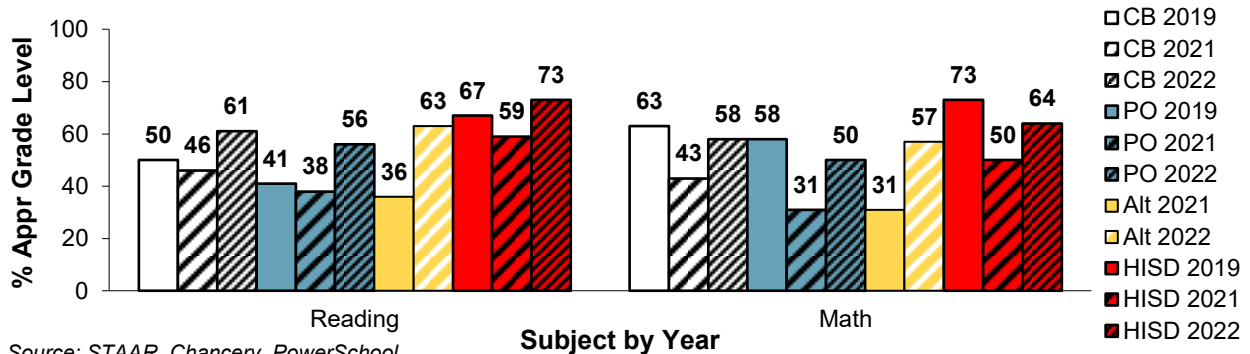
TELPAS results are reported and analyzed for two indicators. The first reflects attainment, i.e., the overall level of English language proficiency exhibited by EBs. For this indicator, the percent of students at each proficiency level is presented. The second TELPAS indicator reflects progress, i.e., whether students gained one or more levels of English language proficiency from one year to the next. For this second indicator, the percent gaining at least one proficiency level in the previous year is reported.

Results

STAAR

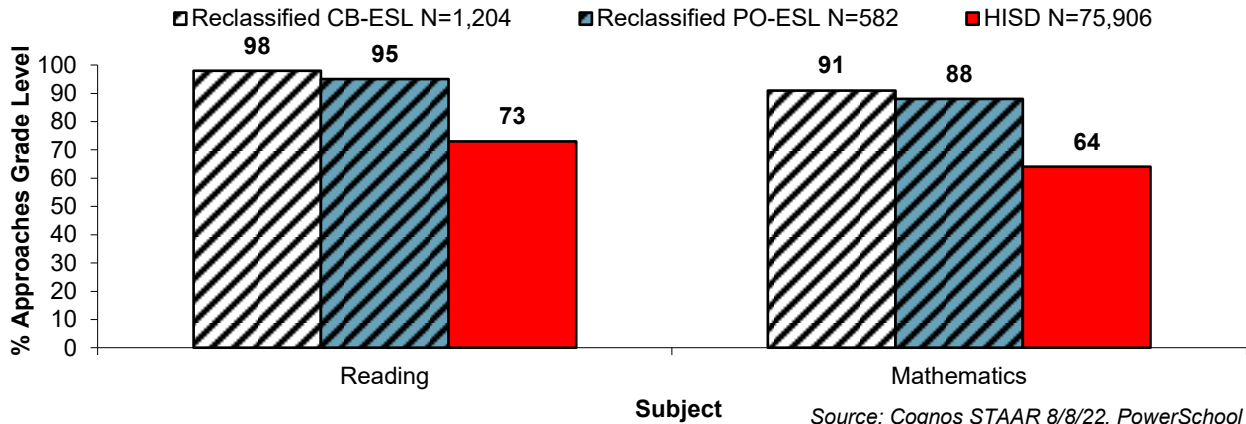
- **Figure 3** (above) shows the percent of students who met the passing standard (Approaches Grade Level) for the reading and mathematics sections of the STAAR in 2022. Further details, including performance by grade level and results for 2021 can be seen in **Appendix C** (p. 13).
- CB-ESL students performed better than those in PO-ESL in reading and mathematics. However, they were lower than students in Alt-ESL in reading and only slightly better in mathematics.

Figure 4. ESL Student STAAR Percent Met Approaches Grade Level Standard by ESL Program and Subject, 2019, 2021, & 2022



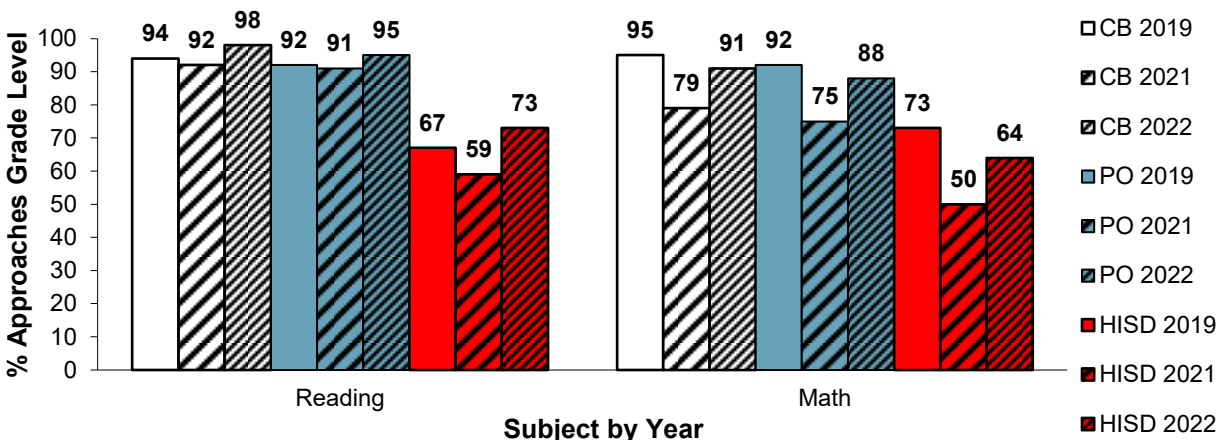
Source: STAAR, Chancery, PowerSchool

Figure 5. Reclassified ESL Student STAAR Percent Met Approaches Grade Level Standard by ESL Program and Subject, 2022



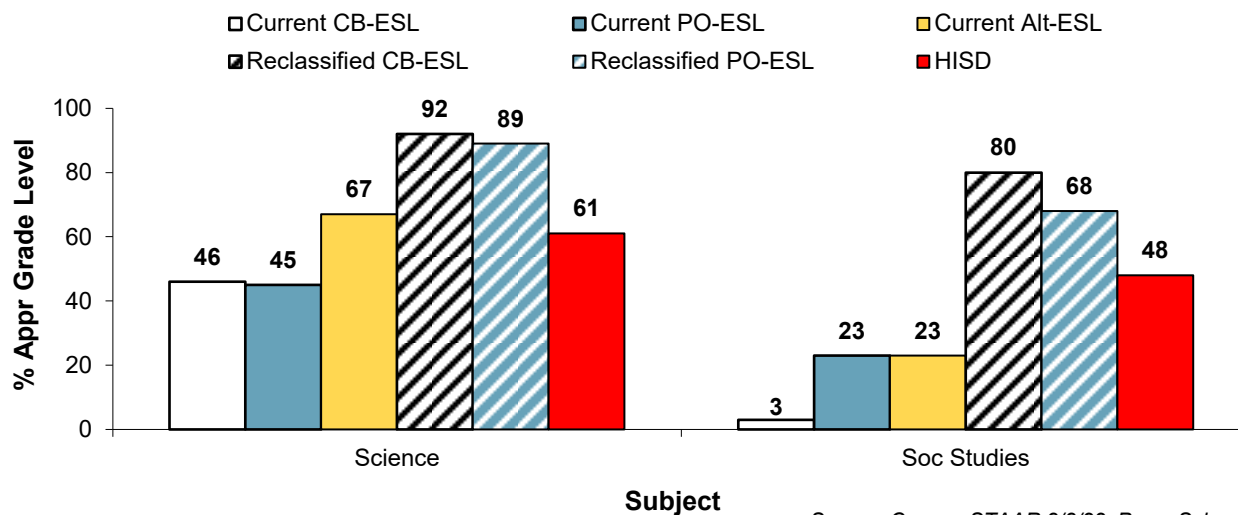
- All groups of ESL students were lower than the district in reading (gaps of 10 to 17 percentage points) as well as in mathematics (gaps of 7 to 14 percentage points).
- **Figure 4** (see p. 5) shows STAAR results for ESL students for 2019 to 2022. All groups improved from 2021 in both subjects. In reading, scores in 2022 exceeded pre-COVID performance, but this was not the case for mathematics where they remained lower.
- While all three groups of ESL students remained lower than the district in reading, the pre/post-COVID improvement in passing rates were greater for CB-ESL and PO-ESL than for the district overall (+11 and +15 percentage points compared to +6 points for the district).
- STAAR results for reclassified ESL students (**Figure 5** above) show that students who had been CB-ESL exceeded the district in reading and mathematics in 2022, as did those who had been PO-ESL. Reclassified CB-ESL students also had higher passing rates than students from PO-ESL.
- **Figure 6** (below) shows STAAR results for reclassified ESL students over the period 2019 to 2022. Both groups have been consistently higher than HISD overall.

Figure 6. Reclassified ESL Student STAAR Percent Met Approaches Grade Level Standard by ESL Program and Subject, 2019, 2021, & 2022



Source: STAAR, Chancery, PowerSchool

Figure 7. STAAR Writing, Science, and Social Studies: Change in Percent of Students Meeting Approaches Grade Level Standard from 2021 to 2022



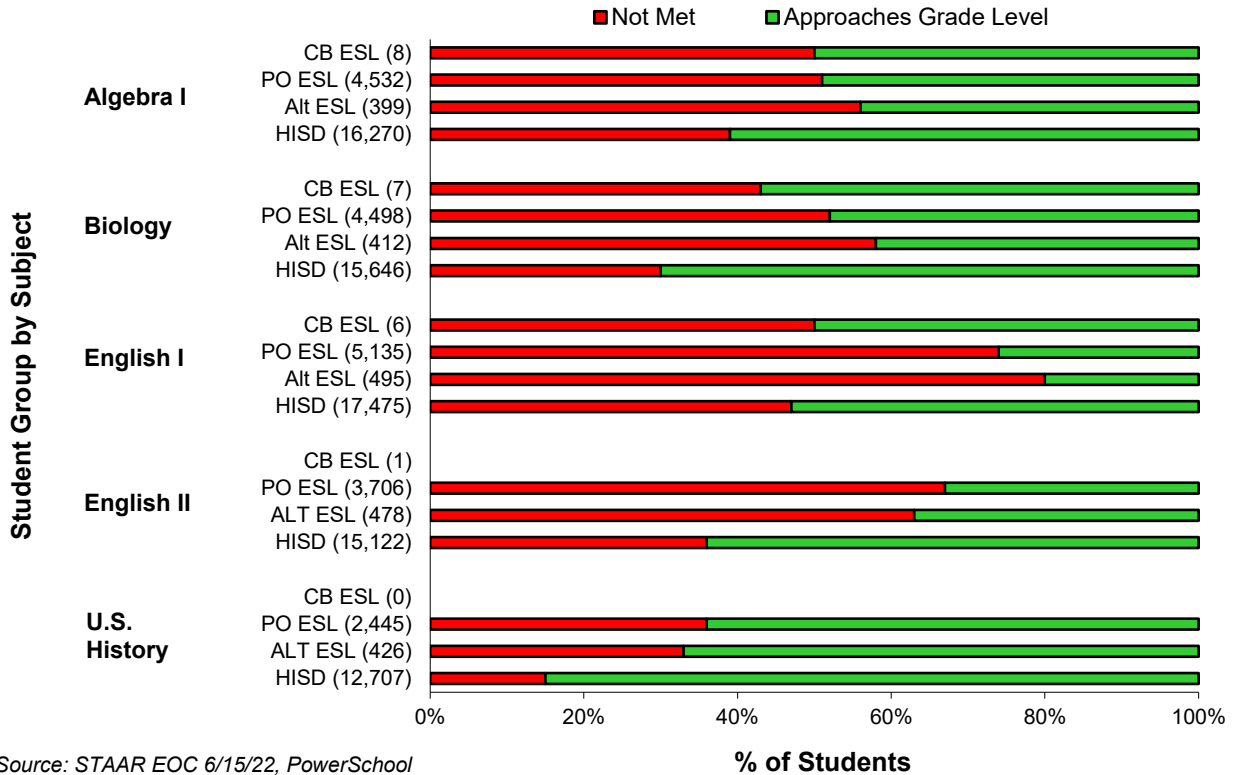
Source: Cognos STAAR 8/8/22, PowerSchool

- STAAR passing rates in reading improved in 2022 to the point where they were better than pre-COVID levels. Mathematics passing rates also improved in 2022, but they remained lower than they had been pre-COVID.
- **Figure 7** (above) shows STAAR results from the three other STAAR subjects (writing, science, and social studies). Specifically, this chart shows the percentage of students who met the Approaches Grade Level standard in 2022 (see **Appendix D** for further details, p. 14).
- The results were generally consistent with those seen for STAAR reading and mathematics. Current ESL students had lower passing rates than the district in science and social studies, with reclassified ESL students having higher passing rates.
- The one exception to this pattern was for students currently in Alt-ESL, who had a higher passing rate than the district in science (gap of 6 percentage points). This compared to the lower performance of students in CB-ESL (gap of -15 points) and those in PO-ESL (gap of -16 points).

STAAR EOC

- **Figure 8** (see p. 8) shows results for current ESL students on the STAAR EOC assessments (see also **Appendix E**, p. 15). Tests included 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 standard for 2021–2022 (green). Red indicates the percentage of students who failed to meet this standard (number tested in parentheses).
- All ESL groups (CB-ESL, PO-ESL, and Alt-ESL) had fewer students who met standard or better, and more who failed to meet standard, than did the district overall, with particularly low passing rates in English I or II (note that fewer than 10 CB-ESL students were tested).
- **Figure 9** (see p. 8) shows STAAR EOC performance for ESL students who had exited EB status. HISD overall results are included for comparison (see also Appendix E).

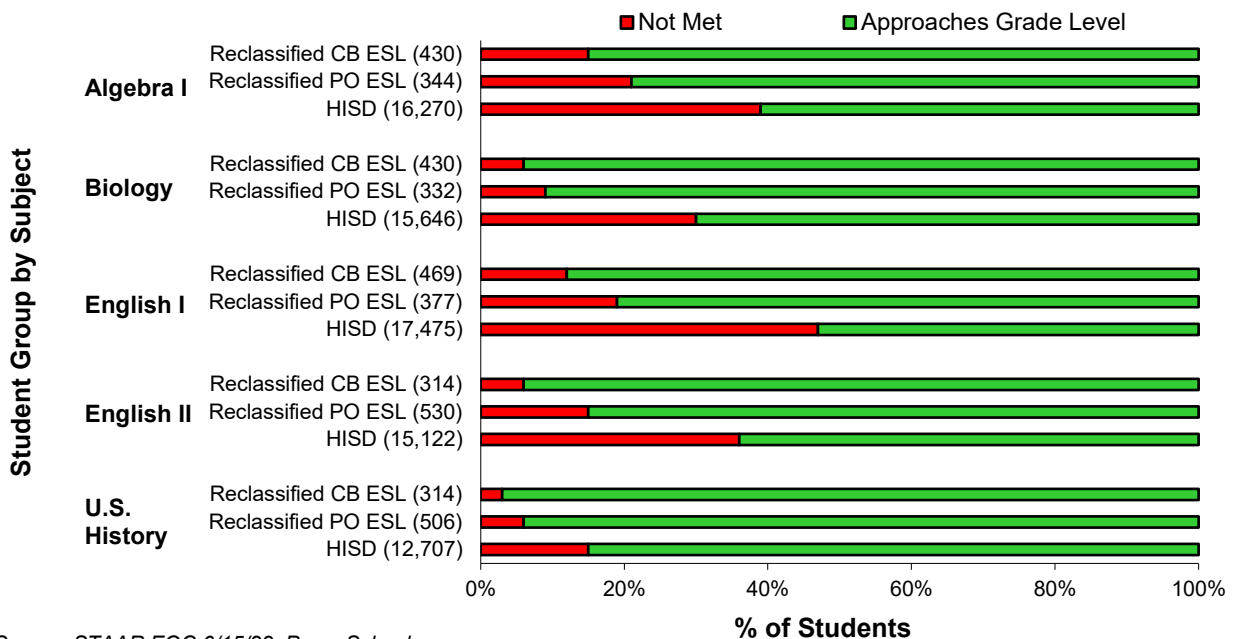
Figure 8. ESL Student STAAR EOC Percent Met Approaches Grade Level Standard by ESL Program and Subject, 2022



Source: STAAR EOC 6/15/22, PowerSchool

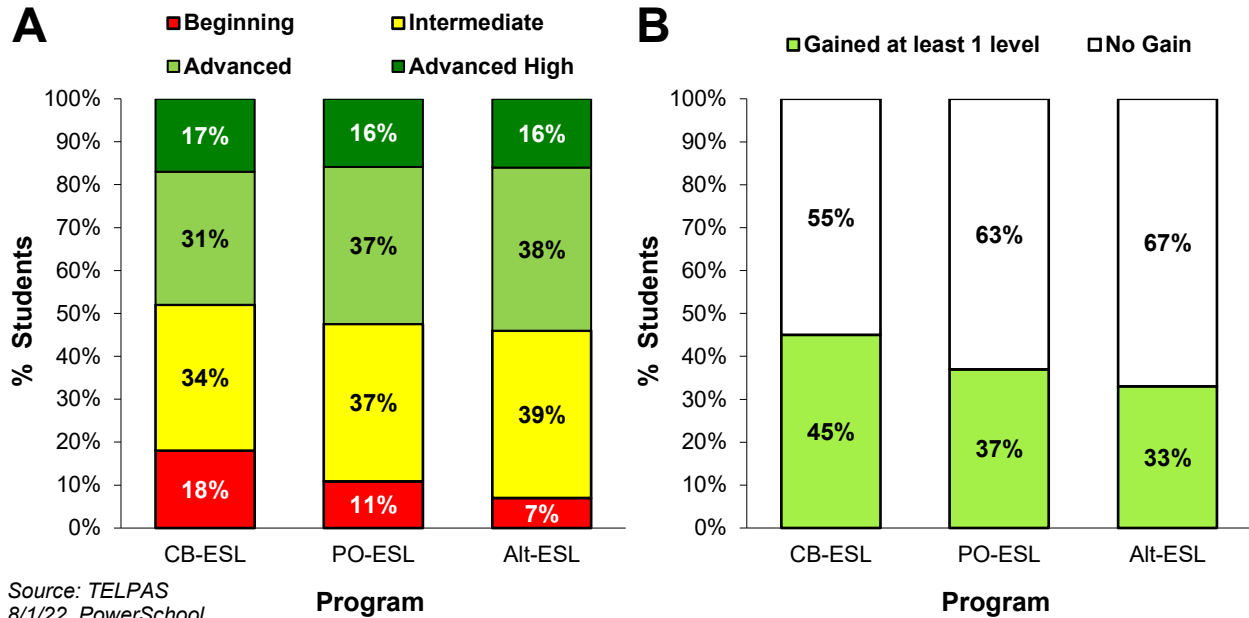
- Students who had previously been in either CB-ESL or PO-ESL had higher passing rates than did HISD overall, and this was true for all subjects. Furthermore, reclassified CB-ESL students had higher passing rates than did reclassified PO-ESL students (also true for all subjects).

Figure 9. Reclassified ESL Student STAAR EOC Percent Met Approaches Grade Level Standard by ESL Program and Subject, 2022



Source: STAAR EOC 6/15/22, PowerSchool

Figure 10. ESL Student TELPAS Performance 2022: A. Percent of Students at Each Proficiency Level by ESL Program, B. Percent of Students Making Gains in Proficiency



Source: TELPAS
8/1/22, PowerSchool

TELPAS

- This section summarizes TELPAS performance for students in ESL programs. Shown are the percentages of students scoring at each proficiency level on the TELPAS as well as the percentages of students who made gains in proficiency between 2021 and 2022.
- Overall, the CB-ESL program had fewer students at the Advanced level or better than the other two ESL groups (48% vs. 53% and 54%, respectively) and more at the Beginning or Intermediate levels in 2022 (see **Figure 10a**).
- The CB-ESL program had a higher percentage of students who made progress in 2022 (45%) than did PO-ESL (37%) or Alt ESL (33%; see **Figure 10b**).
- Further details including grade level data can be seen in **Appendices F and G** (pp. 16-17).

Discussion

The district provides two different ESL programs for EBs: Content-Based ESL and Pullout ESL. Also offered is an Alternative ESL program in cases where the teacher is not ESL certified and an ESL waiver is required. Direct comparison of the two main programs is difficult, given that enrollment is largely a function of grade level (see Figure 2), and this is correlated with a number of factors (e.g., years a student has been EB). However, performance data from 2021–2022 showed that students in the CB-ESL program performed slightly better than those in the PO-ESL program across some assessments (STAAR reading, mathematics, and science, TELPAS yearly progress), while PO-ESL performed better than CB-ESL on other measures (STAAR EOC English I and U.S. History and TELPAS proficiency). Results for reclassified ESL students showed students from both programs did well relative to the district, indicating that ESL students were capable of closing the performance gap relative to the district, with reclassified CB-ESL students doing better than reclassified PO-ESL students on both the STAAR 3–8 and EOC assessments.

Regarding growth in ESL student performance, it is difficult to interpret STAAR 3-8 or EOC results in terms of reductions in performance gaps. This is due to the fact that overall passing rates in all STAAR and most EOC subjects increased significantly for all groups in 2022 compared to 2021. These large improvements in performance were likely due to the disruption caused by the COVID-19 outbreak and the fact that many students did not attend classes in person during the 2020–2021 school year, leading to an unusually low STAAR participation rate in 2021. However, it is worth noting that performance improvements for ESL students in STAAR reading were larger than those shown by district students overall.

Students who were considered Alternative ESL did not differ from the two main ESL student groups in a consistent manner. On STAAR 3-8 reading and science, they had a higher passing rate than either CB-ESL or PO-ESL, but on the EOC assessment, they had lower passing rates in three subjects. TELPAS overall proficiency was comparable to that of the other two groups, while yearly progress was lower than for students in CB-ESL or PO-ESL. Additional data will need to be collected in the future to determine whether students in Alternative ESL show a clear pattern compared to those in the district’s two ESL programs. This will be particularly important to track given that the number of students in Alt-ESL more than doubled in 2021–2022.

Performance on the STAAR EOC English I and II assessments remains a cause for concern, as passing rates for current ESL students remained low. Passing one of these tests is one of the criteria for being reclassified to non-EB status in grades 9 and 10. With passing rates this low, most EBs at these grade levels will not be able to be reclassified, even if other proficiency criteria are met. In addition, English I and II are required for students to graduate, and low passing rates in these subjects suggest that long-term outcomes for secondary EBs are questionable. Both the Multilingual Programs Department and the Curriculum & Development Department should work together to address these issues.

Endnotes

1. The current accepted terminology is to refer to “emergent bilingual” students (EB) rather than English learners (EL). Previously used terms which referred to this student group also included English language learners (ELL) and limited English proficient (LEP). All these labels could be used interchangeably but EB is the currently preferred nomenclature.

Appendix A

Some Background on District ESL Programs

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

As a result of these two requirements, the district has offered two different types of ESL programs for its EB students, both of which are state-approved. Mainly at the elementary level, Content Based ESL (CB-ESL) offers English language support to EB students who do not have access to a bilingual education program. In CB-ESL, instruction within content areas is delivered using ESL methodologies. Instruction of students in CB-ESL is from a teacher who is certified in ESL as required under the Texas Education Code (TEC §29.061(c)). The CB-ESL model targets English language development through academic content instruction that is linguistically and culturally responsive in English language arts and reading, mathematics, science, and social studies.

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

As indicated, CB-ESL is mainly offered at the elementary level, and PO-ESL in secondary, but both models can be implemented at either school level, depending on the availability of teaching staff with the appropriate certifications.

Starting in 2019–2020 a third group of ESL students were required to be identified. Students are considered to be "Alternative ESL" in cases where they are receiving instruction under one of the programs currently offered, but the ELAR teacher lacks proper ESL certification. In these cases, the district is forced to request a waiver from TEA. While such students are now explicitly labelled and tracked, they have existed in the past whenever such waivers were needed. Previously, they were considered to be either CB or PO-ESL, but new state rules require that students in this situation be specifically identified. The term "alternative ESL" should be interpreted not as referring to any special program offered by the district, but merely as indicating that the ESL program the student is participating in (CB or PO-ESL) is being provided by a teacher who is not ESL certified. One objective of the present report is to document whether the lack of ESL certification has a measurable negative impact on EB students. One critical issue to consider is whether the uncertified teacher is trained in and utilizing sheltered instruction techniques, and whether such training can mitigate any problems associated with delivery of ESL services.

Appendix B

Explanation of Assessments Included in Report

The STAAR is a state-mandated, criterion-referenced assessment used to measure student achievement. STAAR measures academic achievement in reading and mathematics in grades 3–8; writing at grades 4 and 7; social studies in grades 8; and science at grades 5 and 8. The STAAR 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 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 2017–2018 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 by 2020–2021 it was 0.01 percent (only 9 tests of 61,302 scored).

The TELPAS is an English language proficiency assessment which is administered to all EB 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 EB 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 CB-ESL, PO-ESL and Alt-ESL Students, with HISD for Comparison: Number Tested and Percentage of Students Meeting Approaches Grade Level Standard by Grade Level and Subject

| Program | Grade | Enrollment | | Reading | | | | Mathematics | | | |
|--------------------------------------|----------------|---------------|---------------|---------------|------------|---------------|------------|---------------|------------|---------------|------------|
| | | 2021 N | 2022 N | 2021 | | 2022 | | 2021 | | 2022 | |
| | | | | # Tested | % Appr. | # Tested | % Appr. | # Tested | % Appr. | # Tested | % Appr. |
| Content-Based ESL | 3 | 1,076 | 1,083 | 875 | 48 | 997 | 61 | 877 | 43 | 997 | 57 |
| | 4 | 1,384 | 1,323 | 1,156 | 45 | 1,227 | 65 | 1,160 | 40 | 1,230 | 60 |
| | 5 | 1,513 | 1,483 | 1,199 | 52 | 1,342 | 68 | 1,194 | 52 | 1,355 | 66 |
| | 6 | 245 | 292 | 173 | 28 | 266 | 52 | 171 | 39 | 267 | 54 |
| | 7 | 85 | 120 | 68 | 9 | 102 | 23 | 67 | 6 | 101 | 21 |
| | 8 | 68 | 154 | 57 | 5 | 151 | 5 | 57 | 7 | 150 | 7 |
| | Total | 4,371 | 4,455 | 3,528 | 46 | 4,085 | 61 | 3,526 | 43 | 4,100 | 58 |
| | Pullout ESL | 3 | 310 | 356 | 265 | 48 | 318 | 64 | 268 | 49 | 332 |
| 4 | | 420 | 353 | 357 | 44 | 342 | 68 | 359 | 39 | 346 | 62 |
| 5 | | 506 | 463 | 418 | 51 | 433 | 70 | 412 | 49 | 435 | 74 |
| 6 | | 3,681 | 3,556 | 2,937 | 33 | 3,477 | 45 | 2,926 | 37 | 3,476 | 51 |
| 7 | | 3,317 | 3,800 | 2,435 | 37 | 3,730 | 60 | 2,427 | 25 | 3,667 | 43 |
| 8 | | 3,176 | 3,628 | 2,330 | 40 | 3,547 | 58 | 2,150 | 24 | 3,257 | 50 |
| Total | | 11,410 | 12,156 | 8,742 | 38 | 11,847 | 56 | 8,542 | 31 | 11,513 | 50 |
| Alternative ESL | | 3 | 91 | 80 | 83 | 52 | 77 | 64 | 83 | 53 | 77 |
| | 4 | 54 | 117 | 48 | 44 | 109 | 53 | 48 | 29 | 111 | 54 |
| | 5 | 99 | 203 | 82 | 48 | 193 | 83 | 84 | 50 | 196 | 85 |
| | 6 | 78 | 202 | 62 | 18 | 198 | 50 | 62 | 29 | 200 | 54 |
| | 7 | 225 | 234 | 138 | 30 | 232 | 57 | 149 | 18 | 228 | 34 |
| | 8 | 196 | 94 | 128 | 31 | 92 | 72 | 115 | 20 | 80 | 61 |
| Total | 743 | 930 | 538 | 36 | 901 | 63 | 541 | 31 | 892 | 57 | |
| Reclassified Content-Based ESL | 3 | 96 | 69 | 84 | 94 | 66 | 95 | 84 | 89 | 66 | 94 |
| | 4 | 177 | 84 | 147 | 97 | 83 | 99 | 147 | 86 | 83 | 99 |
| | 5 | 249 | 168 | 209 | 96 | 163 | 99 | 209 | 89 | 163 | 99 |
| | 6 | 294 | 208 | 214 | 86 | 202 | 98 | 211 | 85 | 201 | 92 |
| | 7 | 495 | 266 | 308 | 92 | 258 | 98 | 262 | 71 | 232 | 87 |
| | 8 | 518 | 438 | 292 | 93 | 432 | 98 | 157 | 57 | 278 | 87 |
| | Total | 1,829 | 1,233 | 1,254 | 92 | 1,204 | 98 | 1,070 | 79 | 1,023 | 91 |
| Reclassified Pullout ESL | 3 | 26 | 16 | 22 | 91 | 16 | 100 | 22 | 86 | 16 | 100 |
| | 4 | 48 | 20 | 39 | 100 | 20 | 95 | 39 | 100 | 20 | 95 |
| | 5 | 102 | 39 | 98 | 94 | 39 | 100 | 98 | 93 | 39 | 100 |
| | 6 | 114 | 99 | 97 | 94 | 99 | 92 | 97 | 90 | 99 | 94 |
| | 7 | 315 | 112 | 236 | 88 | 112 | 98 | 220 | 64 | 103 | 87 |
| | 8 | 332 | 296 | 225 | 90 | 296 | 95 | 127 | 59 | 186 | 81 |
| | Total | 937 | 582 | 717 | 91 | 582 | 95 | 603 | 75 | 463 | 88 |
| | HISD | 3 | 15,551 | 15,024 | 9,166 | 59 | 11,216 | 73 | 9,447 | 51 | 11,431 |
| 4 | | 15,715 | 15,158 | 10,364 | 56 | 12,813 | 72 | 10,364 | 56 | 12,913 | 65 |
| 5 | | 15,955 | 15,352 | 11,095 | 65 | 14,011 | 76 | 10,983 | 59 | 14,027 | 72 |
| 6 | | 13,392 | 12,694 | 8,813 | 52 | 12,189 | 62 | 8,785 | 52 | 12,176 | 63 |
| 7 | | 13,488 | 13,190 | 8,258 | 60 | 12,692 | 75 | 7,760 | 41 | 12,142 | 54 |
| 8 | | 14,108 | 13,424 | 7,953 | 62 | 12,943 | 77 | 6,193 | 34 | 10,702 | 61 |
| Total | | 88,209 | 84,842 | 55,649 | 59 | 75,864 | 73 | 53,532 | 50 | 73,391 | 64 |

Source: STAAR student data files, Chancery, PowerSchool

Appendix D

English STAAR Performance of ESL Students in other STAAR Subjects: Number Tested and Percent Meeting Approaches Grade Level Standard by Subject and Year (2021 and 2022)

| Subject & Year | Current CB-ESL | | Current PO-ESL | | Current Alt-ESL | | Reclassified CB-ESL | | Reclassified PO-ESL | | HISD | |
|---------------------|-------------------|------------|-------------------|------------|--------------------|------------|------------------------|------------|------------------------|------------|-------------|------------|
| | # Tested | % Appr. | # Tested | % Appr. | # Tested | % Appr. | # Tested | % Appr. | # Tested | % Appr. | # Tested | % Appr. |
| En Writing 2021 | 2,446 | 34 | 4,264 | 27 | 783 | 87 | 757 | 84 | 279 | 77 | 18,861 | 47 |
| En Writing 2022 | - | - | - | - | - | - | - | - | - | - | - | - |
| Change | | - | | - | | - | | - | | - | | - |
| En Science 2021 | 1,246 | 32 | 2,702 | 28 | 190 | 25 | 491 | 79 | 325 | 79 | 18,815 | 49 |
| En Science 2022 | 1,502 | 46 | 3,960 | 45 | 287 | 67 | 585 | 92 | 324 | 89 | 26,911 | 61 |
| Change | | +14 | | +17 | | +42 | | +13 | | +10 | | +12 |
| En Soc Studies 2021 | 56 | 0 | 2,292 | 13 | 97 | 13 | 285 | 67 | 224 | 58 | 7,732 | 37 |
| En Soc Studies 2022 | 151 | 3 | 3,540 | 23 | 93 | 23 | 432 | 80 | 296 | 68 | 12,952 | 48 |
| Change | | +3 | | +10 | | +10 | | +13 | | +10 | | +11 |

Source: STAAR student data files, Chancery, PowerSchool

Appendix E

STAAR End-of-Course Performance of CB-ESL, PO-ESL, and Alt-ESL Students: Number Tested, And Number and Percentage Who Met the Approaches Grade Level Standard or Meets Grade Level Standard (Spring 2022 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 | CB-ESL | 8 | 4 | 50 | 4 | 50 | 3 | 38 |
| | PO-ESL | 4,532 | 2,289 | 51 | 2,243 | 49 | 987 | 22 |
| | Alt-ESL | 399 | 223 | 56 | 176 | 44 | 57 | 14 |
| | Reclassified CB-ESL | 430 | 64 | 15 | 366 | 85 | 286 | 67 |
| | Reclassified PO-ESL | 344 | 72 | 21 | 272 | 79 | 192 | 56 |
| | HISD | 16,270 | 6,411 | 39 | 9,859 | 61 | 5,431 | 33 |
| Biology | CB-ESL | 7 | 3 | 43 | 4 | 57 | 2 | 29 |
| | PO-ESL | 4,498 | 2,317 | 52 | 2,181 | 48 | 866 | 19 |
| | Alt-ESL | 412 | 237 | 58 | 175 | 42 | 60 | 15 |
| | Reclassified CB-ESL | 430 | 26 | 6 | 404 | 94 | 336 | 78 |
| | Reclassified PO-ESL | 332 | 30 | 9 | 302 | 91 | 223 | 67 |
| | HISD | 15,646 | 4,620 | 30 | 11,026 | 70 | 6,666 | 43 |
| English I | CB-ESL | 6 | 3 | 50 | 3 | 50 | 1 | 17 |
| | PO-ESL | 5,135 | 3,782 | 74 | 1,353 | 26 | 775 | 15 |
| | Alt-ESL | 495 | 397 | 80 | 98 | 20 | 47 | 9 |
| | Reclassified CB-ESL | 469 | 56 | 12 | 413 | 88 | 355 | 76 |
| | Reclassified PO-ESL | 377 | 71 | 19 | 306 | 81 | 249 | 66 |
| | HISD | 17,475 | 8,176 | 47 | 9,299 | 53 | 7,037 | 40 |
| English II | CB-ESL | 1 | * | * | * | * | * | * |
| | PO-ESL | 3,706 | 2,480 | 67 | 1,226 | 33 | 677 | 18 |
| | Alt-ESL | 478 | 301 | 63 | 177 | 37 | 82 | 17 |
| | Reclassified CB-ESL | 314 | 20 | 6 | 294 | 94 | 268 | 85 |
| | Reclassified PO-ESL | 530 | 80 | 15 | 450 | 85 | 384 | 72 |
| | HISD | 15,122 | 5,413 | 36 | 9,709 | 64 | 7,610 | 50 |
| U.S. History | CB-ESL | 0 | - | - | - | - | - | - |
| | PO-ESL | 2,445 | 888 | 36 | 1,557 | 64 | 767 | 31 |
| | Alt-ESL | 426 | 141 | 33 | 285 | 67 | 161 | 38 |
| | Reclassified CB-ESL | 314 | 9 | 3 | 305 | 97 | 282 | 90 |
| | Reclassified PO-ESL | 506 | 30 | 6 | 476 | 94 | 384 | 76 |
| | HISD | 12,707 | 1,938 | 15 | 10,769 | 85 | 8,199 | 65 |

Source: STAAR EOC 6/15/22, PowerSchool Note: HISD percentages may differ from district EOC report due to rounding error.

Appendix F

**TELPAS Performance for CB-ESL, PO-ESL, and Alt-ESL Students: Number Tested and Number and Percentage of Students at Each Proficiency Level by Grade Level
(Data from 2022, with 2021 Results Shown in Shaded Column)**

| Program | Grade Level | Tested | Beginning | | Intermediate | | Advanced | | Advanced High | | AH 2021 | Composite Score |
|-------------------|-------------|---------------|--------------|-----------|--------------|-----------|--------------|-----------|---------------|-----------|-----------|-----------------|
| | | | N | % | N | % | N | % | N | % | % | |
| Content Based ESL | K | 996 | 366 | 37 | 320 | 32 | 220 | 22 | 90 | 9 | 9 | 2.0 |
| | 1 | 923 | 179 | 19 | 312 | 34 | 243 | 26 | 189 | 20 | 21 | 2.4 |
| | 2 | 872 | 141 | 16 | 369 | 42 | 278 | 32 | 84 | 10 | 9 | 2.4 |
| | 3 | 983 | 102 | 10 | 372 | 38 | 340 | 35 | 169 | 17 | 14 | 2.6 |
| | 4 | 1,238 | 152 | 12 | 414 | 33 | 452 | 37 | 220 | 18 | 17 | 2.6 |
| | 5 | 1,370 | 145 | 11 | 389 | 28 | 504 | 37 | 332 | 24 | 21 | 2.7 |
| | 6 | 261 | 41 | 16 | 63 | 24 | 99 | 38 | 58 | 22 | 14 | 2.7 |
| | 7 | 99 | 41 | 41 | 37 | 37 | 7 | 7 | 14 | 14 | 6 | 1.9 |
| | 8 | 151 | 73 | 48 | 70 | 46 | 8 | 5 | 0 | 0 | 2 | 1.5 |
| | 9 | 4 | 0 | 0 | 1 | 25 | 1 | 25 | 2 | 50 | 25 | 3.0 |
| | 10 | 1 | 0 | 0 | 1 | 100 | 0 | 0 | 0 | 0 | 0 | 2.0 |
| | 11 | 0 | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - |
| | 12 | 0 | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - |
| Total | | 6,898 | 1,240 | 18 | 2,348 | 34 | 2,152 | 31 | 1,158 | 17 | 15 | 2.4 |
| Pullout ESL | K | 156 | 135 | 87 | 13 | 8 | 4 | 3 | 4 | 3 | 0 | 1.2 |
| | 1 | 193 | 77 | 40 | 67 | 35 | 30 | 16 | 19 | 10 | 7 | 1.9 |
| | 2 | 183 | 15 | 8 | 85 | 46 | 72 | 39 | 11 | 6 | 5 | 2.4 |
| | 3 | 312 | 27 | 9 | 117 | 38 | 122 | 39 | 46 | 15 | 15 | 2.7 |
| | 4 | 321 | 20 | 6 | 118 | 37 | 124 | 39 | 59 | 18 | 11 | 2.7 |
| | 5 | 400 | 19 | 5 | 125 | 31 | 166 | 42 | 90 | 23 | 16 | 2.8 |
| | 6 | 3,285 | 235 | 7 | 1,227 | 37 | 1,330 | 40 | 493 | 15 | 12 | 2.6 |
| | 7 | 3,515 | 226 | 6 | 1,115 | 32 | 1,425 | 41 | 749 | 21 | 10 | 2.8 |
| | 8 | 3,363 | 271 | 8 | 1,151 | 34 | 1,360 | 40 | 581 | 17 | 12 | 2.7 |
| | 9 | 3,572 | 601 | 17 | 1,440 | 40 | 1,092 | 31 | 439 | 12 | 12 | 2.4 |
| | 10 | 1,983 | 227 | 11 | 779 | 39 | 650 | 33 | 327 | 16 | 11 | 2.5 |
| | 11 | 1,673 | 212 | 13 | 646 | 39 | 558 | 33 | 257 | 15 | 12 | 2.6 |
| | 12 | 1,013 | 47 | 5 | 413 | 41 | 402 | 40 | 151 | 15 | 15 | 2.7 |
| Total | | 19,969 | 2,112 | 11 | 7,296 | 37 | 7,335 | 37 | 3,226 | 16 | 12 | 2.6 |
| Alternative ESL | K | 46 | 15 | 33 | 18 | 39 | 12 | 26 | 1 | 2 | 0 | 1.9 |
| | 1 | 79 | 17 | 22 | 35 | 44 | 21 | 27 | 6 | 8 | 13 | 2.2 |
| | 2 | 52 | 6 | 12 | 24 | 46 | 19 | 37 | 3 | 6 | 2 | 2.4 |
| | 3 | 73 | 4 | 5 | 33 | 45 | 26 | 36 | 10 | 14 | 16 | 2.6 |
| | 4 | 112 | 11 | 10 | 41 | 37 | 47 | 42 | 13 | 12 | 13 | 2.5 |
| | 5 | 195 | 4 | 2 | 47 | 24 | 87 | 45 | 57 | 29 | 19 | 3.0 |
| | 6 | 199 | 10 | 5 | 77 | 39 | 87 | 44 | 25 | 13 | 7 | 2.7 |
| | 7 | 231 | 13 | 6 | 82 | 35 | 94 | 41 | 42 | 18 | 8 | 2.7 |
| | 8 | 88 | 2 | 2 | 40 | 45 | 34 | 39 | 12 | 14 | 9 | 2.7 |
| | 9 | 296 | 22 | 7 | 149 | 50 | 95 | 32 | 30 | 10 | 13 | 2.6 |
| | 10 | 247 | 12 | 5 | 87 | 35 | 104 | 42 | 44 | 18 | 11 | 2.8 |
| | 11 | 284 | 8 | 3 | 113 | 40 | 111 | 39 | 52 | 18 | 19 | 2.8 |
| | 12 | 203 | 13 | 6 | 81 | 40 | 71 | 35 | 38 | 19 | 16 | 2.7 |
| Total | | 2,105 | 137 | 7 | 827 | 39 | 808 | 38 | 333 | 16 | 12 | 2.7 |

Source:
TELPAS
8/1/22,
PowerSchool

Appendix G

TELPAS Performance for CB-ESL, PO-ESL, and Alt-ESL Students: Number Tested and Number and Percentage of Students Gaining 1, 2, 3, or 1 or More Proficiency Levels by Grade Level (Data from 2022, with 2021 Results in Shaded Column)

| Program | Grade Level | Cohort Size | Gained 1 Proficiency Level | | Gained 2 Proficiency Levels | | Gained 3 Proficiency Levels | | Gained at Least 1 Proficiency Level | | % Gained* 2021 |
|-------------------|-------------|--------------|----------------------------|-----------|-----------------------------|----------|-----------------------------|----------|-------------------------------------|-----------|----------------|
| | | | N | % | N | % | N | % | N | % | |
| Content Based ESL | 1 | 756 | 354 | 47 | 87 | 12 | 31 | 4 | 472 | 62 | 54 |
| | 2 | 708 | 226 | 32 | 27 | 4 | 0 | 0 | 253 | 36 | 31 |
| | 3 | 746 | 313 | 42 | 24 | 3 | 0 | 0 | 337 | 45 | 37 |
| | 4 | 915 | 296 | 32 | 6 | 1 | 0 | 0 | 302 | 33 | 27 |
| | 5 | 996 | 453 | 45 | 27 | 3 | 0 | 0 | 480 | 48 | 37 |
| | 6 | 169 | 64 | 38 | 2 | 1 | 0 | 0 | 66 | 39 | 28 |
| | 7 | 17 | 10 | 59 | 0 | 0 | 0 | 0 | 10 | 59 | 0 |
| | 8 | 6 | 3 | 50 | 0 | 0 | 0 | 0 | 3 | 50 | 50 |
| | 9 | 3 | 1 | 33 | 0 | 0 | 0 | 0 | 1 | 33 | 0 |
| | 10 | 0 | 0 | - | 0 | - | 0 | - | 0 | - | - |
| | 11 | 0 | 0 | - | 0 | - | 0 | - | 0 | - | - |
| | 12 | 0 | 0 | - | 0 | - | 0 | - | 0 | - | - |
| Total | | 4,316 | 1,720 | 40 | 173 | 4 | 31 | 1 | 1,924 | 45 | 38 |

| Program | Grade Level | Cohort Size | Gained 1 Proficiency Level | | Gained 2 Proficiency Levels | | Gained 3 Proficiency Levels | | Gained at Least 1 Proficiency Level | | % Gained 2021 * |
|--------------|-------------|---------------|----------------------------|-----------|-----------------------------|----------|-----------------------------|--------------|-------------------------------------|-----------|-----------------|
| | | | N | % | N | % | N | % | N | % | |
| Pullout ESL | 1 | 154 | 65 | 42 | 21 | 14 | 5 | 3 | 91 | 59 | 83 |
| | 2 | 162 | 78 | 48 | 9 | 6 | 1 | 1 | 88 | 54 | 47 |
| | 3 | 260 | 99 | 38 | 12 | 5 | 0 | 0 | 111 | 43 | 37 |
| | 4 | 273 | 91 | 33 | 8 | 3 | 0 | 0 | 99 | 36 | 42 |
| | 5 | 329 | 143 | 43 | 8 | 2 | 0 | 0 | 151 | 46 | 35 |
| | 6 | 2,493 | 752 | 30 | 26 | 1 | 0 | 0 | 778 | 31 | 21 |
| | 7 | 2,332 | 1,014 | 43 | 59 | 3 | 0 | 0 | 1,073 | 46 | 22 |
| | 8 | 2,103 | 791 | 38 | 46 | 2 | 0 | 0 | 837 | 40 | 23 |
| | 9 | 2,171 | 586 | 27 | 30 | 1 | 1 | <1 | 617 | 28 | 21 |
| | 10 | 1,335 | 474 | 36 | 27 | 2 | 0 | 0 | 501 | 38 | 26 |
| | 11 | 1,092 | 382 | 35 | 26 | 2 | 0 | 0 | 408 | 37 | 28 |
| | 12 | 724 | 232 | 32 | 9 | 1 | 0 | 0 | 241 | 33 | 23 |
| Total | | 13,428 | 4,707 | 35 | 281 | 2 | 7 | <1 | 4,995 | 37 | 26 |

| Program | Grade Level | Cohort Size | Gained 1 Proficiency Level | | Gained 2 Proficiency Levels | | Gained 3 Proficiency Levels | | Gained at Least 1 Proficiency Level | | % Gained 2021 |
|--------------|-------------|--------------|----------------------------|-----------|-----------------------------|----------|-----------------------------|--------------|-------------------------------------|-----------|---------------|
| | | | N | % | N | % | N | % | N | % | |
| Alt ESL | 1 | 67 | 22 | 33 | 11 | 16 | 1 | 1 | 34 | 51 | 42 |
| | 2 | 48 | 10 | 21 | 1 | 2 | 1 | 2 | 12 | 25 | 26 |
| | 3 | 52 | 19 | 37 | 1 | 2 | 0 | 0 | 20 | 38 | 41 |
| | 4 | 86 | 21 | 24 | 2 | 2 | 0 | 0 | 23 | 27 | 15 |
| | 5 | 165 | 70 | 42 | 8 | 5 | 0 | 0 | 78 | 47 | 28 |
| | 6 | 167 | 31 | 19 | 2 | 1 | 0 | 0 | 33 | 20 | 25 |
| | 7 | 156 | 62 | 40 | 0 | 0 | 0 | 0 | 62 | 40 | 21 |
| | 8 | 72 | 15 | 21 | 0 | 0 | 0 | 0 | 15 | 21 | 21 |
| | 9 | 185 | 50 | 27 | 2 | 1 | 1 | 1 | 53 | 29 | 9 |
| | 10 | 192 | 59 | 31 | 4 | 2 | 0 | 0 | 63 | 33 | 100 |
| | 11 | 226 | 70 | 31 | 2 | 1 | 0 | 0 | 72 | 32 | 39 |
| | 12 | 161 | 52 | 32 | 3 | 2 | 0 | 0 | 55 | 34 | 0 |
| Total | | 1,577 | 481 | 31 | 36 | 2 | 3 | <1 | 520 | 33 | 26 |

Source:
TELPAS
8/1/22,
PowerSchool