MEMORANDUM October 23, 2018

TO: Anna White
Assistant Superintendent, Multilingual Programs

FROM: Carla Stevens
Assistant Superintendent, Research and Accountability

SUBJECT: **DUAL LANGUAGE BILINGUAL PROGRAM EVALUATION REPORT 2017–2018**

The Texas Education Code (§ 29.051) requires school districts to provide every language minority student with the opportunity to participate in either a bilingual or English as a second language (ESL) program. Attached is the evaluation report summarizing the performance of students who participated in the district's Dual Language Bilingual Program. Included in the report are findings from assessments of academic achievement and English language proficiency for all students classified as English Learners (EL) who participated in the Dual Language program. In addition, the report includes performance results of fluent English-speakers enrolled in the Dual Language program.

Key findings include:

- A total of 8,189 EL students participated in the Dual Language program in 2017–2018, and it was offered at 56 campuses.
- Current Dual Language students performed better than other bilingual students in reading on the STAAR 3-8 (English version) in 2018 but were slightly lower in mathematics.
- Current Dual Language students improved in reading performance on the STAAR (English) in 2018 compared to 2017 but declined STAAR mathematics.
- Students who used to be in the Dual Language program but who had exited EL status did better than the district average in the reading and mathematics tests of the STAAR, and also did better than those who exited from other bilingual programs.
- On the STAAR EOC, exited Dual Language students did better than the district average, and also did better than students who had exited other bilingual programs.
- Dual Language students had higher overall English proficiency at most grade levels than did students in other bilingual programs.
- English-speaking students in the Dual Language program showed evidence for full bilingualism and biliteracy.
- Finally, the percentage of Dual Language students subject to disciplinary actions in 2017–2018 was lower than the corresponding rates for students from other bilingual programs or non-EL students.

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

CJS

Attachment

cc: Noelia Longoria
Courtney Busby

HOUSTON INDEPENDENT SCHOOL DISTRICT

RESEARCH

Educational Program Report

DUAL LANGUAGE PROGRAM EVALUATION REPORT
2017 – 2018

HISD | Research and Accountability

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Dual Language Bilingual Program Evaluation 2017–2018

Executive Summary

Program Description

The Dual language program in HISD is intended to facilitate English Learner (EL) integration into the regular school curriculum and ensure access to equal educational opportunities, while promoting biliteracy and bilingualism for both ELs and native English speakers. The dual language program is offered in elementary schools and selected secondary schools for language minority students who need to enhance their English language skills, but the program also includes English speakers who wish to learn Spanish as a second language. Beginning in prekindergarten, the program provides ELs with a carefully structured sequence of basic skills in their native language, as well as gradual skill development in English through ESL methodology. In dual language programs, the function of the native language is to provide access to the curriculum while the student is acquiring English. Instruction in the native language assures that students attain grade level cognitive skills without falling behind academically, and also ensures that English-speaking students are immersed in a foreign language.

The present evaluation of the dual language bilingual program (DL) addresses the following topics:

- academic progress of dual language ELs;
- English proficiency among dual language ELs and Spanish proficiency of native English speakers;
- academic progress of native English-speakers enrolled in the dual language program; and
- data on school attendance and discipline for dual-language ELs

Highlights

- There were 8,189 ELs enrolled in the dual-language bilingual program (DL) in 2017–2018.

- DL was offered in 56 campuses districtwide (50 elementary campuses, five secondary, and one K-8 campus).

- Current DL students performed better than did those in other bilingual programs in reading on the STAAR 3–8 (English version) in 2018 (+2 percentage points) but were slightly lower in mathematics (-4 percentage points).

- English language STAAR performance of both DL students and those in other bilingual programs was better on mathematics tests than it was on reading and both DL and other bilingual students performed better than the district in mathematics (English STAAR) but were lower in reading.

- STAAR 3–8 reading performance of DL students improved in 2018 compared to 2017 on the English STAAR, but declined in mathematics.

- The improvement by DL students in STAAR reading (+7 percentage points) was larger than the change reported for other bilingual students (+3 percentage points) or the district overall (+3 percentage points).

- Students who had exited EL status but who had previously been in DL did better than the district average on the reading and mathematics tests for the STAAR.

- Exited DL students also did better than those who exited from other bilingual programs, and showed larger improvements in reading and mathematics than the district overall.

- On the STAAR EOC, exited DL students performed better than students who had exited other bilingual programs, and both groups did better than the district in all content areas.

- On the TELPAS, more DL students scored at the highest level of English proficiency than did other bilingual students as early as grade K, and this trend persisted at higher grades.

- Fluent English speakers in DL showed evidence of bilingualism and biliteracy, doing well on both the Spanish and English language STAAR reading assessments.

- DL students did not differ from either other bilingual students or non-EL students in terms of their attendance rate, but they had fewer reported disciplinary incidents.

Recommendations

1. Planning for DL expansion in district geographical areas growing into middle school services should be on-going and made a priority in order to establish DL pathways across the district.

2. A plan for expansion at early childhood centers should be explored to allow for an early start in bilingualism and biliteracy of prekindergarten students feeding into established DL campuses.

3. Strategic campus visits should continue in order to provide feedback and ensure fidelity to program guidelines. Data from these visits should be collated and analyzed in order to detect any overall trends.

4. Training for campus DL leadership should be strengthened and tiered in order to meet the varied needs and level of experience.

5. Teacher staff development should be monitored so that instruction adheres to program expectations and campuses are supported, depending on their needs.

Introduction

Texas requires school districts to provide specialized linguistic programs to meet the needs of students who are English learners (EL). These programs are intended to facilitate ELs' integration into the regular school curriculum and ensure access to equal educational opportunities. HISD exceeds the state mandate by implementing two bilingual education programs: the Dual-Language Bilingual Program (DL) and the Transitional Bilingual Program (TBP).[1] The Dual-Language Program differs from the Transitional Bilingual Program in two ways: in DL, classes are composed of a mix of Spanish-speaking ELs as well as native English speakers, and there is a higher percentage of instructional time offered in Spanish. The Spanish-English dual language program is the focus of this report.

Expansion of the Dual Language Program

In the district's dual language program, roughly equal numbers [2] of EL and fluent English-speaking students are taught together in an effort to develop full bilingualism and biliteracy for both groups. The district has committed to an expansion and alignment of its existing dual language program. Since the 2013 –2014 school year, 44 new campuses have been added to supplement the original 12 campuses which had been offering DL previously. At each of the new DL campuses, only students up to and including grade one are initially enrolled in the program, with higher grades added as students advance each year. All of the original DL campuses that offered the program in elementary grades did so through fifth grade, although the new guidelines are being implemented at these campuses starting with the lower grades. Thus, at the present time, the DL program includes a mix of campuses that have been offering the program through fifth grade for a number of years, and campuses that only offer the program at lower grade levels. Eventually, all elementary DL campuses will offer the program through fifth grade.

Standardization of Curriculum and Guidelines

Besides increasing the number of campuses offering DL, a second major aim of the DL initiative has been an alignment of the program's curriculum and guidelines. These changes have included a standardization of the time and content allocation that campuses are required to follow. DL campuses have the choice of following either a 50:50 or an 80:20 model. In the 80:20 model, students in prekindergarten receive 80 percent of their instruction in Spanish and 20 percent in English. The percentage of instruction time in English gradually increases throughout the grade levels, until reaching 50 percent in grade 3. The 50:50 model differs slightly, in that students receive half of their instruction in English and half in Spanish starting in prekindergarten, and this mix persists until at least 5th grade. Currently, 12 DL campuses follow the 80:20 model, while 39 operate under the 50:50 framework (excluding five programs that operate in secondary level campuses).

Methods

Participants

ELs in the dual language bilingual program were identified using 2017–2018 Chancery Student Management System (SMS), IBM Cognos, and Public Education Information Management System (PEIMS) databases. Enrollment figures for ELs in the various bilingual programs are shown in **Table 1** (see p. 4). Note that enrollment in DL is substantially lower than enrollment in TBP; 22 percent of ELs served through bilingual programs were served in the dual-language program and 60 percent were served in the transitional program. However, total enrollment in the dual-language program has increased by 32 percent since 2016. In 2017–2018, the dual-language bilingual program was offered at 50 elementary schools, five secondary campuses, and one K–8 campus (see **Appendix A** for a complete list, pp. 14-

Table 1. Number and Percent of Bilingual EL Students by Program, 2015–2016 to 2017–2018

Bilingual Program	Enrolled			Percent		
	2016	2017	2018	2016	2017	2018
Transitional Bilingual (TBP)	25,293	23,537	21,873	64	60	60
Pre-Exit Bilingual	7,800	7,582	6,318	20	19	17
Dual-Language (DL, Two or One-Way)	6,223	7,818	8,189	16	20	22
Cultural Heritage	128	74	32	<1	<1	<1
Mandarin Bilingual	76	59	71	<1	<1	<1
Arabic Bilingual	13	39	80	<1	<1	<1
French Bilingual (E. White ES)	n/a	96	80		<1	<1
Other*	50	38	28	<1	<1	<1
Total	**39,583**	**39,243**	**36,671**			

Source: IBM Cognos, Chancery

** Inappropriate code (EL student listed as served through a bilingual program no longer offered).*

15). The number of campuses offering DL has increased from 17 in 2012–2013 to 56 for the 2017–2018 school year.[3] All DL students with assessment results from 2017–2018 were included in analyses for this report, as were students who had previously been in the program but who had since exited EL status.

Data Collection & Analysis

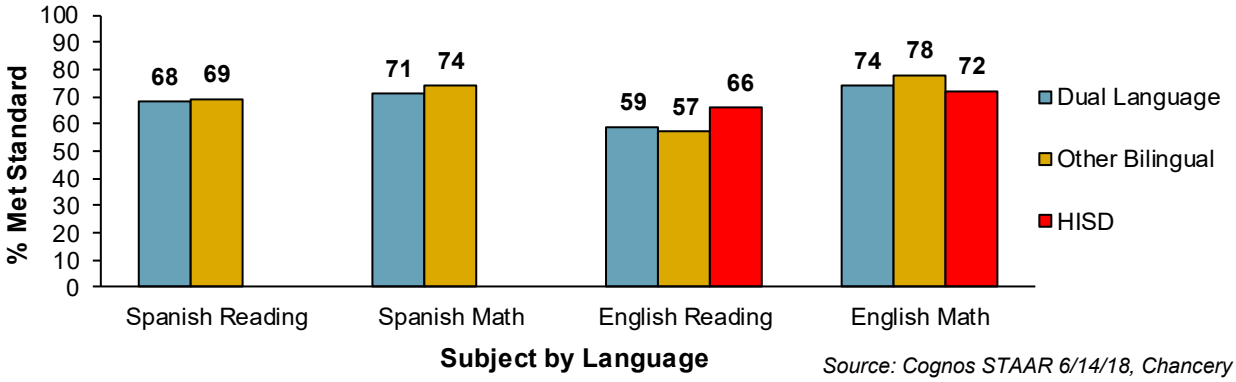
Results for DL students from the State of Texas Assessments of Academic Readiness grades 3–8 (STAAR 3-8) and Texas English Language Proficiency Assessment System (TELPAS) were analyzed at the district level, as were results for exited DL students on the STAAR End-of-Course (EOC) exams. Comparisons were made between dual-language students, other bilingual students, and all students districtwide.

STAAR results are reported for the reading and mathematics tests (first administration only). For each test, the percentage of students who 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. In addition, for both the STAAR 3–8 and EOC assessments, results from the STAAR Progress measure are reported. 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. Accordingly, where data from 2016 or earlier is reported, data have been adjusted to include results from these versions of the STAAR and EOC.

TELPAS results are reported for one indicator. This measure reflects attainment, i.e., the overall level of English language proficiency exhibited by ELs. For this indicator, the percent of students at each proficiency level is presented. A second TELPAS indicator reflects progress, i.e., whether students gained one or more levels of English language proficiency from one year to the next. However, for 2018 this measure was not calculated or reported, due to changes in the design of TELPAS that occurred this year. **Appendix B** (see p. 16) provides further details on the assessments analyzed for this report.

Finally, results for native English-speakers in DL are presented. These English-speakers are an integral part of the DL program, as it is assumed that their presence enhances the acquisition of English proficiency for ELs. However, it is important to document that these students are not disadvantaged academically by being in a class with ELs, and their results are included in the latter part of the report.

Figure 1. Percentage of Students Who Met Approaches Grade Level Standard on STAAR Grades 3–8 Reading and Mathematics Tests, 2018: Dual Language Students, Other Bilingual Students, and All Students Districtwide (1st-Administration Only, No STAAR Alt 2)



Source: Cognos STAAR 6/14/18, Chancery

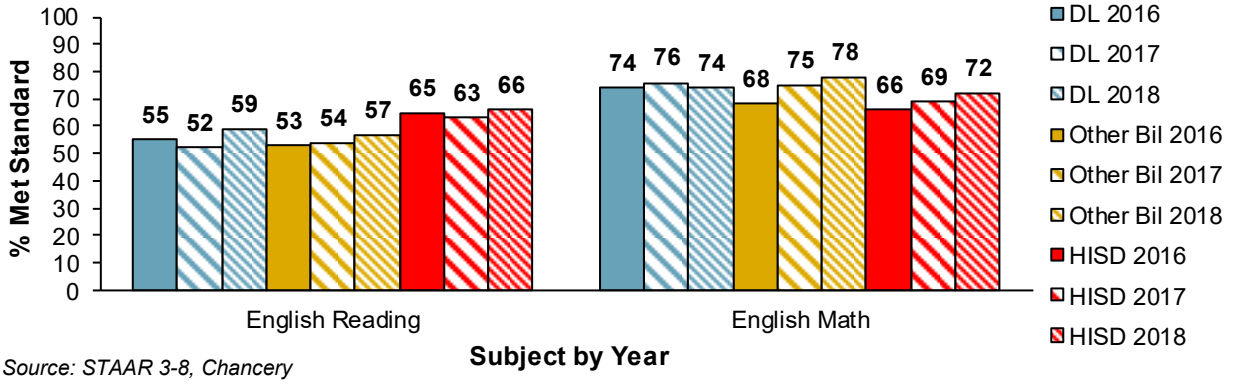
Results

What was the academic performance of ELs in the dual-language program?

STAAR

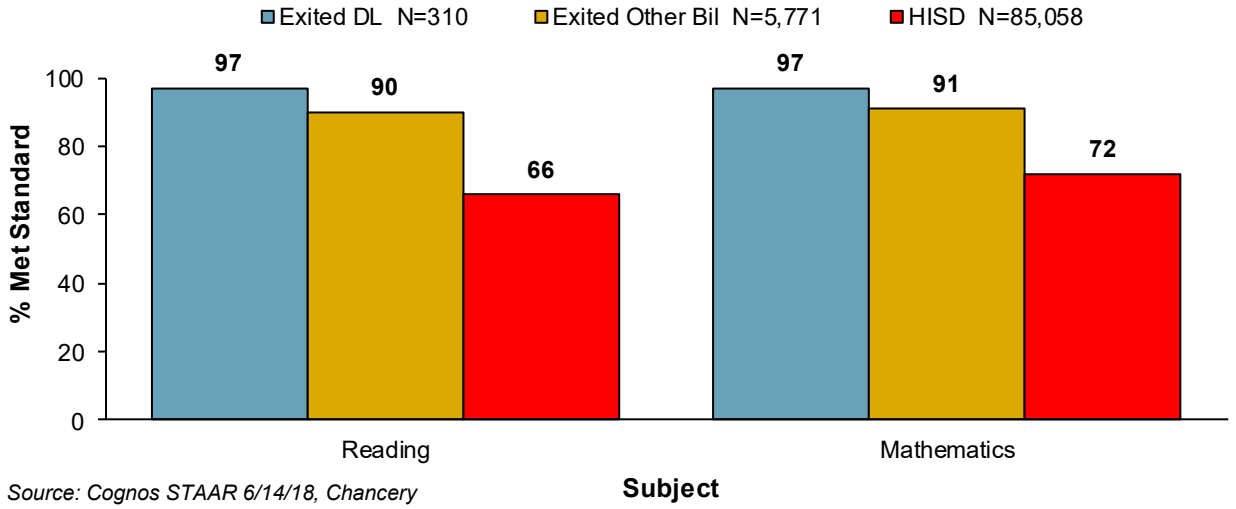
- **Figure 1** shows the percent of students who met the Approaches Grade Level standard on the Spanish and English language versions of the STAAR 3–8 in 2018 (reading and mathematics).
- Results are shown for DL students, as well as students from other bilingual programs and all students districtwide.[4] See **Appendices C** and **D** for further details (see pp. 17–18).
- DL students had a lower passing rate than other bilingual students in Spanish reading and mathematics, and in English mathematics, but exceeded other bilingual students in English reading.
- **Figure 2** shows English STAAR performance in reading and mathematics for 2016 to 2018.
- Dual language students increased by 7 percentage points in reading from the previous year, compared to the +3 percentage point gain for other bilingual students and +3 percentage point gain for the district overall. DL students showed a decrease of 2 percentage points in mathematics, while both comparison groups showed gains compared to the previous year.

Figure 2. Percentage of Students Who Met Approaches Grade Level Standard on STAAR Grades 3–8 Reading and Mathematics tests, 2016 Through 2018: DL Students and All Students Districtwide (English STAAR, 1st-Administration Only, No STAAR Alt 2)



Source: STAAR 3-8, Chancery

Figure 3. Percentage of Students Who Met Approaches Grade Level Standard on English STAAR Grades 3–8 Reading Test, 2018: Exited DL Students, Exited Students from Other Bilingual Programs, and All Students Districtwide (1st-Administration Only, No STAAR Alt 2)



Source: Cognos STAAR 6/14/18, Chancery

- STAAR reading and mathematics results for exited DL students in 2018 are shown in **Figure 3**. Exited students from the DL program had higher passing rates than the district, and also exceeded performance of students from other bilingual programs, in both reading and mathematics.

- **Figure 4** (below) shows the reading and mathematics performance of exited DL students for the past three years. Exited DL students improved in reading (+4 percentage points) and in mathematics (+6 points) between 2016 and 2018.

- The district improved in reading (+1 percentage point) and in mathematics (+6 percentage points), while other exited bilingual students also improved in both subjects. Appendix D (p. 18) shows additional results.

Figure 4. Percentage of Students Who Met Approaches Grade Level Standard on English STAAR Grades 3-8 Reading and Mathematics Tests, 2016 to 2018: Exited DL, Other Exited Bilingual Students, and All Students Districtwide (1st-Administration Only, No STAAR Alt 2)

Source: STAAR 3-8, Chancery

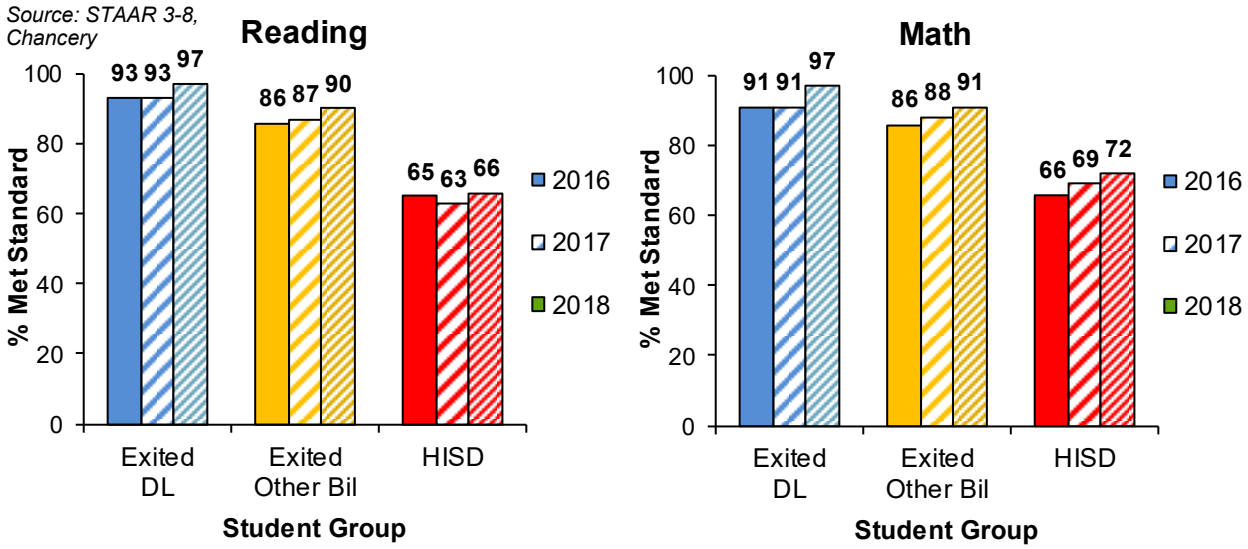
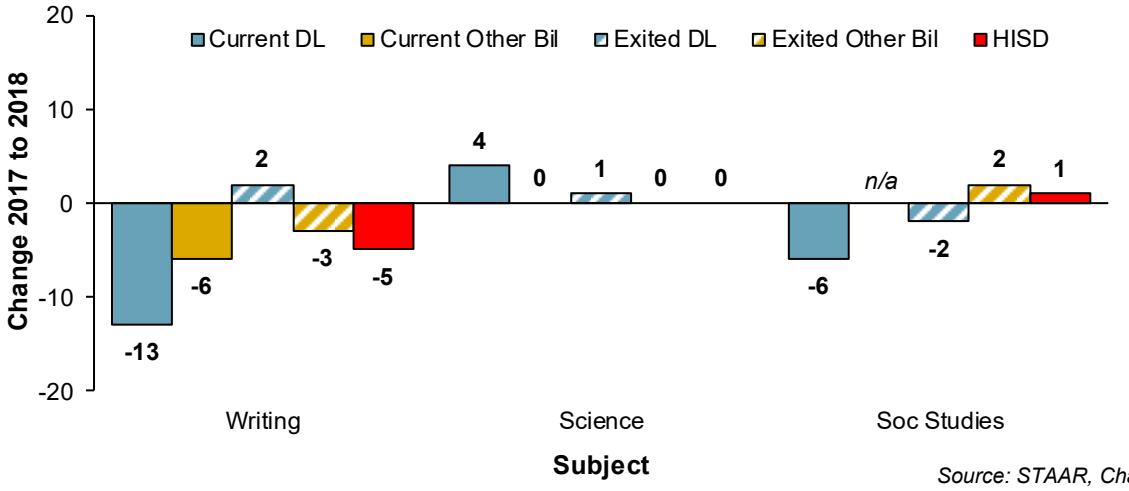


Figure 5. STAAR Writing, Science, and Social Studies: Change in Percent Students Meeting Approaches Grade Level Standard From 2017 to 2018



Source: STAAR, Chancery

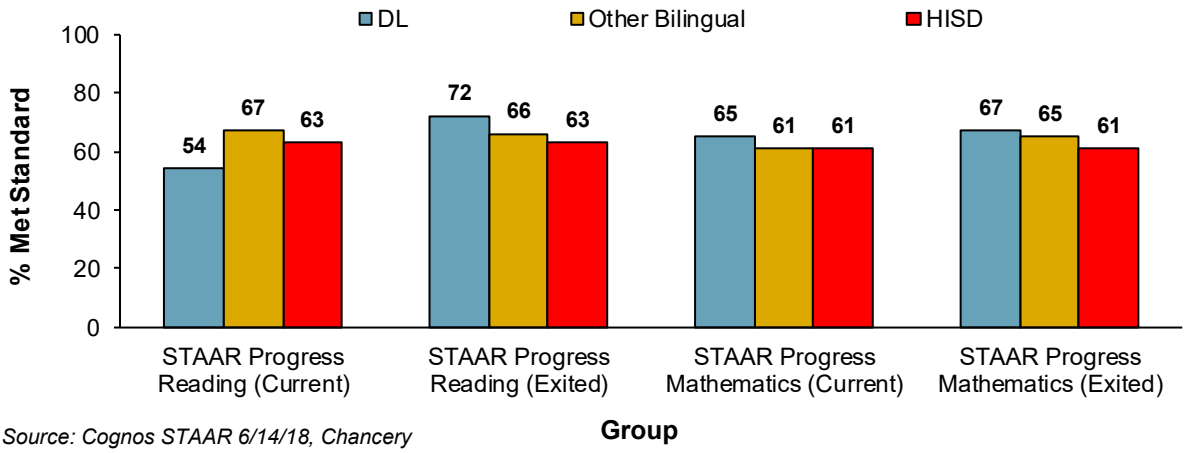
- **Figure 5** (above) shows the change in overall percentage of students meeting standard between 2017 and 2018 for the remaining three STAAR subjects.

- Note that all groups, including current DL students, current other bilingual students, exited other bilingual students, and the district overall, declined in STAAR writing in 2018. See **Appendix E** (p.19) for further details. Only exited DL students improved in STAAR writing.

- **Figure 6** shows results for the STAAR progress measure (for an explanation see **Appendix F**, p. 20, and **Appendix G** for details, p. 21).

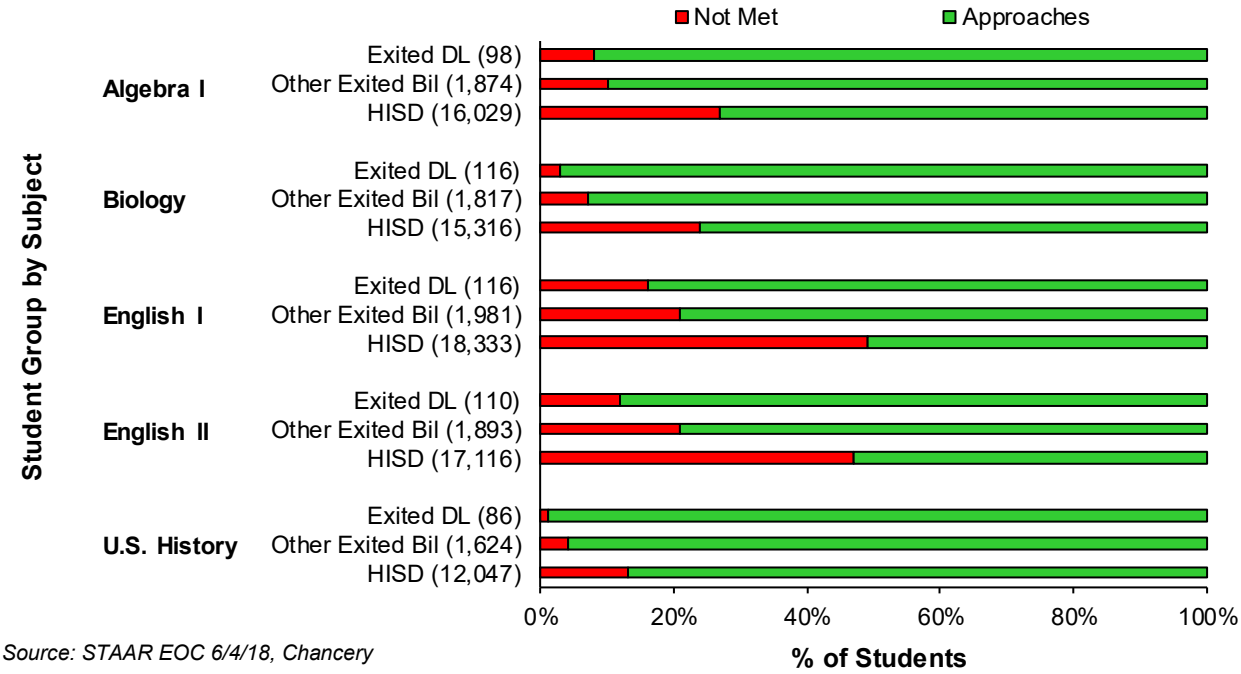
- Both current and exited DL students performed better than other bilingual students and the district overall on the STAAR progress measure, with the sole exception of reading for current DL students, where they were lower than both comparison groups.

Figure 6. STAAR Progress Performance on English Reading and Mathematics for DL Students, Other Bilingual Students, and All Students Districtwide, 2018 (Combined Results for Grades 3 Through 8)



Source: Cognos STAAR 6/14/18, Chancery

Figure 7. STAAR-EOC Percent Met Approaches Grade Level Standard for Monitored and Former DL Students, by Subject, 2018: Results are Included for All Exited Dual-Language Students, Exited Students From Other Bilingual Programs, and All Students Districtwide (Spring Administration, All Students Tested Including Retesters)



Source: STAAR EOC 6/4/18, Chancery

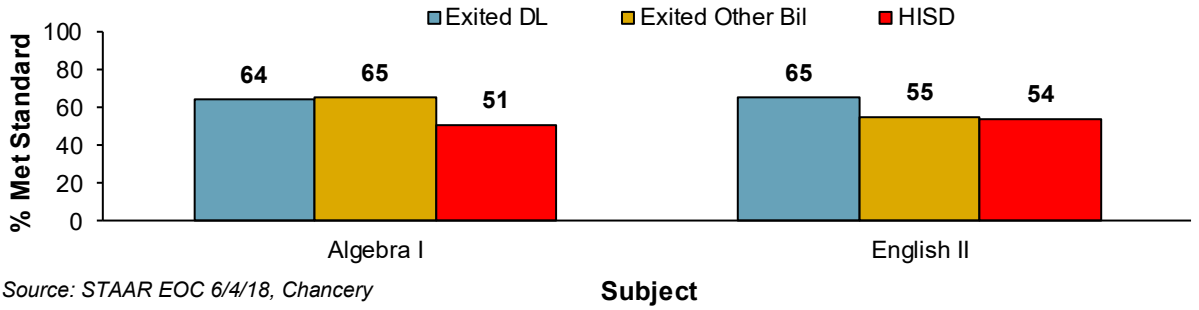
STAAR EOC

Figure 7 depicts results for the STAAR-EOC assessments. Shown are results for Algebra I, Biology, English I and II, and U.S. History. The figure shows the percentage of students who met the Approaches Grade Level standard for 2017–2018 (dark green). Red indicates the percentage of students who did not meet standard. Figures in parentheses are the number of students tested (see also **Appendix H**, p. 22).

- Exited DL students performed better than the district, and higher than other exited bilingual students, on all tests. The highest passing rates were in U.S. History and Biology, with the lowest rates on English I and II. Note that students exited from other bilingual programs also outperformed the district.

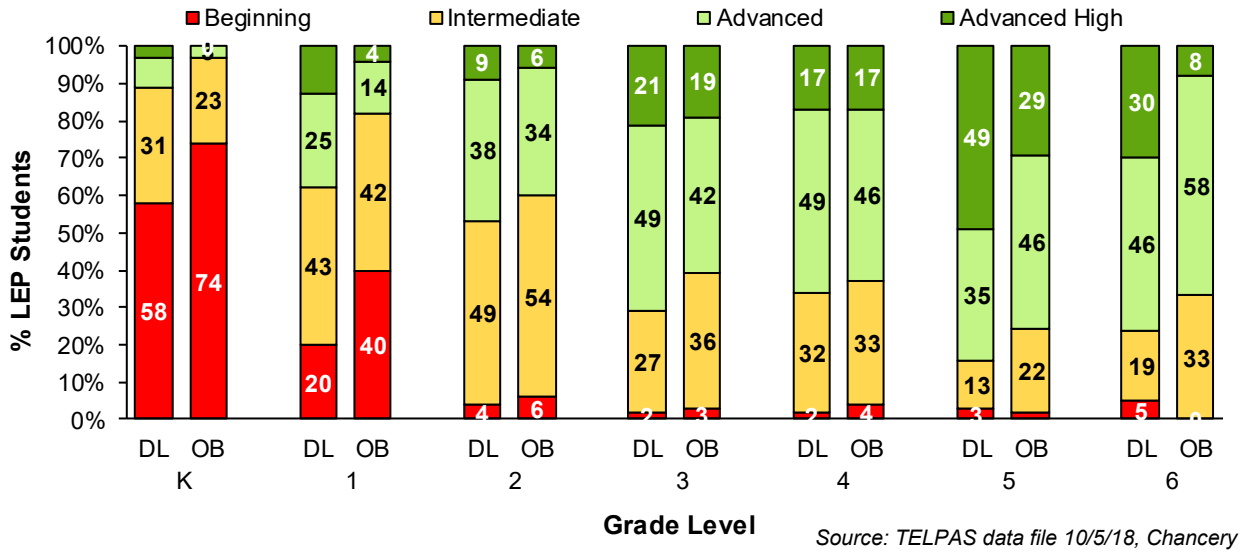
- **Figure 8** shows results for the EOC Progress measure (exited ELs only). Results show that exited DL students did better than students from other bilingual programs on English II but not Algebra I. Both groups outperformed the district average on both subjects (see also **Appendix I**, p. 23).

Figure 8. EOC Progress Performance for Exited DL Students, Other Exited Bilingual Students, and All Students Districtwide, 2018 (Algebra I and English II Only)



Source: STAAR EOC 6/4/18, Chancery

Figure 9. TELPAS Composite Proficiency Ratings for DL and Other Bilingual (OB) Students, 2018



Source: TELPAS data file 10/5/18, Chancery

What were the levels of English proficiency among ELs in dual-language programs?

- **Figure 9** shows attainment, i.e., the percentage of students scoring at each proficiency level on the TELPAS in 2018. Further details can be found in **Appendix J** (p. 24). Note that Yearly progress, i.e. the percentage of students who made gains in English language proficiency between testing years, was not reported in 2018 due to changes in the TELPAS assessment

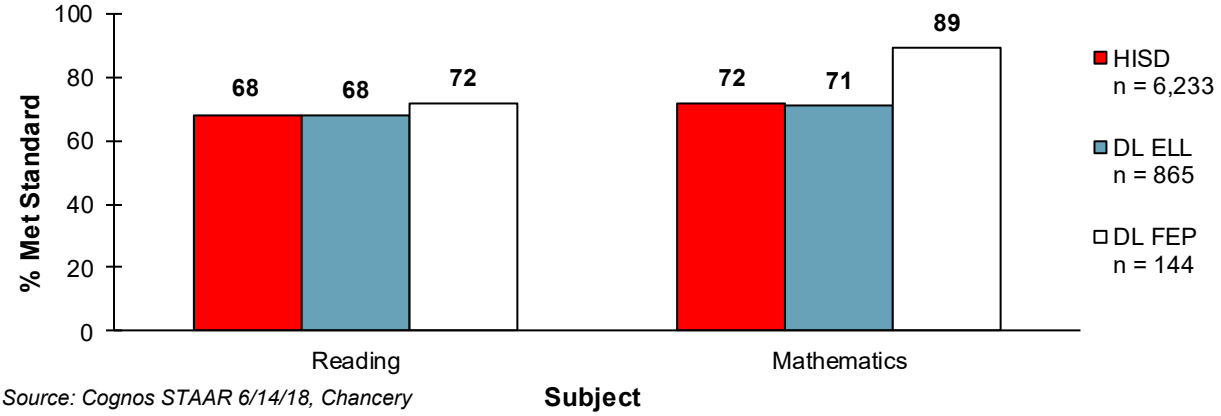
- English proficiency for DL students improved across grade levels, with 84% or more of students scoring Advanced or better by grade 5 in 2018.

- DL students showed higher overall English proficiency than did students in other bilingual programs at all grade levels.

What was the academic performance of fluent English speakers in the dual-language program?

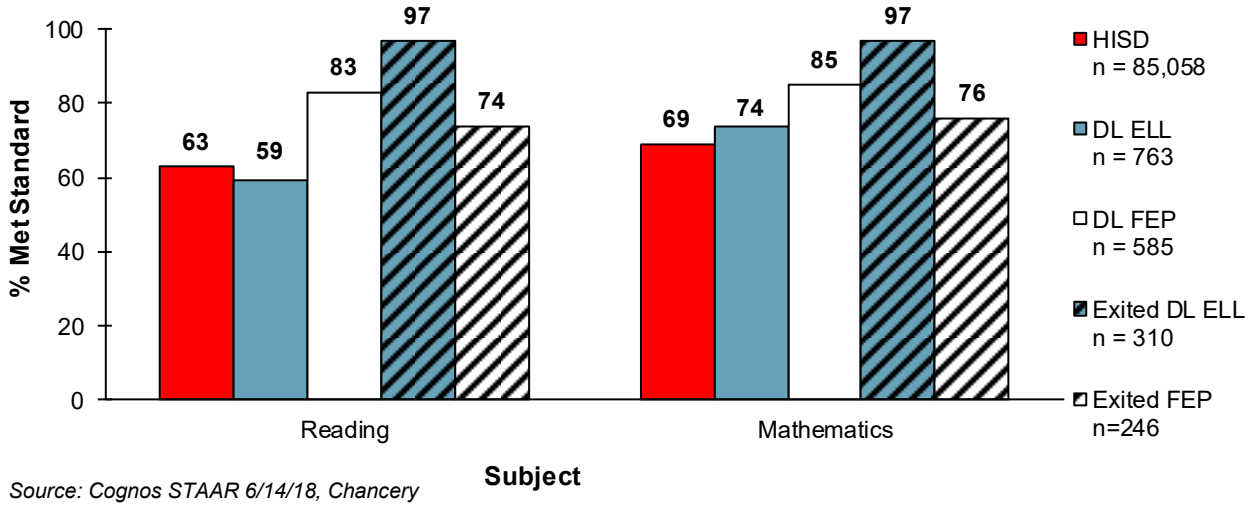
- The goal of the DL program is for students to achieve full bilingualism and biliteracy. Data have already been presented on the performance of current and former ELs in the program. In this section,

Figure 10. Spanish STAAR Performance of EL and FEP Students in the DLBP Program, 2018: Percent Meeting Approaches Grade Level Standard in Reading and Mathematics



Source: Cognos STAAR 6/14/18, Chancery

Figure 11. English STAAR Performance of EL and FEP Students in the DLBP Program, 2018: Percent meeting Approaches Grade Level Standard in Reading and Mathematics



Source: Cognos STAAR 6/14/18, Chancery

data are reported from students with fluent English proficiency (FEP) who participated in the DL program during 2017–2018, as well as those who may have participated previously.

- Spanish-language STAAR results show that fluent English speakers (n = 144) had higher passing rates than did Spanish speaking DL students on the reading and mathematics tests (see **Figure 10**, p 9).

- The passing rate for DL EL students was virtually identical in both reading and mathematics compared to all students districtwide who took the Spanish language STAAR.

- English STAAR results (see **Figure 11**) show that FEP students (n = 585) also did better than current DL EL students in both reading and mathematics.

- Exited FEP students and exited DL students each had higher passing rates than the district overall on the English STAAR, and this was true for both reading and mathematics.

- Exited DL students had the highest passing rates of all comparison groups, even higher than that of native English speaking FEP students (both current and exited FEPs).

Did dual language students differ from other students in terms of school attendance/discipline?

District student attendance and discipline data from 2017–2018 were analyzed to determine whether there was any evidence of a difference between the patterns shown by DL students and others in the district.

- Student attendance records for 2017–2018 showed that the average attendance rate for DL students was 97.0%, which did not differ from comparable rates for other bilingual students (97.1%) or non-EL students in grades PK to 5 (97.0%).

- Student discipline data were extracted from district records using the appropriate PEIMS Disciplinary Action Codes (grades PK to 5 only).

Table 2. Number and Percent of Students Subject to Disciplinary Actions in 2017–2018

Student Group	Number Enrolled	Number of Incidents (Duplicated)				Number & Percent of Students (Unduplicated)	
		ISS	OSS	DAEP/JJAEP	Total	# Students	Total
Dual Language	8,219	10	18	0	28	21	0.26
Non-ELLs	62,519	692	1,786	46	2,524	1,370	2.19
Other Bilingual	29,578	57	140	13	210	146	0.49

Source: Cognos Chancery Ad Hoc Database

- As **Table 2** shows, twenty-one DL students received some type of disciplinary action in 2017–2018, equivalent to only 0.26% of all DL students enrolled in PK-5. Comparable rates for other bilingual students and non-ELs were also low (0.49% and 2.19% respectively), but were still significantly greater than that observed for DL students ($p < .003$ and $p<.0001$).

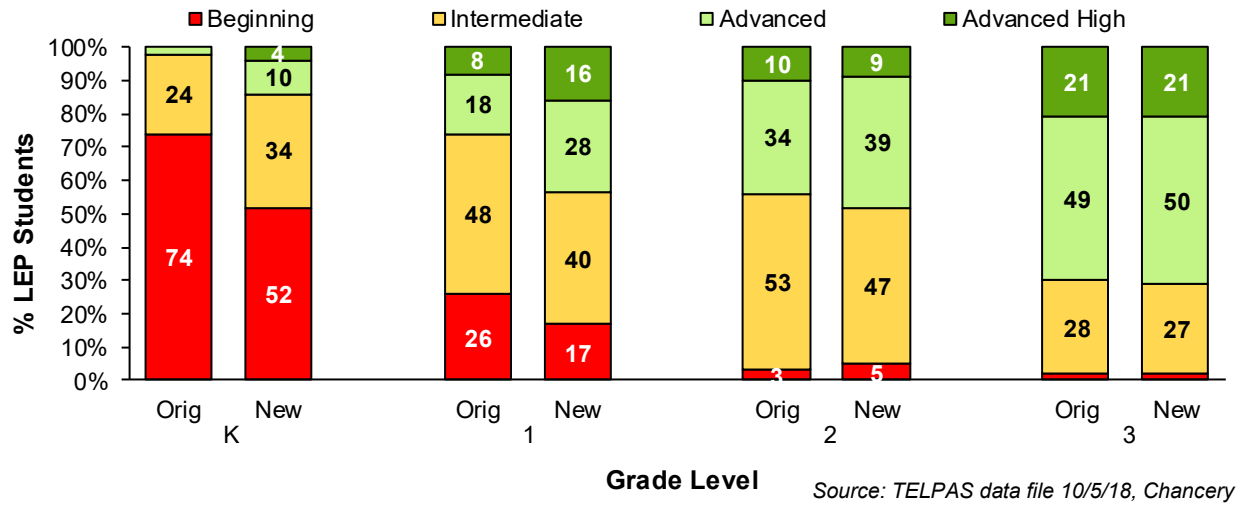
What was the frequency and scope of professional development activities provided to teachers and staff serving dual language students?

Data provided by e-TRAIN indicated that 174 staff development training sessions pertaining to dual language education were coordinated by the Multilingual Department during the 2017–2018 school year. These sessions, summarized in **Appendix K** (p. 25), were attended by total of 1,141 teachers and other district staff. Note that individuals may have been counted more than once if they attended multiple events (the unduplicated staff count was 621). A full record of professional development activities can be obtained from the Multilingual Department.

Does student English language proficiency differ for those in the newer program campuses compared to the original dual language campuses?

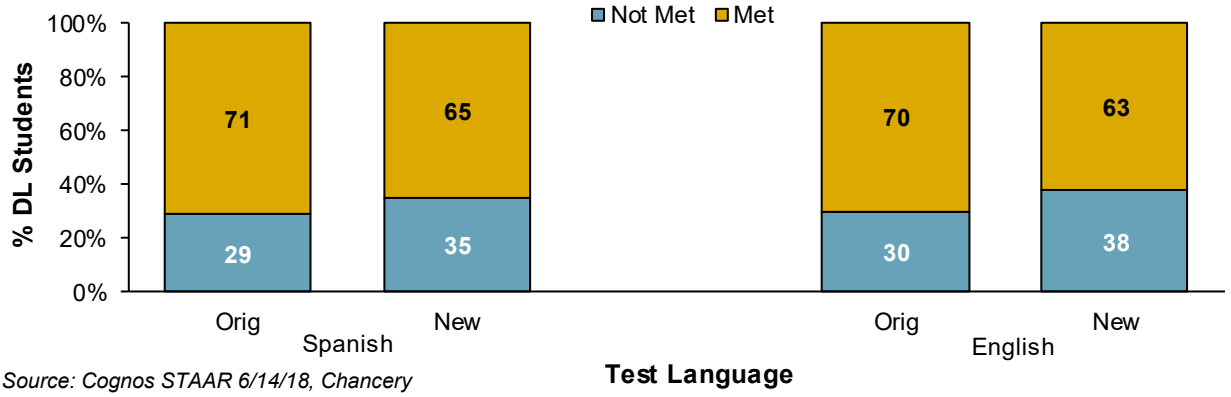
The expansion of the DL program began in 2013–2014. There are now two cohorts of new DL campuses where incoming DL students have reached 3rd-grade or higher, and thus have data from the STAAR 3–8 assessment. In addition, all DL campuses have students tested on the TELPAS as early as kindergarten. In this section, performance of students in the original 14 DL campuses is compared to that of students from the newer programs, in order to see whether there are any systematic differences between them in academic achievement or overall English language proficiency.

Figure 12. TELPAS Composite Proficiency Ratings for Original Versus New DL Campuses, 2018



Source: TELPAS data file 10/5/18, Chancery

Figure 13. STAAR Reading Performance of Original Versus New DL Campuses, 2018: Percentage Meeting or Not Meeting Approaches Grade Level Standard



Source: Cognos STAAR 6/14/18, Chancery

- **Figure 12** (see p. 11) shows the TELPAS proficiency ratings for DL students from the original campuses (established 2013–2014 or earlier) and those from the newer campuses (established 2014–2015 or later). Results are shown for grades K through 3 only.

- Performance of the two cohorts of campuses appears to be very similar. If there is any difference it would appear to favor the new DL campuses (i.e., slightly higher English proficiency in grades K and 1). Thus it does not appear that expansion of the DL program has negatively affected student English proficiency.

- **Figure 13** (above) shows STAAR reading results for DL students from the original campuses (established 2013–2014 or earlier) and those from the newer campuses (established 2014–2015 or later). Only data from grade 3 is shown, since the DL program in the newer programs only reached 3rd-grade this school year.

- On both the Spanish and English-language STAAR, DL students from the original campuses had higher passing rates than did students from the newer DL campuses.

Discussion

Beginning in 2013–2014, 39 new campuses were added to the DL program, with the program being phased in starting at lower grade levels. The evidence reviewed here does indicate that the dual language program in HISD provides ELs with the support needed to succeed academically. ELs who have participated in DL acquire English-language proficiency while in the programs, and outperform the district average on the STAAR and STAAR EOC assessments once they have successfully met exit criteria. Native English speakers (FEPs) involved in the program also do well. Based on these results, it would appear that the HISD Multilingual Department is fulfilling its mission to ensure that ELs achieve their full academic potential. As the expanded DL program introduces the new time and content allocations at higher grade levels in the newly added campuses, the program's performance will need to be monitored to ensure that this record of success continues.

Appendices L.1 through **L.5** (pp. 26-36) provide summaries of student performance at the various DL campuses. Shown are results for Spanish-speaking DL students in classes with native English-speakers (YT), Spanish-speaking DL students in classes where there were no native English speakers (YO), and native English-speakers enrolled in the DL program (NT).

Endnotes

1. Three other campuses offer what are labelled as "dual-language" programs, but they are not covered in the present report. These include a Mandarin Language Immersion program, an Arabic Immersion program, and a French Dual-Language program at E. White ES. Each of these three programs fall administratively under the Office of Advanced Academics, and not the Multilingual Programs Department, and they do not follow the time and content guidelines specified for Dual Language programs (as outlined in the Multilingual Programs Guidelines for 2016–2017). The district also offers a Cultural Heritage Bilingual Program for Vietnamese-speaking ELs at one campus (Park Place ES), but that program is currently being phased out. No data from these four campuses are included in any records showing enrollment or performance of dual-language students in this report.

2. The dual language model proposes that approximately equal numbers of fluent and non-fluent English speakers should be enrolled in the class, but practitioners in the field stress that this ratio should be used as a heuristic and not an absolute rule. Ratios of 60:40 and even 70:30 may be considered appropriate under some circumstances. It should not be assumed that a functional dual language program requires exactly equal number of students from both language groups (Collier, personal communication).

3. Three campuses that had offered DL in 2016-2017 (Garden Villas, Osborne, and Burrus ES) switched to Transitional Bilingual for the current year.

4. Note that all districtwide performance data includes results from ELs enrolled in the dual language programs, as well as all other comparison groups (e.g., monitored and former ELs).

References

U.S. Department of Education. (2002). No Child Left Behind Act of 2001. Retrieved from http://www.no childleftbehind.gov.

U.S. Department of Education. (2015). Every Student Succeeds Act of 2015. Retrieved from https://www.congress.gov/bill/114th-congress/senate-bill/1177/text.

Appendix A

Campuses Offering Dual-Language Programs (DL), 2017–2018

			EL Enrolled 2017–2018												*
Campus	Date Started	Grades Served	PK	K	1	2	3	4	5	6	7	8	HS	Total EL	# NT
Briscoe ES		PK, K, 1, 2, 3, 4	26	15	26	14	22	x						103	16
Emerson ES		PK, K, 1, 2, 3, 4	54	68	70	64	41	x						297	32
Helms ES		PK, K, 1, 2, 3, 4, 5	21	36	19	38	28	24	24					190	242
Herod ES		K, 1, 2, 3, 4, 5		12	18	14	11	17	11					83	41
Herrera ES		K, 1, 2, 3, 4, 5	1	63	65	67	53	54	21					324	28
Northline ES	Prior to	PK, K, 1, 2, 3, 4, 5	20	58	58	52	54	25	x					267	15
Sherman ES	2013-14	PK, K, 1, 2, 3, 4, 5	25	29	35	38	32	35	x					194	59
Twain ES		K, 1, 2, 3, 4, 5		7	11	2	6	4	2					32	98
Wharton K-8		PK, K, 1, 2, 3, 4, 5, 6, 7, 8	31	33	37	30	25	23	24	4	x	x		207	268
Burbank MS		6, 7, 8								127	110	99		336	7
Meyerland PVA MS		6, 7, 8								1	2			3	18
Heights HS		9, 10, 11, 12												0	33
Daily ES		K, 1, 2, 3, 4		15	17	16	15	12						75	36
Deanda ES		PK, K, 1, 2, 3, 4	57	63	83	66	58	35						362	158
Kashmere Gardens ES	2013-14	K, 1, 2		2	1	10								13	29
Law ES		PK, K, 1, 2, 3, 4, 5	18	24	18	27	28	31	34					180	106
B Reagan Ed Ctr		K, 1, 2, 3, 4		52	63	62	69	52						298	43
Anderson ES		K, 1, 2, 3		28	22	26	24							100	66
Ashford ES		PK, K, 1, 2, 3	37	25	30	22	19							133	49
Burnet ES		K, 1, 2, 3		50	41	45	48							184	52
Coop ES		PK, K, 1, 2, 3	43	33	48	51	53							228	101
Dogan ES		PK, K, 1, 2, 3	29	37	31	32	x							129	141
Gregg ES	2014-15	PK, K, 1, 2, 3	26	40	27	33	32							158	87
RP Harris ES		PK, K, 1, 2, 3	17	48	45	49	53							212	90
McNamara ES		K, 1, 2, 3		46	32	27	42							147	28
Memorial ES		PK, K, 1, 2, 3	11	12	29	26	16							94	43
Shearn ES		PK, K, 1, 2, 3	51	46	64	64	12							237	123
Whidby ES		PK, K, 1, 2, 3	10	9	9	6	9							43	43
White ES		PK, K, 1, 2, 3	41	64	71	78	75							329	58
Browning ES		PK, K, 1, 2	47	26	39	36								148	165
Cage ES		PK, K, 1, 2	12	17	22	25								76	50
Condit ES		K, 1, 2		4	12	10								26	43
Davila ES		PK, K, 1, 2	29	22	18	22								91	47
De Zavala ES		PK, K, 1, 2	10	40	44	44								138	123
Durham ES	2015-16	PK, K, 1, 2, 3	27	30	25	20	28							130	70
Elrod ES		PK, K, 1, 2	54	79	88	69	1							291	58
Farias ECC		PK	227											227	102
Franklin ES		PK, K, 1, 2	37	41	30	44								152	26
JR Harris ES		PK, K, 1, 2	22	36	39	46	2		1					146	62
Highland Heights ES		K, 1, 2	3	22	16	26	5	1						73	40

Source: Multilingual Department, IBM Cognos 4/1/17

** NT students are native English-speakers enrolled in DL*

Appendix A (continued)

Campuses Offering Dual-Language Programs (DL), 2017–2018

			EL Enrolled 2017-2018												
Campus	Date Started	Grades Served	PK	K	1	2	3	4	5	6	7	8	HS	Total EL	# NT*
Hobby ES		PK, K, 1, 2	46	38	47	52								183	181
Kelso ES		PK, K, 1, 2	17		32	40								89	24
Laurenzo ECC		PK	73											73	88
Love ES		PK, K, 1, 2	17	28	34	21								100	87
Mading ES	2015-16	PK, K, 1, 2	10	12	8	7								37	66
C Martinez ES		PK, K, 1, 2	18	36	27	11								92	175
Patterson ES		PK, K, 1, 2	66	75	62	70								273	72
Pugh ES		PK, K, 1	25	28	30	1		1						85	85
Robinson ES		PK, K, 1, 2	38	44	55	39		1						177	118
Roosevelt ES		PK, K, 1, 2	25	24	40	24								113	52
Scarborough ES		PK, K, 1, 2	57	58	59	64								238	133
Wainwright ES		K, 1, 2		30	44	43								117	82
Hamilton MS		6, 7												0	28
Durkee ES		K, 1		48	39									87	4
Moreno ES	2016-17	K, 1		68										68	53
Hogg MS		6												0	43

Source: Multilingual Department, IBM Cognos 4/1/17

** NT students are native English-speakers enrolled in DL*

Note: Heights HS, had no EL students coded as being in the dual language program, according to the Chancery SMS records. In addition, Meyerland MS, Hamilton MS, and Hogg MS had only one or two students listed as DL. Instead it appears that students at these campuses were coded as participating in an ESL program. Nevertheless, since there were students at each campus coded as being English-speaking participants in DL (between 22 and 44 students) it is assumed that their EL DL students were coded incorrectly. Rather than alter the official records, it was decided to provide DL enrollment counts based on what was actually recorded in Chancery for 2017–2018.

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 district's looking to assess growth in student achievement. However, it does remain true that different passing standards applied for the years 2012–2015 as compared to 2016 or later. Students taking the STAAR grades 3–8 assessments now have to answer more items correctly to “pass” the exams than in 2015 or earlier. For this reason, any charts or tables in the present report that include data from 2015 or previous years should be interpreted with caution.

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").

2015–2016 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 those who first tested in 2015–2016 or later, it is equivalent to the 2016 Progression Standard.

The TELPAS is an English language proficiency assessment which is administered to all EL students in kindergarten through twelfth grade, and which was developed by the Texas Education Agency (TEA) in response to federal testing requirements. Proficiency scores in the domains of listening, speaking, reading, and writing are used to calculate a composite score. Composite scores are in turn used to indicate where EL students are on a continuum of English language development. This continuum, based on the stages of language development for second language learners, is divided into four proficiency levels: Beginning, Intermediate, Advanced, and Advanced High. TELPAS underwent a number of revisions in 2017–2018 (for details see the district’s 2018 TELPAS report, Houston Independent School District, 2018d). Listening and speaking are now assessed via online technology, and the reading assessment for grades 2–12 was shortened. Accordingly, the TELPAS was renormed in the summer of 2018 in order to account for these changes.

Appendix C

Spanish STAAR Performance of Dual Language and Other Bilingual Students: Number Tested and Percent Meeting Approaches Grade Level Standard by Grade Level, Subject, and Year

		Enrollment*		Spanish Reading				Spanish Mathematics			
				2017		2018		2017		2018	
Program	Grade	2017 N	2018 N	# Tested	% Met Sat.	# Tested	% Appr.	# Tested	% Met Sat.	# Tested	% Appr.
Other Bilingual	3	4,060	3,742	3,580	65	3,204	72	3,499	74	3,204	75
	4	1,612	1,677	1,254	63	1,114	63	1,210	72	1,080	74
	5	172	322	54	52	88	55	50	40	83	36
	Total	**5,844**	**5,741**	**4,888**	**65**	**4,406**	**69**	**4,759**	**73**	**4,367**	**74**
Dual Language	3	513	861	428	65	584	68	322	72	369	66
	4	253	315	195	67	242	67	195	72	186	76
	5	164	117	8	75	39	77	7	29	39	90
	Total	**930**	**1,293**	**631**	**65**	**865**	**68**	**524**	**71**	**594**	**71**

Source: STAAR student data files, Chancery ** Indicates fewer than five students tested*

** Enrollment figures shown in Table 3 include all EL students enrolled in bilingual programs, but do not include students enrolled in the pre-exit phase of the Transitional Bilingual program. District guidelines specify that EL students in this pre-exit phase are tested using the English STAAR only, not the Spanish version. Also excluded are students enrolled in the Cultural Heritage Bilingual Program for Vietnamese ELs, and students in the Mandarin, Arabic, and French bilingual programs, who are all tested in English.*

Appendix D

English STAAR Performance of Dual-Language Bilingual Program (DL) Students: Number Tested and Percentage Meeting Approaches Grade Level Standard by Grade Level, Subject, and Year

				English Reading				English Mathematics			
		Enrollment		2017		2018		2017		2018	
Program	Grade	2017 N	2018 N	# Tested	% Met Sat.	# Tested	% Appr.	# Tested	% Met Sat	# Tested	% Appr.
Current DL	3	513	861	84	50	274	66	190	77	489	72
	4	253	315	58	59	70	50	58	81	126	79
	5	164	117	156	68	78	83	156	90	78	91
	6	125	132	124	40	132	53	125	70	132	68
	7	105	112	104	50	110	45	104	68	111	59
	8	90	99	90	39	99	52	81	64	85	91
	Total	**1,250**	**1,636**	**616**	**52**	**763**	**59**	**714**	**76**	**1,021**	**74**
Other Bilingual	3	5,231	4,678	1,563	62	1,374	71	1,637	77	1,382	84
	4	4,791	4,144	3,350	54	2,795	50	3,414	72	2,902	75
	5	3,377	3,257	3,160	50	3,012	58	3,192	76	3,051	78
	6	55	26	53	25	26	46	53	45	26	77
	7	12	9	11	64	9	89	10	70	9	78
	8	7	5	7	43	4	*	7	29	3	*
	Total	**13,473**	**12,119**	**8,144**	**54**	**7,220**	**57**	**8,313**	**75**	**7,373**	**78**
Exited DL	3	31	75	19	100	57	98	19	100	69	100
	4	10	37	9	89	33	97	9	89	33	97
	5	16	10	16	100	10	90	16	100	10	90
	6	50	67	49	94	67	96	49	96	67	100
	7	81	61	80	91	60	97	77	90	58	97
	8	114	85	114	93	83	98	58	83	36	86
	Total	**302**	**335**	**287**	**93**	**310**	**97**	**228**	**91**	**273**	**97**
Exited Other Bilingual	3	138	166	136	96	155	98	136	98	157	97
	4	286	426	281	93	419	96	282	93	419	98
	5	887	834	876	93	827	96	876	96	827	96
	6	1,516	1,207	1,509	82	1,189	84	1,512	89	1,188	91
	7	1,799	1,479	1,768	87	1,471	88	1,664	85	1,386	85
	8	1,840	1,730	1,831	88	1,710	91	1,228	82	1,152	88
	Total	**6,466**	**5,842**	**6,401**	**87**	**5,771**	**90**	**5,698**	**88**	**5,129**	**91**
HISD	3	18,108	17,868	13,557	64	13,471	69	13,757	71	13,720	73
	4	17,875	17,428	15,713	61	15,314	62	15,755	69	15,478	74
	5	16,680	17,264	15,986	64	16,442	70	16,022	76	16,553	79
	6	13,921	13,686	13,573	58	13,262	61	13,486	69	13,191	71
	7	13,500	13,844	13,137	65	13,482	65	12,530	64	12,863	64
	8	13,656	13,514	13,254	68	13,087	70	10,760	65	10,432	70
	Total	**93,740**	**93,604**	**85,220**	**63**	**85,058**	**66**	**82,310**	**69**	**82,237**	**72**

Source: STAAR student data files, Chancery

** Indicates fewer than five students tested*

Appendix E

English STAAR Performance of Dual-Language and Other Bilingual Students in Other STAAR Subjects: Number Tested and Percent Meeting Approaches Grade Level Standard by Subject and Year (2017 and 2018)

Subject & Year	Current DL		Current Other Bil		Exited DL		Exited Other Bil		HISD	
	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.	# Tested	% Appr.
English Writing 2017	165	48	3,369	50	89	93	2,070	89	28,927	61
English Writing 2018	175	35	2,856	44	92	95	1,889	86	28,871	56
Change		**-13**		**-6**		**+2**		**-3**		**-5**
English Science 2017	246	71	3,206	60	128	92	2,668	87	29,020	67
English Science 2018	214	75	3,087	60	89	93	2,476	87	29,463	67
Change		**+4**		**0**		**+1**		**0**		**0**
English Soc Studies 2017	89	51	6	67	112	80	1,827	70	13,214	53
English Soc Studies 2018	99	45	4	*	82	78	1,711	72	13,021	54
Change		**-6**		*****		**-2**		**+2**		**+1**

** Indicates fewer than five students tested*

Appendix F

STAAR Progress Measure

This report includes an additional performance measure from the STAAR (3–8) and EOC assessments, STAAR Progress. The STAAR progress measure provides information about the amount of improvement or growth that a student has made from year to year. For STAAR, progress is measured as a student's gain score, the difference between the score a student achieved in the prior year and the score a student achieved in the current year. The *Met Standard* for the Progress measure is defined as the distance between the Meets Grade Level standards from the prior year grade and the current year grade in the same content area. Put another way, the growth standard is (roughly) the improvement that would be needed for a student who was at the Meets Grade Level standard on the STAAR one year to be able to perform at same level the next year.

STAAR Progress is reported for students who (a) had a valid STAAR score in both 2018 and 2017, (b) took the same version of the STAAR in both years, (c) if in STAAR reading, was tested in the same language on both years, (d) were tested in consecutive grade levels in the two years, and (e) were not eligible for the EL Progress measure (this latter requirement only applies to students tested in 2017 or earlier). For this report, STAAR Progress is reported only for students who were tested in English in both years.

Appendix G

STAAR Progress Performance of Dual Language and Other Bilingual Students: Number Tested and Percent Met Standard by Grade Level, Reading and Mathematics

				Reading				Mathematics			
		Enrollment		2017		2018		2017		2018	
Program	Grade	2017 N	2018 N	# Tested	% Met Std.	# Tested	% Met Std.	# Tested	% Met Std	# Tested	% Met Std.
Dual Language (Current)	3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	4	253	315	4	*	13	23	32	69	123	58
	5	164	117	28	54	5	80	141	72	78	71
	6	125	132	100	56	111	42	107	61	126	51
	7	105	112	87	59	103	65	87	68	104	63
	8	90	99	65	69	92	60	56	80	78	94
	Total	**737**	**775**	**284**	**60**	**324**	**54**	**423**	**69**	**509**	**65**
Other Bilingual (Current)	3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	4	4,791	4,144	739	57	924	54	1,676	61	2,808	56
	5	3,377	3,257	2,116	53	1,963	73	2,853	67	2,998	65
	6	55	26	45	33	20	40	45	31	20	40
	7	12	9	6	100	8	88	5	80	8	75
	8	7	5	3	*	3	*	3	*	2	*
	Total	**8,242**	**7,441**	**2,909**	**54**	**2,918**	**67**	**4,582**	**64**	**5,836**	**61**
Dual Language (Exited)	3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	4	10	37	6	100	27	81	9	89	33	64
	5	16	10	10	70	9	89	16	94	10	70
	6	50	67	49	45	66	53	49	61	66	56
	7	81	61	79	68	60	82	76	62	58	78
	8	114	85	112	57	81	74	53	74	31	74
	Total	**271**	**260**	**256**	**60**	**243**	**72**	**203**	**68**	**198**	**67**
Other Bilingual (Exited)	3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	4	286	426	275	66	415	60	281	72	419	74
	5	887	834	874	61	823	73	875	77	824	78
	6	1,516	1,207	1,501	38	1,185	43	1,502	52	1,184	49
	7	1,799	1,479	1,747	69	1,454	77	1,648	63	1,368	61
	8	1,840	1,730	1,820	64	1,687	70	1,182	75	1,037	74
	Total	**6,328**	**5,676**	**6,217**	**59**	**5,564**	**66**	**5,488**	**65**	**4,832**	**65**
HISD (Includes ELL & Exited ELL)	3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	4	17,875	17,428	11,212	55	12,142	59	12,346	60	14,627	61
	5	16,680	17,264	13,721	57	14,374	74	14,827	71	15,842	69
	6	13,921	13,686	12,091	41	12,246	41	12,040	49	12,413	48
	7	13,500	13,844	11,655	67	12,647	72	11,034	57	12,040	58
	8	13,656	13,514	11,828	64	12,366	68	8,927	36	9,105	71
	Total	**75,632**	**75,736**	**60,507**	**57**	**63,775**	**63**	**59,174**	**56**	**64,027**	**61**

Source: STAAR student data files, Chancery

** Indicates fewer than five students tested*

Appendix H

STAAR End-of-Course Performance of Exited (Monitored and Former) DL Students: Number Tested and Number and Percentage who Met the Approaches or Meets Grade Level Standards (2018 Data Only, All Students Tested Including Retesters)

		#	Fail		Approaches Grade Level		Meets Grade Level	
	Student Group	Tested	N	% Stu	N	% Stu	N	% Stu
Algebra I	Exited DL	98	8	8	90	92	68	69
	Other Exited Bil	1,874	188	10	1,686	90	1,236	66
	HISD	16,029	4,370	27	11,659	73	7,024	44
Biology	Exited DL	116	3	3	113	97	93	80
	Other Exited Bil	1,817	132	7	1,685	93	1,241	68
	HISD	15,316	3,696	24	11,620	76	7,138	47
English I	Exited DL	116	18	16	98	84	71	61
	Other Exited Bil	1,981	408	21	1,573	79	1,206	61
	HISD	18,333	9,038	49	9,295	51	6,541	36
English II	Exited DL	110	13	12	97	88	76	69
	Other Exited Bil	1,893	390	21	1,503	79	1,159	61
	HISD	17,116	8,041	47	9,075	53	6,561	38
U.S. History	Exited DL	86	1	1	85	99	67	78
	Other Exited Bil	1,624	60	4	1,564	96	1,271	78
	HISD	12,047	1,587	13	10,460	87	7,602	63

Source: STAAR EOC 6/4/18, Chancery *Note: HISD percentages may differ from district EOC report due to rounding error*

Note: The Approaches Grade Level Standard is used, but is actually equivalent to the applicable Student Standard for each subject. The Student Standard is the passing standard in place the year a student first starts taking the STAAR EOC tests. That standard then applies throughout their high school career (see Appendix B). In other words, for some students, the actual passing standard applied might be slightly lower than the standard most students were required to face, but it is nevertheless labelled as "Approaches Grade Level". "Meets Grade Level" is a higher standard and is included within the Approaches Grade Level category.

Appendix I

STAAR EOC Progress Performance of Dual Language and Other Bilingual Students: Number Tested and Percent Met Standard by Exam Subject

		STAAR Progress (Exited ELL)			
		2017		2018	
Program	Exam	# tested	% met	# tested	% met
DL Exited	Algebra I	113	74	94	64
	English II	90	52	99	65
Other Bil Exited	Algebra I	1,780	64	1,727	65
	English II	1,688	51	1,639	55
HISD	Algebra I	11,459	50	12,162	51
	English II	11,186	51	11,941	54

Source: STAAR EOC 6/4/18, Chancery

Appendix J

Composite TELPAS Results: Number and Percent of Students at Each Proficiency Level in 2018, by Grade. Results Shown Separately for DL and Other Bilingual Students.

DL Students

Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		Composite Score
		N	%	N	%	N	%	N	%	
K	1,662	969	58	513	31	128	8	52	3	1.5
1	1,727	338	20	736	43	426	25	227	13	2.2
2	1,661	74	4	812	49	624	38	151	9	2.5
3	859	16	2	236	27	425	49	182	21	2.8
4	314	6	2	100	32	155	49	53	17	2.8
5	117	4	3	15	13	41	35	57	49	3.2
6	132	7	5	25	19	61	46	39	30	3.0
7	110	6	5	25	23	54	49	25	23	2.9
8	99	4	4	20	20	41	41	34	34	3.0
Total	**6,681**	**1,424**	**21**	**2,482**	**37**	**1,955**	**29**	**820**	**12**	**2.1**

All Other Bilingual Students

Grade Level	# Tested	Beginning		Intermediate		Advanced		Advanced High		Composite Score
		N	%	N	%	N	%	N	%	
K	3,675	2,733	74	837	23	92	3	13	<1	1.2
1	3,958	1,565	40	1,677	42	562	14	154	4	1.7
2	4,158	242	6	2,244	54	1,421	34	251	6	2.3
3	4,639	132	3	1,674	36	1,966	42	867	19	2.7
4	4,107	153	4	1,353	33	1,909	46	692	17	2.7
5	3,233	79	2	727	22	1,492	46	935	29	2.9
6	24	0	0	8	33	14	58	2	8	2.7
7	7	0	0	1	14	5	71	1	14	2.8
8	1	*	*	*	*	*	*	*	*	*
Total	**23,802**	**4,904**	**21**	**8,521**	**36**	**7,461**	**31**	**2,916**	**12**	**2.3**

Source: TELPAS data file 10/5/18, Chancery

** Indicates fewer than five students tested*

Appendix K

Summary of Professional Development Training Attended by Teachers in the Dual Language Bilingual Program, 2017–2018

Course Title	Type	Total Attendance	# Attending
Biliter Devel I 3-5	COURSE	27	2
Biliter Devel I K-2	COURSE	29	3
Biliter Devel I PK	COURSE	21	2
Cross Linguistic Connections PK-5	COURSE	71	4
DL Essentials for Secondary Teachers	COURSE	5	1
DL Essentials PK-5	COURSE	111	4
DL New Teacher Academy	COURSE	15	1
DL Resources Overview	COURSE	134	2
Effective PVR PK-5	COURSE	80	4
GLAD 2-Day Workshop	COURSE	85	2
GLAD 4-Day Class Demo	COURSE	74	2
Interactive Word Walls PK-5	COURSE	84	4
Language Transfer 3-5	COURSE	38	3
Language Transfer K-5	COURSE	20	2
Language Transfer PK-2	COURSE	92	4
Multilingual Programs Institutes	COURSE	131	7
Trans Languaging for Bilite	COURSE	6	2
DL Essentials Online	ONLINE	118	125
TOTAL		**1,141**	**174**

Source: Multilingual Department, e-TRAIN

Appendix L.1

Spanish STAAR Grades 3-5 Reading Performance of Dual-Language Bilingual Program (DL) Students by Campus (2018 Data)

	Number of Students Tested												Percent Met Approaches Grade Level											
	YT				YO				NT				YT				YO				NT			
Campus	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total
Anderson ES	22			22									91			91								
Ashford ES	3			3									*			*								
Briscoe ES	19			19					1			1	74			74					*			*
Burnet ES	39			39					1			1	69			69					*			*
Coop ES	51			51					11			11	71			71					36			36
Daily ES	9	5		14						1		1	89	60		79						*		*
Deanda ES	24	33		57									67	79		74								
Durham ES	20			20									60			60								
Elrod ES					1			1									*			*				
Gregg ES	16			16									81			81								
Helms ES	23	20	4	47					16	10		26	65	90	*	79					81	80		81
Herod ES	8	10	1	19					1			1	63	70	*	68					*			*
Herrera ES	17	14		31	35	39		74		3		3	94	100		97	89	79		84		*		*
Highland Heights ES	5			5									60			60								
JR Harris ES	1			1									*			*								
Law ES	26	31	34	91									77	58	74	69								
McNamara ES	1			1	1			1					*			*	*			*				
Memorial ES	1			1									*			*								
Northline ES					52	24		76									63	67		64				
Reagan Educational Ctr					50	39		89									56	26		43				
RP Harris ES	38			38					2			2	55			55					*			*
Shearn ES	5			5									60			60								
Sherman ES	17	1		18	15			15	2			2	71	*		67	60			60	*			*
Twain ES	6	4		10					10	12		22	67	*		70					100	100		100
Wharton K-8 DL Academy	25	22		47					38	33		71	88	68		79					74	70		72
Whidby ES	5			5									40			40								
White E ES	49			49									53			53								

** Indicates fewer than five students tested*

Appendix L.2

English STAAR Reading Performance of Dual-Language Bilingual Program (DL) Students by Campus (2018 Data): Number tested and Percent Met Approaches Grade Level Standard

	Number of Students Tested												Percent Met Approaches Grade Level											
	YT				YO				NT				YT				YO				NT			
Campus	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total
Anderson ES	2			2					16			16	*			*					69			69
Ashford ES	16			16					4	1		5	81			81					*	*		100
Briscoe ES	3			3					3		2	5	*			*					*		*	80
Browning									1			1									*			*
Burnet ES	9			9					5			5	67			67					100			100
Condit ES										1		1										*		*
Coop ES	1			1					3			3	*			*					*			*
Daily ES	5	7		12					5	7		12	80	57		67					100	86		92
De Zavala ES									3			3									*			*
Deanda ES	34	2		36					26	26	27	79	91	*		86					81	85	78	81
Dogan ES									3	1		4									*	*		*
Durham ES	8			8					15		2	17	63			63					87		*	88
Emerson ES	15			15	25			25	6	2	3	11	93			93	32			32	83	*	*	91
Gregg ES	16			16					20			20	81			81					75			75
Helms ES	5	4	20	29					14	18	15	47	20	*	80	66					86	83	93	87
Herod ES	3	7	10	20					7	8	6	21	*	43	70	65					100	100	100	100
Herrera ES			21	21	1			1	1	1	2	4			95	95	*			*	*	*	*	*
Highland Heights ES						1		1	1	1		2						*		*	*	*		*
Hobby ES									1			1									*			*
JR Harris ES	1		1	2									*		*	*								
Kashmere Gardens ES									8	9		17									88	89		88
Law ES	2			2					18	17	10	45	*			*					56	59	60	58
Mading ES									1			1									*			*
Martinez C. ES									1			1									*			*
McNamara ES	20			20	20			20	1			1	55			55	25			25	*			*
Memorial ES	15			15					10			10	80			80					90			90

Appendix L.2 (continued)

English STAAR Reading Performance of Dual-Language Bilingual Program (DL) Students by Campus (2018 Data): Number tested and Percent Met Approaches Grade Level Standard

	Number of Students Tested												Percent Met Approaches Grade Level											
	YT				YO				NT				YT				YO				NT			
Campus	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total
Moreno ES									1			1									*			*
Northline ES					2	1		3		1	5	6					*	*		*		*	40	50
Pugh ES		1		1										*		*								
Reagan Educational Ctr					19	13		32									84	54		72				
Robinson ES		1		1										*		*								
Roosevelt ES									1			1									*			*
RP Harris ES	15			15					10	1		11	53			53					50	*		55
Shearn ES	7			7					19			19	71			71					58			58
Sherman ES		33		33					1		6	7		55		55					*		83	86
Twain ES			2	2					5	6	17	28			*	*					100	100	94	96
Wharton K-8 DL Academy			24	24							38	38			83	83							87	87
Whidby ES	4			4					13			13	*			*					77			77
White E ES	26			26					11			11	65			65					100			100

	Number of Students Tested												Percent Met Approaches Grade Level											
	YT				YO				NT				YT				YO				NT			
Campus	6	7	8	Total	6	7	8	Total	6	7	8	Total	6	7	8	Total	6	7	8	Total	6	7	8	Total
Burbank MS	127	108	99	334					1	4	2	7	52	44	52	49					*	*	*	86
Hamilton MS									8	13	7	28									100	92	100	96
Hogg MS									20	12	5	37									90	67	100	84
Meyerland PVA MS	1	2		3					5	9	4	18	*	*		*					100	100	*	94
Wharton K-8 DL Academy	4			4					14	6	8	28	*			*					93	100	100	96

** Indicates fewer than five students tested*

Appendix L.3

Spanish STAAR Grade 3-5 Mathematics Performance of Dual-Language Bilingual Program (DL) Students by Campus (2018 Data)

	Number of Students Tested												Percent Met Approaches Grade Level											
	YT				YO				NT				YT				YO				NT			
Campus	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total
Anderson ES	21			21									71			71								
Ashford ES	1			1									*			*								
Burnet ES	29			29									76			76								
Coop ES	1			1									*			*								
Daily ES	9	5		14						1		1	100	100		100						*		*
Elrod ES					1			1									*			*				
Gregg ES	5			5									100			100								
Helms ES	16	20	4	40						14		14	31	80	*	63						86		86
Herod ES		7	1	8										14	*	25								
Herrera ES	17	14		31	36	39		75		3		3	100	100		100	89	69		79		*		*
Highland Heights ES	5			5									80			80								
JR Harris ES	1			1									*			*								
Law ES	27	31	34	92						2		2	63	84	88	79						*		*
McNamara ES	1			1	1			1					*			*	*			*				
Northline ES					54	25		79									63	88		71				
Pugh ES		1		1										*		*								
Reagan Educational Ctr					50	17		67									48	29		43				
RP Harris ES	26			26					2			2	35			35					*			*
Sherman ES	17	1		18	15			15	2			2	59	*		56	60			60	*			*
Twain ES	6	4		10					11	12		23	83	*		90					100	100		100
Wharton K-8 DL Academy	25	22		47					38	33		71	76	95		85					87	88		87
Whidby ES	5			5									80			80								

** Indicates fewer than five students tested*

Appendix L.4

English STAAR Mathematics Performance of Dual-Language Bilingual Program (DL) Students by Campus (2018 Data): Number Tested and Percent Met Approaches Grade Level Standard

	Number of Students Tested												Percent Met Approaches Grade Level											
	YT				YO				NT				YT				YO				NT			
Campus	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total
Anderson ES	3			3					16			16	*			*					69			69
Ashford ES	18			18					4	1		5	78			78					*	*		80
Briscoe ES	22			22					4		2	6	68			68					*		*	67
Browning									1			1									*			*
Burnet ES	19			19					6			6	79			79					83			83
Condit ES										1		1										*		*
Coop ES	51			51					14			14	73			73					71			71
Daily ES	5	7		12					5	7		12	60	71		67					100	86		92
De Zavala ES									3			3									*			*
Deanda ES	58	35		93					26	26	27	79	83	89		85					77	96	89	87
Dogan ES									3	1		4									*	*		*
Durham ES	28			28					15		2	17	57			57					73		*	76
Emerson ES	15			15	25			25	6	2	3	11	93			93	52			52	100	*	*	100
Gregg ES	27			27					20			20	67			67					70			70
Helms ES	12	4	20	36					30	14	15	59	67	*	80	75					87	71	100	86
Herod ES	11	10	10	31					8	8	6	22	64	90	90	81					100	100	100	100
Herrera ES			21	21					1	1	2	4			10	10					*	*	*	*
Highland Heights ES						1		1	1	1		2						*		*	*	*		*
Hobby ES									1			1									*			*
JR Harris ES	1		1	2									*		*	*								
Kashmere Gardens ES									8	9		17									88	100		94
Law ES	1			1					18	15	10	43	*			*					83	87	60	79
Mading ES									1			1									*			*
Martinez C. ES									1			1									*			*
McNamara ES	20			20	20			20	1			1	75			75	75			75	*			*
Memorial ES	16			16					10			10	75			75					80			80

Appendix L.4 (continued)

English STAAR Mathematics Performance of Dual-Language Bilingual Program (DL) Students by Campus (2018 Data): Number Tested and Percent Met Approaches Grade Level Standard

	Number of Students Tested												Percent Met Approaches Grade Level											
	YT				YO				NT				YT				YO				NT			
Campus	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total	3	4	5	Total
Moreno ES									1			1									*			*
Northline ES										1	5	6										*	60	67
Reagan Educational Ctr					19	35		54									89	69		76				
Robinson ES		1		1										*		*								
Roosevelt ES									1			1									*			*
RP Harris ES	27			27					10	1		11	63			63					10	*		18
Shearn ES	12			12					19			19	83			83					53			53
Sherman ES		33		33					1		6	7		79		79					*		83	86
Twain ES			2	2					4	6	17	27			*	*					*	100	94	96
Wharton K-8 DL Academy			24	24							38	38			92	92							95	95
Whidby ES	4			4					13			13	*			*					85			85
White E ES	75			75					11			11	71			71					100			100

	YT				YO				NT				YT				YO				NT			
Campus	6	7	8	Total	6	7	8	Total	6	7	8	Total	6	7	8	Total	6	7	8	Total	6	7	8	Total
Burbank MS	127	109	85	321					1	4	1	6	68	59	91	71					*	*	*	100
Hamilton MS									8	13	2	23									100	85	*	91
Hogg MS									20	10	3	33									100	60	*	85
Meyerland PVA MS	1	2		3					5	9	2	16	*	*		*					100	100	*	100
Wharton K-8 DL Academy	4			4					14	6		20	*			*					100	100		100

** Indicates fewer than five students tested*

Appendix L.5

TELPAS English Language Proficiency of Dual-Language Bilingual Program (DL) Students by Campus (2018 Data)

	Number Tested										Proficiency Levels (Percent)							
	YT					YO					YT				YO			
Campus	Tested	#B	#I	#A	#AH	Tested	#B	#I	#A	#AH	%B	%I	%A	%AH	%B	%I	%A	%AH
Anderson ES	214	90	69	27	28						42	32	13	13				
Ashford ES	78	11	21	26	20						14	27	33	26				
Briscoe ES	81	21	23	22	15	19	2	7	5	5	26	28	27	19	11	37	26	26
Browning ES	70	38	20	7	5						54	29	10	7				
Burbank MS	312	25	33	107	147						8	11	34	47				
Burnet ES	144	36	57	33	18						25	40	23	13				
Burrus ES	14	5	7	2	0						36	50	14	0				
Cage ES	83	47	25	7	4						57	30	8	5				
Condit ES	22	19	1	1	1						86	5	5	5				
Coop ES	149	55	40	39	15						37	27	26	10				
Daily ES	46	17	10	10	9						37	22	22	20				
Davila ES	51	13	22	13	3						25	43	25	6				
DeAnda ES	306	83	81	76	66						27	26	25	22				
DeZavala ES	85	38	42	4	1						45	49	5	1				
Dogan ES	97	18	30	28	21						19	31	29	22				
Durham ES	65	18	20	18	9						28	31	28	14				
Durkee ES	41	18	13	5	5						44	32	12	12				
Elrod ES	147	58	47	23	19						39	32	16	13				
Emerson ES	195	40	79	48	28	44	21	10	8	5	21	41	25	14	48	23	18	11
Farias ECC																		
Franklin ES	78	30	31	17	0						38	40	22	0				
Garden Villas ES	97	34	37	13	13	36	14	14	7	1	35	38	13	13	39	39	19	3
Gregg ES	96	30	30	27	9						31	31	28	9				
Hamilton MS	2	*	*	*	*						*	*	*	*				
Harris, JR ES	62	18	22	17	5	17	5	12	0	0	29	35	27	8	29	71	0	0
Harris, RP ES	188	100	57	25	6	1	*	*	*	*	53	30	13	3	*	*	*	*
Heights HS																		
Helms ES	166	53	37	43	33						32	22	26	20				
Herod ES	93	17	26	25	25						18	28	27	27				
Herrera ES	108	17	17	30	44	212	58	76	54	24	16	16	28	41	27	36	25	11

** Indicates fewer than five students tested*

Appendix L.5 (continued)

TELPAS English Language Proficiency of Dual-Language Bilingual Program (DL) Students by Campus (2018 Data)

	Number Tested										Proficiency Levels (Percent)							
	YT					YO					YT				YO			
Campus	Tested	#B	#I	#A	#AH	Tested	#B	#I	#A	#AH	%B	%I	%A	%AH	%B	%I	%A	%AH
Highland Heights ES	42	37	4	1	0	2	*	*	*	*	88	10	2	0	*	*	*	*
Hobby ES	99	52	24	15	8						53	24	15	8				
Hogg MS						1	*	*	*	*					*	*	*	*
Kashmere Gardens ES	29	10	15	1	3						34	52	3	10				
Kelso ES	39	9	11	10	9	37	13	14	7	3	23	28	26	23	35	38	19	8
Laurenzo ECC																		
Law ES	139	40	39	48	12						29	28	35	9				
Love ES	66	46	12	5	3						70	18	8	5				
Mading ES	13	1	5	2	5						8	38	15	38				
Martinez, C ES	37	25	11	1	0						68	30	3	0				
McNamara ES	238	138	55	32	13	20	18	2	0	0	58	23	13	5	90	10	0	0
Memorial ES	92	24	31	26	11						26	34	28	12				
Meyerland MS	1	*	*	*	*						*	*	*	*				
Moreno ES	71	43	19	7	2						61	27	10	3				
Northline ES	156	76	24	18	38	201	46	77	58	20	49	15	12	24	23	38	29	10
Osborne ES	52	30	19	3	0						58	37	6	0				
Patterson ES	131	39	53	24	15						30	40	18	11				
Pugh ES	39	20	14	1	4						51	36	3	10				
Reagan Ed Ctr PK-8						231	81	88	47	15					35	38	20	6
Robinson ES	101	56	29	9	7						55	29	9	7				
Roosevelt ES	65	42	23	0	0						65	35	0	0				
Scarborough ES	136	78	42	14	2						57	31	10	1				
Shearn ES	188	54	61	47	26						29	32	25	14				
Sherman ES	169	80	30	29	30	41	11	15	10	5	47	18	17	18	27	37	24	12
Twain ES	39	12	4	7	16						31	10	18	41				
Wainwright ES	89	35	35	17	2						39	39	19	2				
Wharton K-8	164	35	41	44	44						21	25	27	27				
Whidby ES	24	5	7	10	2						21	29	42	8				
White, E ES	228	89	76	42	21						39	33	18	9				

** Indicates fewer than five students tested*