

MEMORANDUM

September 1, 2025

TO: Sonya Monreal
Executive Director, Multilingual Programs

FROM: Georgia Graham, Ph.D.
Director, Evaluation, Monitoring, and Compliance

SUBJECT: **2025 BILINGUAL & ENGLISH AS A SECOND LANGUAGE PROGRAM EVALUATION REPORT**

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 bilingual and ESL programs during the 2024–2025 school year. The report includes findings from assessments of academic achievement and English language proficiency for all students classified as emergent bilingual (EB), as well as demographic characteristics of students served by these programs. It also summarizes the professional development activities of staff involved with the bilingual and ESL programs.

Key findings:

1. What was the enrollment and what were the demographic characteristics of EB students in the district?
 - District EB enrollment declined from 71,651 in 2023–2024 to 68,977 in 2024–2025, a decrease of 2,674 students. In 2024–2025, 39 percent of district students were EB, compared to 39% in 2023-2024 and 37% in 2022-2023.
 - In 2024–2025, 31,693 EB students participated in bilingual programs, 35,357 in ESL programs, and 1,927 had parental waivers and did not participate in a multilingual program.
2. What was the academic progress of EBs in bilingual programs, ESL programs, and at NES campuses?
 - Results from the 2024–2025 STAAR 3–8 and EOC assessments highlighted the strong progress of Emergent Bilingual (EB) students. Those who had transitioned out of bilingual or ESL programs and were reclassified as non-EBs outperformed their never-EB peers, demonstrating the long-term effectiveness of language support services. While current EB students are still developing academic English proficiency, their continued growth reflects steady progress toward meeting grade-level standards.
 - STAAR Grades 3–8 reading results showed that the percentage of current bilingual students meeting or exceeding the Meets Grade Level standard remained unchanged from 2024 to 2025. Current ESL students experienced a slight decline of 1 percentage point, while never-EB students showed a 5-percentage-point increase during the same period.
 - Across all tested EOC subjects (Algebra I, English I, English II, Biology, and U.S. History), between 83% and 94% of reclassified students met grade-level standards. In comparison, current ESL students demonstrated developing performance, with 23% to 45% meeting standards, while never-EB students performed at intermediate levels, with 50% to 71% meeting standards.
 - Four-year dropout and graduation rates for EB students improved over the previous year, and nearly 5,000 students were reclassified as non-EB.

3. What were the levels of English language performance among EB students in bilingual programs, ESL programs, and at NES campuses?
 - On TELPAS, ESL students had an early advantage in Advanced+ rates through Grade 4, but this gap disappeared by Grades 5–6, when bilingual and ESL students performed at the same level.

4. What was the language performance of students in the dual-language bilingual program?
 - The percentage of dual language students who performed at the Meets+ Grade Level standard on STARR 3–8 was marginally lower than that of transitional bilingual (“Other”) in Spanish reading (-1 percentage point), but they were higher in English reading (+5 percentage points).

5. How many students were successfully reclassified as non-EB?
 - 4,952 EB students successfully reclassified as non-EB in 2024-2025.

6. How many bilingual exceptions/ESL waivers were granted, how many teachers received certification, and how many students were served in alternative language programs taught by uncertified teachers?
 - There were 1,473 bilingual exceptions and ESL waivers requested in 2024-2025.
 - 317 teachers received certification by year’s end.
 - 15,743 EB students were served alternative language programs.

7. What was the frequency and scope of professional development activities provided to teachers and staff serving EBs?
 - Multilingual staff offered 29 PD courses, with 4,063 teachers and other district staff participating in at least one session.

Should you have further questions, please contact Dr. Georgia Graham in Accountability, Compliance, Enrollment, and Reporting (ACER) at 713-556-6700. We value your feedback; please share it via the following link: [HISD-Take-the-Survey](#).

_____ GG

Attachment
cc: Kristen Hole
Justin Smith
Nalsy Perez



Bilingual and English as a Second Language Program Evaluation 2024–2025

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Introduction

Overview of Policy

Texas state law requires that specialized linguistic programs be provided for students who are emergent bilingual (EB). These programs are designed to facilitate the integration of EB students into the regular school curriculum and ensure equal access to educational opportunities. Every student in Texas who is identified as a language minority with a home language other than English must be provided the opportunity to participate in a bilingual or other special language program (TEC §29.051). The Texas Administrative Code (TAC), in Chapter 89, Subchapter BB, provides a framework for implementing such programs.

Background

Federal policy on bilingual education began in 1968 with Title VII of the Elementary and Secondary Education Act and was most recently updated in 2015 under Title III of ESSA, which requires states to include English language proficiency progress for EB students in accountability systems. In Texas, TEC §29.053 requires districts to offer a bilingual program at the elementary level if 20 or more students in a grade share the same home language; otherwise, an ESL program must be provided. HISD exceeds these requirements by offering two bilingual models for native Spanish speakers: Transitional Bilingual (TBP) and Dual-Language Bilingual Immersion (DLP). From 2008–2009 to 2017–2018, the district also offered a Vietnamese Cultural Heritage Bilingual Program (CHBP).

Program Description

The Houston Independent School District (HISD) offers two bilingual programs and two English as a Second Language (ESL) programs for EB students. The two bilingual programs referenced here are the Transitional Bilingual program (TBP) and the Dual Language Bilingual program (DLP). The district also offers a Mandarin Language Immersion magnet program, a similar school for Arabic speakers, and a French language program at M. White Elementary School. However, these three programs were formerly administered by the Office of Advanced Academics, not the Multilingual Programs Department, and their models do not correspond to either bilingual model as detailed in the Multilingual Programs Department Guidelines. Results for EB students in these three programs are, however, included in this report as part of the data for “bilingual” students. HISD’s Dual Language program has two variations, which could be considered separate and unique programs (the key difference being whether the program includes native English speakers). However, both DLP variations follow the same program model and are considered equivalent for this report.

Bilingual programs begin with native language instruction in PK–3, gradually increasing English instruction by grades 4–5, with most students exiting EB status or moving to ESL by grade 6. Recent immigrants entering in grade 3 or later may receive extended native language support. ESL programs serve EB students at all grade levels using ESL methodology. Content-Based ESL, mainly at the elementary level, integrates English instruction across subjects, while Pullout ESL, used at the secondary level, provides intensive language classes separate from content instruction. Under 19 TAC §89.1207, students taught by teachers under a bilingual exception or ESL waiver are considered to be served in alternative programs.

For this report, “bilingual programs” refers to all five bilingual program models (i.e., transitional bilingual, dual language, and Arabic/Mandarin/French immersion) as a single unit. Similarly, “ESL programs” refers to both ESL program models (Content-Based and Pullout) as a single unit.

Purpose of Report

The state of Texas requires an annual evaluation of bilingual and ESL programs in school districts that offer these services [TAC § 89.1265]. This report must include: (1) academic progress of EB students; (2) levels of EB students’ English proficiency including language proficiency of students in dual language programs; (3) the number of EB students reclassified as English proficient; (4) frequency and scope of professional development for teachers and staff serving EB students; and (5) an accounting of bilingual exceptions and ESL waivers granted as well as the number of EBs served in alternative language programs.

Research Questions

1. What was the enrollment and what were the demographic characteristics of EB students in the district?
2. What was the academic progress of EBs in bilingual programs, ESL programs, and at NES campuses?
3. What were the levels of English language performance among EB students in bilingual programs, ESL programs, and at NES campuses?
4. What was the language performance of students in the dual-language bilingual program?
5. How many students were successfully reclassified as non-EB?
6. How many bilingual exceptions/ESL waivers were granted, how many teachers received certification, and how many students were served in alternative language programs taught by uncertified teachers?
7. What was the frequency and scope of professional development activities provided to teachers and staff serving EBs?

Methods

Participants

The total student population of HISD in October 2024 was 176,039, as reported in the PEIMS fall snapshot data file, with 39 percent identified as EB. (**Table 1**, p. 3). All EB students with valid 2024–2025 assessment results were included in this report’s analyses. For comparison, three groups were used. The first group consisted of students formerly identified as EB but reclassified as non-EB. These students were either monitored (within four years of exiting EB status) or former (five or more years post-EB), and their identity as reclassified bilingual or reclassified ESL was determined by their last year of EB program participation. “Reclassified” refers to students who have met the criteria indicating that they are now English proficient and are no longer identified as emergent bilingual. The second comparison group included students who had never been identified as EB at any point in their schooling (never-EB). Finally, in some analyses, overall HISD student performance was used as an additional point of reference.

Table 1. Number and Percent of EB Students in HISD, 2022–2023 to 2024–2025

- Forty-six percent of EBs were served in bilingual programs, 51 percent were served in an ESL program, and 3 percent did not receive any special linguistic services (**Appendix B**, p. 16).

| | 2023 Students (% of All) | 2024 Students (% of All) | 2025 Students (% of All) | % of EB Students (2023) | % of EB Students (2024) | % of EB Students (2025) |
|-------------------|-----------------------------|-----------------------------|-----------------------------|-------------------------------|-------------------------------|-------------------------------|
| EB Total | 70,125 (37%) | 71,651 (39%) | 68,977 (39%) | 37% | 39% | 39% |
| Bilingual Program | 32,583 (17%) | 32,545 (18%) | 31,693 (18%) | 46% | 45% | 46% |
| ESL Program | 35,123 (19%) | 36,831 (20%) | 35,357 (20%) | 50% | 51% | 51% |
| Not Served* | 2,419 (1%) | 2,275 (1%) | 1,927 (1%) | 3% | 3% | 3% |
| Non-EB** | 119,165 (63%) | 111,952 (61%) | 107,062 (61%) | 63% | 61% | 61% |
| Total | 189,290 | 183,603 | 176,039 | | | |

Source: PEIMS Fall Snapshots

Note: * "Not Served" indicates parents opted out of program participation for their child. **Non-EB includes EB students who have been reclassified and students with no prior EB history ("Never-EB").

Data Collection

Two primary data sources were used to assess student performance, both extracted from the IBM Cognos business data management platform. The first assessment, STAAR 3–8, is a state-mandated, criterion-referenced assessment measuring achievement in reading and mathematics (grades 3–8), science (grades 5 and 8), and social studies (grade 8). From 2016–2022, the passing standard was “Approaches Grade Level” (previously “Level II Satisfactory”). In 2023, STAAR 3–8 was redesigned under HB 3906, requiring re-norming and new cut points; performance comparisons with prior years should be made cautiously. High school STAAR includes End-of-Course (EOC) exams in English I and II, Algebra I, Biology, and U.S. History. The second assessment, TELPAS, measures English proficiency for EB students in grades K–12 in listening, speaking, reading, and writing, producing a composite score across four levels: Beginning, Intermediate, Advanced, and Advanced High. In grades K–1, domains are rated holistically by trained observers; in grades 2–12, all domains are assessed online. STAAR, EOC, and TELPAS performance data were validated against summary reports provided with the preliminary data file release.

Professional development and training data were collected from the Multilingual Programs Department, EB reclassifications were obtained from PowerSchool and Chancery records, and data on bilingual exceptions and ESL waivers were also obtained from the Multilingual Programs Department.

Data Analysis

Data from the State of Texas Assessments of Academic Readiness (STAAR 3–8, first administration only), STAAR End-of-Course (EOC, all students tested in the spring, including retesters), and the Texas English Language Proficiency Assessment System (TELPAS) were analyzed at the district level. Comparisons were made between bilingual students, ESL students, reclassified bilingual and ESL students, and never-EB students.

STAAR 3–8 results are reported for reading and mathematics, showing the percentage of students who met or exceeded the Meets+ Grade Level standard. For STAAR EOC, results reflect the percentage at the Meets+ standard in English I, English II, Algebra I, Biology, and U.S. History. It is important to note that the STAAR 3–8 assessment was re-normed in 2023, as required by HB 3906 (2019).

TELPAS results are reported for two indicators. The first reflects attainment—that is, the overall level of English language proficiency exhibited by EBs. For this indicator, the percentage of students at each proficiency level is presented (beginning, intermediate, advanced, or advanced high). The second TELPAS indicator reflects progress—that is, whether students gained one or more levels of English language proficiency from one year to the next. For this indicator, the percentage of students showing gains in proficiency between 2024 and 2025 is reported.

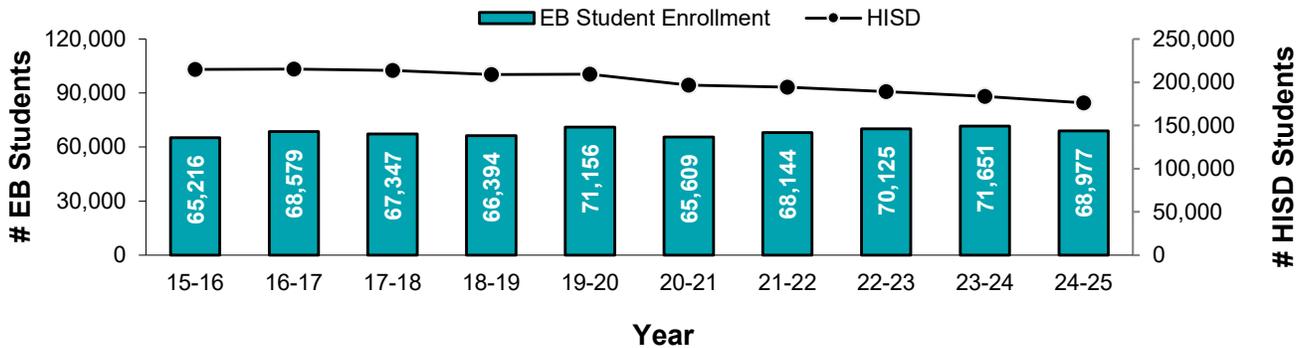
Results

EB ENROLLMENT

The EB population was 65,216 in 2015–2016 (**Figure 1**) and has remained relatively stable since then, even as total district enrollment has declined. As a result, EB students have grown as a share of the district population, rising from about 30 percent historically to 39 percent in 2024–2025. Including both current and reclassified students, 45 percent of the district’s population in 2024–2025 had been identified as EB at some point. Reclassified students are those who met criteria for English proficiency and are no longer identified as emergent bilingual.

Figure 1. The Number of EB Students Enrolled in HISD Schools 2015-16 to 2024-25

- HISD had 68,977 EB students in 2024–2025, a decrease of 2,674 from the previous year.

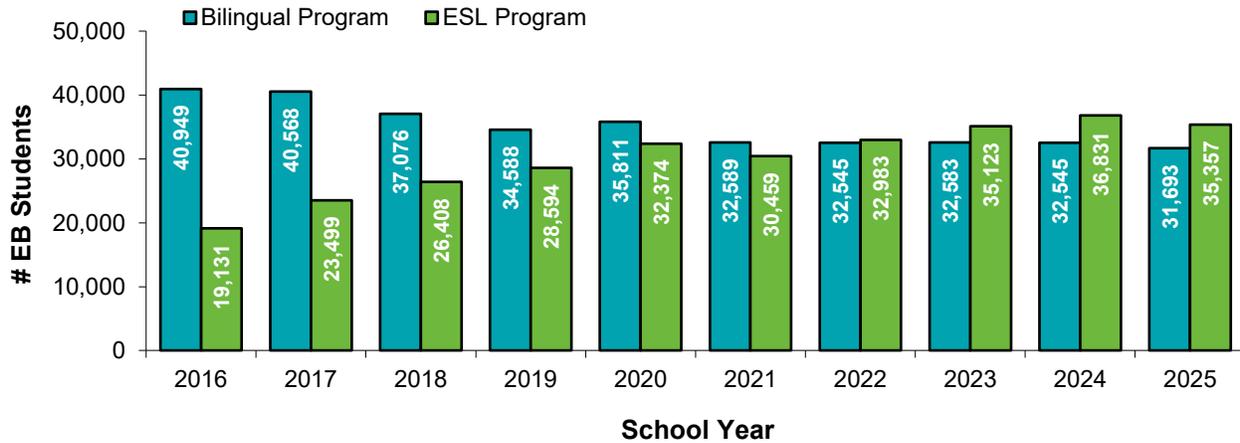


Source: Fall PEIMS Snapshot

Figure 2. Ten-year Trend in Bilingual and ESL Program Enrollment, 2016–2025

There has been a noticeable change in bilingual program enrollment.

- In 2016, there were roughly twice as many EB students enrolled in bilingual programs as in ESL programs.
- For the last four school years, however, there have been more students in ESL programs than in bilingual programs. The reasons for this are unclear but may be partly due to increased ESL enrollment at the secondary level, driven by higher numbers of immigrant EB students, and a decrease in EB reclassifications in the elementary grades.



Source: PEIMS Fall Snapshots

EB DEMOGRAPHICS

Table 2. EB Student Demographics and Home Language, 2024–2025

- Eighty-nine percent of EB students were Hispanic, with Asian being the second-largest category.
- Eighty-eight percent of EB students in HISD were native Spanish speakers, with Pashto being the next most common language, followed by Arabic and Mandarin.
- The number of Swahili speakers increased in 2024–2025 by 15 percent, with French (+11%) also showing a double-digit increase.

| Ethnicity | Number | Percent | Home Language | Number | Percent | % Change From Fall 2023 |
|---------------------------|--------|---------|---------------|---------------|---------|-------------------------|
| Hispanic | 61,174 | 89% | Spanish | 60,895 | 88% | -5% |
| Asian | 3,551 | 5% | Pashto | 992 | 1% | -4% |
| White | 2,303 | 3% | Arabic | 965 | 1% | +5% |
| Black | 1,447 | 2% | Mandarin | 418 | 1% | -2% |
| American Indian | 78 | <1% | Farsi | 411 | 1% | 0% |
| Pacific Islander | 24 | <1% | Vietnamese | 387 | 1% | -9% |
| Two or More | 400 | 1% | Swahili | 334 | <1% | +15% |
| SPED | 6,563 | 9% | French | 210 | <1% | +11% |
| GT | 3,440 | 5% | Urdu | 187 | <1% | +7% |
| At-Risk | 68,977 | 100% | Other | 4,178 | 6% | +10% |
| Econ Disadvantaged | 63,317 | 92% | Total | 68,977 | | |

Source: PEIMS fall 2024 snapshot

ACADEMIC PROGRESS OF EB STUDENTS

STAAR 3–8

This section presents a comparison of bilingual, ESL, and reclassified EB students on STAAR 3–8 reading and mathematics. Results are reported as the percentage meeting the Meets+ Grade Level standard, including both Spanish- and English-language tests. Comparisons are made with bilingual and ESL students, reclassified students, and never-EB students. Spanish-language results for never-EB students are not reported due to the small sample size (n = 80). Additional details are provided in **Appendices A and B** (pp. 14–15).

In 2024–2025, a total of 12,969 bilingual students (98%) took STAAR 3–8 reading. Of these, 31 percent (n = 3,973) completed the Spanish version, while 69 percent (n = 8,996) completed the English version.

Spanish STAAR

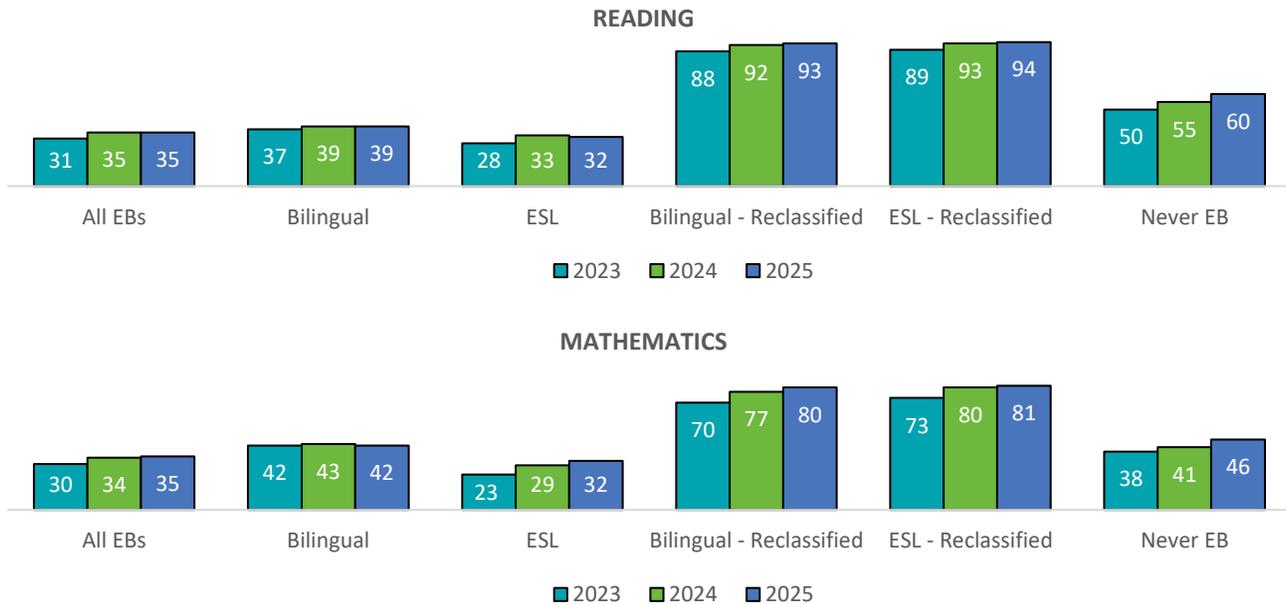
- Performance on STAAR 3–8 Spanish reading and mathematics improved for bilingual students in 2025 compared to 2024 (Appendix A p. 14).
- In 2024–2025, a smaller percentage of bilingual students met grade level on the Spanish-language STAAR 3–8 assessments compared to the English versions in reading (26% vs. 39%, respectively) and in mathematics (36% vs. 42%, respectively) (Appendices A and B, pp. 14-15).

English STAAR

- The percentage of students in ESL program who performed at the Meets+ Grade Level standard on STAAR 3–8 English reading decreased slightly in 2025 but improved in math (**Figure 3**, p. 6).
- A lower percentage of students enrolled in bilingual programs performed at the Meets+ Grade Level standard on the STAAR 3–8 compared to never-EB students in English math (Figure 3, p. 6).
- The percentage of Never-EB students who performed at the STARR 3–8 Meets+ Grade Level standard in both reading and math were higher than both EB subgroups (Figure 3, p. 6).

Figure 3. Percentage of Grades 3–8 Students at Meets+ Grade Level Standard on STAAR-English Reading and Mathematics Tests by EB Status, 2023 to 2025

- Bilingual students showed a modest two-year improvement in English STAAR reading, and no change in mathematics. ESL students showed more improvement in both subjects.
- The percentage of reclassified bilingual and ESL students or never-EB students who performed at the Meets+ Grade Level standard in reading and have all increased since 2023, more than for current EBs.

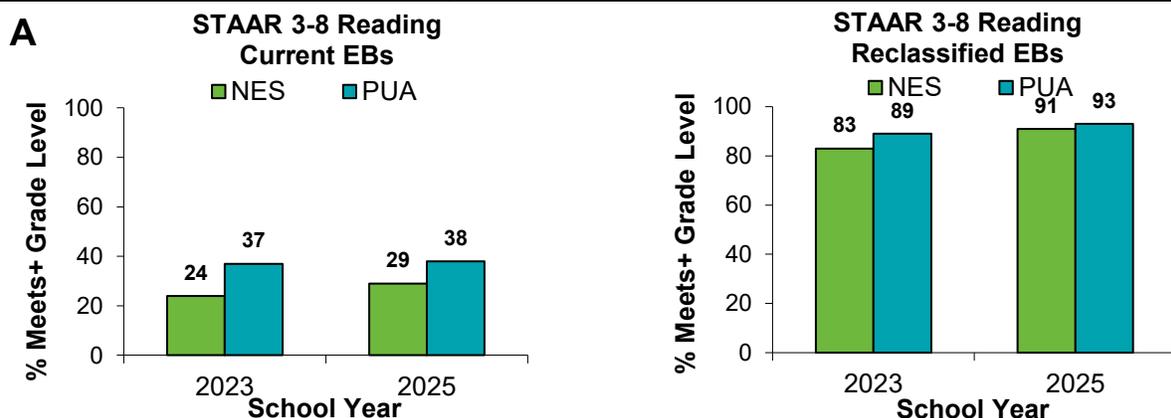


Note: Current EB enrollments are between 14,000-18,000 whereas reclassified enrollments are 900+ (see Appendix B, p. 15) – which should be taken into consideration when comparing across student groups.

EB Students STAAR 3–8 Reading Performance, NES vs. PUA Campuses

Figure 4 shows percentage of EB students at NES and PUA campuses who performed at the Meets+ Grade Level standard on STARR 3–8 reading (Spanish/English combined). For current EB students (Figure 4A), the performance gap on STAAR 3–8 reading between NES and PUA campuses was 13 percentage points in 2023 and declined to 9 percentage points in 2025. Reclassified EBs (Figure 4B) also showed a reduced performance gap for NES campuses.

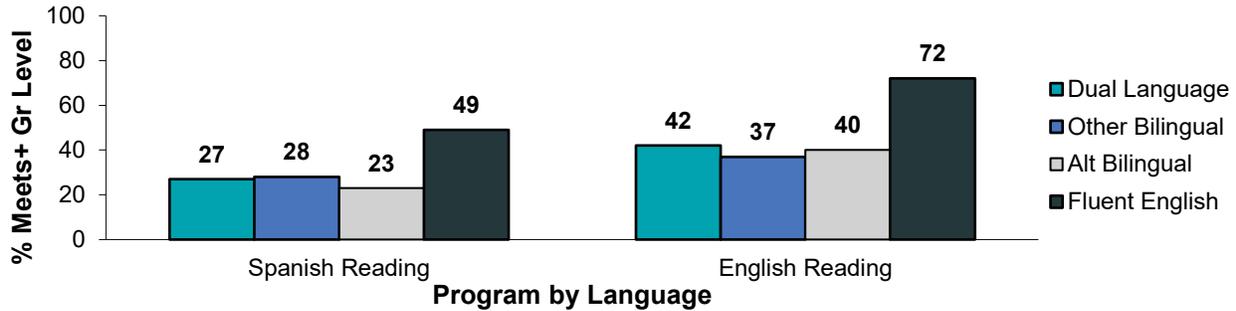
Figure 4. STAAR 3–8 Reading (English/Spanish Combined): Percent Meets+ Grade Level for Current EB Students at NES vs. PUA Campuses, 2023 and 2025



EB Student Dual Language Bilingual Program Reading Performance

Figure 5. Spanish and English Language Performance of EB Students in the Dual Language Program Compared to Other Bilingual Models, Alternative Bilingual, and Fluent English Speakers

- The percentage of dual language students who performed at the Meets+ Grade Level standard on STARR 3–8 was marginally lower than that of transitional bilingual (“Other”) in Spanish reading, but they were higher in English reading (+5 percentage points).



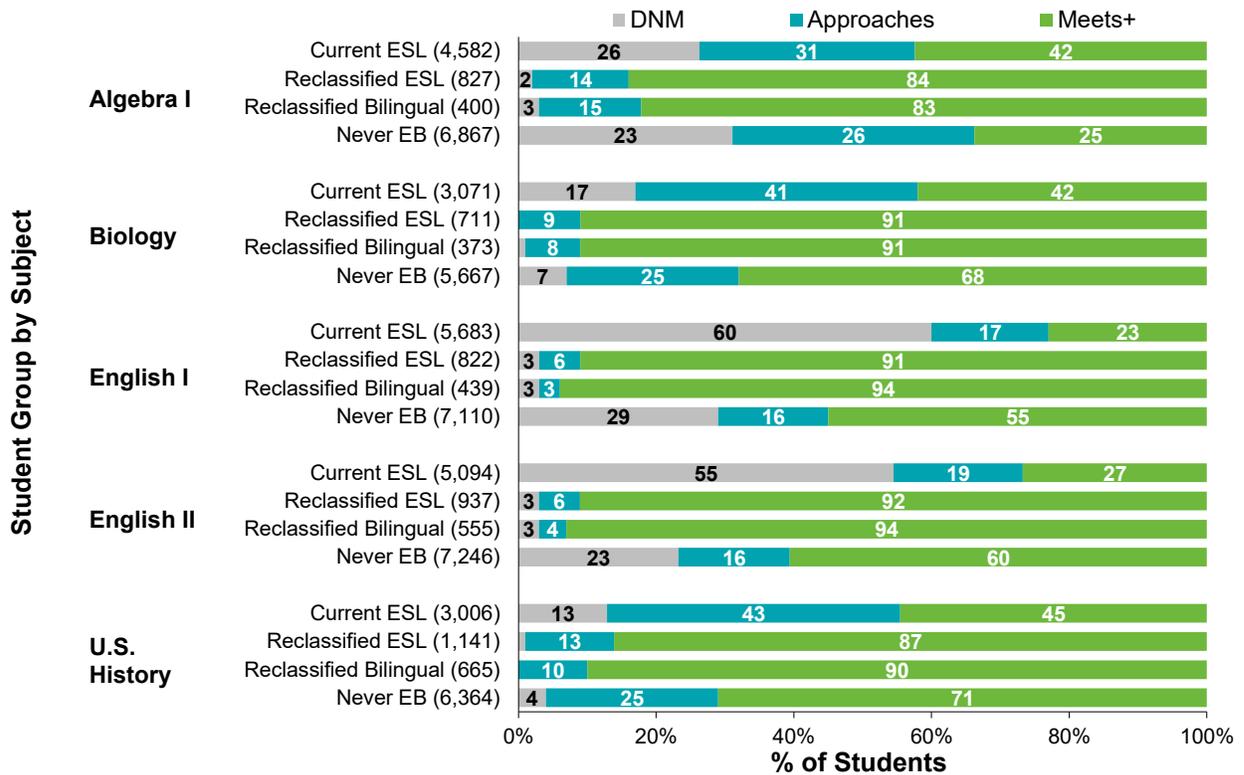
Source: STAAR 6/16/25, PowerSchool

STAAR EOC

Figure 6 shows results for the 2025 STAAR EOC assessments in Algebra I, Biology, English I and II, and U.S. History (see also Appendix C, p. 16) at the Meets+ and Did Not Meet Grade Level standards.

Figure 6. Percent of EB Students and never-EB Students who achieved Meets+ Grade Level Standard on STAAR EOC, by Subject, 2025

- Among the EB subgroups, a higher percentage of reclassified EB students performed at the Meet+ Grade Level standard on the 2025 STAAR EOC exams: Algebra I, English I, English II, and U.S. History.



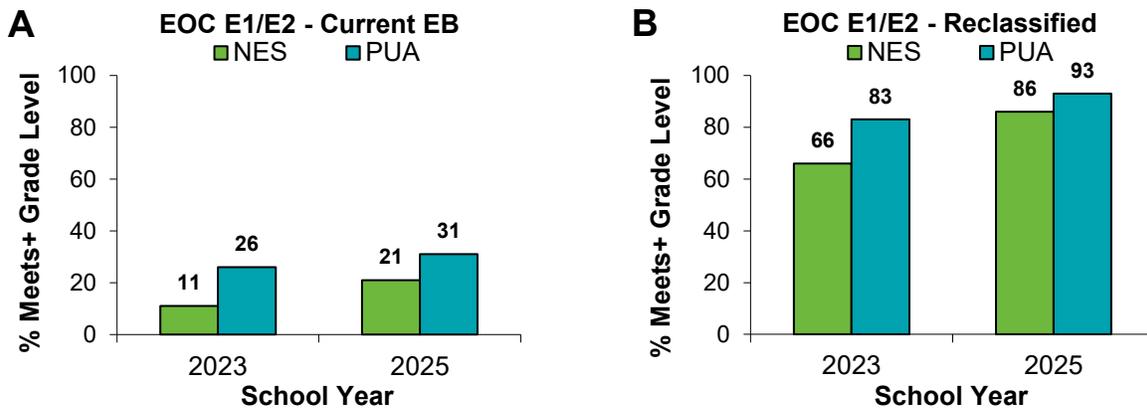
Source: STAAR EOC 6/9/25, PowerSchool

Note: Current bilingual students not included because n < 5

EB Students EOC Performance, NES vs. PUA Campuses

Figure 7. EOC English I/English II Combined: Percent Meets+ Grade Level for EB Students and Reclassified EB Students at NES vs. PUA Campuses, 2023 and 2025

- EBs in NES schools had a higher percentage increase (10%) in students who performed at the Meets+ Grade Level standard on the STAAR EI/E2 EOC compared to EBs in PUA schools (5%) between 2023 and 2025.
- Reclassified EBs in NES schools had a 20 percent increase in the percentage of students who performed at the Meets+ Grade Level standard on the STAAR EI/E2 compared to a 10 percent increase for those in PUA schools between 2023 and 2025.



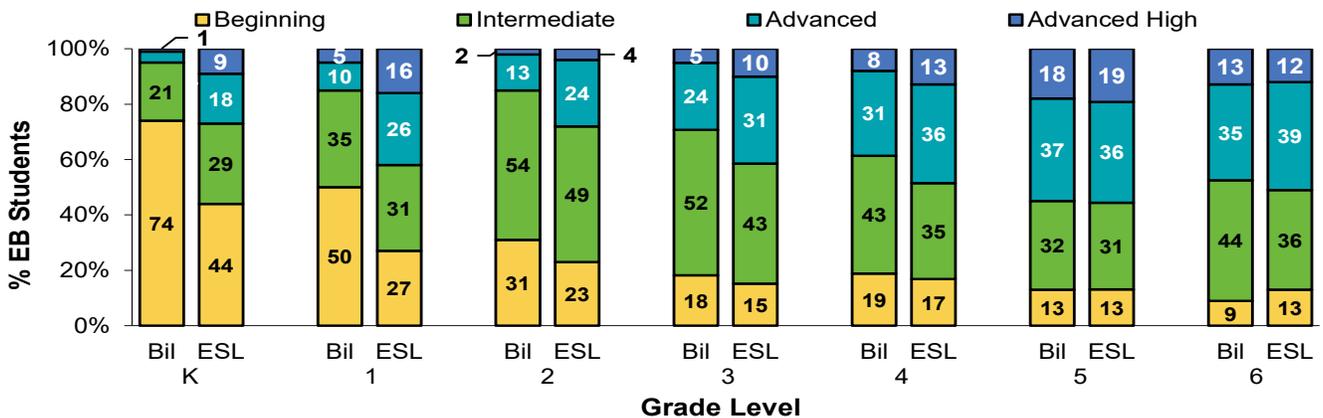
Source: Cognos STAAR EOC 6/9/25, PowerSchool, Campus Information List

Bilingual & ESL Programs and English Language Proficiency

Figures 8 and 9 summarize TELPAS results for EB students. Figure 8 shows the percentage of students scoring at each proficiency level on the TELPAS by grade level (see also **Appendices D and E**, pp. 17-18).

Figure 8. TELPAS Proficiency Ratings by Grade for Bilingual and ESL Students, 2025

- Through grade 4, a higher percentage of EB students scored at the Beginning or Intermediate proficiency levels (yellow or green) on TELPAS, while fewer reached the Advanced or Advanced High levels compared to ESL students.
- In grade 5, bilingual students transition to predominantly English instruction, proficiency levels for the two groups were comparable.
- Grade 6 bilingual students surpassed ESL students in English proficiency, with more attaining Advanced High and fewer remaining at the Beginning level.

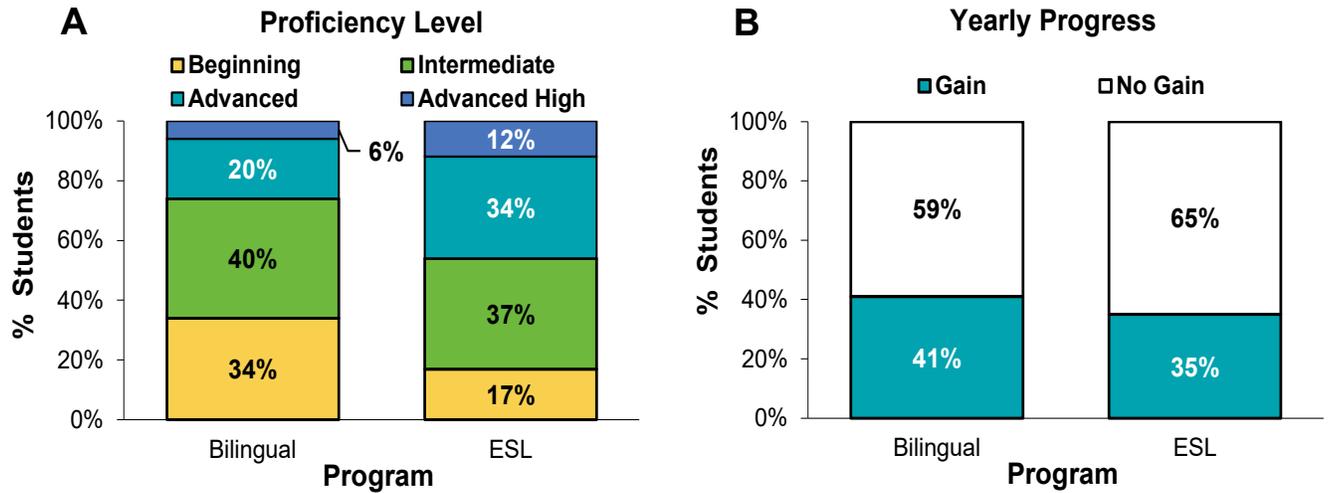


Source: TELPAS data file 6/9/25, PowerSchool.

Note: Bil is referencing Bilingual program.

Figure 9. TELPAS Overall Proficiency and Yearly Progress for Bilingual and ESL Students, 2025

- A smaller percentage of bilingual students (26%) reached the Advanced/Advanced High proficiency level compared to ESL students (46%) (**Figure 9A**). Note, the bilingual student group is disproportionately composed of students in lower grade levels (see Appendix D, p. 17).
- A higher proportion of students in bilingual programs showed gains in English proficiency between 2024 and 2025 than students in an ESL program (41% vs. 35%, respectively) (**Figure 9B**).

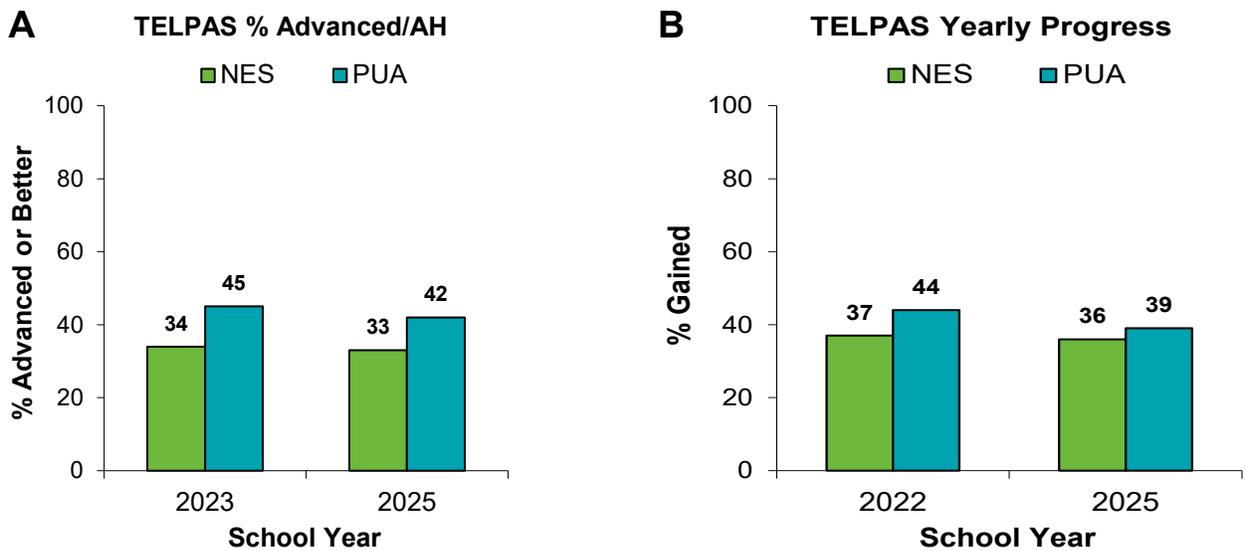


Source: TELPAS data file 6/9/25, PowerSchool

English Language Proficiency at NES and PUA Campuses

Figure 10. TELPAS: Percent Advanced or Better and Percent Gained Proficiency for EB Students at NES vs. PUA Campuses

- On TELPAS, both NES and PUA campuses showed declines in the percentage of students scoring Advanced or better, as well as in yearly progress, when comparing 2025 performance to pre-NES (2023).
- However, these declines were slightly lower for NES campuses than for PUA campuses.

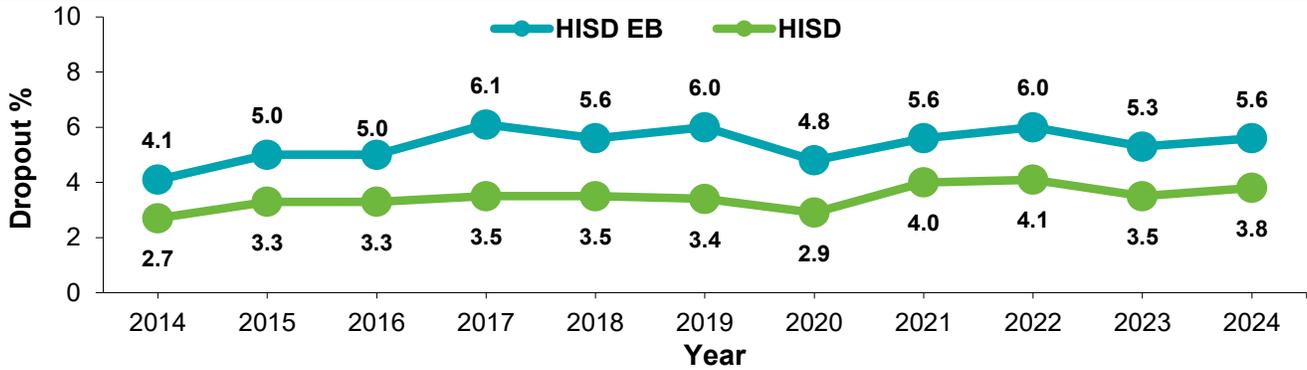


Source: TELPAS data file 6/9/25, PowerSchool, Campus Information List

EB Dropout and Graduation Rate

Figure 11. Annual Dropout Rate (Grades 7-12) for District EB Students and HISD Overall, 2014 to 2024

- The annual dropout rates for both EB students and the district increased by 0.3 percentage points in 2024.



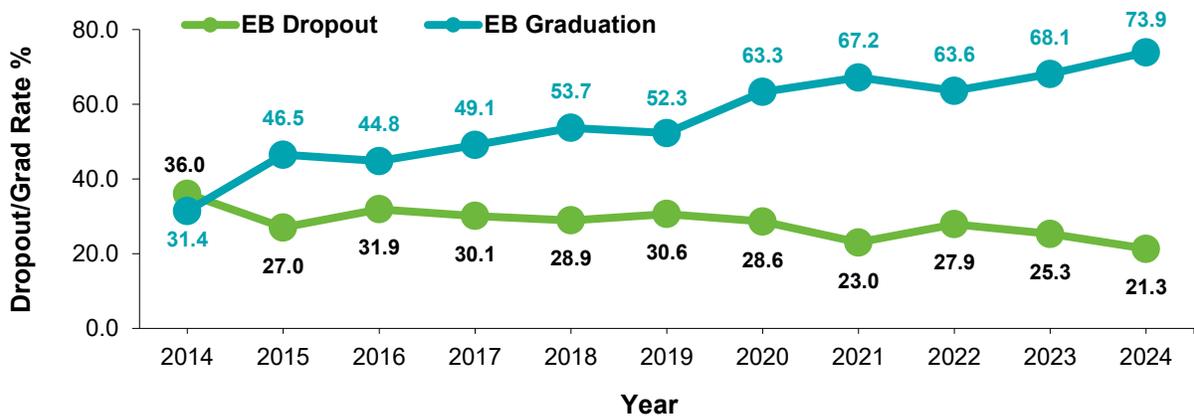
Source: TEA Dropouts Reports

Note: Annual dropout rate is the percentage of students in grades 7-12 who drop out in a given school year.

Note: HISD includes district students including EBs

Figure 12. Four-Year Completion (Dropout and Graduation) Rates for District EB Students, Classes of 2014 to 2024

- In 2024, the EB student graduation rate rose by 5.8 percentage points, and the dropout rate fell by 4.0 percentage points.



Source: TEA 4-Year Completion Reports

Note: Four-year completion rates show the percentage of students who graduate or dropout within four years of beginning 9th-grade. Thus, the data for 2024 comes from students who started 9th-grade in 2020-2021.

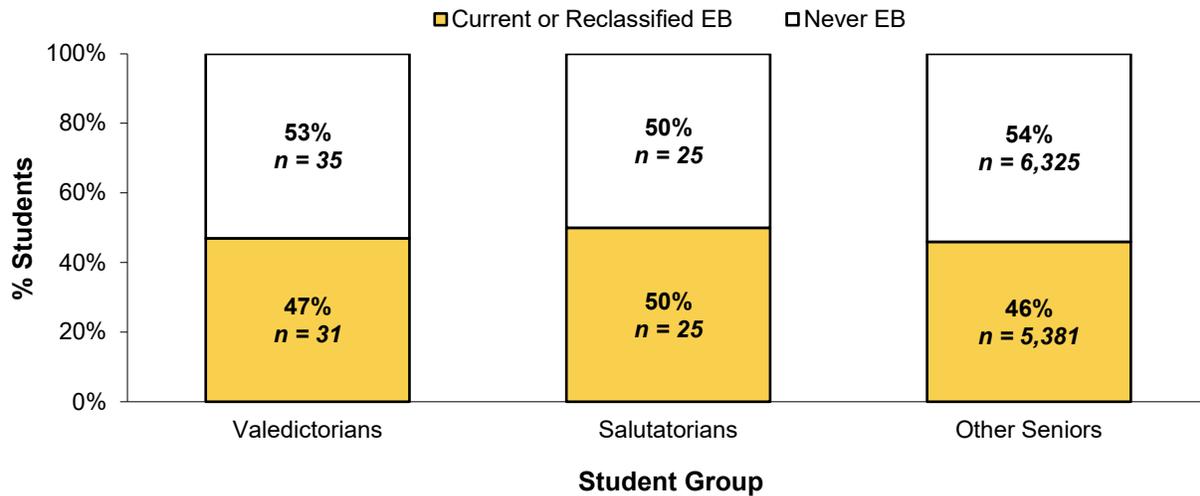
EB Valedictorians and Salutatorians

As evidence for the long-term success of EB students from the bilingual and ESL programs, **Figure 13** (p. 11) shows the percentages of students in the graduating class of 2025 who were either current or reclassified EBs, or who were never EB at any time. Comparison groups included valedictorians, salutatorians, or other seniors in the class of 2025 (i.e. all non-valedictorians/salutatorians).

- Of the 11,706 seniors enrolled during the 2024–2025 school year (excluding valedictorians and salutatorians), 46 percent of ‘Other’ seniors had been categorized as EB at some point between kindergarten and 12th grade (Figure 13, p. 11).

Figure 13. EB Status of Valedictorians and Salutatorians (Class of 2025)

- Forty-seven percent of valedictorians and 50 percent of salutatorians were either current or reclassified EBs. These rates did not differ statistically from the general senior population.



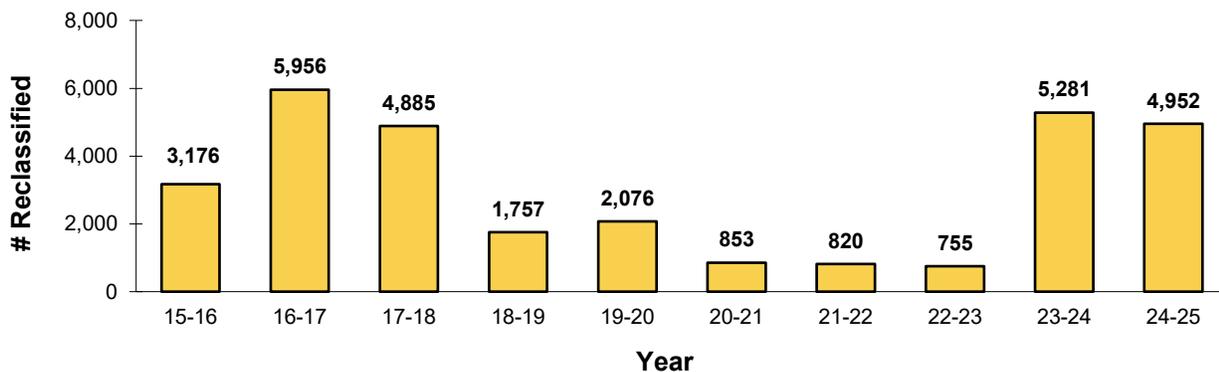
Source: PowerSchool, State Reporting & Compliance

Successful Reclassification as non-EB

EB student reclassification data for 2024–2025 are shown in **Figure 14**. In certain years, EB reclassifications decreased due to more stringent criteria. Current requirements include a composite rating of Advanced High on TELPAS and meeting standards on a standardized English reading assessment (STAAR 3–8 reading, EOC English I or II, or Iowa Survey reading/language arts in grades 1, 2, 11, and 12). In 2015–2016, STAAR 3–8 reading scores could not be used if linguistic accommodations were provided, and the district enforced this more rigorously. In 2018–2019, TELPAS listening and speaking moved to online assessment, leading to declines in those domains. In 2020–2021, students were required to score Advanced High on TELPAS reading in addition to passing STAAR reading. In 2022–2023, TELPAS writing was moved online, resulting in lower scores in that domain.

Figure 14. Number of EB Student Reclassified, 2015–2016 Through 2024–2025

- As can be seen, the number of EB student reclassifications increased sharply in 2023–2024 (to 5,281) and remained high for the current year (4,952). These higher counts are likely to be due to changes in reclassification criteria. Specifically, prior to 2023-2024 students had to achieve Advanced High in each language domain on the TELPAS to qualify for reclassification, whereas now they only need to reach this level on their composite score.



Source: PowerSchool, Chancery

Bilingual Exceptions, ESL Waivers, and Students in Alternative Language Programs

Table 3 shows the number of exceptions and waivers requested by the district over the last seven school years. In 2024–2025, bilingual exceptions declined by 9 percent, while ESL waivers increased by 20 percent compared to 2023–2024. The number of teachers who successfully obtained ESL certification by the end of the school year increased by over 400 percent in 2024–2025. At the end of the year, 9,931 students were served in an alternative bilingual program and 15,743 in an alternative ESL program.

Table 3. Number of Bilingual Exceptions, ESL Waivers, & ESL Certified Teachers 2018–2019 to 2024–2025

| Year | Bilingual Exceptions (Spanish) | Bilingual Exceptions (Other Languages) | Total Bilingual Exceptions | ESL Waivers Requested | Teachers Who Obtained ESL |
|-----------|--|--|----------------------------|-----------------------|---------------------------|
| 2018–2019 | 141 | 121 | 262 | 298 | 92 |
| 2019–2020 | 271 | 202 | 473 | 389 | 62 |
| 2020–2021 | 329 | 126 | 455 | 407 | 119 |
| 2021–2022 | 191 | 73 | 264 | 353 | 80 |
| 2022–2023 | 363 | 104 | 467 | 381 | 65 |
| 2023–2024 | 586 | 200 | 786 | 630 | 57 |
| 2024–2025 | <i>Language breakdown no longer required</i> | | 717 | 756 | 317 |

Source: Multilingual Programs Department

Professional Development of Teachers and Staff Serving EB Students

The Multilingual Programs Department provided data on staff development training sessions offered during the 2024–2025 school year (see **Appendix F**, p. 19). Sessions covered compliance, program planning, and instruction/information. Twenty-nine courses were offered, with 4,063 teachers and other district staff participating in at least one session. This figure is not unduplicated; individuals may have been counted more than once if they attended multiple sessions.

Discussion

Nearly half of HISD students (45%) were current or reclassified EB students in 2024–2025, including 39 percent who were still classified as EB. Statewide assessments (STAAR 3–8 and EOC) continue to show performance gaps for current EB students relative to the district overall, which is expected as they are still acquiring English. However, both bilingual and ESL programs appear to produce long-term benefits, as reclassified EB students consistently meet or exceed the performance of never-EB peers.

STAAR Results. Passing rates in STAAR 3–8 English reading were unchanged for bilingual EB students but declined slightly (–1 point) for ESL students. In mathematics, bilingual EB students declined while ESL students improved. Spanish reading and mathematics results improved for bilingual students in 2025. Reclassified EB students, both bilingual and ESL, showed gains in both subjects and continued to outperform never-EB students and the district overall. On STAAR EOCs, current ESL students scored lower in English I and English II, with persistent gaps compared to never-EB students and the district, while reclassified EB students again outperformed both groups.

TELPAS Results. TELPAS proficiency levels declined slightly for both bilingual and ESL students compared to the prior year. However, yearly progress improved (41% for bilingual vs. 35% for ESL). The number of students meeting reclassification criteria increased substantially, from 755 in 2022–2023 to 5,281 in 2023–2024, and remained strong

at 4,952 in 2024–2025. This rise was likely influenced by relaxed TELPAS criteria. Current or reclassified EB students were also well represented in top academic honors (valedictorian/salutatorian) and showed improvements in dropout and graduation rates.

Teacher Supply and Program Capacity. Bilingual exceptions and ESL waivers increased slightly (+4%, from 1,416 to 1,473), highlighting ongoing staffing challenges. However, the number of teachers earning ESL certification grew by over 400 percent in 2024–2025, an improvement given the large EB population.

Recommendations

Address staffing shortages in bilingual and ESL programs. Since 2021–2022, bilingual exceptions, ESL waivers, and enrollment in alternative language programs have increased, reflecting difficulties in recruiting and retaining certified teachers. Schools Office Administrators, in coordination with the Multilingual Programs Department, should ensure active recruitment and hiring of appropriately certified bilingual and ESL teachers to provide EB students with equitable learning opportunities.

Strengthen identification and placement processes. State law requires that students who may qualify for EB status be identified and placed in a bilingual or ESL program within four weeks of initial enrollment. However, ongoing monitoring shows recurring issues in meeting this requirement. Schools Office Administrators and the Multilingual Programs Department should analyze the underlying causes and implement corrective measures to ensure timely and consistent placement.

Ensure program fidelity in bilingual models. Schools Office Administrators and the Multilingual Programs Department should continue monitoring campus adherence to required instructional time allotments for the Transitional Bilingual and Dual Language programs. This oversight is especially critical at campuses that are newly implementing or expanding the Dual Language model into higher grade levels.

Reduce the number of long-term English learners. A significant number of EB students remain classified as such for six or more years. Increased collaboration between the Curriculum Design and Multilingual Programs departments is recommended to create differentiated curricula tailored to EBs at various proficiency levels. This need is particularly acute in secondary schools, where many EB students continue to struggle on STAAR English I and II, but it also applies across all content areas.

EB student performance presents a mixed picture. On the positive side, reclassified EB students consistently outperform district averages, dropout and graduation rates show long-term improvement, and reclassification rates have rebounded. However, achievement gaps remain for current EB students, particularly in English I and II, and many students do not reclassify after several years. In addition, staffing shortages in bilingual and ESL programs continue, which is only partially offset by gains in the number of teachers receiving ESL certification. Moving forward, HISD and the Multilingual Department should prioritize addressing barriers to reclassification and strengthening recruitment and retention of certified bilingual and ESL educators.

References

Houston Independent School District. (2025). TELPAS Student Performance Report 2024–2025. HISD, Department of Assessment, Accountability, & Compliance.

Appendix A

Spanish STAAR Performance of Bilingual Students: Number Tested and Percentage at Meets+ Grade Level Standard by Grade Level, Subject, and Year (2024 and 2025)

| Program | Grade | Enrollment * | | Spanish Reading | | | | Spanish Mathematics | | | |
|--------------|-------|---------------|---------------|-----------------|-----------|--------------|-----------|---------------------|-----------|--------------|-----------|
| | | 2024 | | 2025 | | 2024 | | 2025 | | | |
| | | N | N | # Tested | % Meets+ | # Tested | % Meets+ | # Tested | % Meets+ | # Tested | % Meets+ |
| Current | 3 | 4,533 | 4,569 | 2,306 | 18 | 2,119 | 23 | 2,081 | 26 | 2,734 | 42 |
| Bilingual | 4 | 4,234 | 4,208 | 1,357 | 30 | 1,119 | 30 | 1,268 | 28 | 1,060 | 27 |
| | 5 | 4,173 | 3,581 | 751 | 24 | 735 | 27 | 769 | 26 | 722 | 25 |
| Total | | 12,940 | 12,358 | 4,414 | 22 | 3,973 | 26 | 4,118 | 26 | 4,516 | 36 |

Source: STAAR student data files, PowerSchool

Note: Meets+ standard includes students at either Meets Grade Level or Masters Grade Level

* Enrollment figures shown in Appendix E include all EB students enrolled in bilingual programs, but do not include students enrolled in the Mandarin, Arabic, and French bilingual programs, who are all tested in English.

Note: Thirty-one percent of bilingual students who were tested on STAAR reading took the Spanish language version in 2025, while 69 percent took the English version.

Appendix B

English STAAR Performance: Number Tested and Percentage at Meets+ Grade Level Standard by Grade Level, Subject, and Year (2024 and 2025)

| Program | Grade | Enrollment | | English Reading | | | | English Mathematics | | | |
|-------------------|------------------------|---------------|---------------|-----------------|-----------|---------------|-----------|---------------------|-----------|---------------|-----------|
| | | | | 2024 | | 2025 | | 2024 | | 2025 | |
| | | 2024 N | 2025 N | # Tested | % Meets+ | # Tested | % Meets+ | # Tested | % Meets+ | # Tested | % Meets+ |
| Current Bilingual | 3 | 4,582 | 4,665 | 2,225 | 34 | 2,469 | 34 | 2,453 | 39 | 1,859 | 44 |
| | 4 | 4,313 | 4,274 | 2,918 | 34 | 3,086 | 39 | 2,995 | 43 | 3,160 | 41 |
| | 5 | 4,254 | 3,639 | 3,472 | 43 | 2,860 | 45 | 3,449 | 48 | 2,872 | 44 |
| | 6 | 426 | 253 | 421 | 51 | 246 | 30 | 423 | 41 | 248 | 27 |
| | 7 | 246 | 208 | 240 | 44 | 203 | 34 | 236 | 37 | 200 | 28 |
| | 8 | 211 | 137 | 208 | 42 | 132 | 29 | 164 | 39 | 119 | 34 |
| | Total | 14,032 | 13,176 | 9,484 | 39 | 8,996 | 39 | 9,720 | 43 | 8,458 | 42 |
| | Reclassified Bilingual | 3 | 46 | 78 | 45 | 93 | 70 | 96 | 45 | 89 | 67 |
| 4 | | 51 | 193 | 50 | 96 | 189 | 97 | 50 | 98 | 179 | 86 |
| 5 | | 124 | 348 | 121 | 97 | 345 | 97 | 114 | 87 | 339 | 90 |
| 6 | | 123 | 584 | 121 | 92 | 580 | 88 | 120 | 77 | 576 | 69 |
| 7 | | 246 | 218 | 243 | 91 | 214 | 94 | 214 | 72 | 180 | 82 |
| 8 | | 371 | 315 | 367 | 90 | 313 | 91 | 207 | 69 | 158 | 79 |
| Total | | 961 | 1,736 | 947 | 92 | 1,711 | 93 | 750 | 77 | 1,499 | 80 |
| Current ESL | | 3 | 1,522 | 1,727 | 1,404 | 38 | 1,597 | 38 | 1,424 | 37 | 1,590 |
| | 4 | 1,756 | 1,509 | 1,612 | 37 | 1,418 | 41 | 1,630 | 39 | 1,423 | 40 |
| | 5 | 1,925 | 1,917 | 1,765 | 40 | 1,749 | 41 | 1,774 | 44 | 1,759 | 38 |
| | 6 | 4,235 | 3,626 | 4,110 | 33 | 3,511 | 29 | 4,100 | 24 | 3,504 | 27 |
| | 7 | 4,309 | 3,899 | 4,189 | 29 | 3,789 | 29 | 4,076 | 21 | 3,607 | 24 |
| | 8 | 4,435 | 3,884 | 4,260 | 29 | 3,777 | 27 | 3,844 | 27 | 3,564 | 35 |
| | Total | 18,182 | 16,562 | 17,340 | 33 | 15,841 | 32 | 16,848 | 29 | 15,447 | 32 |
| | Reclassified ESL | 3 | 45 | 100 | 44 | 98 | 97 | 97 | 44 | 91 | 97 |
| 4 | | 48 | 134 | 46 | 96 | 129 | 98 | 46 | 96 | 129 | 91 |
| 5 | | 118 | 197 | 112 | 94 | 195 | 95 | 112 | 88 | 195 | 90 |
| 6 | | 128 | 313 | 126 | 94 | 303 | 92 | 125 | 80 | 300 | 79 |
| 7 | | 208 | 574 | 201 | 94 | 571 | 93 | 163 | 76 | 459 | 75 |
| 8 | | 365 | 743 | 355 | 92 | 736 | 93 | 188 | 71 | 433 | 80 |
| Total | | 912 | 2,061 | 884 | 93 | 2,031 | 94 | 678 | 80 | 1,613 | 81 |
| Never EB | | 3 | 7,848 | 7,387 | 7,319 | 49 | 6,985 | 55 | 7,345 | 43 | 7,011 |
| | 4 | 7,547 | 7,309 | 7,123 | 53 | 6,954 | 59 | 7,117 | 45 | 6,957 | 47 |
| | 5 | 7,538 | 7,104 | 7,165 | 57 | 6,781 | 64 | 7,151 | 49 | 6,766 | 50 |
| | 6 | 6,150 | 5,953 | 5,818 | 58 | 5,679 | 60 | 5,750 | 36 | 5,582 | 43 |
| | 7 | 6,431 | 5,880 | 6,083 | 56 | 5,580 | 59 | 5,559 | 32 | 4,942 | 37 |
| | 8 | 6,833 | 6,279 | 6,451 | 57 | 5,931 | 62 | 5,228 | 37 | 4,899 | 45 |
| | Total | 42,347 | 39,912 | 39,959 | 55 | 37,910 | 60 | 38,150 | 41 | 36,157 | 46 |
| | HISD | 3 | 14,224 | 14,192 | 11,290 | 45 | 11,518 | 48 | 11,542 | 42 | 10,915 |
| 4 | | 13,931 | 13,630 | 12,049 | 47 | 12,047 | 52 | 12,118 | 44 | 12,110 | 46 |
| 5 | | 14,239 | 13,444 | 12,981 | 51 | 12,226 | 58 | 12,928 | 48 | 12,215 | 48 |
| 6 | | 11,291 | 10,969 | 10,909 | 48 | 10,624 | 51 | 10,791 | 32 | 10,492 | 39 |
| 7 | | 11,701 | 11,054 | 11,309 | 47 | 10,712 | 50 | 10,531 | 29 | 9,669 | 35 |
| 8 | | 12,535 | 11,699 | 12,022 | 49 | 11,324 | 53 | 9,924 | 34 | 9,506 | 43 |
| Total | | 77,921 | 74,988 | 70,560 | 48 | 68,451 | 52 | 67,834 | 39 | 64,907 | 43 |

Source: STAAR student data files, PowerSchool

Note: Meets+ standard includes students at either Meets Grade Level or Masters Grade Level

Note: EB, reclassified EB, and Never EB enrollment excludes EB students with parental waivers, who are included in the HISD counts

Note: Bilingual student STAAR participation (English or Spanish reading) was 98 percent in 2025, compared to 99 percent in 2024. Participation rates for reclassified bilingual students remained the same (99% in both years), as did the district's overall rate (91% in both years). STAAR English reading participation rates for current ESL students increased slightly in 2025 (96% versus 95% in 2024), as did the participation rate for reclassified ESL students (99 percent versus 97 percent in 2024).

Appendix C

STAAR End-of-Course Performance of Bilingual and ESL Students: Number Tested and Number and Percentage at the Meets+ Grade Level Standard and Masters Grade Level Standard

| | Student Group | # Tested | DNM | | Approaches Grade Level | | Meets Grade Level | | Masters Grade Level | |
|--------------|------------------------|----------|--------|-------|------------------------|-------|-------------------|-------|---------------------|-------|
| | | | N | % Stu | N | % Stu | N | % Stu | N | % Stu |
| Algebra I | Current ESL | 4,582 | 1,200 | 26 | 1,437 | 31 | 832 | 18 | 1,113 | 24 |
| | Reclassified ESL | 827 | 19 | 2 | 115 | 14 | 152 | 18 | 541 | 65 |
| | Reclassified Bilingual | 400 | 11 | 3 | 58 | 15 | 76 | 19 | 255 | 64 |
| | Never EB | 6,867 | 1,611 | 23 | 1,803 | 26 | 1,125 | 16 | 2,328 | 34 |
| | HISD | 13,276 | 3,001 | 23 | 3,571 | 27 | 2,271 | 17 | 4,433 | 33 |
| Biology | Current ESL | 3,071 | 512 | 17 | 1,266 | 41 | 943 | 31 | 350 | 11 |
| | Reclassified ESL | 711 | 3 | 0 | 64 | 9 | 331 | 47 | 313 | 44 |
| | Reclassified Bilingual | 373 | 4 | 1 | 29 | 8 | 186 | 50 | 154 | 41 |
| | Never EB | 5,667 | 412 | 7 | 1,426 | 25 | 2,262 | 40 | 1,567 | 28 |
| | HISD | 10,367 | 977 | 9 | 2,909 | 28 | 3,955 | 38 | 2,526 | 24 |
| English I | Current ESL | 5,683 | 3,408 | 60 | 971 | 17 | 1,195 | 21 | 109 | 2 |
| | Reclassified ESL | 822 | 24 | 3 | 46 | 6 | 464 | 56 | 288 | 35 |
| | Reclassified Bilingual | 439 | 15 | 3 | 13 | 3 | 229 | 52 | 182 | 41 |
| | Never EB | 7,110 | 2,073 | 29 | 1,152 | 16 | 2,500 | 35 | 1,385 | 19 |
| | HISD | 14,870 | 5,800 | 39 | 2,296 | 15 | 4,657 | 31 | 2,117 | 14 |
| English II | Current ESL | 5,094 | 5,094 | 2,785 | 55 | 944 | 19 | 1,348 | 26 | 17 |
| | Reclassified ESL | 937 | 937 | 24 | 3 | 52 | 6 | 719 | 77 | 142 |
| | Reclassified Bilingual | 555 | 555 | 15 | 3 | 21 | 4 | 428 | 77 | 91 |
| | Never EB | 7,246 | 7,246 | 1,699 | 23 | 1,189 | 16 | 3,622 | 50 | 736 |
| | HISD | 14,512 | 14,512 | 4,711 | 32 | 2,295 | 16 | 6,439 | 44 | 1,067 |
| U.S. History | Current ESL | 3,006 | 378 | 13 | 1,289 | 43 | 747 | 25 | 592 | 20 |
| | Reclassified ESL | 1,141 | 9 | 1 | 144 | 13 | 400 | 35 | 588 | 52 |
| | Reclassified Bilingual | 665 | 2 | 0 | 64 | 10 | 208 | 31 | 391 | 59 |
| | Never EB | 6,264 | 254 | 4 | 1,561 | 25 | 1,972 | 31 | 2,477 | 40 |
| | HISD | 11,820 | 681 | 6 | 3,222 | 27 | 3,528 | 30 | 4,389 | 37 |

Source: STAAR EOC 6/9/25, PowerSchool

Note: HISD percentages may differ from district EOC report due to rounding error

Note: Spring 2025 administration only, all students tested including re-testers

@STAAR EOC participation rates (English I and English II only, combined) were calculated for students in grades 9 and 10. For the district, the overall participation rate was 93 percent (compared to 94 percent in 2024), and for current ESL students, it decreased from 93 percent to 92 percent. Participation rates increased for reclassified ESL students (96 percent in 2024 vs 97 percent in 2025) but decreased slightly for reclassified bilingual students (97 percent in 2024 vs 96 percent in 2025). Participation rate for never-EB students was 91 percent (92 percent in 2024).

Appendix D

Composite TELPAS Results: Number and Percentage of Bilingual and ESL Students at Each Proficiency Level in 2025, by Grade

| Bilingual Students | | | | | | | | | | | |
|--------------------|---------------|--------------|-----------|---------------|-----------|--------------|-----------|---------------|----------|--------------------|-----------------------------|
| Grade | # Tested | TELPAS 2025 | | | | | | | | Advanced High 2024 | TELPAS 2025 Composite Score |
| | | Beginning | | Intermediate | | Advanced | | Advanced High | | | |
| | | N | % | N | % | N | % | N | % | | |
| K | 4,152 | 3,077 | 74 | 856 | 21 | 169 | 4 | 50 | 1 | 1 | 1.3 |
| 1 | 4,251 | 2,129 | 50 | 1,498 | 35 | 430 | 10 | 194 | 5 | 4 | 1.6 |
| 2 | 4,424 | 1,387 | 31 | 2,378 | 54 | 587 | 13 | 72 | 2 | 2 | 1.9 |
| 3 | 4,549 | 836 | 18 | 2,379 | 52 | 1,086 | 24 | 248 | 5 | 5 | 2.2 |
| 4 | 4,196 | 788 | 19 | 1,786 | 43 | 1,282 | 31 | 340 | 8 | 9 | 2.2 |
| 5 | 3,575 | 459 | 13 | 1,145 | 32 | 1,340 | 37 | 631 | 18 | 21 | 2.6 |
| 6 | 247 | 21 | 9 | 109 | 44 | 86 | 35 | 31 | 13 | 24 | 2.5 |
| 7 | 201 | 30 | 15 | 45 | 22 | 84 | 42 | 42 | 21 | 29 | 2.6 |
| 8 | 130 | 22 | 17 | 46 | 35 | 45 | 35 | 17 | 13 | 26 | 2.4 |
| Total | 25,725 | 8,749 | 34 | 10,242 | 40 | 5,109 | 20 | 1,625 | 6 | 7 | 2.1 |

| ESL Students | | | | | | | | | | | |
|--------------|---------------|--------------|-----------|---------------|-----------|---------------|-----------|---------------|-----------|--------------------|-----------------------------|
| Grade | # Tested | TELPAS 2025 | | | | | | | | Advanced High 2024 | TELPAS 2025 Composite Score |
| | | Beginning | | Intermediate | | Advanced | | Advanced High | | | |
| | | N | % | N | % | N | % | N | % | | |
| K | 1,287 | 566 | 44 | 373 | 29 | 230 | 18 | 118 | 9 | 7 | 1.9 |
| 1 | 1,372 | 366 | 27 | 430 | 31 | 350 | 26 | 226 | 16 | 16 | 2.2 |
| 2 | 1,322 | 304 | 23 | 648 | 49 | 316 | 24 | 54 | 4 | 4 | 2.1 |
| 3 | 1,625 | 245 | 15 | 702 | 43 | 509 | 31 | 169 | 10 | 10 | 2.4 |
| 4 | 1,428 | 239 | 17 | 493 | 35 | 508 | 36 | 188 | 13 | 13 | 2.4 |
| 5 | 1,836 | 247 | 13 | 575 | 31 | 669 | 36 | 345 | 19 | 21 | 2.6 |
| 6 | 3,502 | 472 | 13 | 1,269 | 36 | 1,355 | 39 | 406 | 12 | 12 | 2.4 |
| 7 | 3,772 | 469 | 12 | 1,185 | 31 | 1,510 | 40 | 608 | 16 | 14 | 2.6 |
| 8 | 3,752 | 450 | 12 | 1,418 | 38 | 1,464 | 39 | 420 | 11 | 13 | 2.5 |
| 9 | 4,491 | 925 | 21 | 1,806 | 40 | 1,338 | 30 | 422 | 9 | 12 | 2.3 |
| 10 | 3,443 | 517 | 15 | 1,343 | 39 | 1,139 | 33 | 444 | 13 | 14 | 2.4 |
| 11 | 2,636 | 371 | 14 | 984 | 37 | 962 | 36 | 319 | 12 | 17 | 2.5 |
| 12 | 2,334 | 257 | 11 | 906 | 39 | 842 | 36 | 329 | 14 | 18 | 2.5 |
| Total | 32,800 | 5,428 | 17 | 12,132 | 37 | 11,192 | 34 | 4,048 | 12 | 14 | 2.4 |

Source: TELPAS data file 6/9/25, PowerSchool

Note: Number of TELPAS testers is less than the number enrolled shown in Table 1 for four reasons: (1) Table 1 is based on the fall snapshot enrollment which may be lower than actual enrollment during TELPAS testing, (2) TELPAS is not administered to students in PreK or lower, (3) Appendix D only shows results from bilingual or ESL students, not those EBs with parental waivers, (4) not every EB student had valid TELPAS results either due to not being tested or having their scores invalidated for some reason.

Appendix E

TELPAS Yearly Progress: Number and Percentage of Bilingual and ESL Students Gaining One or More Levels of English Language Proficiency in 2025, by Grade

| Bilingual Students | | | | | | | | | | |
|--------------------|---------------|----------------------------|-----------|-----------------------------|----------|-----------------------------|--------------|-------------------------------------|-----------|---------------|
| TELPAS 2025 | | | | | | | | | | % Gained 2024 |
| 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 | 3,767 | 1,355 | 36 | 242 | 6 | 35 | 1 | 1,632 | 43 | 41 |
| 2 | 4,017 | 1,413 | 35 | 111 | 3 | 9 | <1 | 1,533 | 38 | 38 |
| 3 | 4,227 | 1,626 | 38 | 119 | 3 | 2 | <1 | 1,747 | 41 | 36 |
| 4 | 3,889 | 1,234 | 32 | 70 | 2 | 0 | 0 | 1,304 | 34 | 27 |
| 5 | 3,282 | 1,466 | 45 | 126 | 4 | 0 | 0 | 1,592 | 49 | 48 |
| 6 | 225 | 74 | 33 | 5 | 2 | 0 | 0 | 79 | 35 | 38 |
| 7 | 175 | 69 | 39 | 3 | 2 | 0 | 0 | 72 | 41 | 45 |
| 8 | 97 | 24 | 25 | 1 | 1 | 0 | 0 | 25 | 26 | 37 |
| Total | 19,679 | 7,261 | 37 | 677 | 3 | 46 | <1 | 7,984 | 41 | 38 |

| ESL Students | | | | | | | | | | |
|--------------|---------------|----------------------------|-----------|-----------------------------|----------|-----------------------------|--------------|-------------------------------------|-----------|---------------|
| TELPAS 2025 | | | | | | | | | | % Gained 2024 |
| 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 | 1,124 | 481 | 43 | 156 | 14 | 18 | 2 | 655 | 58 | 59 |
| 2 | 1,117 | 254 | 23 | 27 | 2 | 1 | <1 | 282 | 25 | 28 |
| 3 | 1,401 | 581 | 41 | 51 | 4 | 0 | 0 | 632 | 45 | 40 |
| 4 | 1,218 | 419 | 34 | 31 | 3 | 0 | 0 | 450 | 37 | 32 |
| 5 | 1,616 | 722 | 45 | 63 | 4 | 1 | <1 | 786 | 49 | 47 |
| 6 | 3,088 | 884 | 29 | 61 | 2 | 1 | <1 | 946 | 31 | 29 |
| 7 | 3,360 | 1,278 | 38 | 64 | 2 | 0 | 0 | 1,342 | 40 | 35 |
| 8 | 3,266 | 1,028 | 31 | 48 | 1 | 1 | <1 | 1,077 | 33 | 33 |
| 9 | 3,662 | 920 | 25 | 40 | 1 | 0 | 0 | 960 | 26 | 25 |
| 10 | 3,069 | 947 | 31 | 96 | 3 | 0 | 0 | 1,044 | 34 | 29 |
| 11 | 2,428 | 727 | 30 | 69 | 3 | 0 | 0 | 797 | 33 | 33 |
| 12 | 2,219 | 671 | 30 | 48 | 2 | 0 | 0 | 719 | 32 | 29 |
| Total | 27,568 | 8,912 | 32 | 754 | 3 | 22 | <1 | 9,690 | 35 | 33 |

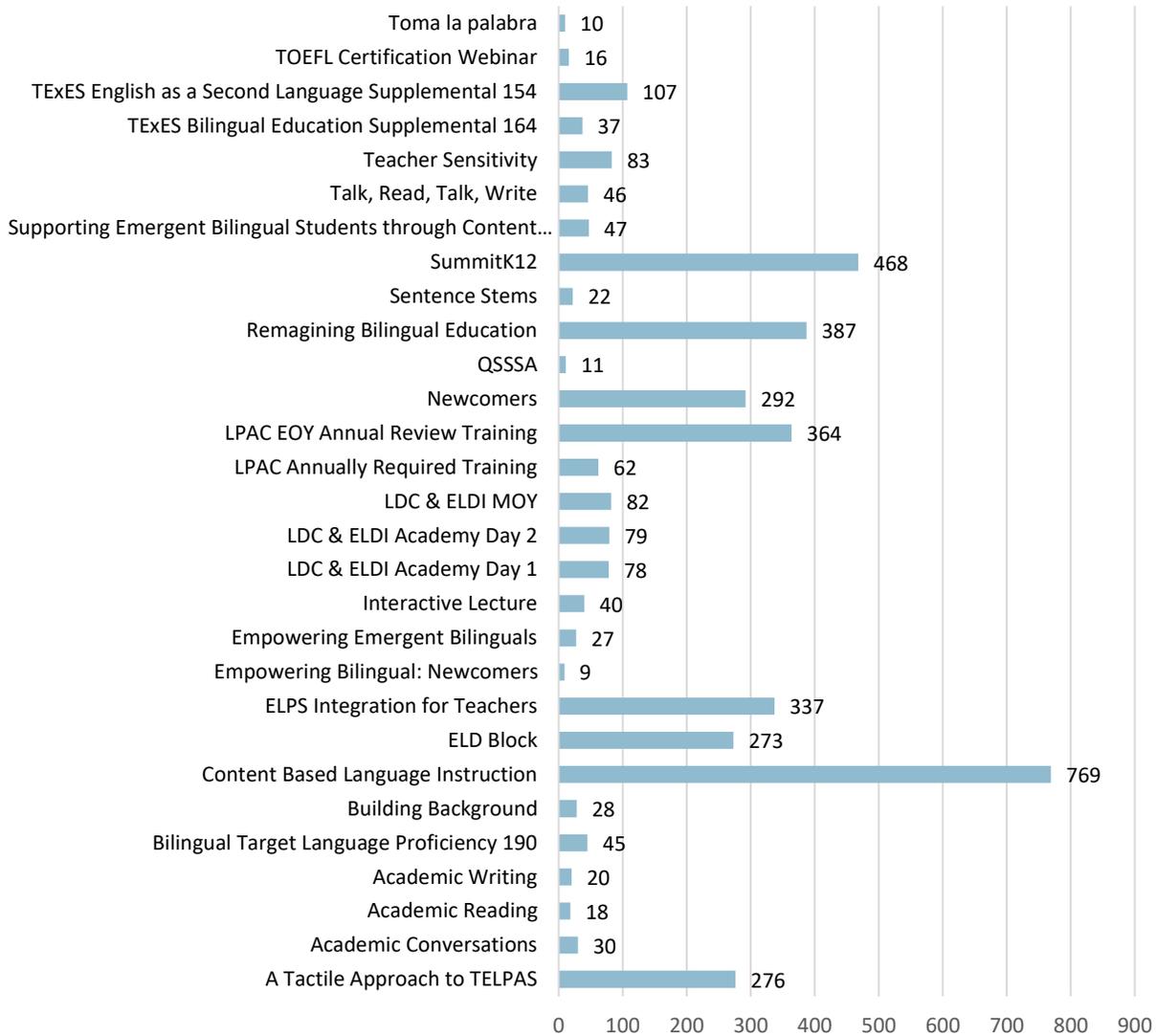
Source: TELPAS data file 6/9/25, PowerSchool

Note: Cohort sizes are less than number tested shown in Appendix D because a student must have valid composite ratings from both the tested year and the prior year to receive a year progress score

Appendix F

Scope and Frequency of Professional Development Training, 2024–2025

Total # of Participants by Offering



Source: Multilingual Programs Department

Note: Counts are duplicated as staff could have attended more than one session