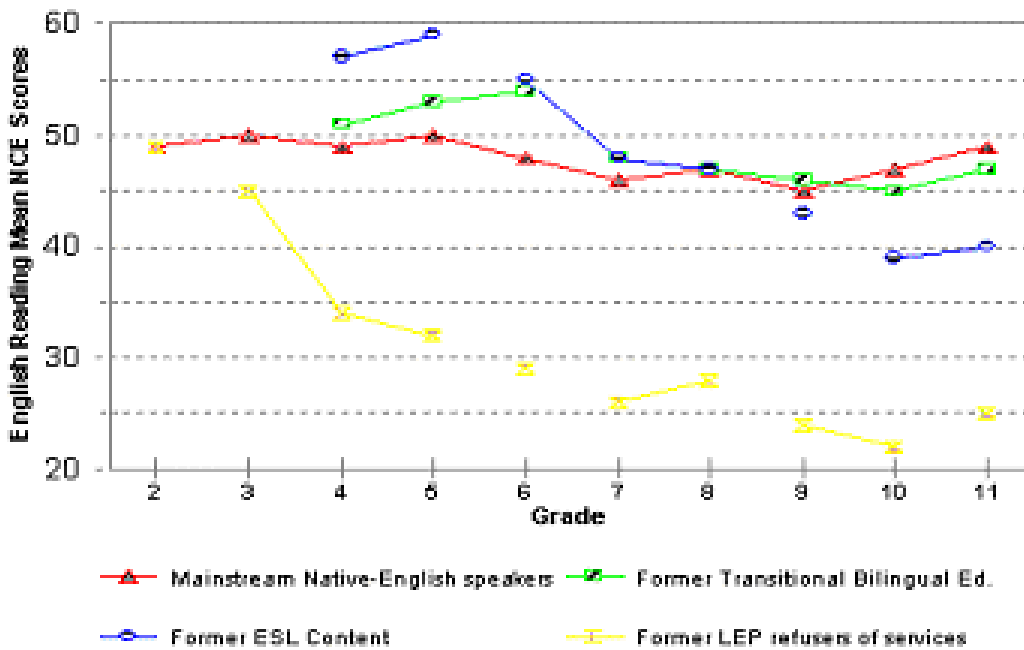


A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement by Wayne P. Thomas and Virginia P. Collier

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