

# Evaluating Programs for ELLs in Houston ISD

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# Outline

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- Demographics and background on HISD
- Review of our programs
- English proficiency for ELLs (TELPAS)
- Academic achievement (STAAR)
- ELL student exits
- ELL dropouts and graduation
- <https://fileshare.edwires.org/public/1b4ccd>

# Tracking ELLs

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- NCLB required tracking of ELLs for 2 years after exit
- ESSA extends this to 4 years post exit
- What about after 4 years?
- In addition, ESSA requires tracking the percentage of ELLs who have not become proficient by five years after placement/identification

# Coding of ELL Students

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- Current ELLs as well as monitored (M1, M2)
- We also track students who are beyond monitored, former ELLs (F)
- Student rosters going back over 20 years allow us to build databases with history of student enrollment (e.g, for “former” ELLs, what their 1<sup>st</sup> or last program?)
- Count years of ELL participation
- Also track retentions

# Currently Used ELL Codes

Program Placement Code	Definition
Y-L	ELL in transitional bilingual program
Y-P	ELL in pre-exit of transitional
Y-T	ELL in two-way bilingual program
Y-O	ELL in one-way bilingual program
Y-C	Cultural heritage bil program (Vietnamese)
Y-E/Y-X	ESL program
I-H/I-M	Not served
W-H	ELL with parental waiver
M-1	Exited ELL, 1 <sup>st</sup> -year monitored
M-2	Exited ELL, 2 <sup>nd</sup> -year monitored
F	Exited ELL, >2 years after exit
M-H, M-D, M-T, S-H, S-D-, S-T	Older codes used for monitored ELLs (discontinued)
F-H, F-D, F-T	Older codes used for former ELLs (discontinued)

# Example of ELL History File

ELL status 2016

Current ELLs

ID_num	LEP16	LEP15	LEP14	LEP13	LEP12	LEP11	LEP10	LEP09	LEP08	LEP07	LEP06	LEP05	LEP04	LEP03	LEP02	LEP01
xxx	WH	WH	WH	WH	WH	WH	WH	WH	YE							
xxx	TH	TH	TH	TH	TH	TH	TH	TH	TH	TH	IM	IM	IM	IM		
xxx	YX	YX	YX	YX	YX	YX	YX	YX	YE	YE	YP	YB	YB	YB		
xxx	TH	TH	TH	TH	TH	TH	TH	TH	TH	TH	TH	TH	TH	TH	TH	TH
xxx	YX	YX	YX	YX	YX	YX	YE	YE	YE	YE	YD	YD	YP	YB	YB	YB
xxx	YX	YX	YX	YX	YX	YX	YE	YE	YE	YE	YE	YE	IM	IM		
xxx	YX	YX	YX	YX	YX	YX	YX	YE	YE	YD	YD	YD	YD	YB	YB	YB
xxx	TH	TH	TH	TH	TH	TH	TH	TH	TH	TH	IM	IM	IM	MH	YB	YB
xxx	TH	TH	TH	TH	TH	TH	TH	TH	TH	TH	TH	TH	TH	TH	TH	
xxx	YX	YX	YX	YX	YX	YE	YE	WH	WH	WH	WH	YE	YE	YB	YB	YB
xxx	YX	YX	YX	YX	YX	YX	WH	WH	WH	WH	WH	WH	WH	WH	WH	IH

Last Program

1<sup>st</sup> Prog

ELL status 2016

Exited ELLs

ID_num	LastProg	1stProg	LEP16	LEP15	LEP14	LEP13	LEP12	LEP11	LEP10	LEP09	LEP08	LEP07	LEP06	LEP05	LEP04	LEP03	LEP02	LEP01
xxx	YE	YB	FH	FH	FH	FH	FH	FH	FH	FH	FH	MH	MH	YE	YE	YE	YB	YB
xxx	YP	YD	F	SH	SH	MH	YP	YP	YD	YB	YT	YD						
xxx	YX	YE	M2	M1	YX	YX	YX	YX	YX	IM	YE							
xxx	YX	YB	F	M2	MH	YX	YX	YX	YE	YE	YE	YE	YE	YB	YB	YB	YB	YB
xxx	YE	YE	M2	M1	YE										YE			
xxx	YB	YB	FH	FH	FH	FH	FH	FH	FH	FH	FH	FH	FH	MH	MH	MH	YB	YB
xxx	YE	YE	FH	FH	FH	SH	MH	YE	YE	YE	YE	YE	YE	YE	YE			
xxx	YE	YB	FH	FH	FH	FH	FH	FH	FH	FH	FH	FH	MH	MH	YE	YB	YB	YB

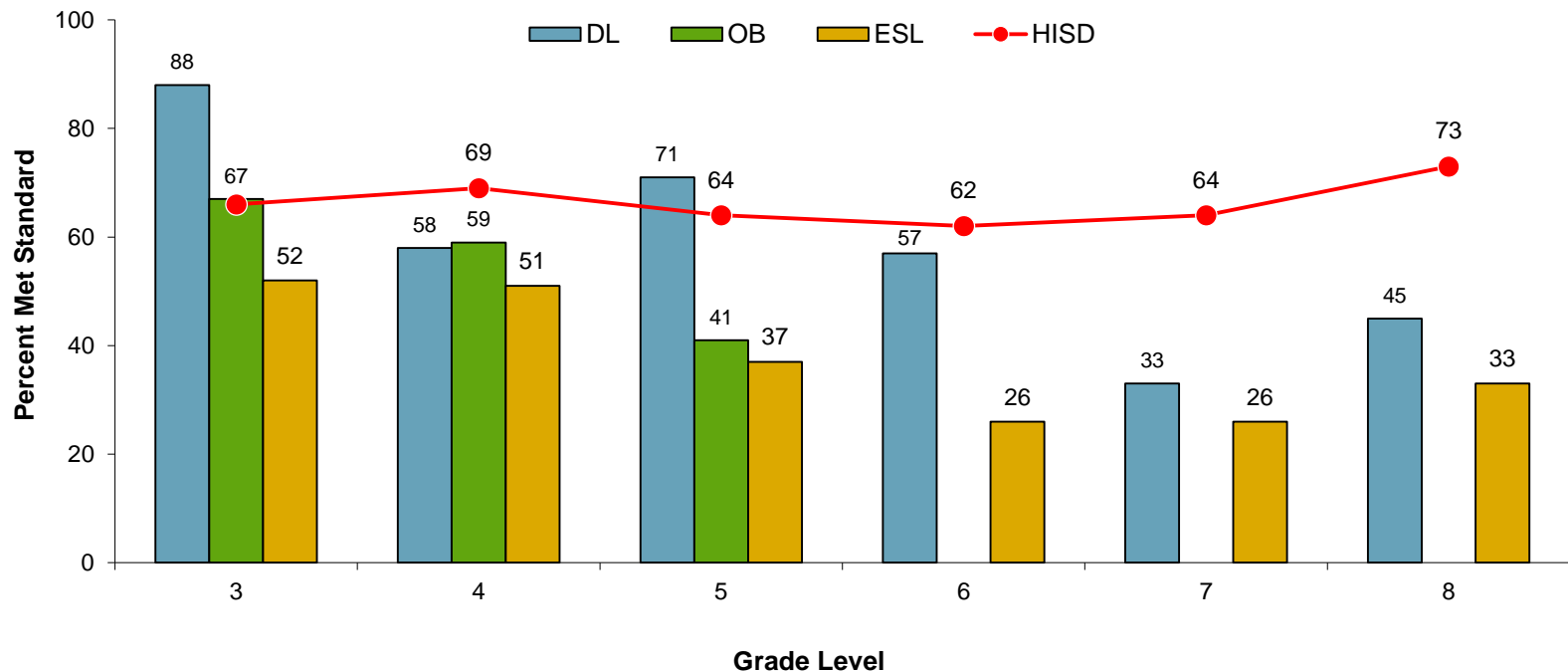
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# **Achievement Data for Current & Former ELL Students**

## **English STAAR**

**Are they showing academic progress?**

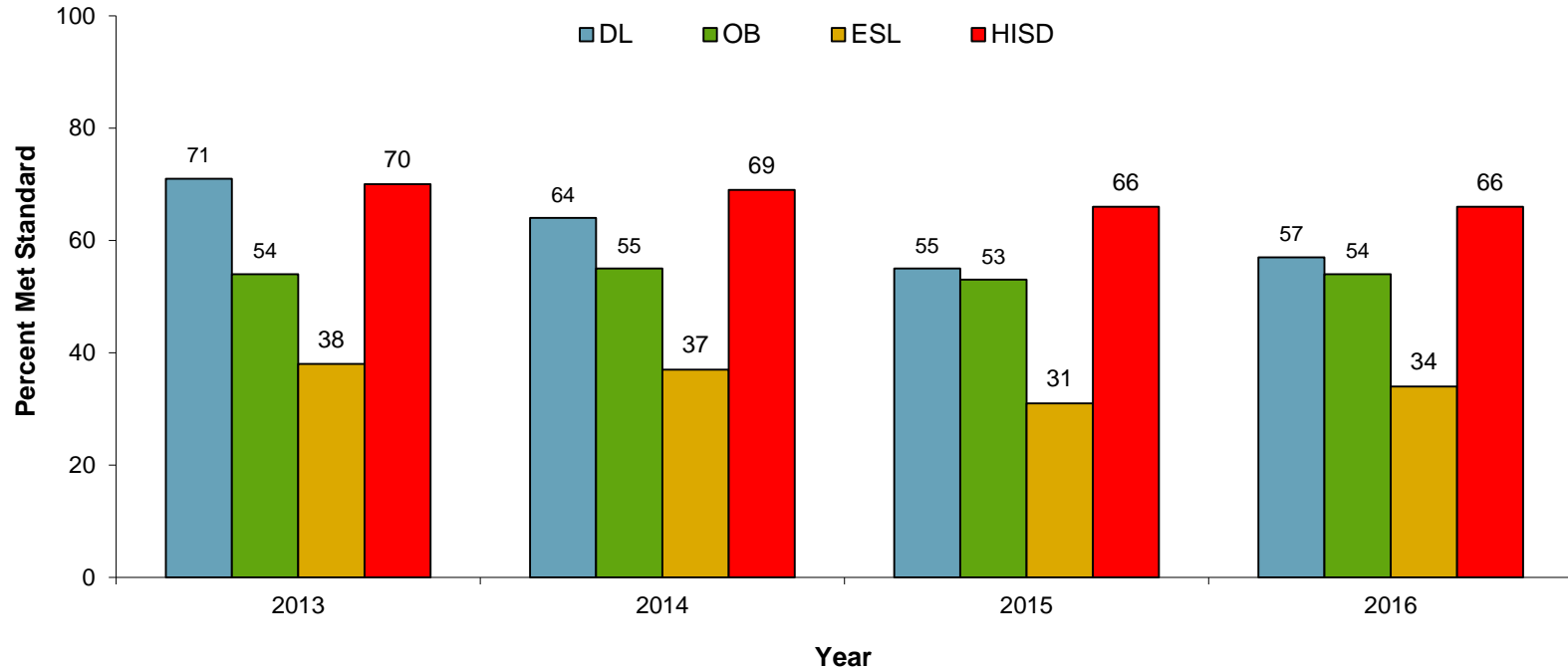
# STAAR 2016: % Passed by program by grade (English reading)



- Dual language has higher passing rates
- ESL is lower than both types of bilingual
- Note decline with grade level (also HISD performance...)

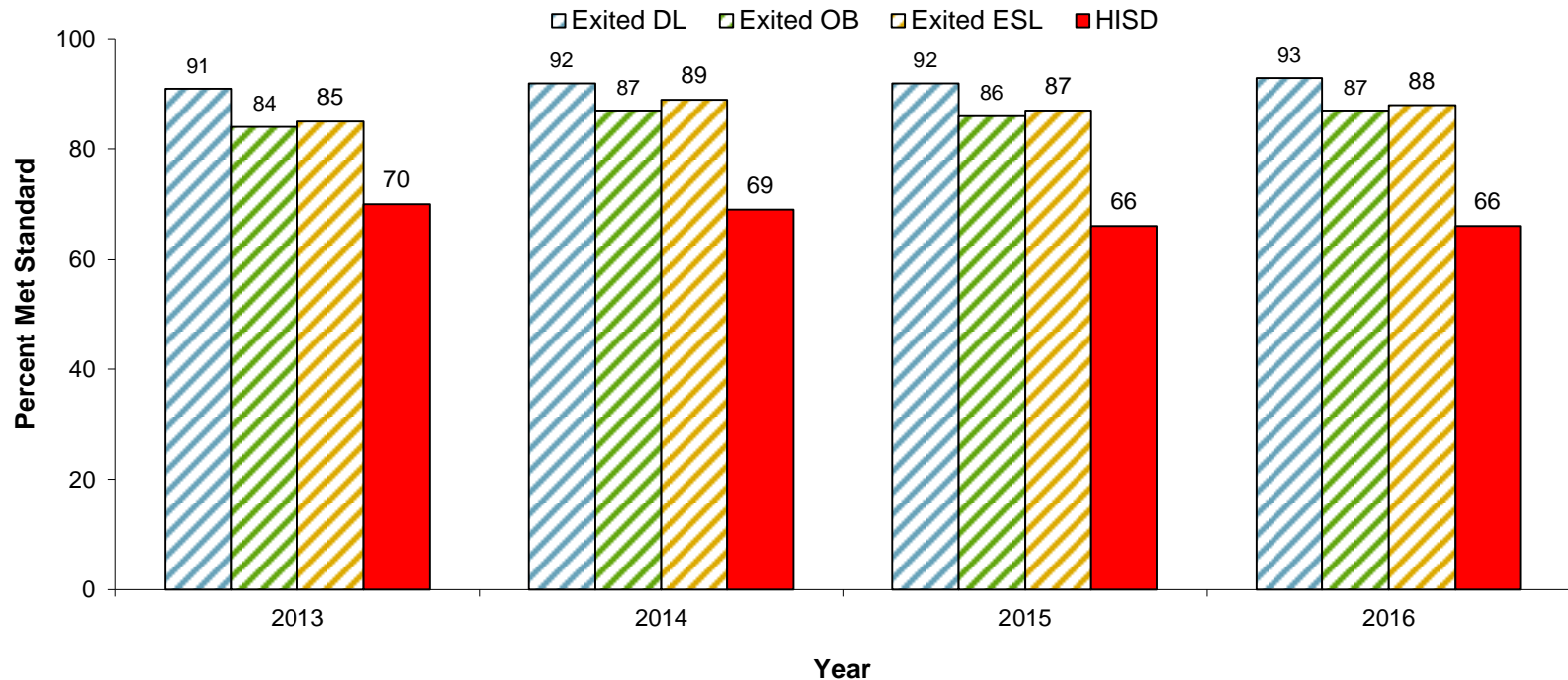


# STAAR: % Passed by program by year



- Dual language has higher passing rates
- ESL is lower than both types of bilingual
- Both bilingual now lower than district overall

# STAAR: % Passed by program by year for exited ELLs



- Dual language has higher passing rates
- ESL is comparable to other bilingual
- All exited ELLs higher than district overall

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# ELL Student Exits

**How many students are exiting  
ELL status?**

**How long does it take them?**

# State Exit Criteria

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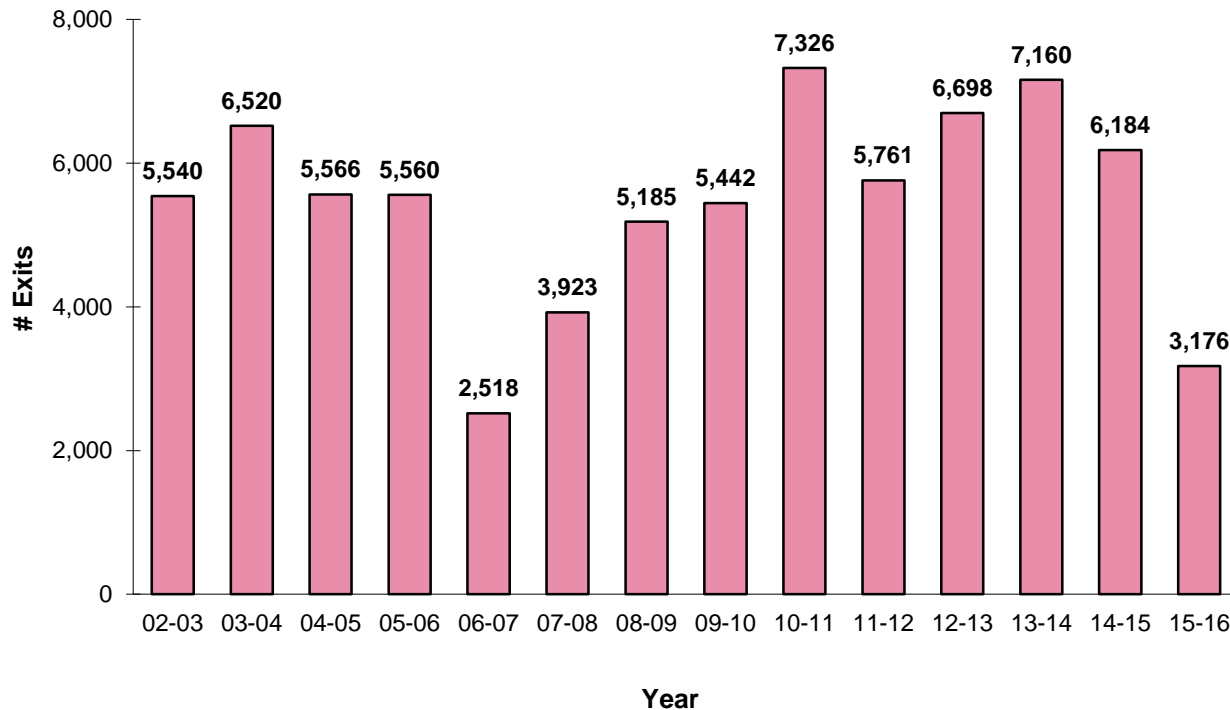
Oral: Test at *Fluent* level

Reading: Proficient on STAAR (in English)

Writing:

- Proficient on STAAR (in English)
- Rating of ***Advanced High*** on TELPAS

# ELL student exits 2003 to 2016



- Usually 5,000 – 7,000 exit ELL status each year
- The number of exits decreased in 2015-2016 by 49% compared to the previous year

# Identifying Potential Exits: Part I

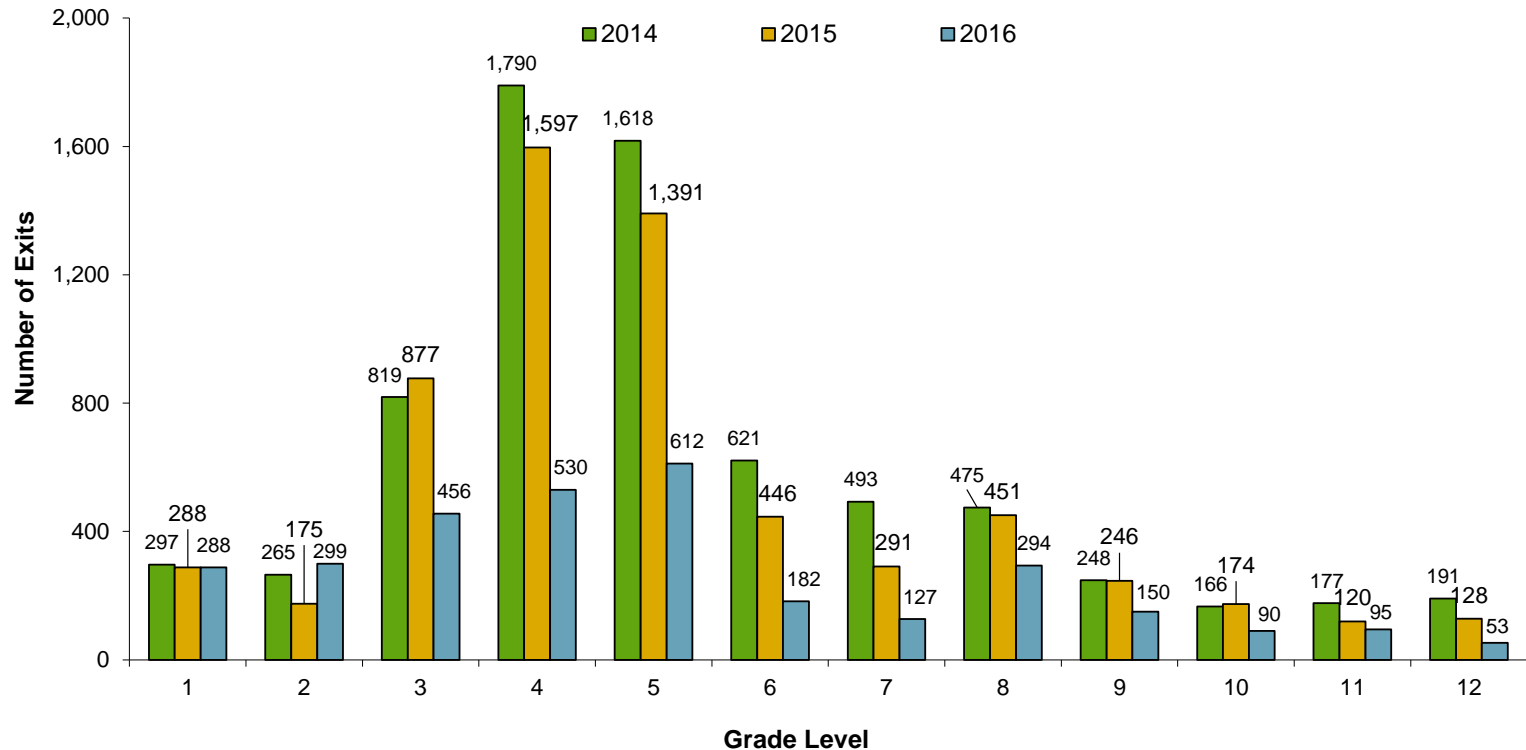
## HOUSTON ISD ELL Student Exit Criteria

	TELPAS Listening and Speaking or Oral IPT* Score (Listening & Speaking)	Reading		Writing
Grade		English STAAR	Stanford 10	
1	TELPAS Listening and Speaking Advanced High <u>or</u> IPT--FES	NA	Total Reading <u>and</u> Total Language 40 <sup>th</sup> percentile or above (both sections)	IPT** Writing Early Writing Stage (EWS)
2	TELPAS Listening and Speaking Advanced High <u>or</u> IPT--FES	NA	Total Reading <u>and</u> Total Language 40 <sup>th</sup> percentile or above (both sections)	TELPAS Writing Advanced High
3	TELPAS Listening and Speaking Advanced High <u>or</u> IPT--FES	English STAAR	N/A	TELPAS Writing Advanced High
4	TELPAS Listening and Speaking Advanced High <u>or</u> IPT--FES	English STAAR	N/A	English STAAR
5	TELPAS Listening and Speaking Advanced High <u>or</u> IPT--FES	English STAAR	N/A	TELPAS Writing Advanced High

# Identifying Potential Exits: Part II

CAMPUS LABEL	Home Room Staff Name	Student Name	Current Grade	Local Student Id	LEP current program	STAAR R language	STAAR R met	STAAR W language	STAAR W met	TELPAS W rating	IPT Writing	TELPAS L rating	TELPAS S rating	IPT Oral	TELPAS R rating
162 Gregg ES	xxxx	yyyyy	05	###	YL	E	1			3		3	3		4
162 Gregg ES	xxxx	yyyyy	05	###	YL	E	1			4		4	4		3
162 Gregg ES	xxxx	yyyyy	05	###	YL	E	0			4		4	4		2
162 Gregg ES	xxxx	yyyyy	06	###	YL	E	0			3		3	3		3
162 Gregg ES	xxxx	yyyyy	07	###	YL	E	0			3		3	3		3
162 Gregg ES	xxxx	yyyyy	08	###	YL	E	1			3		4	3		3
162 Gregg ES	xxxx	yyyyy	05	###	YL	E	1			4		4	4		3

# ELL student exits by grade



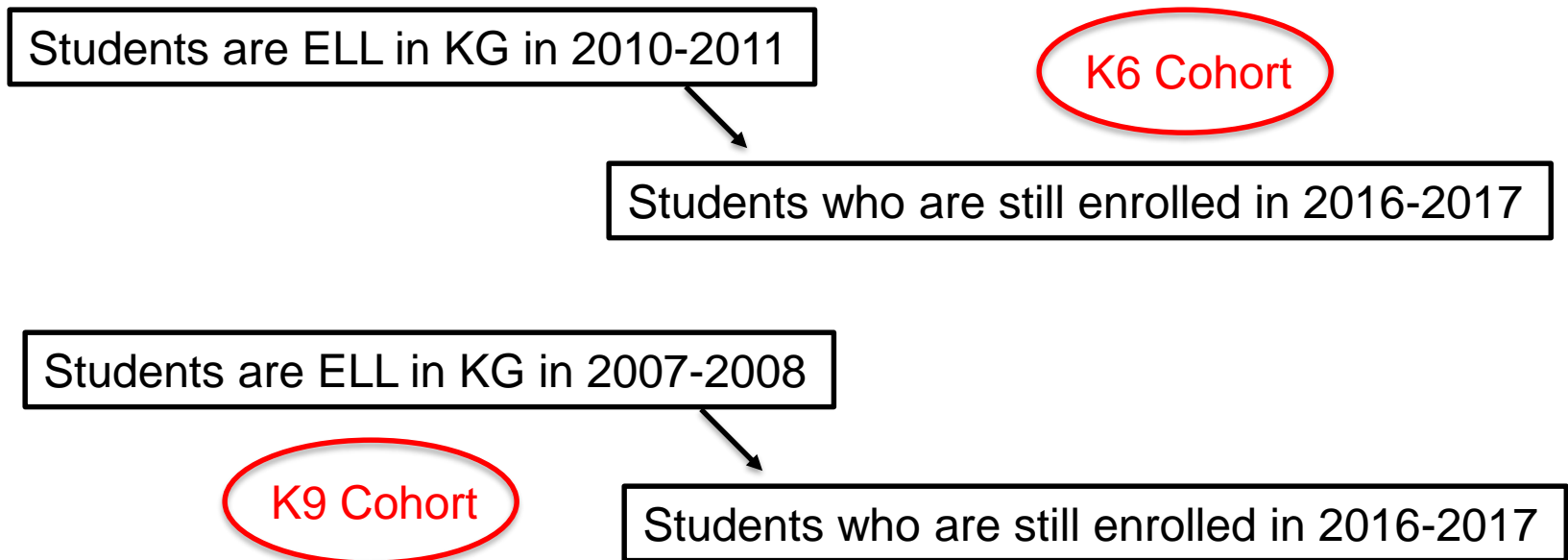
- Most exits occur in grades 3 to 5
- Grades 3-7 saw declines, and these are the ones where STAAR accommodations coding affected results



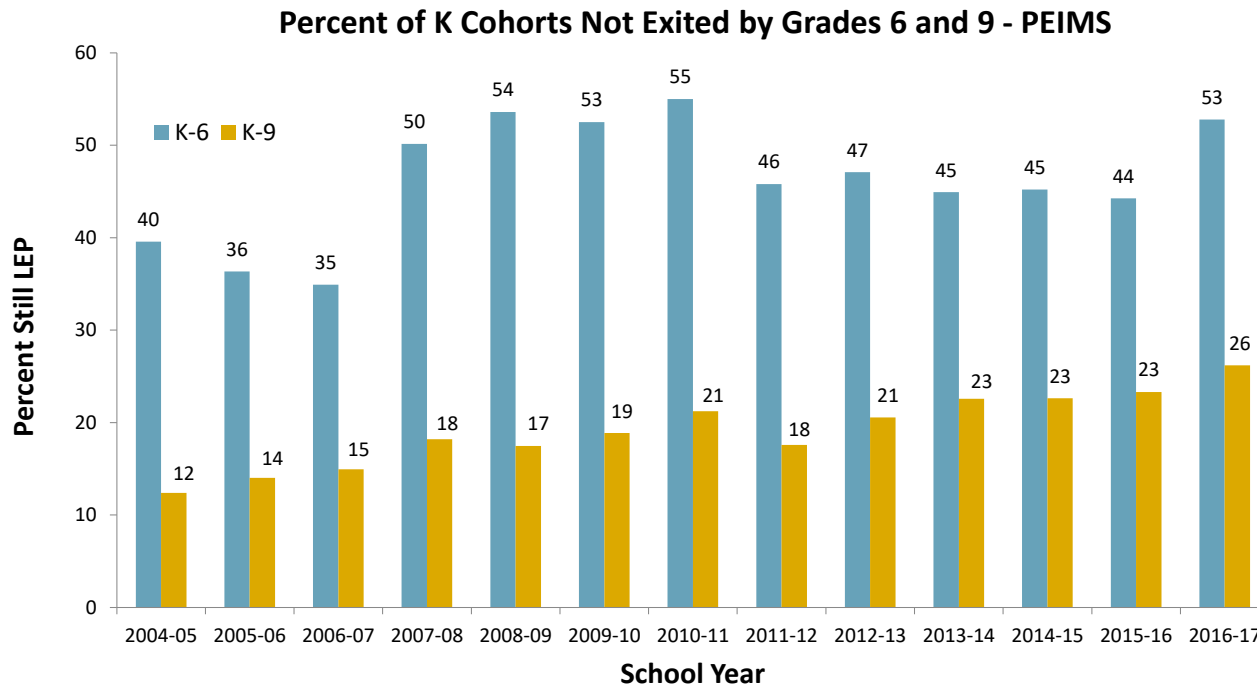
# K6 and K9 Cohorts: Definition

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- Start with students coded as ELL in kindergarten
- Check their status 6 or 9 years later
- Are they still ELL?

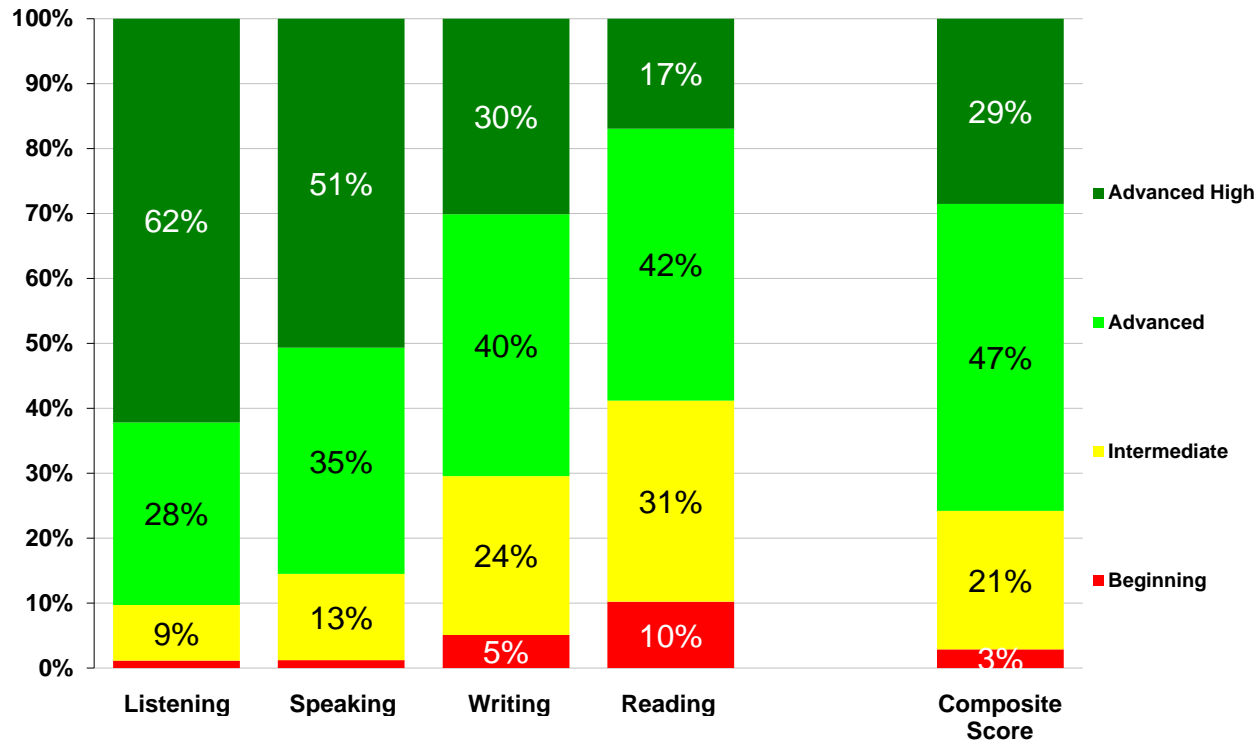


# K6 and K9 Cohorts: Results



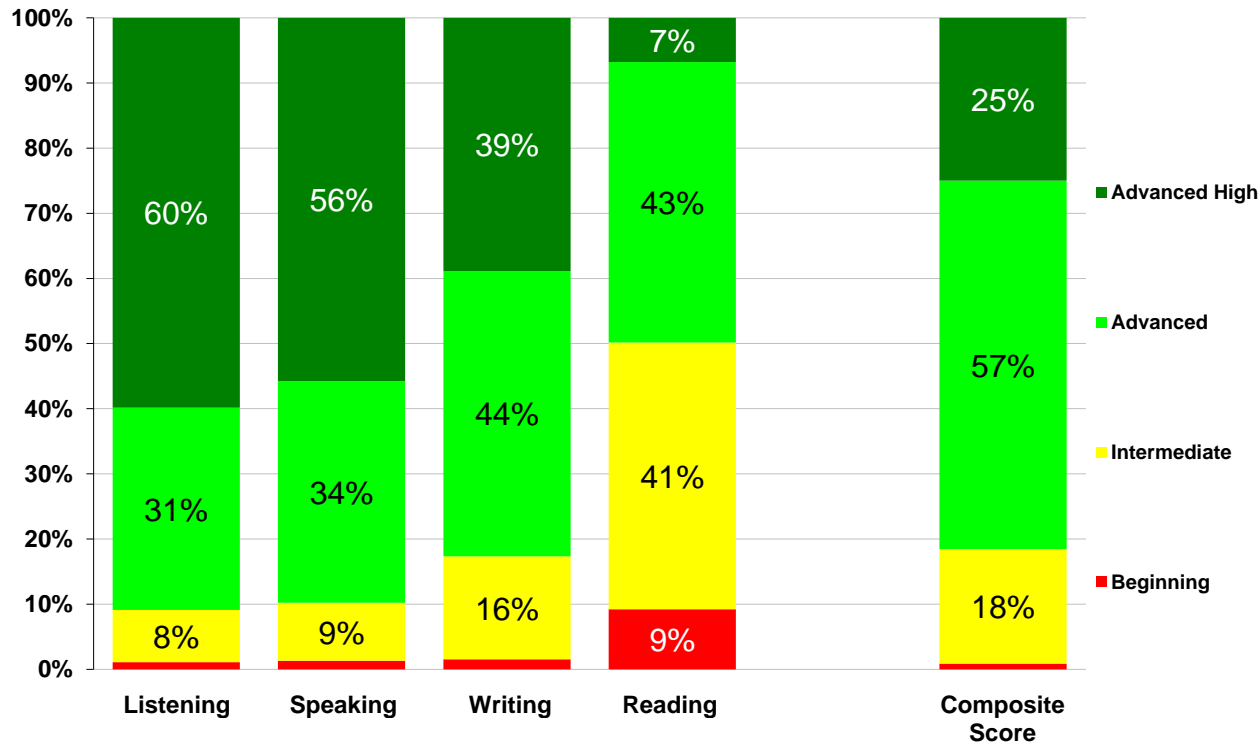
- Roughly 45-50% of ELLs have not exited by grade 6, and 20-25% have not exited by grade 9

# K6 Cohort: Why do ELLs not exit?



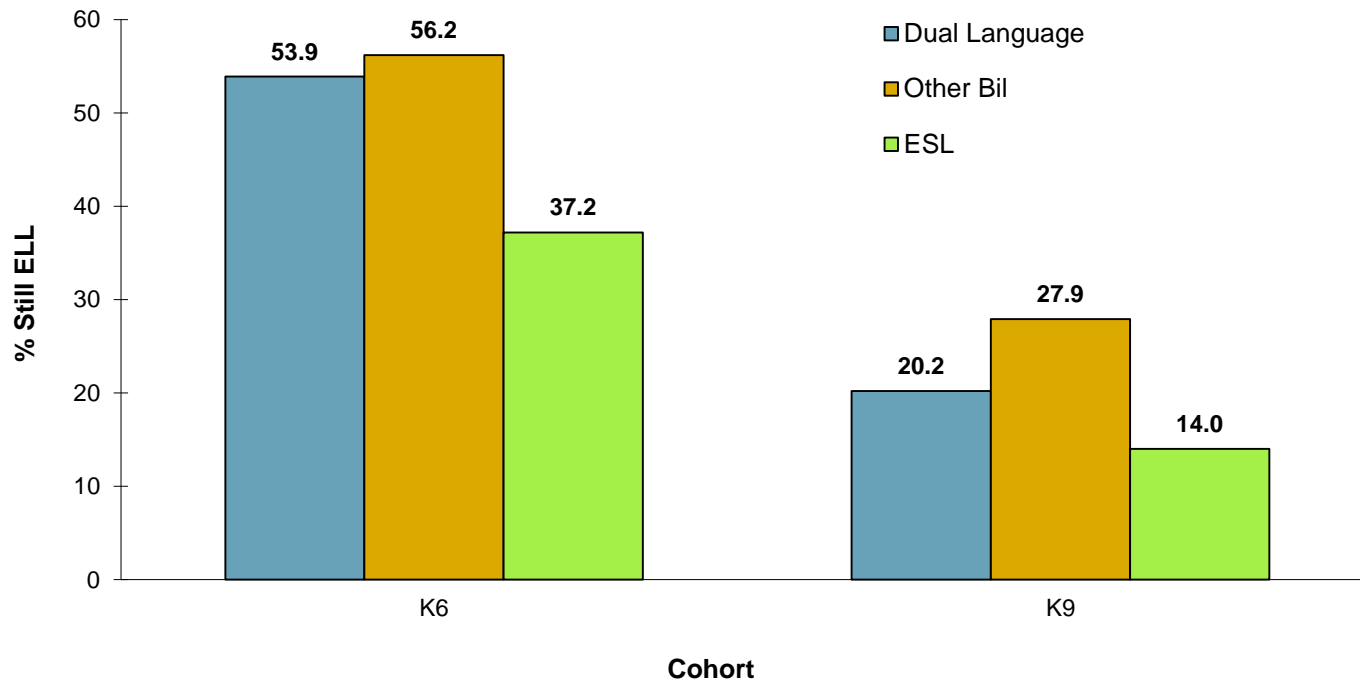
- ELLs who do not exit by grade 6 have weaker scores in TELPAS writing and especially reading

# K9 Cohort: Why do ELLs not exit?



- ELLs who do not exit by grade 9 also seem to have particular problems with reading proficiency

# K6 and K9 Cohorts: Program Effects



- Fewer dual language students remain as ELL as compared to other bilingual students

Student Assessment Data

Demographic Data

# Houston Independent School District ELL Student Performance Report

ID: 1234567    Last name: Garcia    Grade: 5    Campus: Houston ES  
First name: Noname    DOB: 4/11/2003    Home Room: Smith, John

At-Risk Factors

Special Ed:    LEP Program: WH    Years LEP TELPAS: 5  
G/T:    Migrant    Years LEP Chancery: 3

At-Risk Factors:	2 or More Yrs LEP + TELPAS-R Beg:		7 or More Yrs LEP:	
	4 or More Yrs LEP + TELPAS-R Int:	Y	Retained in 2013:	
			Ever Retained:	

STAAR Reading/ELA Data:	Language	Version	Met Std	TELPAS-R Data:	Proficiency Level	TELPAS	STAAR EOC Data:	Version	Met Std
2013	Eng	STAAR	0	2013	Intermediate	Yearly Progress:  Gained 1 Level	Eng I Reading 2013		
2012	Eng	STAAR	0	2012	Beginning		" 2012		
2011				2011	Intermediate		Eng II Reading 2013		
							" 2012		
							Eng I Writing 2013		
							" 2012		
							Eng II Writing 2013		
							" 2012		

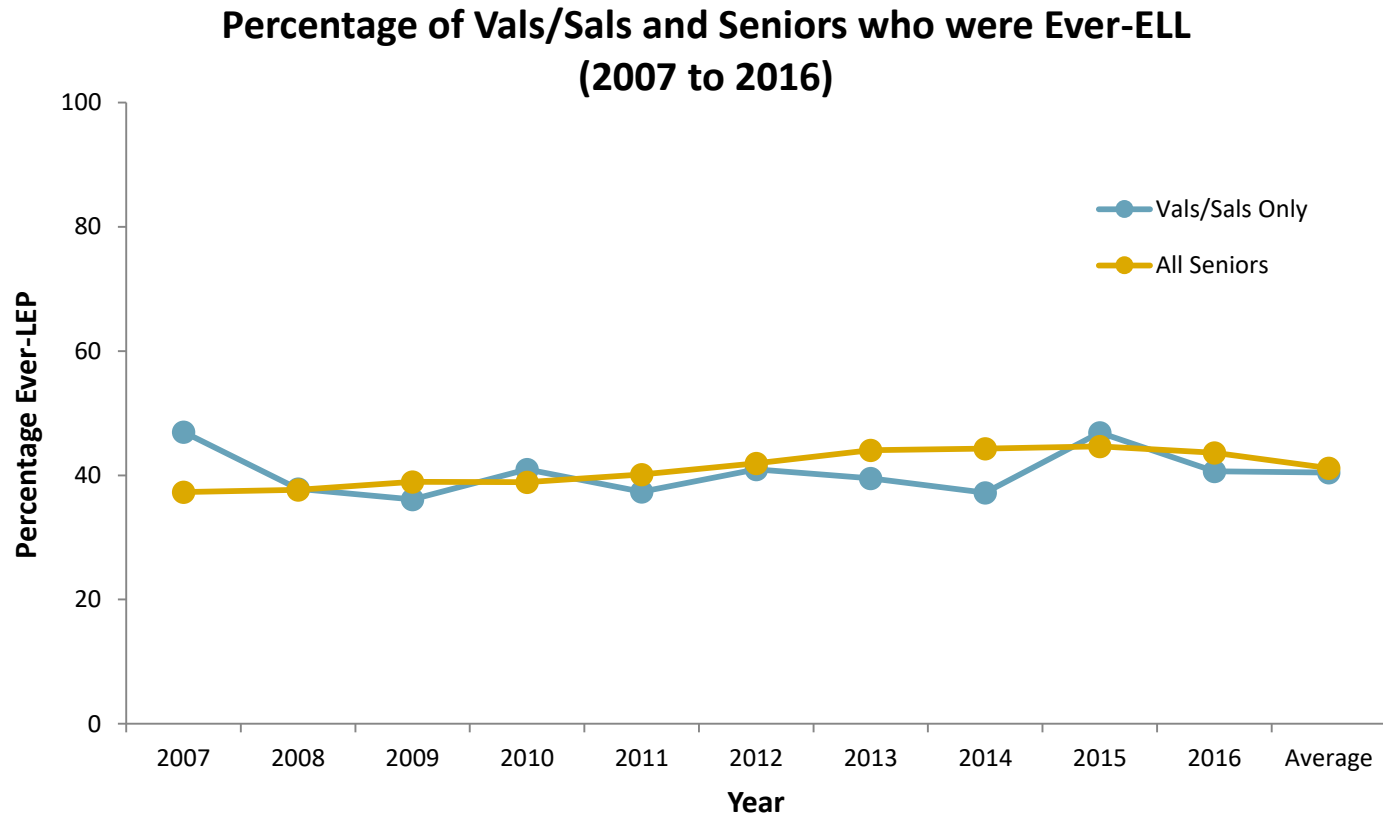
#1 Action Taken:	<input type="text"/>	Person Responsible: _____
		Due Date: _____
#2 Action Taken:	<input type="text"/>	Person Responsible: _____
		Due Date: _____
#3 Action Taken:	<input type="text"/>	Person Responsible: _____
		Due Date: _____

## Student Action Plans

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# ELL Student Graduation and Dropouts

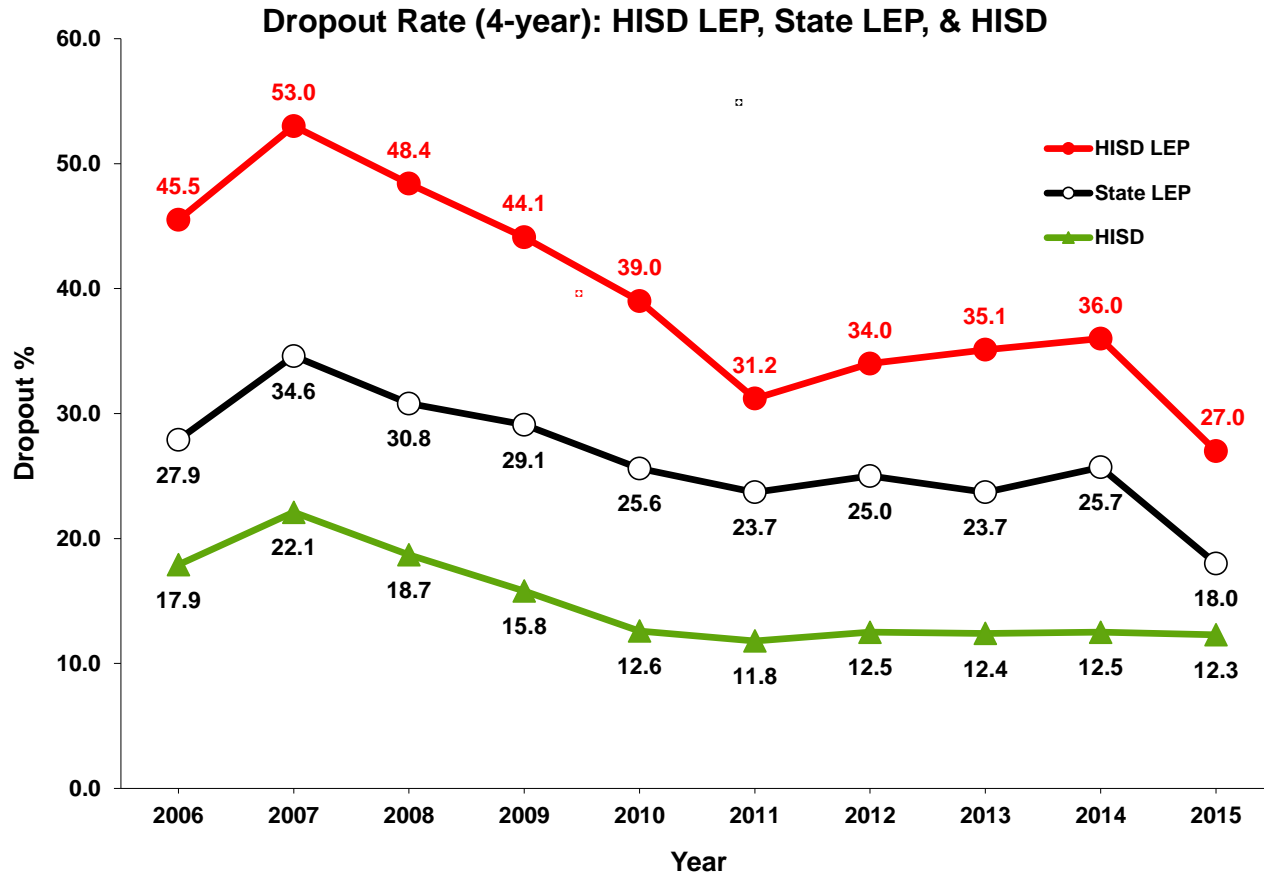
# Percentage of Valedictorians and Salutatorians Who Were Ever-ELL (2007 to 2016), With Comparable Percentages for All Seniors



Historical data shows that about 40% of vals/sals were ELL at some point while in HISD, similar to proportion for all district seniors

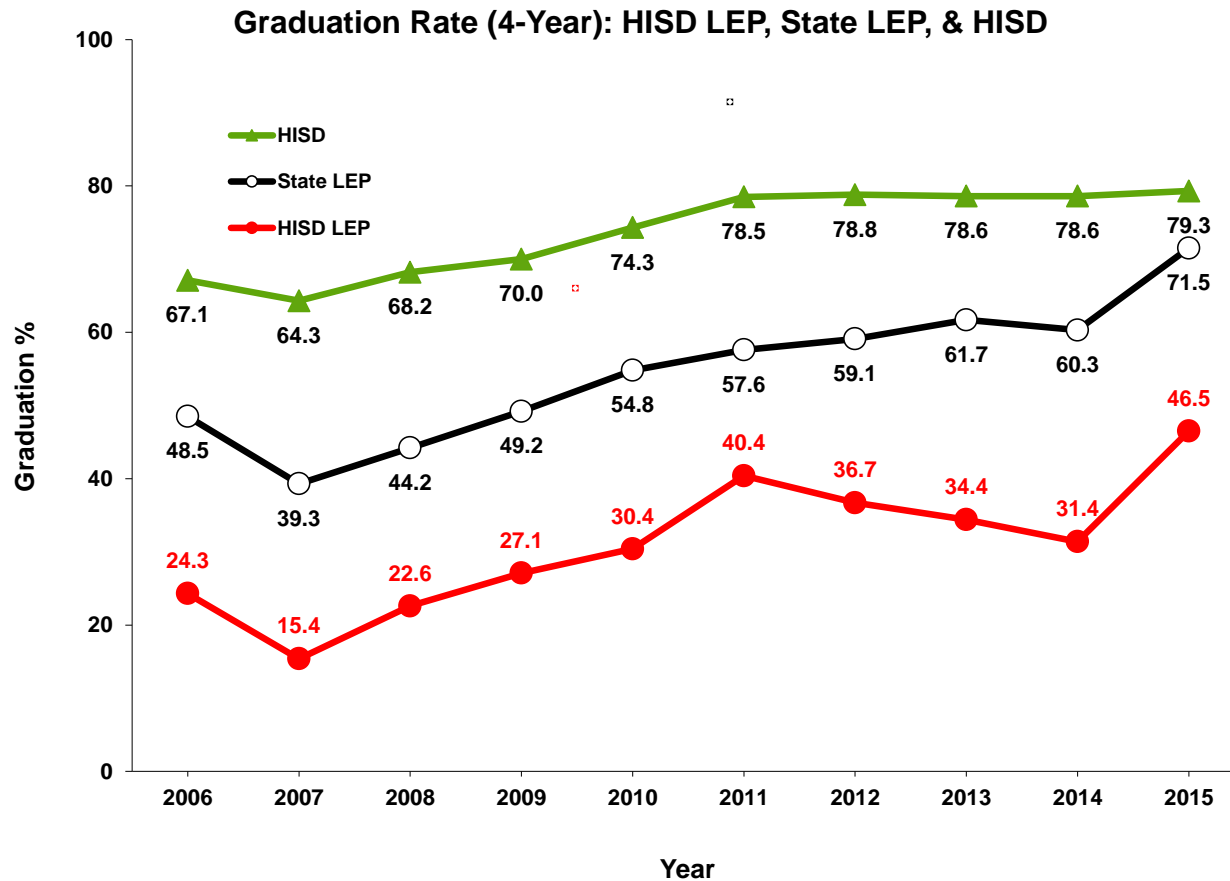


# Four-Year Longitudinal Dropout Rate: 2006 to 2015



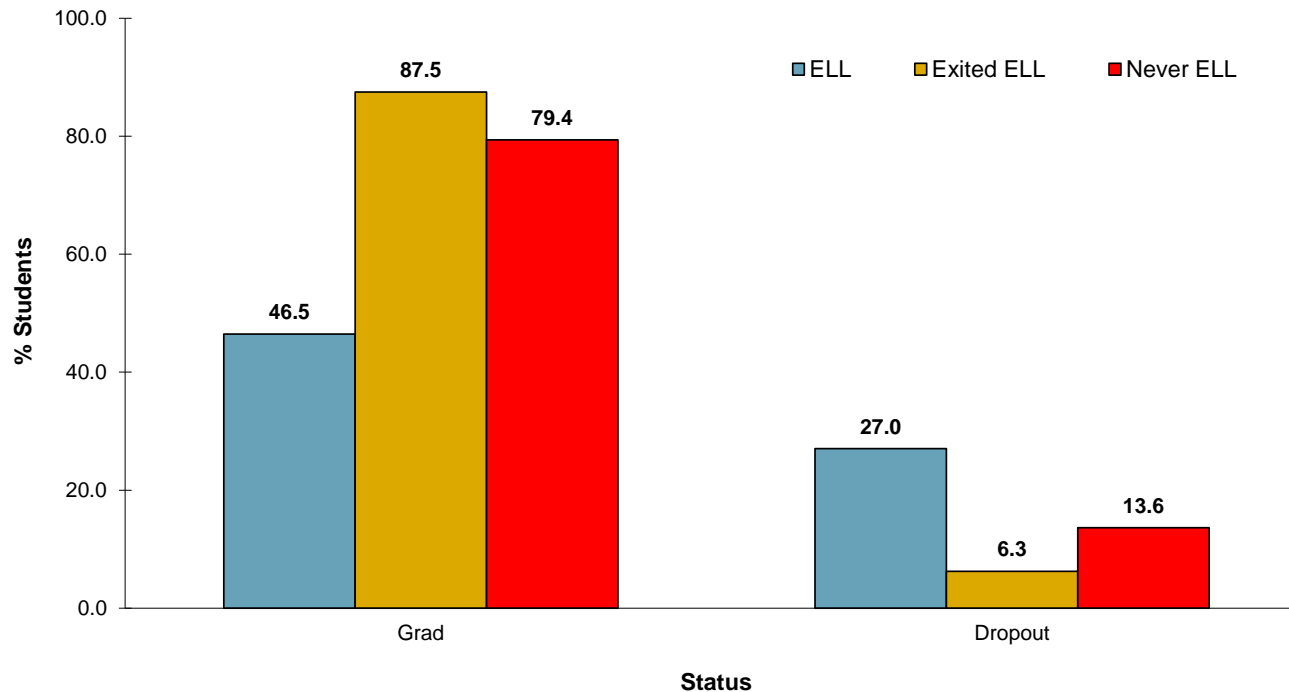
- Gap for HISD LEP vs. state LEP and district has increased since 2006

# Four-Year Longitudinal Graduation Rate: 2006 to 2015



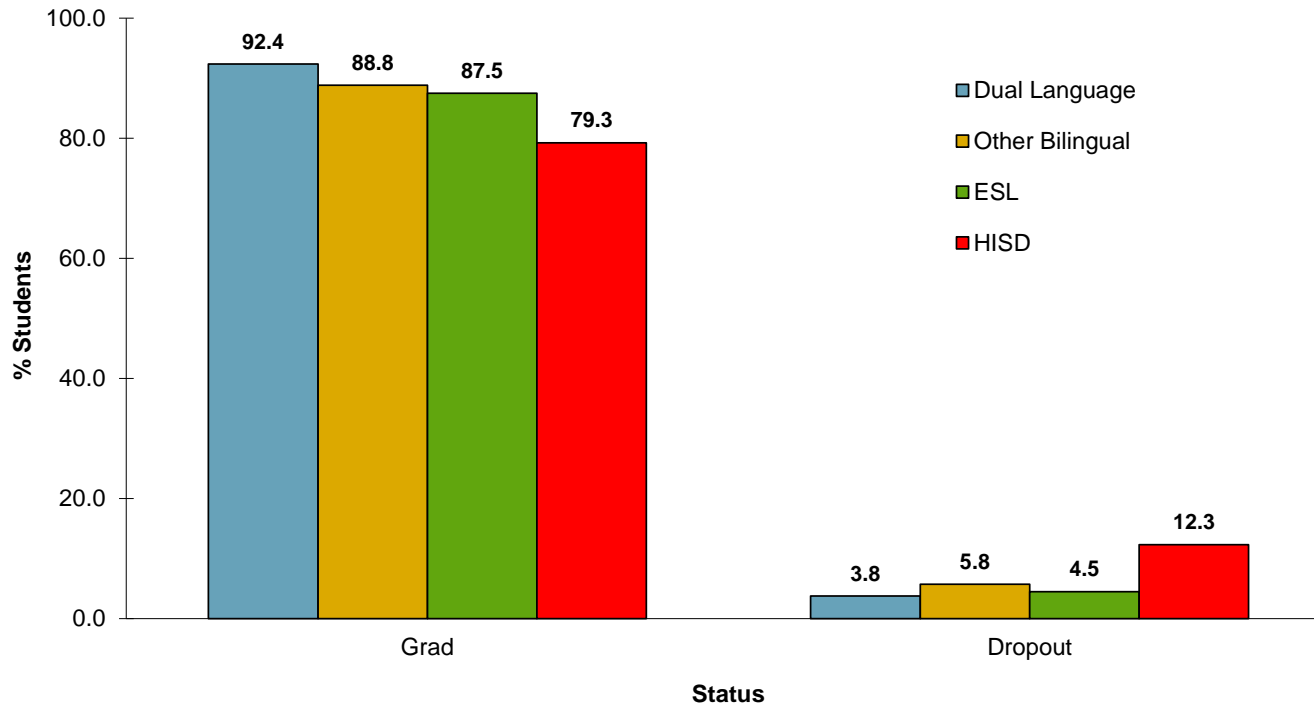
- Grad rate for HISD LEP has increased

# Grad/Dropout Rates by ELL Status



- Current ELLs have lower graduation and higher dropout rates than average
- Students who have exited ELL status have higher graduation and lower dropout rates than students who have never been ELL

# Exited ELLs: Grad/Dropout Rates by Initial Program



- Students who started as ELLs in 1<sup>st</sup> grade do better than district overall
- Those who began in dual language have slight advantage

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