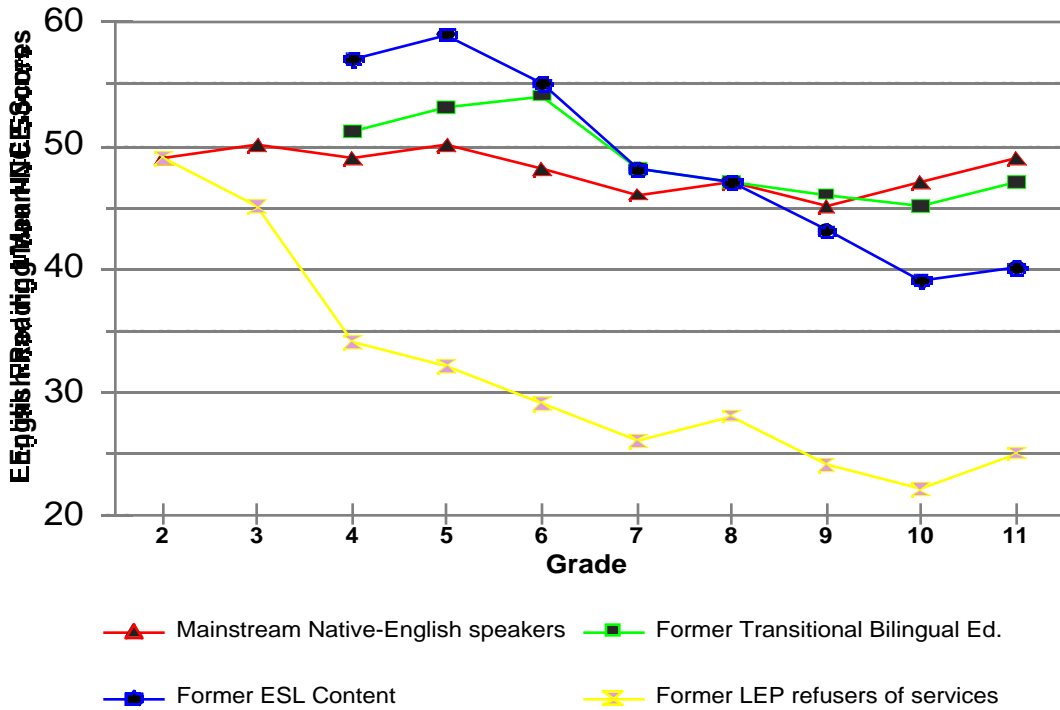


## South-Central U.S. Large Urban Research Site — Figures

**Figure C-1**  
**Cross-sectional analyses**

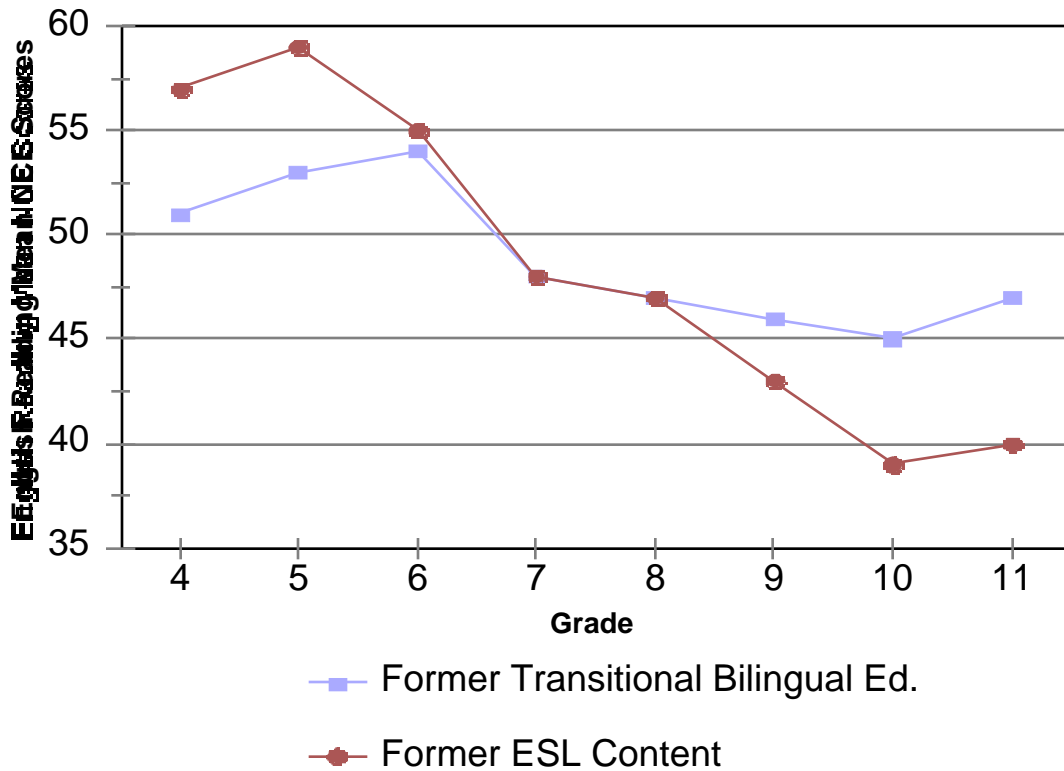
### Houston ISD Achievement by Program on the 1999 Stanford 9 in English



Mainstream Native-English speakers	N = 103,887
Former Transitional Bilingual Education students	N = 3,333
Former ESL Content students	N = 3,655
Former LEP students whose parents refused Bilingual/ESL services	N = 1,599

**Figure C-2**  
**Cross-sectional analyses**

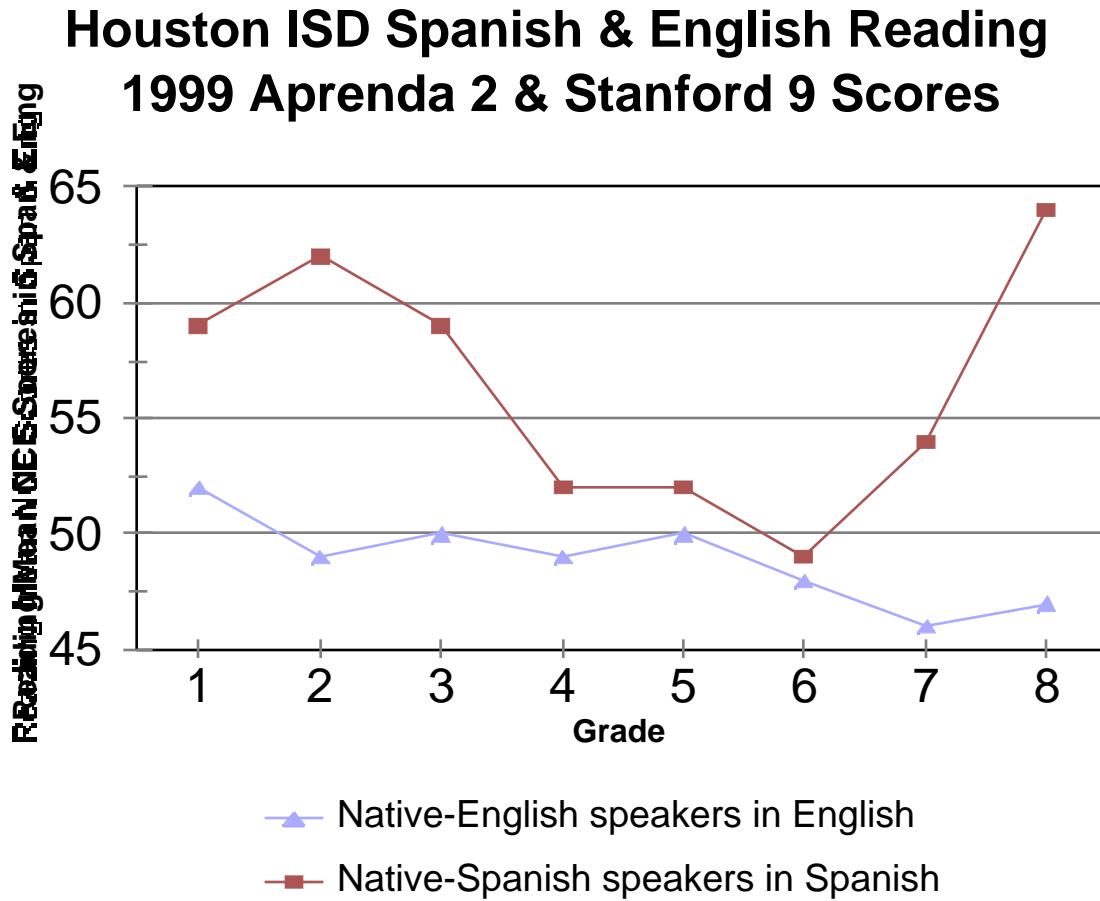
### Houston ISD Achievement by Program on the 1999 Stanford 9 in English



Former Transitional Bilingual Education students N = 3,333

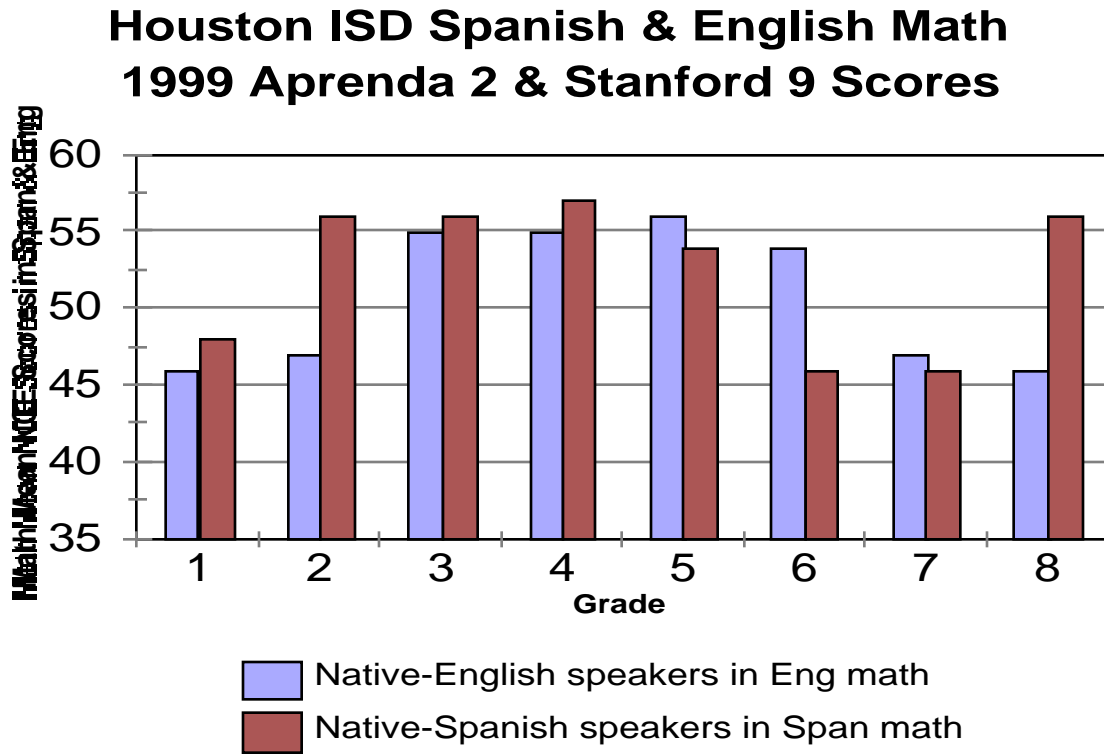
Former ESL Content students N = 3,655

**Figure C-3**  
**Cross-sectional analyses**



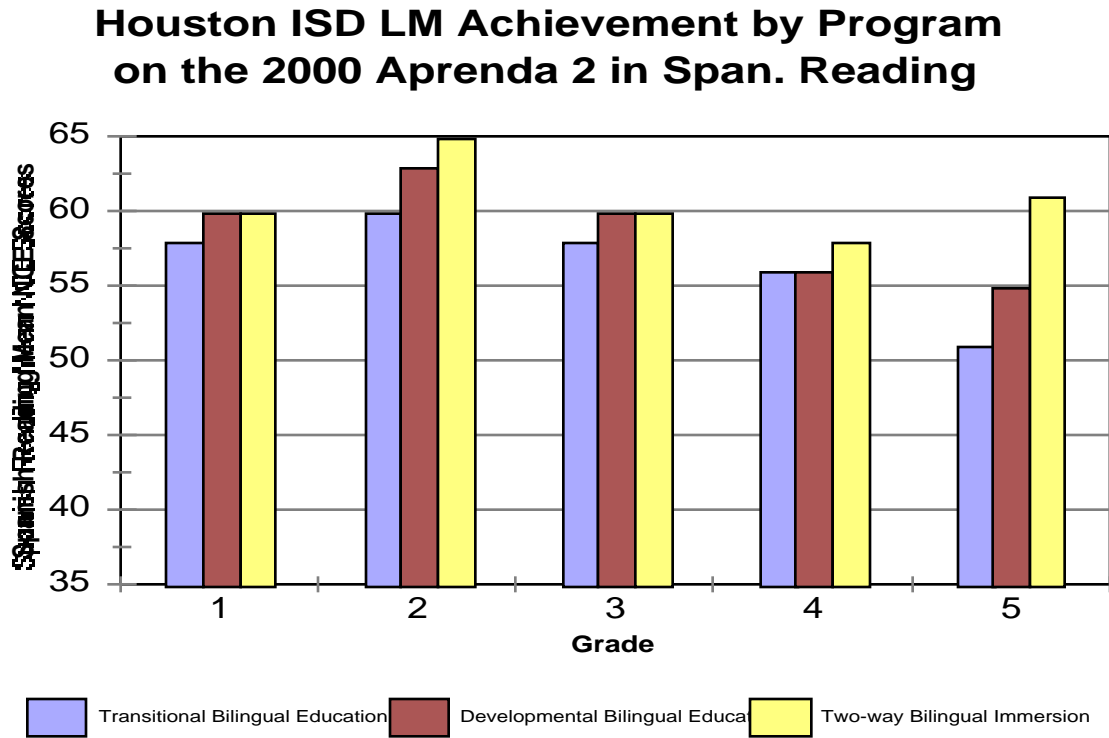
Native-English speakers in mainstream	N = 103,887
Native-Spanish speakers in bilingual education	N = 19,281

**Figure C-4**  
**Cross-sectional analyses**



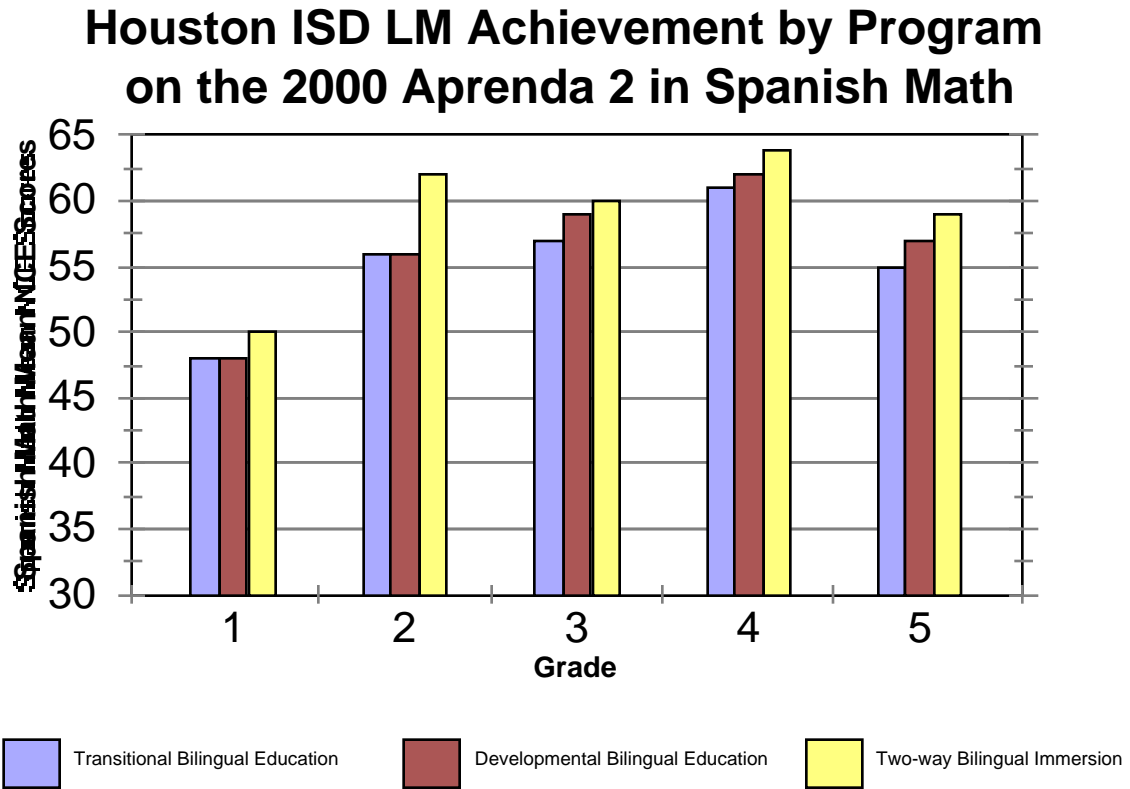
Native-English speakers in mainstream	N = 103,887
Native-Spanish speakers in bilingual education	N = 19,281

**Figure C-5**  
**Cross-sectional analyses**



(See Table C-4 for number of students by program and by grade.)

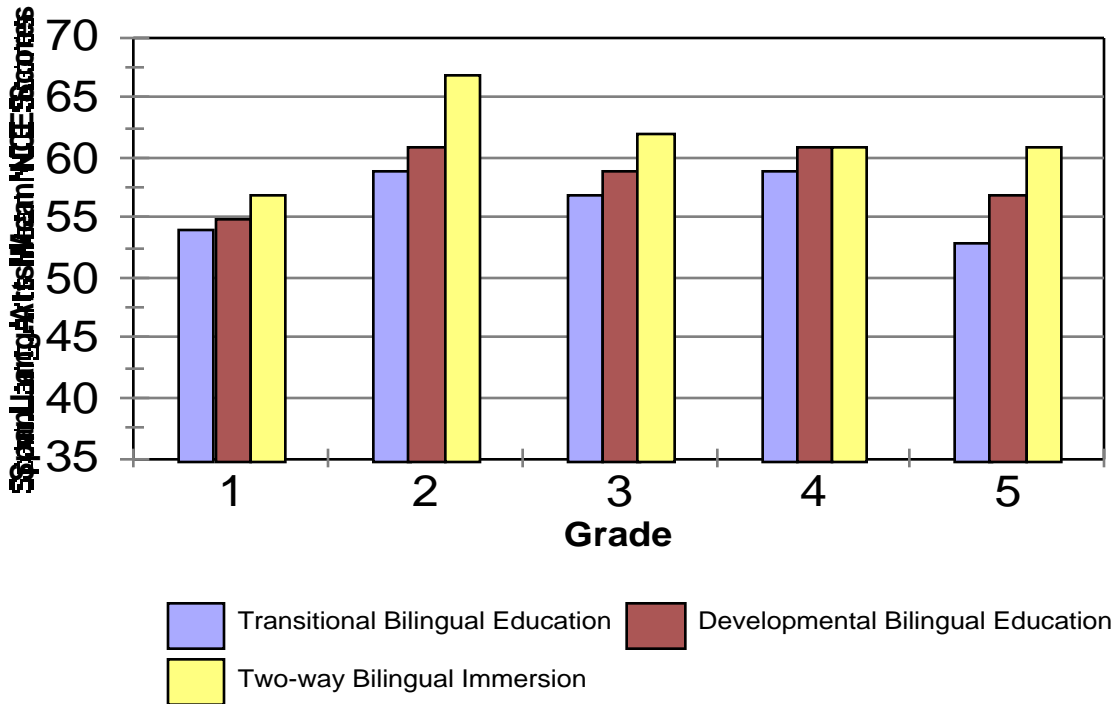
**Figure C-6**  
**Cross-sectional analyses**



(See Table C-4 for number of students by program and by grade.)

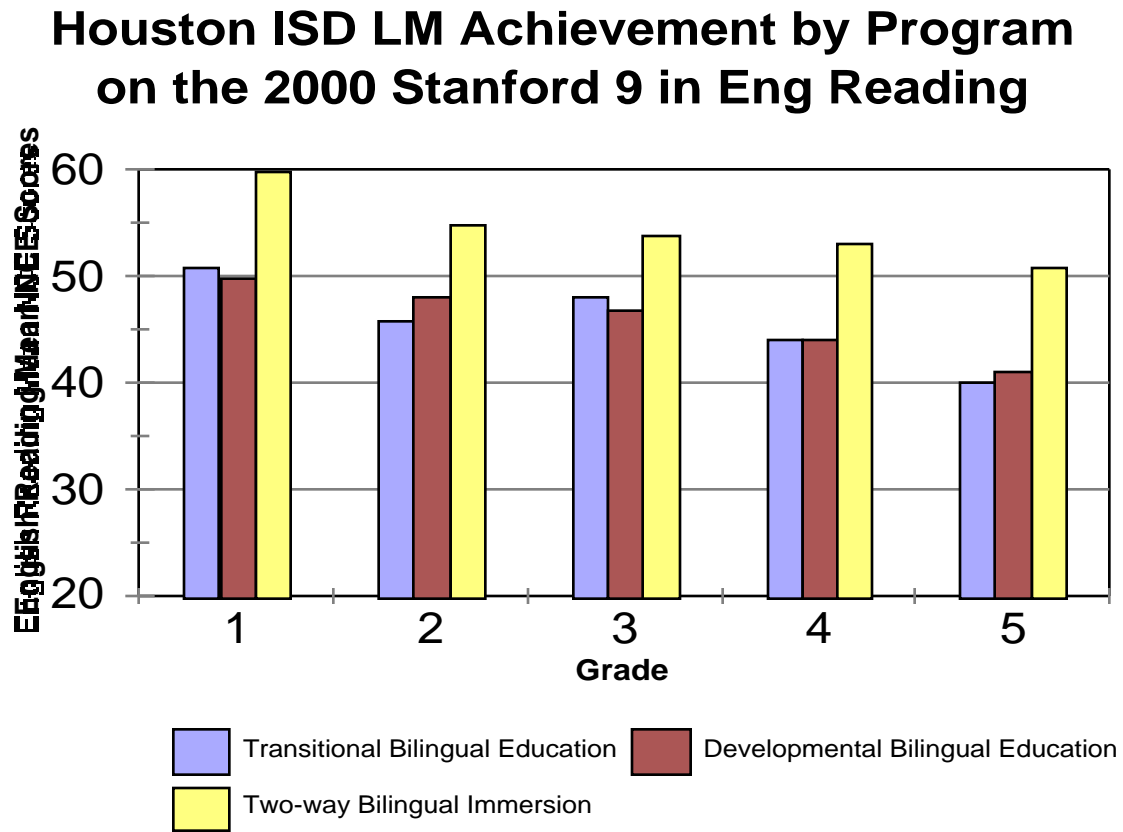
**Figure C-7**  
**Cross-sectional analyses**

**Houston ISD LM Achievement by Program  
on 2000 Aprenda 2 in Span.Lang.Arts**



(See Table C-4 for number of students by program and by grade.)

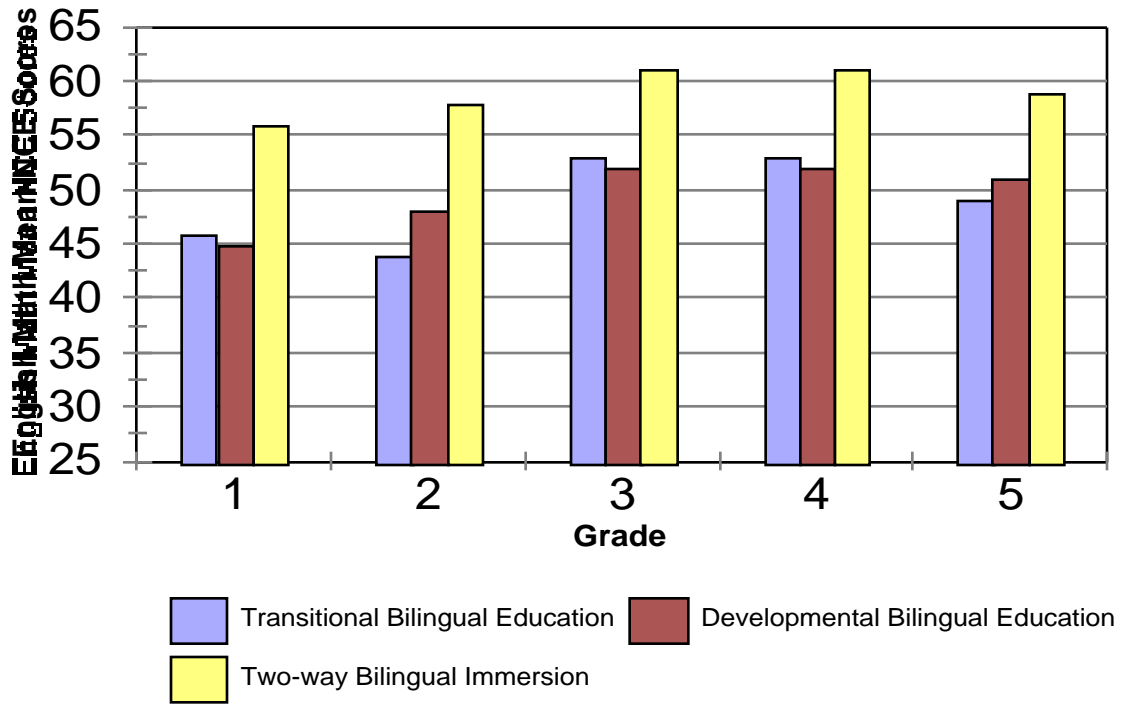
**Figure C-8**  
**Cross-sectional analyses**



(See Table C-7 for number of students by program and by grade.)

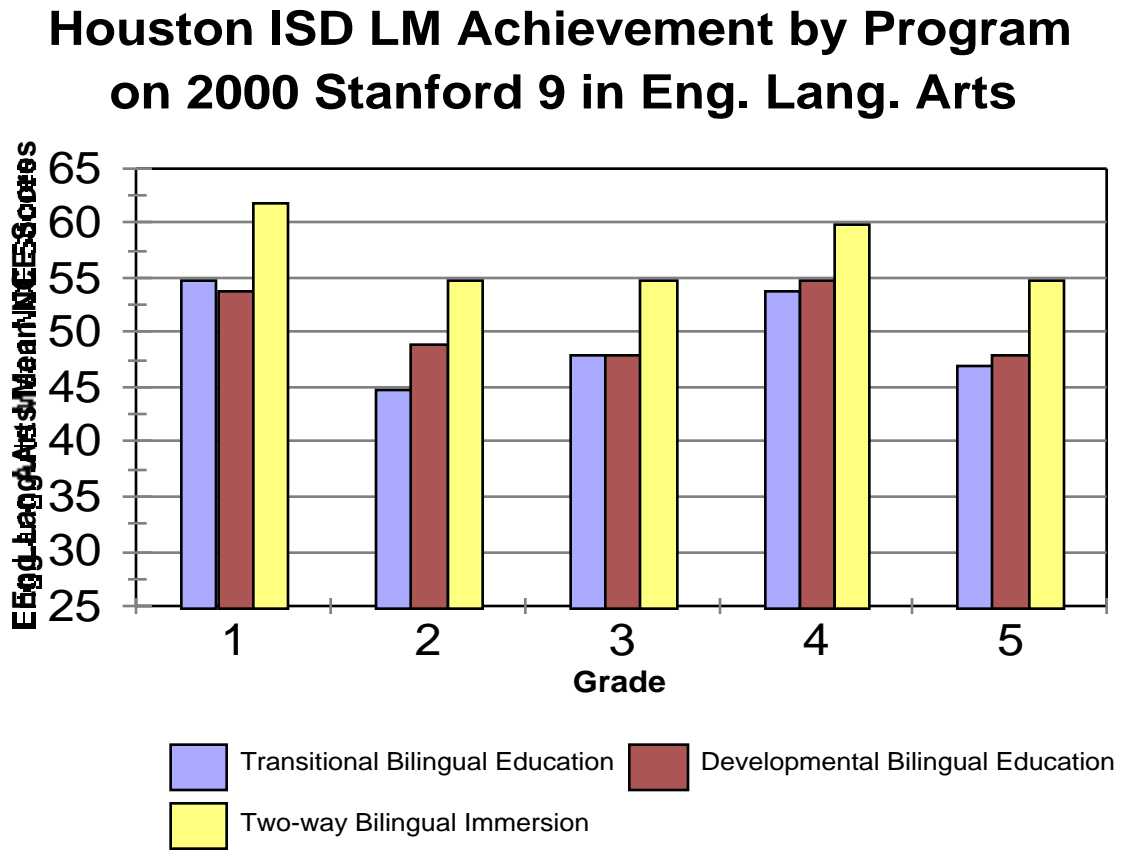
**Figure C-9**  
**Cross-sectional analyses**

### Houston ISD LM Achievement by Program on the 2000 Stanford 9 in English Math



(See Figure C-7 for number of students by program and by grade.)

**Figure C-10**  
**Cross-sectional analyses**



(See Table C-7 for number of students by program and by grade.)