

MEMORANDUM

November 11, 2022

TO: Sonya Monreal
Executive Director, Multilingual Programs

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

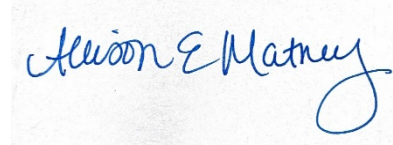
SUBJECT: **2022 IMMIGRANT STUDENT PROGRAM EVALUATION REPORT**

Many of the district's students are recent immigrants who have been in the United States for three years or less. "Immigrant" children or youth, as defined under the No Child Left Behind Act of 2001 (NCLB), and later Every Student Succeeds Act of 2015 (ESSA), are "individuals who are aged 3 through 21; were not born in any state; and have not been attending schools in any one or more states for more than 3 full academic years" (P.L. 115-224 Title III, Part B, § 3201(5)). There have been over 11,000 immigrant students enrolled in HISD each of the past eight years. This report summarizes data from programs dedicated to serving district immigrant students during the 2021–2022 school year.

Key findings include:

- A total of 12,655 immigrant students were enrolled in the district for at least part of the 2021–2022 school year. About one in ten of district students overall, and between one in four and one in five emergent bilinguals, were either current or former immigrants in 2021–2022.
- More than half (59%) of immigrant students came from three Central American countries, Honduras, El Salvador, and Guatemala, with an additional 10 percent from Afghanistan.
- Data from the STAAR 3-8 and EOC assessments showed that immigrant students had lower passing rates than either EBs or the district overall. Passing rates on the STAAR 3-8 improved the longer an immigrant student was enrolled in U.S. schools.
- Immigrant ELs had lower overall English language proficiency than did other EBs but showed equivalent levels of yearly progress. Overall English proficiency also improved for immigrant students in their 2nd or 3rd year in school.
- Immigrant students were retained at a higher rate than EBs or the district overall. Immigrant students also had a higher annual (grade 7–12) dropout rate than ELs or the district, and their four-year graduation/dropout data was worse than that of EBs.
- Finally, immigrant students appear to have deficits regarding their post-secondary preparedness, as they lagged both EBs and the district on four different measures (attendance at non-zoned campus, magnet status, Advanced Placement course enrollment, and Advanced Placement test participation).

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 II

Shawn Bird, Ed.D.

Khechara Bradford, Ed.D.



RESEARCH

Educational Program Report

**Immigrant Student Program Evaluation Report
2021 – 2022**



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IMMIGRANT STUDENT PROGRAM EVALUATION REPORT 2021–2022

Executive Summary

Program Description

There are close to 200,000 students in Houston ISD, and many of them are recent immigrants who have been in the United States for three years or less. "Immigrant" children or youth, as defined under the No Child Left Behind Act of 2001 (NCLB), and later the Every Student Succeeds Act of 2015 (ESSA), are "individuals who are aged 3 through 21; were not born in any state; and have not been attending schools in any one or more states for more than 3 full academic years" (P.L. 115-224 Title III, Part B, § 3201(5)). In recent years, the number of immigrant students in the district has increased dramatically, with over 11,000 enrolled in each of the past eight years. In fact, nearly one in ten of the district's students in 2021–2022 were either current or former immigrants (i.e., immigrant students whose three-year status had expired). For emergent bilinguals¹ (EBs), the numbers are even more striking; between one in four and one in five current EBs were either immigrant or former immigrant students in 2021–2022. This report summarizes data from programs dedicated to serving district immigrant students during the 2021–2022 school year.

The report includes the following information:

- enrollment and demographics data for immigrant students;
- a brief review of what immigrant programs and services the district has provided in recent years;
- performance of immigrant students on State of Texas Assessments of Academic Readiness (STAAR 3–8) and End-of-Course (EOC) exams;
- performance of immigrant EB students on the Texas English Language Proficiency Assessment System (TELPAS);
- immigrant student data in school attendance, discipline, promotion, graduation/dropout rates, and school mobility; and
- data relating to immigrant student preparedness for post-secondary education.

Highlights

- A total of 12,655 immigrant students were enrolled in the district for at least part of the 2021–2022 school year (cumulative enrollment including both currently enrolled and withdrawn students).
- About one tenth of district students were either current immigrants or had been an immigrant at some point in time. Between a quarter and a fifth of EB students were either current or former immigrants.
- More than half (59%) of immigrant students came from three Central American countries: Honduras, El Salvador, and Guatemala, with an additional 10 percent from Afghanistan.
- Data from the English STAAR 3–8 showed that immigrant students had lower passing rates than either EBs or the district overall, in all subjects tested. Passing rates did tend to improve the longer an immigrant student was enrolled in U.S. schools. Immigrant student performed similarly to EB students on the Spanish language STAAR, and had a slightly higher passing rate in English reading.

- Immigrants also had lower passing rates on the STAAR EOC exams, however, there did not appear to be any evidence for improved performance over time.
- Immigrant EBs had lower overall English language proficiency than did other EBs, but showed slightly higher levels of yearly progress. Overall English proficiency also improved for immigrants in their 2nd or 3rd year in school.
- School attendance rates for immigrants were similar to those for other students. Analysis of student discipline incidents showed that proportionately fewer immigrant students were subject to disciplinary actions than either EBs or students overall.
- Immigrant students showed higher retention rates than either EB students or the district overall, and their retention rate improved with years in U.S. schools.
- Immigrant students had a higher annual (grade 7–12) dropout rate than EBs or the district, and their four-year graduation/dropout rates were worse than those of EBs.
- There was some evidence that school mobility differed for immigrant students, as a higher percentage of them missed more than 30 days of school than either of the comparison groups (EB students and the district overall), but this finding was eliminated for 3rd-year immigrant students. Furthermore, a higher percentage of immigrant students attended more than one campuses during the school year than was the case for either EB students or the district overall.
- Finally, immigrant students appear to have deficits regarding their post-secondary preparedness, as they lagged behind both EBs and the district on four different measures (attendance at non-zoned campus, magnet status, Advanced Placement course enrollment, and AP test participation and performance).

Recommendations

1. Immigrant students did not perform as well as district students, including EBs, on several performance measures and outcomes. This is not surprising, but it is notable that some of these measures (e.g. STAAR, TELPAS, student retention, mobility) show improvement for immigrant students in their second or third year in school. However, persistent performance gaps exist on EOC passing rates, and on a number of post-secondary readiness indicators. This suggests that secondary-level immigrant students are at particular risk of either not graduating on time, or of not being sufficiently prepared for post-secondary educational opportunities. It is recommended that the district continue to work towards improving programming for immigrant students at the secondary level. This includes scheduling emergent bilingual students in the right courses, hiring certified personnel, and ensuring that school office teams, department teams, administrators, and teachers are trained to support teachers of immigrant students.

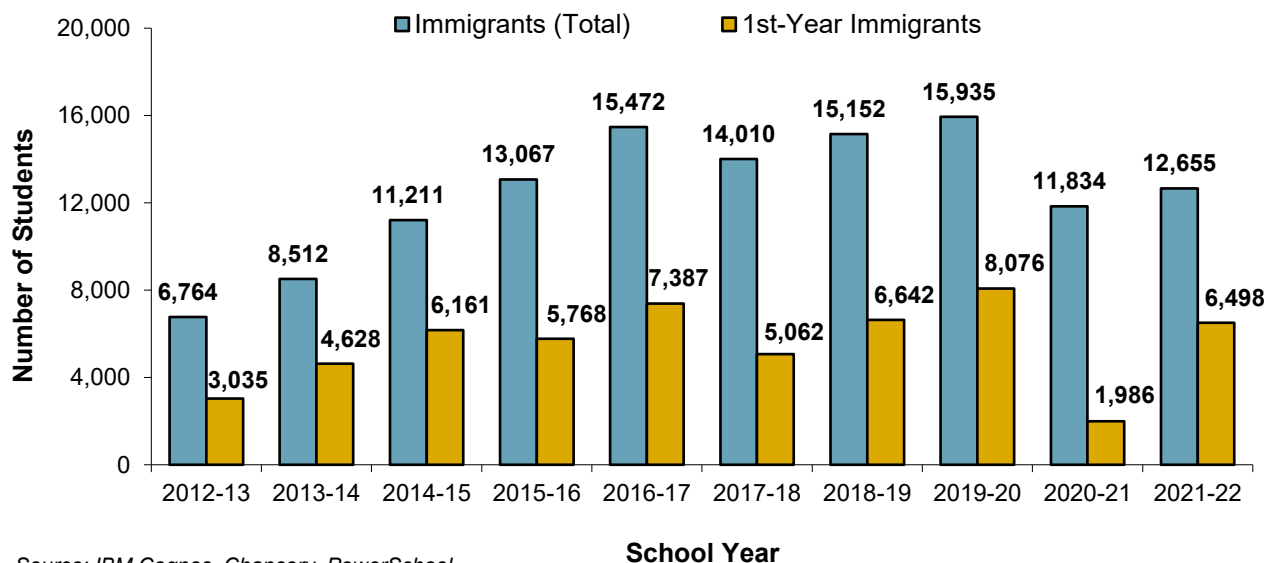
Introduction

There are close to 200,000 students in Houston ISD, and many of them are recent immigrants who have been in the United States for three years or less. "Immigrant" children or youth, as defined under the No Child Left Behind Act of 2001 (NCLB), and later the Every Student Succeeds Act of 2015 (ESSA), are "individuals who are aged 3 through 21; were not born in any state; and have not been attending schools in any one or more states for more than 3 full academic years" (P.L. 115-224 Title III, Part B, § 3201(5)). In recent years, the number of immigrant students in the district has increased dramatically, with over 11,000 enrolled in each of the past eight years (see **Figure 1**). In fact, nearly one in ten of the district's students in 2021–2022 were either current or former immigrants (i.e., immigrant students whose three-year status had expired). For emergent bilinguals (EBs) the numbers are even more striking; between one in four and one in five current EBs were either immigrant or former immigrant students in 2021–2022 (see **Appendix A**, p. 16)² This report summarizes data from programs dedicated to serving district immigrant students during the 2021–2022 school year.

Immigrant & Newcomer Program Background

Immigrant students can have widely varying backgrounds, which offers challenges to educators. They may be EBs, and may also have refugee status. In addition to age differences, immigrants can have disparate experiences in formal educational settings, and some may arrive in school having experienced trauma due to events occurring before or during their move to this country. This may be particularly true with populations of immigrant students from Mexico and Central America (i.e., Honduras, El Salvador, and Guatemala) due to recent increases in gang and drug-related violence in those home countries (Shifter, 2012; UNICEF), as well as for those who have recently arrived from Afghanistan. Without proper instructional supports, these students are at risk of falling behind academically. To address the needs of the most challenged of these recent immigrants, the district has specialized programs for immigrant students, particularly for those in their first year in U.S. schools (newcomers). These programs are designed to accommodate and educate immigrant EB students, and assist them in adapting to a new country, language, and school.

Figure 1. Number of immigrants and newcomers (first-year immigrants) by year, 2012–2013 to 2021–2022.



Source: IBM Cognos, Chancery, PowerSchool

Immigrant & Newcomer Program Details

The district’s program for immigrant students has undergone a number of changes in recent years. This section of the report attempts to summarize the trajectory that has been followed since 2015–2016, and also provides an overview of initiatives that have been occurring for a longer period.

Specialized Schools: The district has one middle school (Las Americas MS) and one high school (Liberty High School) that are focused on serving immigrant students. Las Americas MS is a newcomer campus that serves recent immigrant and refugee students who are EBs or who have limited experience with formal education. Students acquire English skills while receiving instruction in core academic content areas via English as a second language (ESL), as well as acculturation into the U.S. school system. It is intended to provide a transitional program before students enter the mainstream curriculum at other campuses. Enrollment is limited and on a first-come-first-served basis. Liberty HS has a program that focuses on newly arrived immigrant students who are overage, allowing them to balance full-time work and family responsibilities with earning a high school diploma.

Districtwide Immigrant & Newcomer Program: In 2015–2016, the district began a program at a limited number of campuses for first-year immigrants (newcomers). Prior to this, efforts were focused on the two specialized campuses just mentioned, while newcomers at other campuses received services based on their EB status and/or English-proficiency level, as needed. However, in subsequent years, a series of changes was made to this program, as summarized in **Table 1** below.

Throughout each iteration of the newcomer/immigrant program, certain aspects have remained more or less constant. These three types of interventions have been offered: support services and resources for students and their parents, staff/teacher training, and some effort to provide newcomers with orientation to their new school/community/society. The specifics may have varied from year to year, e.g., initially

Table 1. Summary of Districtwide Newcomer & Immigrant Program Components, 2015–2016 to 2021–2022				
	2015-16	2016-17	2017-18	2018-19 to Present
Hub Campuses	Three tiers: hub HS campuses accepted zoned students+transfers (3), standalone HS accepted only zoned students (4), MS campuses were all standalone (14), other campuses not included	Two tiers: hub MS (5)/HS (4) campuses accepted zoned students+transfers, standalone MS (11)/HS (10) accepted only zoned students, other campuses not included	No hub campuses, all campuses in district were standalone (zoned students only)	No hub campuses, all campuses in district are standalone (zoned students only)
Specialized Curriculum	"School-within-a-school"; immigrant students not segregated from other students but received specialized curriculum/schedule (MS/HS only). Intensive English language development via ESL	No specialized curriculum beyond that offered to other ELs. Program focussed on providing support/resources for students + parents while offering teacher training	No specialized curriculum beyond that offered to other ELs. Program focussed on providing support/resources for students + parents while offering teacher training	New curriculum for immigrants at MS/HS levels in reading & language arts; other content areas use ESL methodology. Elementary campuses offer bilingual or ESL services as needed.
Orientation for new students	Orientation to new school, community, and society	Orientation to new school, community, and society	unknown	3-part video provided for secondary students
Staff Training	QTEL	QTEL	QTEL	Sheltered Instruction
Support Services	Counseling, tutoring, career education, transportation, health services; parent resources/education; resources/materials for students	Counseling, tutoring, career education, transportation, health services; parent resources/education; resources/materials for students	Counseling, tutoring, career education, transportation, health services; parent resources/education; resources/materials for students	Counseling, tutoring, career education, transportation, health services; parent resources/education; resources/materials for students

Quality Teaching for English Learners (QTEL) training was emphasized for teachers of newcomers, but that is no longer offered. Multilingual Programs instead offers sheltered instruction training through the professional development team and through experts like Seidlitz Education, which include courses for teachers who serve newcomers. However, overall, these three elements have been present regardless of what other changes were made to the program.

Two components of the newcomer/immigrant program have changed significantly during the time period covered in Table 1. One is the inclusion of “hub” campuses to serve new immigrants. Under this strategy, a small number of campuses served students zoned to that campus as well as newcomers who were zoned to another campus. “Standalone” campuses only accepted immigrants who were zoned to that school. Any specialized services available for those immigrant students would be provided at only these hub and standalone schools and not at others. This protocol is no longer used for newcomers or other immigrant students. Instead, each district campus deals only with their zoned students, and services are expected to be available for immigrant students regardless of which campus they attend.

The second component of the newcomer program to change has been the use of a specialized curriculum for newcomer students. In 2015–2016, there was a specialized curriculum for newcomers at the hub and standalone campuses in the program (“school within a school” concept, see Table 1). For two subsequent years, there was no specialized curriculum for newcomers beyond that offered to other EB students. However, a newly revised curriculum for immigrants in middle and high school was implemented for the 2018–2019 school year. There were specific courses for new immigrants in the area of reading and language arts, with ESL methodology used for other content areas. Note that in the current version of the immigrant/newcomer program, there was no specialized curriculum for immigrants at the elementary level. Immigrant students at those grade levels received bilingual or ESL services as needed.

In conclusion, the immigrant/newcomer program during the 2021–2022 school year can be summarized as follows: First, there are no hub campuses, and immigrants attend the schools they are zoned to. Second, there is a set of support services and parent resources/education. Third, professional development is offered for teachers and staff who work with immigrant students, but largely falls within the scope of differentiated or “sheltered instruction” techniques that may be used with immigrant students, but which may be applied to various student populations. Finally, a new curriculum was developed and implemented in 2018–2019 for immigrants and newcomers in middle and high school. This is used for English language arts and reading, with ESL methodology used for other content areas. There is still no specialized curriculum for immigrant students at the elementary level; immigrants who are EB receive either bilingual or ESL services at their campus, but all other services described previously are available.

Immigrant students may be grouped together or may be mixed in with other non-immigrant students, depending on enrollment figures at a particular campus. Instead of isolating immigrants in a small number of specialized campuses, the current emphasis (as far as curriculum and instruction are concerned) is on providing differentiated instruction for immigrant students where appropriate (sheltered instruction). Such a strategy means that so long as staff are adequately trained, immigrant students should receive appropriate instruction regardless of which campus they attend.

Methods

Participants

There were 12,655 immigrant students enrolled in the district in 2021–2022 (note this is cumulative enrollment, and includes withdrawals). This was a seven percent increase from the previous year. More

Table 2. Demographics of Immigrant Students Enrolled During 2021–2022

Home Country	Number	Percent	Home Language	Number	Percent
Honduras	4,355	34%	Spanish	9,615	76%
Guatemala	1,688	13%	Pashto	692	5%
El Salvador	1,576	12%	English	503	4%
Afghanistan	1,296	10%	Arabic	262	2%
Mexico	1,044	8%	Farsi	234	2%
Venezuela	405	3%	Swahili	76	1%
India	212	2%	Dard	71	1%
Nicaragua	203	2%	Vietnamese	66	1%
Other Countries	1,876	15%	French	63	<1%
	Number	Percent	Telugu	57	<1%
Emergent Bilingual	11,241	89%	Japanese	55	<1%
Econ Disadvantaged	10,756	85%	Hindi	46	<1%
Special Education	256	2%	Mandarin	41	<1%
Gifted/Talented	184	1%	Other	874	7%
Male/Female	6,601/6,031	52%/48%	Total	12,655	

Source: PowerSchool cumulative immigrant enrollment, 2021-2022

than half (59%) of newcomer students came from three Central American countries: Honduras, El Salvador, and Guatemala (**Table 2**). An additional 10 percent of immigrant students came from Afghanistan. The majority of immigrant students were emergent bilinguals (EBs, 89%) or qualified for free or reduced lunch (85%), with more males than females (52% vs. 48%). Two percent qualified for special education, and one percent for gifted and talented programs. Most immigrants had Spanish as their home language (76%), with Pashto and English as the next most common languages.

Data Collection & Analysis

- Immigrant student enrollment figures were obtained from PowerSchool records via IBM Cognos queries. Enrollment is cumulative for the 2021–2022 school year, and includes all students with immigrant status who were enrolled at any point during the school year. Student performance data (see below) is reported for any of the 12,655 immigrant students for whom data could be found.
- Student performance data were collected on eight types of measures. The first set of data came from immigrant student performance on the statewide STAAR 3–8 and EOC assessments. For STAAR 3–8, only the first administration results were included (no retests), while for EOC only the spring administration was included. Comparison data came from results for district EB students and for the district overall. **Appendix B** (see p. 17) provides further details on each of the assessments analyzed for this report.
- A second set of performance data came from EB immigrant results for TELPAS (Texas English Language Proficiency Assessment). Two measures were included in the report, one being the level of English language proficiency exhibited by immigrant students, the second being the percentage of students showing progress or gains in English proficiency (for those immigrants who have taken the TELPAS at least twice). Comparisons were made to TELPAS performance of all district EBs.
- A third set of measures reported included: school attendance and discipline, a measure of student mobility (percentage of students missing more than 30 days of school and percentage attending more than one campus), student retention/promotion results, and dropout and graduation results.

- Finally, a number of data sources were used in an attempt to quantify immigrant students’ preparedness for post-secondary education, including: choice of zoned versus non-zoned school, attendance at a magnet school or program, enrollment in Advanced Placement (AP) courses, and participation and performance on AP exams.
- Statistical analyses on these latter two set of data consisted of z-tests that compared odds ratios (see **Appendix C** for an explanation and details on calculations, pp. 18-19).

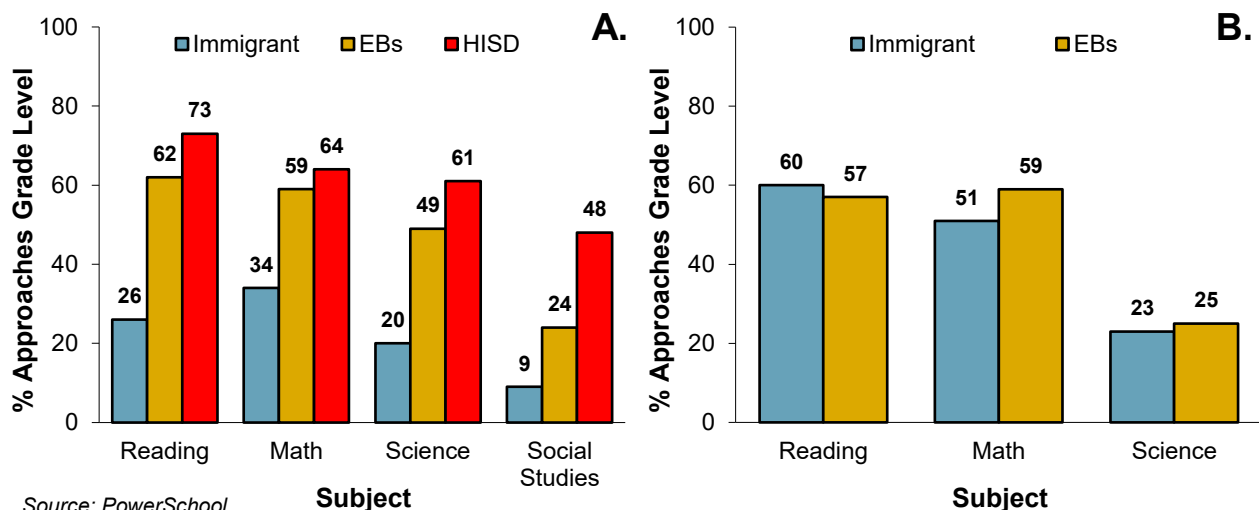
Results

How did immigrant students perform on the STAAR 3–8 and EOC assessments?

Immigrant students were tested on both the STAAR 3–8 and the EOC assessments in the spring of 2022, and this section summarizes their performance in comparison with EB students and all students districtwide. Summary results for STAAR 3–8 are shown in **Figure 2**. Further details are provided in **Appendices D** and **E** (pp. 20-21).

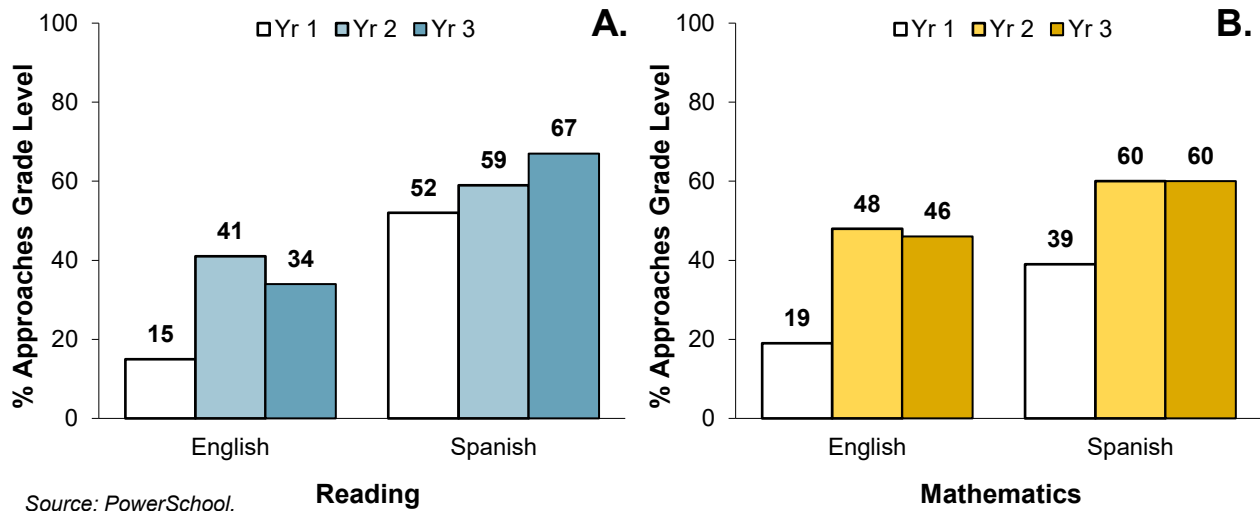
- English STAAR results (Figure 2a) show that immigrant students did not perform as well as EB students, who in turn did less well than did district students overall. This was true for all subjects tested.
- Spanish STAAR results are shown in Figure 2b. Data for district overall results are excluded, since these are essentially equivalent to those for EBs as a group. Immigrant students had lower passing rates than EBs on the Spanish STAAR for mathematics and science, but they had higher passing rates than EBs on reading.
- Further analysis of results for immigrant students is shown in **Figure 3** (see p. 8). In these charts, data are shown for immigrants based on year of immigrant status.
- Results for both STAAR reading and mathematics show indications that performance improved the longer an immigrant student was enrolled. Passing rates on both English and Spanish STAAR showed that 2nd and 3rd-year immigrants did significantly better than 1st-year immigrants. Spanish

Figure 2. Percentage of immigrant and EB students who met Approaches Grade Level standard on STAAR tests in 2022, first administration only, district data in red (A. English, B. Spanish)



Source: PowerSchool, Cognos STAAR 8/8/22

Figure 3. Percentage of immigrant students who met Approaches Grade Level standard on STAAR reading (A) and mathematics tests (B) in 2022, by year of immigrant status

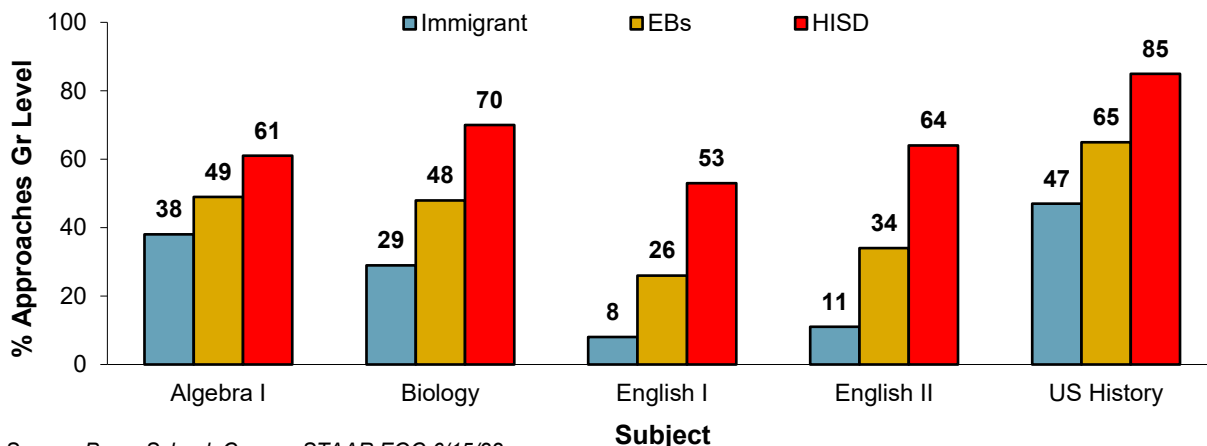


Source: PowerSchool, Cognos STAAR 8/8/22

STAAR reading results showed a clear pattern, with 2nd-year immigrants having higher passing rates than newcomers, and 3rd-year immigrants in turn doing even better. In general, though, 3rd-year immigrants did not do consistently better than 2nd-year immigrants.

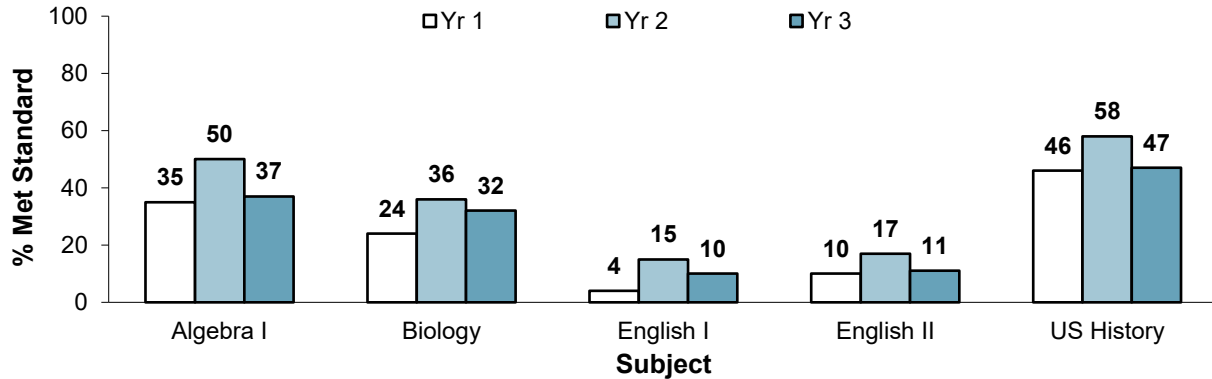
- Results for the STAAR EOC exams are shown in **Figure 4**. The overall pattern is consistent with that seen with the STAAR 3–8 tests. Namely, immigrant students did not perform as well as EB students, who in turn had lower passing rates than district students overall (see **Appendix F**, p. 22).
- The performance gaps for immigrants relative to EBs were about the same on the EOC exams and on the STAAR 3–8. The median gap for English STAAR 3–8 tests was 40 percentage points (see Figure 2), whereas for the EOC tests, the median gap size was 41 percentage points.
- As was done with the STAAR 3–8 data, the EOC results for immigrant students were further analyzed to see whether year of immigrant status had any influence. These data are shown in **Figure 5** (see p. 9).

Figure 4. Percentage of immigrant and EB students who met Approaches Grade Level standard on STAAR End-of-Course tests, 2022 (spring administration only)



Source: PowerSchool, Cognos STAAR EOC 6/15/22

Figure 5. Percentage of immigrant students who met Approaches Grade Level standard on STAAR EOC tests in 2022, by year of immigrant status



Source: PowerSchool, Cognos STAAR EOC 6/15/22

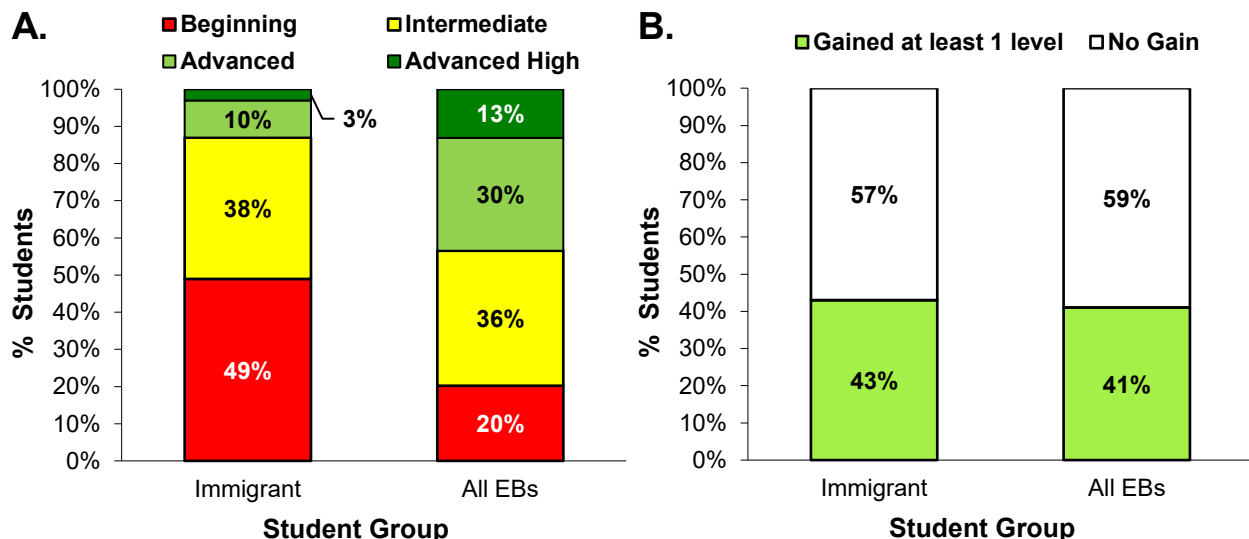
- The pattern with the EOC tests was very different from that observed with STAAR 3–8. Recall that those assessments showed a trend of improvement in passing rate, with 3rd-year immigrants having higher passing rates than 1st- or 2nd-year immigrants. With the EOC, however, this pattern of improvement was not evident. In fact, 3rd-year immigrants did not perform as well as those in their 2nd year, and this was true for all subjects tested.

What was the TELPAS performance of immigrant students?

Figure 6 shows the data from immigrant students tested on the spring 2022 TELPAS assessment. Overall proficiency is shown in Figure 6a, with yearly progress in Figure 6b (see also **Appendices G and H** (pp. 23-24).

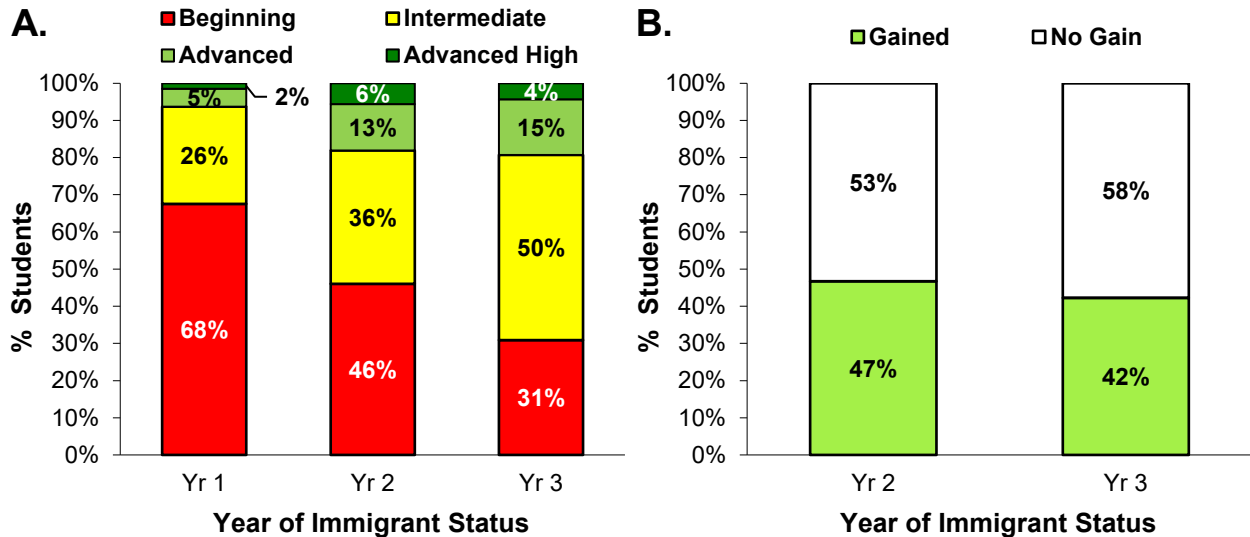
- Immigrant students as a group showed lower English language proficiency than did EBs overall (Figure 6a), but slightly more of them showed progress in TELPAS proficiency between 2021 and 2022 (Figure 6b).

Figure 6. TELPAS performance of immigrant students and all EBs districtwide: A. Overall proficiency level in 2022, B. Percent of students making gains in proficiency between 2021 and 2022



Source: PowerSchool, TELPAS data file 8/1/22

Figure 7. TELPAS performance of immigrant students based on year of immigrant status: A. Overall proficiency level in 2022, B. Percent of students making gains in proficiency between 2021 and 2022



Source: PowerSchool, TELPAS data file 8/1/22

- Overall English language proficiency for immigrant students improved with each year they spent in U.S. schools (**Figure 7a**). Yearly progress for 3rd-year immigrants was slightly lower than that for 2nd-year immigrants (**Figure 7b**).

Did immigrant students differ from other students in terms of school attendance or discipline?

District student attendance data from 2021–2022 were analyzed to determine whether there was any difference between the patterns shown by immigrant students and others in the district. Attendance data from all students with a minimum of 30 days enrolled in the district were included (students who withdrew were also included in the analyses).

- Student attendance records for 2021–2022 showed that the average attendance rate for immigrant students was 91.2%, which did not differ from comparable rates for EB students (91.8%) or all students districtwide (91.7%).
- Student discipline data were extracted from district records using the appropriate PEIMS Disciplinary Action Codes (all grades included), and a summary is shown in **Table 3**. A total of 575 immigrant students received some type of disciplinary action in 2021–2022, equivalent to 4.5% of all immigrant students enrolled. Comparable rates for EB students and the district overall were higher (5.9% and 6.7% respectively), and both rates were significantly greater than rates observed for immigrant students ($p < .00001$, see Appendix C).

Table 3. Number and Percent of Student Subject to Disciplinary Actions in 2021–2022

Student Group	Number of Students			Number of Incidents			
	# Enrolled	# Disciplined	% Disciplined	ISS	OSS	DAEP	Total # Incidents
Immigrants	12,655	575	4.5%	451	658	37	1,146
EBs	76,515	4,507	5.9%	4,270	6,289	706	11,265
HISD	220,637	14,746	6.7%	13,066	23,993	2,700	39,759

Source: IBM Cognos Discipline Report 7/5/22

Table 3. Retention and Promotion Data for Immigrant Students, English Learners, and All District Students in 2021–2022

Student Group	# Students	# Promoted	# Retained	% Retained	Yr 1	Yr 2	Yr 3
Immigrants	6,439	6,083	356	5.5%	7.8%	5.0%	3.6%
EBs	44,020	42,522	1,498	3.4%			
HISD	110,461	106,102	4,359	3.9%			

Source: Promotion Standards File 2021-2022

Did immigrant students differ from other students in terms of grade retention?

Promotion and retention data for 2021–2022 were analyzed to compare outcomes for immigrants, EBs, and all students districtwide. Students were included in the analysis if they were in grades 1 through 8 in 2021–2022, and were shown as having a grade level assigned to them for the following school year (2022–2023). Results of the analyses are shown in **Table 3**.

- Only 5.5 percent of immigrant students were retained at the end of the school year. This rate was higher than the corresponding retention rates for either EBs (3.4%) or the district overall (3.9%). Both of these differences were statistically significant ($p < .0001$). There was also an effect due to year of immigrant status, with 1st-year immigrants being retained more frequently (see Appendix C).

Did immigrant students differ from other students in their dropout or graduation rates?

- Annual dropout rate data for the 2021 (grades 7–12) showed that the percentage of immigrant students who dropped out was 12.3 percent, which was significantly greater ($p < .00001$, see Appendix C) than comparable rates for EBs (5.6 percent) or the district overall (4.0 percent).
- Four-year completion rate data (class of 2021) are shown in **Table 5**. Both immigrant students and EBs had lower graduation rates, and higher dropout rates, than did the district overall. Immigrant student dropout and graduation rates were significantly worse than those of EB students ($p < .0001$).

Table 5. Four-Year Completion Rates for Class of 2021: Immigrant Students, EBs, and Overall District Performance

Student Group	Number of Students					Percent of Students			
	# Cohort	# Grad	# Dropout	# Continue	# GED	% Grad	% Dropout	% Continue	% GED
Immigrants	1,108	649	330	129	0	58.6	29.8	11.6	0.0
EBs	2,151	1,446	495	210	0	67.2	23.0	9.8	0.0
HISD	13,255	11,089	1,444	672	50	83.7	10.9	5.1	0.4

Source: TEA Completion Rate roster class of 2021, PowerSchool

Did immigrant students differ from other students in terms of student mobility?

To assess student mobility, attendance records were used to identify students who missed at least six weeks (30 days) of school throughout the year. Data for this measure is shown in **Table 6** (see p. 12).

- Mobility based on the number of school days missed showed a significant deficit for immigrant students. Over sixty percent of them missed at least six weeks of classes. This is not surprising, as immigrant students may be more likely to first enroll at any point throughout the school year.

Table 6. Student Mobility: Number and Percent of Students Who Missed at Least 30 Days of School

Student Group	# Students	Percent of Students Missing 30 Days or More School				
		# Missed 30 Days	% Missed 30 Days	Yr 1	Yr 2	Yr 3
Immigrants	12,386	5,685	45.7%	64.6%	26.4%	24.8%
EBs	74,791	17,919	24.0%			
HISD	211,375	55,849	26.4%			

Source: Cognos enrollment data 7/5/22

- This latter assumption is partially supported by further analyses of immigrant mobility based on year of immigrant status. There is a large decline in the percentage of student who missed 30 days or more of classes for immigrants in their 2nd or 3rd year (see Table 6). Differences between immigrant students and both EBs and the district were largely eliminated by year three (Appendix C).
- A second indicator used to measure student mobility is the percentage of students who attended more than one campus during the school year. Cumulative enrollment data for the 2021–2022 school year was used to identify each campus attended during the course of the year.
- To summarize the findings from this analysis, 3.5 percent of immigrant students attended more than one campus during 2021–2022. This compares to 2.3 percent for EB students, and 2.7 percent for district students overall. Statistical analyses showed that each of the latter two values was significantly lower than the rate obtained for immigrant students ($p < .00001$, see Appendix C).

Did immigrant students differ from other students in terms of post-secondary education preparedness?

An important set of outcomes is related to how well students are being prepared for post-secondary education opportunities. For this, four sources of data were used: enrollment at non-zoned schools, participation in a CTE program, student magnet status or participation in a magnet program, enrollment in AP courses, and AP test performance. Data from each of these is discussed below.

- Non-zoned schools: School choice is an important aspect of enrollment in the district, as students may enroll outside of their zoned campus in various charter, magnet, or alternative schools. A rough measure of the degree to which these options are being utilized is to calculate the percentage of students who are enrolled at a campuses outside the one they are zoned to (see **Table 7**).
- Data in Table 7 show that immigrant students are much less likely to attend a non-zoned school, and this tendency does not seem to be greatly affected by length of time in U.S. schools. Immigrant students are less likely than other students, including EBs, to attend non-zoned campuses, and this is true for those in their 1st, 2nd, or 3rd-year in U.S. schools (see Appendix C).

Table 7. Student Enrollment at Non-Zoned Campuses During 2021–2022 (Grades 6 to 12 Only)

Student Group	# Students	# Zoned	# Not Zoned	% Not Zoned	Yr 1	Yr 2	Yr 3
Immigrants	4,463	3,676	787	17.6%	19.9%	13.4%	15.2%
EBs	25,755	19,226	6,529	25.4%			
HISD	91,238	54,232	37,006	40.6%			

Source: PowerSchool, Cognos 6/7/22

Table 8. Student Magnet Status During 2021–2022 (Grades K to 12 Only)

Student Group	# Students	# Magnet	% Magnet	Yr 1	Yr 2	Yr 3
Immigrants	10,372	986	9.5%	6.4%	10.1%	13.3%
EBs	64,066	12,117	18.9%			
HISD	180,581	52,992	29.3%			

Source: PowerSchool, Cognos 6/7/22

- **Magnet student status:** **Table 8** (see p. 13) summarizes data on district magnet program participation during 2021–2022. Enrollment and magnet status counts include all students in grades K through 12, and were extracted from an end-of-year roster (6/7/2022).
- Districtwide, 29.3 percent of students were listed as magnet program participants in 2021–2022. For immigrant students, magnet participation was only 9.5 percent, while for EBs, the rate was 18.9.
- Data showed that immigrant student magnet participation increased with length of time in school. Only 6.4 percent of 1st-year immigrants were listed as magnet, but this rate improved to 10.1 for 2nd-year immigrants and 13.3 percent for 3rd-year immigrants. Note that this latter percentage was still significantly below the participation rates for EBs or district students overall (see Appendix C).

Table 9. AP Course Enrollment During 2021–2022 (Grades 8 to 12 Only)

Student Group	# Students	# Enrolled AP	% Enrolled AP	Yr 1	Yr 2	Yr 3
Immigrants	3,979	283	7.1%	4.0%	11.8%	10.6%
EBs	16,584	2,424	14.6%			
HISD	65,365	15,655	24.0%			

Source: PowerSchool, IBM Cognos EOY roster 6/7/22

- **Advanced Placement course enrollment:** **Table 9** summarizes data on student enrollment in AP courses during 2021–2022. Enrollment counts include all students in grades 8 through 12, and were extracted from a PowerSchool end-of-year roster (6/7/2022). AP course enrollment was obtained from PowerSchool records via IBM Cognos.
- Immigrant student AP course enrollment in 2021–2022 was lower than that for EBs or the district overall. By their 3rd year of immigrant status, AP course enrollment had improved to 10.6 percent, but this was still statistically below the EB student rate, and was also well below the district average participation rate of 24.0 percent (see Appendix C).
- **Advanced Placement test performance:** Finally, **Table 10** shows data on AP test performance during 2021–2022. Results showed that immigrants had a higher proportion of exam results with a score of 3 or higher than either EBs or the district overall (see Appendix C).

Table 10. AP Test Performance During 2021–2022 (Grades 9 to 12 Only)

Student Group	AP Performance			Students Tested					
	# Tests	% 1 or 2	% 3 or Better	# Enrolled	# Tested	% Tested	Yr 1	Yr 2	Yr 3
Immigrants	258	40.3%	59.7%	3,159	221	7.0%	4.6%	10.7%	9.7%
EBs	2,581	76.3%	23.7%	15,193	1,874	12.3%			
HISD	25,019	58.7%	41.3%	63,767	13,323	20.9%			

Source: PowerSchool, AP exam data file 9/13/22

- However, only 7.0 percent of immigrant students enrolled during the year took an AP test, which was lower than the rate for either EBs (12.3%) or the district (20.9%). This rate did increase for immigrants in their 2nd or 3rd-year of immigrant status (see Appendix C).

Discussion

The district has a large population of immigrant students and the present report attempts to provide a snapshot of how immigrant students are doing on a number of performance measures. On most measures of academic performance, immigrant students lag both EBs as well as other students districtwide. There is some indication that they do better the longer they have been enrolled. For example, STAAR 3–8 results show clear evidence that students in years two and three do better than students who are in their first year. However, performance gaps persisted on English STAAR after three years, and while TELPAS results show improvement over time, overall English language proficiency still remains lower for 3rd-year immigrant students than for EBs as a group.

A notable set of findings concerns performance of immigrants at the secondary level. As has been shown in previous reports, STAAR EOC results do not appear to improve over time. In fact, EOC passing rates for 3rd-year immigrants were lower than those for 2nd-year immigrants in all subjects tested. Furthermore, several measures used to assess post-secondary readiness indicated sizeable and persistent gaps for immigrant students compared to other students, including EBs. These measures include enrollment at non-zoned schools, magnet status, and AP course enrollment and test participation. Taken together, these findings suggest that immigrant students at the secondary level may be missing out on opportunities to improve their options post-high school. It is essential that the district increase efforts in these areas to address this issue.

A significant drop in immigrant enrollment occurred in 2020–2021 (see Figure 1, p. 3), and this decline was not fully reversed in 2021–2022. This may have been related to the COVID-19 pandemic and its consequences, including border restrictions. Another significant factor in this decline dates back to January of 2019, when the Trump administration implemented the Migrant Protection Protocols (MPP), also known as the “[Remain in Mexico](#)” program. Under this program, non-Mexican asylum seekers can be returned to Mexico while their asylum claims are adjudicated. Previously, they would be allowed to remain in the U.S. during this process. Since 59 percent much of the immigrant student enrollment in the district come from three Central American countries (Honduras, El Salvador, and Guatemala), MPP would be expected to have a significant impact on enrollment of new immigrant students.

The MPP policy remains in effect under the new presidential administration, as court challenges have prevented its revocation. Although the current administration has submitted proposals to increase immigration and provide unauthorized immigrants with a pathway to legal status, these have not been acted upon. Given the continuing COVID situation and lack of closure regarding MPP or proposed new legislation, it is unclear what the medium-term impact on immigrant student enrollment in the district will be. District immigrant enrollment did not change significantly in 2021–2022 from the previous year (decline of 127, or -1.4 percent). This stability is also reflected in statewide numbers. It is an open question whether immigrant student enrollment will rebound or instead remain depressed, which has significant funding implications for the district’s immigrant student program.

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.
2. Figure 1 shows the number of immigrant students in 2021–2022 as 12,655, whereas, Appendix A shows an immigrant enrollment of 9,136. The discrepancy between these two figures derives from the fact that two different data sources were used. Figure 1 shows cumulative enrollment over the entire school year (i.e., students who were enrolled at any point, including withdrawals). Appendix A uses the fall PEIMS snapshot, which includes only students enrolled as of October 29, 2021 (i.e., the last Friday in October).

References

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Appendix A

District Immigrant Student Enrollment: Number and Percentage of Students Enrolled in 2021-2022 Who Were Current (Years 1-3) or Former Immigrants

Enrollment Status	# Students	% Students
HISD Enrolled	194,141	
Current Immigrant	9,136	4.71%
Current/Former Immigrant	17,857	9.20%
<hr/>		
EL Enrolled	68,144	
EL Immigrant	8,212	12.05%
EL Current/Former Immigrant	14,595	21.42%

Data were extracted from fall PEIMS records covering the years 2006-2007 through 2021-2022.

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 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. It remains 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 by 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 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

Calculation of Z-Scores Using Odds Ratios

An *odds ratio* is a statistic used to measure the degree of association between two binary variables. It can be used to calculate the relationship between a variable and the likelihood of an event occurring. Or put another way, an odds ratio can be used to answer the question, “is an event more or less likely to occur in one condition or another?”. Consider the example from the table below. The odds A/B represent the likelihood of testing positive for COVID assuming that you have not been vaccinated. Similarly, the odds C/D represent the likelihood of testing positive for COVID if you have been vaccinated. The *odds ratio* (A/B) / (C/D) tells us the likelihood of testing positive for COVID, as a function of whether or not you have been vaccinated.

COVID Status	Unvaccinated	Vaccinated
COVID Positive	A	C
COVID Negative	B	D

Using simulated numbers to clarify the methodology, assume that the relative probabilities are as stated in this table. Accordingly, the odds of testing positive for COVID if you have not been vaccinated are:

Odds positive (if not vaccinated) = A/B = .75/.25 = 3.0.

The odds of testing positive for COVID if you have been vaccinated are:

Odds positive (if vaccinated) = C/D = .25/.75 = 0.333

Given these values, the likelihood of testing positive for COVID as a function of your vaccination status is given by:

Odds Ratio = (A/B) / (C/D) = 3.0 / .333 = 9.00

In other words, based on these values you are 9 times more likely to test positive for COVID if you have not been vaccinated than if you had been vaccinated.

COVID Status	Unvaccinated	Vaccinated
COVID Positive	.75	.25
COVID Negative	.25	.75

Odds ratios were used to analyze data for a number of measures reported here, and a simple calculation can be used to derive a z-score, which allows the statistical probability of a given outcomes to be determined ([J Uebersax on odds ratios](#)). The following table summarizes the statistical analyses for the measures reported.

Comparison	Odds Ratio	Ln(OR)	SE	z-score	p
Discipline - # students					
<i>Immigrant vs EB</i>	1.3149	0.2737	0.0454	6.035	0.000001
<i>Immigrant vs HISD</i>	1.5046	0.4085	0.0435	9.386	0.000001
Retention (gr 1-8)					
<i>Immigrant vs EB</i>	1.6612	0.5075	0.0605	8.384	0.000001
<i>Immigrant vs HISD</i>	1.4245	0.3538	0.0566	6.243	0.000001

Appendix C (continued)

Comparison	Odds Ratio	Ln(OR)	SE	z-score	p
Retention (gr 1-8)					
<i>Immigrant yr 1 vs yr 2</i>	1.6137	0.4785	0.1794	2.668	0.0038
<i>Immigrant yr 1 vs yr 3</i>	2.2402	0.8065	0.1216	6.631	0.000001
<i>Immigrant yr 1 vs HISD</i>	2.0562	0.7209	0.0736	9.785	0.000001
<i>Immigrant yr 2 vs HISD</i>	1.2742	0.2423	0.1649	1.468	0.0709
<i>Immigrant yr 3 vs HISD</i>	0.9178	-0.0857	0.0992	-0.863	n.s.
Dropouts - Annual					
<i>Immigrant vs EB</i>	2.3471	0.8531	0.0557	15.300	0.000001
<i>Immigrant vs HISD</i>	3.3703	1.2150	0.0496	24.454	0.000001
4-Year Completion					
<i>Immigrant vs EB</i>	1.4190	0.3499	0.0833	4.201	0.000013
<i>Immigrant vs HISD</i>	3.4547	1.2397	0.0713	17.371	0.000001
Mobility - missed > 30 days					
<i>Immigrant vs EB</i>	2.6691	0.9817	0.0199	49.162	0.000001
<i>Immigrant vs HISD</i>	2.3419	0.8509	0.0187	45.504	0.000001
<i>Immigrant yr 3 vs EB</i>	0.9565	-0.0444	0.0361	-1.232	n.s.
<i>Immigrant yr 3 vs HISD</i>	0.9997	-0.0003	0.0574	-0.005	n.s.
Mobility - >1 campus					
<i>Immigrant vs EB</i>	1.5106	0.4125	0.0542	7.599	0.000001
<i>Immigrant vs HISD</i>	1.2816	0.2481	0.0503	4.927	0.000001
Non-zoned campus					
<i>Immigrant vs EB</i>	1.5862	0.4613	0.0418	11.034	0.000001
<i>Immigrant vs HISD</i>	3.1872	1.1591	0.0398	29.087	0.000001
<i>Immigrant yr 1 vs EB</i>	1.3646	0.3108	0.0524	5.923	0.000001
<i>Immigrant yr 2 vs EB</i>	2.1877	0.7828	0.1497	5.228	0.000001
<i>Immigrant yr 3 vs EB</i>	1.9017	0.6427	0.0708	9.075	0.000001
Magnet status					
<i>Immigrant vs EB</i>	0.4503	-0.7976	0.0349	22.813	0.000001
<i>Immigrant vs HISD</i>	0.2529	-1.3746	0.0338	40.581	0.000001
<i>Immigrant yr 1 vs EB</i>	0.2931	-1.2271	0.0581	21.110	0.000001
<i>Immigrant yr 2 vs EB</i>	0.4833	-0.7269	0.0903	8.045	0.000001
<i>Immigrant yr 3 vs EB</i>	0.6593	-0.4164	0.0481	8.661	0.000001
<i>Immigrant yr 3 vs HISD</i>	0.3703	-0.9934	0.0473	21.003	0.000001
AP course enrollment					
<i>Immigrant vs EB</i>	0.4473	-0.8045	0.0654	12.287	0.000001
<i>Immigrant vs HISD</i>	0.2431	-1.4141	0.0623	22.679	0.000001
<i>Immigrant yr 1 vs EB</i>	0.2462	-1.4016	0.1110	12.624	0.000001
<i>Immigrant yr 1 vs HISD</i>	0.1338	-2.0112	0.1092	18.416	0.000001
<i>Immigrant yr 3 vs EB</i>	0.6914	-0.3689	0.0880	4.192	0.0000138
<i>Immigrant yr 3 vs HISD</i>	0.3758	-0.9785	0.0857	11.417	0.000001
AP test performance					
<i>Immigrant vs EB</i>	4.7743	1.5632	0.1351	11.571	0.000001
<i>Immigrant vs HISD</i>	2.1035	0.7436	0.1275	5.829	0.000001
AP test participation					
<i>Immigrant vs EB</i>	0.5346	-0.6262	0.0739	8.463	0.000001
<i>Immigrant vs HISD</i>	0.2848	-1.2559	0.0704	17.833	0.000001
<i>Immigrant yr 1 vs EB</i>	0.3421	-1.0725	0.1177	9.104	0.000001
<i>Immigrant yr 2 vs EB</i>	0.8528	-0.1591	0.1947	0.817	n.s.
<i>Immigrant yr 3 vs EB</i>	0.7602	-0.2741	0.1024	2.675	0.00373

Appendix D

STAAR 3–8 English Results: Number Tested and Percent Meeting Approaches Grade Level Standard by Student Group, Grade Level and Subject (Spring 2022, First Administration Only)

Immigrants								
Grade	Reading		Mathematics		Science		Social Studies	
	Tested	% Met	Tested	% Met	Tested	% Met	Tested	% Met
3	376	48	405	55				
4	405	40	422	46				
5	403	36	413	46	457	27		
6	565	16	569	28				
7	594	17	584	19				
8	703	16	692	23	703	15	709	9
Total	3,046	26	3,084	34	1,160	20	709	9

English Learners								
Grade	Reading		Mathematics		Science		Social Studies	
	Tested	% Met	Tested	% Met	Tested	% Met	Tested	% Met
3	3,192	67	3,394	65				
4	4,691	68	4,796	66				
5	5,525	70	5,580	72	5,804	53		
6	4,557	48	4,559	53				
7	4,367	60	4,298	43				
8	4,060	57	3,723	49	4,039	45	4,057	24
Total	26,392	62	26,350	59	9,843	49	4,057	24

HISD								
Grade	Reading		Mathematics		Science		Social Studies	
	Tested	% Met	Tested	% Met	Tested	% Met	Tested	% Met
3	11,216	73	11,431	66				
4	12,813	72	12,913	65				
5	14,011	76	14,027	72	14,280	59		
6	12,189	62	12,176	63				
7	12,692	75	12,142	54				
8	12,943	77	10,702	61	12,711	64	12,952	48
Total	75,864	73	73,391	64	26,991	61	12,952	48

Source: Cognos STAAR data extract 6/22/22 , HISD Cognos Data Warehouse

Appendix E

STAAR 3–8 Spanish Results: Number Tested and Percent Meeting Approaches Grade Level Standard by Student Group, Grade Level and Subject (Spring 2022, First Administration Only)

Immigrants						
Grade	Reading		Mathematics		Science	
	Tested	% Met	Tested	% Met	Tested	% Met
3	556	66	529	58		
4	354	46	339	49		
5	279	65	271	39	231	23
Total	1,189	60	1,139	51	231	23

English Learners						
Grade	Reading		Mathematics		Science	
	Tested	% Met	Tested	% Met	Tested	% Met
3	3,201	60	3,003	62		
4	1,802	49	1,707	56		
5	812	62	761	51	543	25
Total	5,815	57	5,471	59	543	25

Source: Cognos STAAR data extract 6/22/22, HISD Cognos Data Warehouse

Appendix F

STAAR End-of-Course Results: Number Tested and Number and Percentage Meeting the Approaches Grade Level Standard (Spring 2022 Data Only, All Students Tested)

Grade	Algebra I		Biology		English I		English II		US History	
	Tested	% Met	Tested	% Met	Tested	% Met	Tested	% Met	Tested	% Met
Immigrant	905	38	967	29	1,071	8	754	11	458	47
English Learners	5,182	49	5,126	48	5,885	26	4,424	34	3,038	65
HISD	16,270	61	15,646	70	17,475	53	15,122	64	12,707	85

Source: STAAR EOC 6/15/22, HISD Cognos Data Warehouse

Appendix G

Composite TELPAS Results: Number and Percent of Students at Each Proficiency Level in 2022, by Grade and Student Group

Immigrants										
Grade	# Tested	Beginning		Intermediate		Advanced		Advanced High		Composite Score
		N	%	N	%	N	%	N	%	
K	934	758	81	111	12	43	5	22	2	1.3
1	1,057	659	62	259	25	88	8	51	5	1.5
2	854	381	45	362	42	93	11	18	2	1.7
3	845	261	31	402	48	138	16	44	5	1.9
4	674	307	46	269	40	78	12	20	3	1.7
5	609	273	45	225	37	87	14	24	4	1.8
6	474	186	39	221	47	51	11	16	3	1.7
7	489	188	38	247	51	44	9	10	2	1.7
8	602	246	41	304	50	38	6	14	2	1.7
9	758	430	57	261	34	47	6	20	3	1.6
10	326	132	40	147	45	39	12	8	2	1.8
11	410	149	36	197	48	51	12	13	3	1.8
12	122	16	13	63	52	34	28	9	7	2.2
Total	8,154	3,986	49	3,068	38	831	10	269	3	1.7

English Learners										
Grade	# Tested	Beginning		Intermediate		Advanced		Advanced High		Composite Score
		N	%	N	%	N	%	N	%	
K	6,100	4,258	70	1,351	22	355	6	136	2	1.4
1	6,213	2,784	45	2,205	35	816	13	408	7	1.7
2	5,999	1,103	18	3,033	51	1,581	26	282	5	2.2
3	6,375	600	9	2,604	41	2,291	36	880	14	2.5
4	6,467	706	11	2,380	37	2,372	37	1,009	16	2.5
5	6,258	505	8	1,831	29	2,456	39	1,466	23	2.8
6	4,440	309	7	1,569	35	1,801	41	761	17	2.7
7	4,210	297	7	1,322	31	1,669	40	922	22	2.8
8	3,950	376	10	1,343	34	1,554	39	677	17	2.7
9	4,208	672	16	1,732	41	1,295	31	509	12	2.4
10	2,424	248	10	926	38	837	35	413	17	2.6
11	2,096	225	11	812	39	722	34	337	16	2.6
12	1,300	61	5	513	39	520	40	206	16	2.7
Total	60,040	12,144	20	21,621	36	8,269	30	8,006	13	2.4

Source: TELPAS data file 8/1/22, HISD Cognos Data Warehouse

Appendix H

TELPAS Yearly Progress: Number and Percent of Students Gaining One or More Levels of English Language Proficiency in 2022, by Grade and Student Group

Immigrants									
Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level	
		N	%	N	%	N	%	N	%
1	655	215	33	48	7	7	1	270	41
2	561	248	44	19	3	2	<1	269	48
3	562	253	45	19	3	0	0	272	48
4	400	131	33	3	1	0	0	134	34
5	345	159	46	11	3	0	0	170	49
6	232	98	42	6	3	0	0	104	45
7	210	99	47	3	1	0	0	102	49
8	212	87	41	4	2	0	0	91	43
9	218	69	32	3	1	0	0	72	33
10	156	55	35	0	0	0	0	55	35
11	197	64	32	2	1	0	0	66	34
12	84	35	42	1	1	0	0	36	43
Total	3,832	1,513	39	119	3	9	<1	1,641	43

English Learners									
Grade Level	Cohort Size	Gained 1 Proficiency Level		Gained 2 Proficiency Levels		Gained 3 Proficiency Levels		Gained at Least 1 Proficiency Level	
		N	%	N	%	N	%	N	%
1	5,160	1,824	35	401	8	72	1	2,297	45
2	5,315	2,127	40	371	7	12	<1	2,510	47
3	5,260	2,291	44	148	3	0	0	2,439	46
4	5,309	1,654	31	61	1	0	0	1,715	32
5	4,978	2,218	45	107	2	0	0	2,325	47
6	3,368	1,059	31	36	1	0	0	1,095	33
7	2,754	1,215	44	59	2	0	0	1,274	46
8	2,411	908	38	49	2	0	0	957	40
9	2,532	686	27	34	1	2	<1	722	29
10	1,659	577	35	33	2	0	0	610	37
11	1,412	476	34	30	2	0	0	506	36
12	948	314	33	12	1	0	0	326	34
Total	41,106	15,349	37	1,341	3	86	<1	16,776	41

Source: TELPAS data file 8/1/22, HISD Cognos Data Warehouse