

2023-24

Evaluation of Dual Language and English as a Second Language Programs

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools*



2023-24

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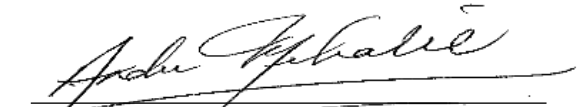
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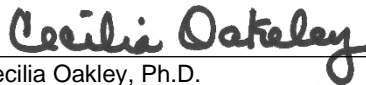
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2023-24

Evaluation of Dual Language and English as a Second Language Programs

KEY FINDINGS AND RECOMMENDATIONS

The purpose of this evaluation was to examine (a) program implementation, (b) stakeholder perceptions, and (c) program outcomes.

Key Findings

The Dual Language/English as a Second Language (DL/ESL¹) Department provided supplemental assistance to 61,655 Emergent Bilinguals (EBs; 44% of district enrollment) and their families in 2023-24 to increase student achievement by effectively addressing the academic, linguistic, and social needs of EBs. The DL/ESL Department oversaw DL and ESL instructional programs, sheltered instruction, summer programs, and campus Language Proficient Assessment Committees (LPACs) that were responsible for the identification and reclassification of EBs and monitoring of reclassified EBs. The reported budget for the Bilingual/ESL Program totaled \$43,083,242. Key findings include the following:



In 2023-24, 52 percent of district students were EBs ($n = 71,859$), which was a four percentage-point increase over two years (2022: 68,396; 2023: 68,751; page 12).



In 2023-24, approximately three-fourths of two-way DL campuses had lower percentages of African American opt-in students and economically disadvantaged students than at the campus overall (page 12).



DL and ESL staff members who worked with an instructional specialist in 2023-24 generally said they were provided with beneficial supports and resources. Rates for ESL were higher than DL for almost all supports and resources (page 18).



Most respondents rated all professional development types as helpful, with rates for ESL higher than DL on almost all types (page 18).



The DL/ESL Department met all three of their teacher-related survey goals for 2023-24 (page 18).



2024 TELPAS composite rates for EBs at all grade levels clustered in intermediate level of English proficiency. For domain rates, EB rates for the speaking and writing domains at the advanced high level were significantly lower than the other domains (page 21).

¹ For a list of all acronyms and abbreviates used in this evaluation, see Appendix A.

-  2024 *TELPAS* composite ratings for all grade levels saw increases over one and two years at the beginning level and no change or decreases at the advanced and advanced high levels (page 21).
-  For all grade levels overall, EBs with both 2023 and 2024 *TELPAS* rates progressed at higher rates than they regressed across the composite and all domains (page 21).

The percentage of EBs that regressed at least one *TELPAS* level in 2024 (16%) was three percentage-points lower than in 2023, which met the DL/ESL Department goal to at least maintain the rate of EBs who regressed. In addition, the percentage of EBs that progressed at least one *TELPAS* level in 2024 (31%) was two percentage-points higher than in 2023, which did not meet the DL/ESL Department goal of a six percentage-point increase (page 21).
-  For 2024 *Measures of Academic Progress Growth (MAP)* beginning-of-year (BOY) to end-of-year (EOY) growth quintiles, EBs (a) clustered at the Low quintile on the English mathematics and English and Spanish reading subtests and (b) clustered at the High quintile on the Spanish mathematics subtest (page 26).
-  When comparing 2022 and 2023 BOY to EOY quintiles with 2024 BOY to EOY quintiles, the rate of EBs in the High quintile (a) stayed the same or trended downward on the English and Spanish mathematics subtests and (b) was mixed on the English and Spanish reading subtests (page 26).
-  EBs did not meet the DL/ESL Department's three *State of Texas Assessments of Academic Readiness (STAAR)* reading goals (range: 2 percentage points away from grades 6-8 goal to 22 percentage points away from grade 3 goal; page 29).
-  From 2023 to 2024, trends for EBs on the mathematics- and reading-related *STAAR* subtests were generally mixed or negative, whereas trends on *EOCs* were positive at all performance standards (page 29).
-  Overall, monitored students consistently attained the Approaches+, Meets+, and Masters *STAAR* and *End-of-Course (EOC)* performance standards at considerably higher rates than EBs, regardless of the subject (page 32).
-  Qualified EBs participated in magnet programs at lower rates than NonEBs and monitored students (page 36).
-  When compared to the state and other large, urban Texas districts, Dallas ISD EB performance was (a) generally comparable or lower on *TELPAS* (at Advanced or Advanced High), and (b) were generally comparable or higher on *STAAR/EOCs* (pages 25 and 34).

Recommendations

Based on the key findings, the following recommendations are offered for stakeholders.

Continue to examine African American and economically disadvantaged opt-in student participation in TWDL programs. In 2023-24, approximately three-fourths of TWDL campuses had lower percentages of African American opt-in students (75% of TWDL campuses) and economically disadvantaged students (74% of TWDL campuses) than at the campus overall. Efforts should continue to educate more NonEB parents about the benefits of TWDL program participation to bring the participation percentages more in line with that of the campus overall.

Continue using DL and ESL specialists in their current roles. In 2023-24, most survey respondents expressed positive views regarding the support and resources that they received from DL and ESL specialists. For example, between 78 and 97 percent of respondents rated the helpfulness of supports provided by the DL and ESL specialist as very or extremely helpful. Additionally, over three-fourths of respondents rated the different types of professional development received from DL and ESL specialists as helpful. Overall, the DL/ESL Department met all three of their teacher-related survey goals for 2023-24. Thus, DL and ESL specialists should continue to provide teachers with effective support.

Continue efforts to increase EB rates at higher *TELPAS* proficiency levels. On the 2024 *TELPAS* composite, 10 percent of EBs scored at the advanced high English proficiency level, which was the same as 2023 (Voss, 2023). Additionally, composite ratings for all grade levels saw (a) increases over one and two years at the beginning level and (b) no change or decreases at the advanced and advanced high levels. EB rates for the speaking and writing domains at the advanced high level were significantly lower than the other domains. Targeted efforts to improve scores in those domains could lead to increases in the overall *TELPAS* composite ratings.

Continue focusing on increasing EB achievement on the *STAAR* performance standards. From 2023 to 2024, trends for EBs on the mathematics- and reading-related *STAAR* subtests were generally mixed or negative. Additionally, EBs did not meet the DL/ESL Department's three *STAAR* reading goals, with the rate of grade three EBs scoring Meets+ (27%) being 22 percentage points lower than the goal (49%). Thus, the DL/ESL Department should continue to focus on providing academic support to EBs to continue to improve *STAAR* attainment rates.

2023-24

Evaluation of Dual Language and English as a Second Language Programs

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM BACKGROUND

The Dallas Independent School District (ISD) Dual Language/English as a Second Language (DL/ESL) Department mission is to increase student achievement by effectively addressing the academic, linguistic, and social needs of Emergent Bilinguals (EBs)² through programs that embrace student diversity. The department oversees DL and ESL programs, sheltered instruction, services for immigrant students, tutoring, and summer programs, and oversees the Language Proficiency Assessment Committee (LPAC), which is responsible for the identification, reclassification, and monitoring of EBs. Finally, the department collaborates with the Special Education Department to provide services for EBs who require special education services (EBSPED). For evaluation of the program serving EBSPED students, see Voss (2024).

Providing support for dual language programs is important for EBs because it can take six years on average for a kindergarten student in a dual language program to meet grade-level academic standards in English. For a student who did not receive any prior schooling in their native language, it can take seven years or more (Collier & Thomas, 2017). Because of the challenges facing EB students (e.g., length of time to meet grade-level standards), there are numerous myths surrounding dual language acquisition, such as that bilingual children's language development and/or academic achievement will be delayed, atypical, or incomplete (Genesee, 2015). However, previous research has indicated that developing high levels of proficiency in multiple languages does not come at the expense of academic achievement. In fact, when students become proficient bilinguals, they often outperform monolingual learners on standardized tests (Baker & Wright, 2017). Thus, having a robust and strong DL/ESL Department to help support EBs across all grade levels is important for improving outcomes across multiple domains.

PROGRAM DESCRIPTION

The sections below include the DL/ESL Program components, people, budget, and program goals. For all methodology, see Appendix B.

Program Components

Dual Language Programs

DL programs in the Dallas ISD aimed to promote dual literacy in English and Spanish. By participating in DL programs, students learned a second language through content-based instruction

² To align with state terminology changes made in the 2021-22 school year, Emergent Bilinguals has replaced the term English learners (ELs).

while maintaining their dominant languages to promote and embrace cultural diversity among all students. Available at most elementary school campuses in 2022-23,³ the Dallas ISD offered three DL program models for students:

- One-way DL (OWDL; elementary school level)
- Two-way DL (TWDL; elementary school level)
- Secondary DL (SECDL; middle school and high school levels)

OWDL

The OWDL program was a biliteracy program serving identified EBs⁴ in prekindergarten (PK) to grade five (or grade six when housed at an elementary school campus) with academic instruction in English and Spanish. Instruction time⁵ in the OWDL program for PK and K had almost all (90%) content conducted in Spanish, with the remaining 10 percent for English Language Development. For first grade, additional English content was added [70% Spanish; science, social studies, all of reading/language arts (R/LA)]; 30% English: mathematics). Starting in grade two through grade five/six, instruction time was half in Spanish (science, social studies, and half of R/LA) and half in English (mathematics and half of R/LA). The one-way program was the largest of district DL programs; it was offered at 134 campuses in the Dallas ISD in 2023-24, which slightly lower than 2022-23 ($n = 135$). For a list of campuses with an OWDL program, see Appendix C.

TWDL

The TWDL program was a biliteracy program for PK to grade five (or grade six, when housed at an elementary school campus) students with two student populations learning a second language through content instruction while maintaining their dominant languages. Ideally, TWDL classrooms were comprised of half EBs and half NonEBs. TWDL in the Dallas ISD used the immersion instructional approach, in which both dominant English-dominant and Spanish-dominant speaking students learned to read in Spanish first. The TWDL immersion program followed the same instructional time guidelines as OWDL. In 2023-24, TWDL was offered at 76 campuses in the Dallas ISD, a slight increase from 74 campuses in 2022-23. See Appendix D for list of TWDL models by campus.

Previous research has shown that students are equally capable of achieving academic success in either a OWDL or a TWDL program, as long as the program provides high-quality instruction (Thomas & Collier, 2012). While TWDL students typically reach grade-level academic standards in English one to two years faster than OWDL students, most OWDL and TWDL students meet or exceed grade-level standards by the seventh grade (Thomas & Collier, 2012).

³ Nine elementary school level campuses with limited Emergent Bilingual populations lacked DL programs and instead served both Spanish- and other language-speaking Emergent Bilinguals through the ESL program. These campuses were Dealey Montessori, Pease, Rice, Starks, Stone Montessori, Fridia, Travis Talented and Gifted (TAG), Turner, and Williams TAG.

⁴ NonEBs enrolled at campuses without TWDL programs may opt to participate in OWDL programs by parent application in kindergarten or grade one if space is available in the program after accommodating all EBs. Spaces available for NonEBs in the OWDL program are for one year and are subject to reapplication each year. NonEB students who have received previous DL education may apply to the program from grade two to grade five/six, with parental understanding that space availability is not guaranteed each year.

⁵ In 2022-23, the DL/ESL Department rolled out the Dual Language 2.0 model. For more information on instructional guidelines, see: https://drive.google.com/file/d/1r0hvZGd_lfkWgAwQzKTwaQWrV0iRVx9B/view

SECDL

The SECDL program was a biliteracy pathway with instruction in both English and Spanish that provided students in grades six to 12 with the opportunity to graduate with the Seal of Biliteracy.⁶ All SECDL campuses offered at least two courses taught in Spanish from grades six to 12. The SECDL program was primarily meant for students continuing from the one- and two-way DL programs. Continuing DL programming from the elementary to secondary grade levels can help keep language development and learning on consistent and cumulative articulation pathway across the entirety of public schooling (Boyle et al., 2015). In 2023-24, 12 campuses (8 middle schools and 4 high schools) offered the SECDL program, which was the same as in 2022-23. See Appendix D for list of SECDL campuses.

English as a Second Language Program

The purpose of the ESL program was to provide intensive instruction to develop English proficiency in listening, reading, speaking, and writing through differentiated instruction and flexible grouping of students based upon both linguistic and cognitive levels. EBs at the elementary school grade level for whom Spanish was not the dominant language or who were Spanish speakers enrolled at a campus without a DL program participated in ESL instruction. In general, ESL programs are beneficial when several native languages are represented at a campus, as the model is designed to provide individualized instruction to EBs (Kim, Hutchison, and Winsler, 2015). At most campuses, ESL students were placed in classrooms with NonEBs.⁷ ESL at the secondary level was for students in their first three years in United States (US) schools.

Sheltered Instruction

Secondary students who had been enrolled in US schools for more than three years and had not yet met criteria for reclassification were enrolled in sheltered classes for R/LA.⁸ The objective of sheltered instruction was to promote English-language development while providing supports to make grade-level standards-based content more accessible to EBs. In the Dallas ISD, most sheltered classrooms included both EBs and NonEBs. Sheltered instruction can be helpful for adapting content to meet the needs of students linguistically, academically, and culturally, especially for schools with many EBs who speak a variety of languages (Marsh, 2018).

Immigrant Programs

Students who had been enrolled in US schools fewer than three years were classified as immigrants. In 2023-24, approximately 10 percent of Dallas ISD students were immigrants ($N = 14,354$).

⁶ The Seal of Biliteracy was awarded by a school, district, or state to recognize students who have demonstrated proficiency in two or more languages by graduation from high school. See sealofbiliteracy.org for more information.

⁷ At campuses with large populations of ESL students, all teachers were likely to be ESL certified and students could be placed anywhere, but ESL students were usually grouped together as much as possible. At campuses with smaller populations of ESL students (especially where not all teachers were ESL certified), students tended to be grouped together, but may have shared a classroom with NonEBs.

⁸ R/LA classes at the secondary level were differentiated by student program levels (beginning, intermediate, advanced, transitional, post-transitional) and grade level. Sheltered R/LA courses were typically designed for students at the transitional and post-transitional levels.

Because a large proportion of immigrants typically also were EBs (95% in 2023-24), the DL/ESL Department played a pivotal role in the integration of immigrant students and their families into the district and community. With awarded 2023-24 supplemental Title III funds, the DL/ESL Department aimed to (a) provide supplemental instructional resources, (b) assist in the development of tutoring plans for improved English proficiency and academic achievement, (c) develop supplemental summer enrichment opportunities, (d) connect parents with needed referrals to services, (e) deliver classes for immigrant EBs and their parents including district information sessions and ESL classes, and (f) increase parental participation in trainings and activities through the Margaret and Gilbert Herrera International Welcome Center.

Immigrants who were new to the country in Kindergarten (K) to grade 12 and had never attended US schools were welcomed to the district at the Margaret and Gilbert Herrera International Welcome Center. This center supported these students and their families to bolster academic success. Along with registration and assessment services, the center provided orientation services for immigrant families as they transitioned into the district and community. The intake center also provided follow-up support to students through professional development and instructional coaching for teachers of EBs, literacy fairs on select Saturdays throughout the year, and summer enrichment programs for newcomer⁹ students.

Newcomer Programs

To prepare immigrant students in the first year in US schools who did not speak Spanish or English for academic success, the district also offered a one-year Newcomer Program at designated Dallas ISD campuses.¹⁰ This program focused on English acquisition and was for students in mixed grade levels. Certified teachers provided instructional services to identified students in a multi-age setting using sheltered instruction methods and strategies. Newcomer programs are designed to (a) assist immigrant students linguistically and academically and (b) help students grow their cross-cultural skills and emphasize family engagement (Chu, 2008). Because the students served by the Newcomer Program in 2023-24 were a small subsection of immigrant students, they were not highlighted as a separate group in analyses in this report. Instead, they were included in results for the general immigrant student population.

In addition to the Newcomer Program, the DL/ESL Department established the Dallas International Academy (DIA), which operated as a school-within-in-a-school. In 2022-23 and 2023-24, DIA was piloted at Thomas Jefferson High School, with a plan for the program to be expanded to additional high schools in subsequent years. Newcomer EB students could enroll in DIA for grades nine and ten, and they were taught by 12 ESL certified and trained teachers in the four core content areas. While the core classes within DIA were single population classrooms, newcomer EB students participated in elective courses and extra-curricular activities with students from across the campus.

⁹ Newcomer students were recent immigrant students in grades K through grade five who lived outside of the US for two consecutive years or more.

¹⁰ Foster Elementary, Herbert Marcus Elementary, McShan Elementary, Anne Frank Elementary, and Gill Elementary.

Language Proficiency Assessment Committee

Each campus in the Dallas ISD operated an LPAC serving as a liaison between home and campus and as an advocate for EBs. The responsibilities of LPACs included (a) identification, placement, assessment, and document review; (b) instructional methodologies and/or interventions; (c) annual review of student progress; (d) linguistic accommodation and assessment decisions; (e) parental notification; and (f) maintaining updated and accurate documentation. LPAC membership was required to at least consist of a principal or assistant principal, a bilingual certified or ESL certified teacher who worked directly with EBs, and a non-faculty parent of a currently enrolled EB student. The LPAC was required to meet at least six documented times per academic year, ideally every six weeks.¹¹

Identification Process

The identification and placement of identified EBs had to be completed within 45¹² school days of the 2023-24 school year.¹³ The LPAC was responsible for this process, using criteria mandated by the Texas Education Agency (TEA). A parent-signed and dated home language survey requesting the primary language spoken at home and the most frequently spoken language by the student was administered to all incoming students.¹⁴ If the response was a language other than English for either question, the student was considered a potential EB. The student underwent English language proficiency, Spanish language proficiency (Spanish speakers only), and norm-referenced language assessments to determine whether EB designation was required.¹⁵ Before placing an EB student in a program, a parent had to sign and date a notification letter. If parent permission for enrollment was not secured, explicit parental denial had to be documented in writing. Identified EB students whose parents deny services (parent denials) were placed in general education and were ineligible for specialized language supports. An identification flowchart is provided in Appendix E.

Reclassification Process

Prior to 2020-21, per district policy, EB students in PK to grade four were ineligible for reclassification from EB to NonEB status. Starting last year, beginning at the end of K through grade 12, the LPAC could evaluate students for possible reclassification at the end of each academic year. EBs who were under consideration for reclassification were required to meet criteria demonstrating English mastery in the realms of listening, speaking, reading, writing, and comprehension, and had to be able to participate equally with NonEBs in general education classrooms. EBs recommended for reclassification were monitored every six weeks at regular LPAC meetings for four academic years after reclassification. Grade-level details of reclassification criteria are provided in Appendix E.

Monitoring of Reclassified EBs

¹¹ For an LPAC meeting to be considered official, at least the minimally required members must be present.

¹² The identification window is usually within 20 school days of initial student enrollment. However, due to delays to 2022-23 TELPAS and STAAR scores, the window was extended to 45 days for both new enrollees and returning students for this year only.

¹³ Missing this deadline may impact staffing and funding for a campus, and potentially may negatively affect student success.

¹⁴ The home language survey is completed for a student once during his/her educational career. This document is a legal document that cannot be changed.

¹⁵ These assessments were conducted as appropriate for grade level.

Along with monitoring all EBs, campus LPACs reviewed the academic progress, grades, and assessment data of reclassified EBs every six weeks during regularly scheduled meetings. In the event of any course failures, the committee met with general education teachers providing instruction to determine if the lack of progress was because of limited language proficiency or other factors (e.g., attendance, incomplete assignments). If attributed to limited English proficiency, the LPAC developed an instructional intervention plan in conjunction with the applicable general education teacher(s).

Program Staff

In order to assist EBs in the Dallas ISD, Title III funds¹⁶ helped support DL/ESL program leadership and support positions. Title III ELA funds allowed the DL/ESL Department to employ (a) 20 instructional specialists to assist elementary, middle, and high schools, (b) seven coordinators to assist elementary, middle, and high schools, (c) one coordinator to assist refugee families and students, (d) three parent coordinators to assist with parent activities, and (e) two assistant parent coordinators to assist with parent activities.

Budget

The reported budget for the Dual Language/ESL and Immigrant Programs totaled \$35,001,715: \$8,614,775 from Title III, Part A EB funds,¹⁷ and \$26,386,940 from general operating funds.¹⁸

Program Goals

1. The percentage of EBs who regressed on each *Texas English Language Proficiency Assessment System (TELPAS)* domain will not increase from 2023 to 2024.¹⁹ (Yes, goal met; see page 21 for more detail).
2. The percentage of EBs who progressed or maintained Advanced High on their *TELPAS* composite level will increase by six percentage points from 2023 to 2024. (No, goal not met, see page 21 for more detail).
3. Forty-six percent of grades three to five EBs will achieve the Meets Grade Level or Above (Meets+) performance standard on *State of Texas Assessments of Academic Readiness (STAAR)* reading. (No, goal not met; see page 29 for more detail).
4. Forty-five percent of grades six to eight EBs will achieve the Meets Grade Level or Above (Meets+) performance standard on *State of Texas Assessments of Academic Readiness (STAAR)* reading. (No, goal not met; see page 29 for more detail).

¹⁶ In previous years, the DL/ESL Department also received Title III Immigrant funds in addition to the Title III ELA funds.

¹⁷ The budget was obtained by Budget Services.

¹⁸ The general operating funds reported in the evaluations starting in 2022-23 differ significantly from previous years. Previous years included on general operating funds allocated to the central DL/ESL Department, whereas the current general operating funds additionally include the funds coded to the campuses.

¹⁹ 2022 level movement data include students who earned a *TELPAS* proficiency rating in both 2021 and 2022. 2023 level movement data include students who earned a *TELPAS* proficiency rating in both 2022 and 2023.

5. Forty-four percent of grade three EBs will meet the Meets+ performance standard on STAAR reading.²⁰ (*No, goal not met; see page 29 for more detail*).

EVALUATION QUESTIONS AND RESULTS²¹

EQ1: How was the DL/ESL Program implemented in 2023-24?

Population Served

Teachers Served

This section summarizes the characteristics of teachers in DL/ESL classrooms²² and the number of exceptions and waivers submitted to the state for those lacking required certifications. Characteristics of elementary and secondary ESL and DL teachers are provided in Table 1.

- At the elementary level, 2,486 teachers instructed in ESL and DL classrooms and 78 teachers instructed in ESL and SECDL classrooms at the secondary level.
- For both elementary and secondary teachers overall, the highest percentages of teachers were female, Hispanic, held bachelor's degrees, and/or had been with the district between one and five years.
- The rate of 2023-24 elementary-level teachers with a Proficient I or above TEI effectiveness level was 62 percent for ESL teachers and 66 percent for DL teachers (69% for elementary-level district teachers overall).
- The rate of secondary-level teachers with a Proficient I or above TEI effectiveness level was 43 percent for ESL teachers, and 64 percent for DL teachers (61% for secondary-level district teachers overall).
- In addition to the SECDL and ESL teachers, all secondary R/LA teachers were considered sheltered teachers. In 2023-24, the district employed 928 secondary R/LA teachers.

²⁰ This goal is related to the Dallas ISD's Student Outcome Goal 2. More information can be found at <https://www.dallasisd.org/goals>.

²¹ Methodology information for all evaluation questions can be found in Appendix B.

²² DL and ESL teachers at the elementary-level and elementary/middle-level campuses were identified using job codes in the district personnel file. At the middle school and high school (secondary) levels, job codes in the district personnel file did not differentiate between general education teachers and DL/ESL teachers. The evaluator identified the teachers of DL and ESL courses offered by the district during the first semester of the 2023-24 school year.

Table 1: 2023-24 Elementary and Secondary Teacher Characteristics by DL/ESL Program

	Elementary Teachers (Elementary & Elementary/Middle)						Secondary Teachers* (Middle, Middle/High, & High)					
	ESL (N = 974)		Dual Language (N = 1,512)		Total (N = 2,486)		ESL (N = 67)		Dual Language (N = 11)		Total (N = 78)	
	n	%	n	%	n	%	n	%	n	%	n	%
Sex												
Female	808	83.0	1,150	76.1	1,958	78.8	52	77.6	2	18.2	54	69.2
Male	166	17.0	362	23.9	528	21.2	15	22.4	9	81.8	24	30.8
Race/Ethnicity												
Hispanic	429	44.0	1,450	95.9	1,879	75.6	22	32.8	10	90.9	32	41.0
African American	243	24.9	8	0.5	251	10.1	18	26.9	1	9.1	19	24.4
White	260	26.7	40	2.6	300	12.1	24	35.8	-	-	24	30.8
Other/Unknown ^a	42	4.3	14	0.9	56	2.3	3	4.5	-	-	3	3.8
Highest Degree Attained												
Associate's	7	.7	19	1.3	26	1.0	-	-	-	-	-	-
Bachelor's	724	74.3	1,069	70.7	1,793	72.1	43	64.2	7	63.6	50	64.1
Master's	161	16.5	232	15.3	393	15.8	17	25.4	2	18.2	19	24.4
Ph.D.	8	.8	17	1.1	25	1.0	1	1.5	-	-	1	1.3
No Data	74	7.6	175	11.6	249	10.0	6	9.0	2	18.2	8	10.3
2022-23 TEI Effectiveness Level												
No TEI Data	112	11.5	199	13.2	311	12.5	9	13.4	2	18.2	11	14.1
Progressing II or Below	254	26.1	316	20.9	570	22.9	29	43.3	2	18.2	31	39.7
Proficient I or Above	608	62.4	997	65.9	1,605	64.6	29	43.3	7	63.6	36	46.2
Number of Years with the District												
< 1 Year	68	7.0	129	8.5	197	7.9	6	9.0	1	9.1	7	9.0
1-5 Years	353	36.2	499	33.0	852	34.3	29	43.3	7	63.6	36	46.2
6-10 Years	254	26.1	405	26.8	659	26.5	15	22.4	1	9.1	16	20.5
> 10 Years	299	30.7	479	31.7	778	31.3	17	25.4	2	18.2	19	24.4

Source: District personnel file dated 09/20/23. TEI scorecard file dated 11/28/23 (2022-23). District course file dated 11/12/23.

Note: * = 12 ESL teachers and 20 Dual Language did not have personnel data; demographic data reflects those with data. ^a = Other includes Asian, Native American/Alaska Native, Native Hawaiian/Pacific Islander, and Two or More Races. Elementary teachers were included if they were assigned to a school with a TEA number that was classified as an elementary-level or elementary/middle-level campus. Secondary teachers were included if they were assigned to a school with a TEA number that was classified as a middle-level, middle/high-level, or high school level campus. Some percentages may not add to 100 because of rounding. - = no data in this category.

Exceptions and Waivers. The TEA requires that districts unable to provide the required number of bilingual certified teachers to implement the bilingual program or ESL certified teachers to implement the ESL program must request from the commissioner of education an exception to offer an alternative program (bilingual) or a waiver of the certification requirements for teachers (ESL).²³

In 2023-24, the number of bilingual certified teachers was 1,478, which was lower than 2021-22 and 2022-23 ($n = 1,757$ and $1,875$, respectively; Table 2). This decrease corresponded with a slight increase in the number bilingual exceptions in 2023-24 (+17). In addition, while the number of ESL certified teachers trended upward from 2021-22 to 2023-24 ($n = 599$ to 836), the number of requested ESL waivers fluctuated during this time ($n = 66$ to 113).

²³ The details regarding certification requirements are beyond the scope of this document. For more information, see the *Bilingual Education Exception and ESL Waiver Resources* information on <https://tea.texas.gov/academics/special-student-populations/english-learner-support/bilingual-education-exception-and-esl-waiver-resources>.

Table 2: 2021-22 to 2023-24 Number of Bilingual Exceptions and ESL Waivers



Type		2021-22	2022-23	2023-24	1 Yr Δ		2 Yr Δ	
		<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	%	<i>n</i>	%
Bilingual (DL)	Certified Teachers*	1,757	1,875	1,478	-397	-21.2	-279	-15.9
	Exceptions	151	101	118	+17	+16.8	-33	-21.9
ESL	Certified Teachers*	599	695	836	+141	+20.3	+237	+39.6
	Waivers	66	22	113	+91	+413.6	+47	+71.2

Source: DL/ESL Department documents dated 11/17/21, 12/16/22, and 01/08/24.

Note: * = includes certified teachers currently teaching in a bilingual or ESL program (as applicable). 1 Yr Δ = change from 2022-23 to 2023-24. 2 Yr Δ = change from 2021-22 to 2023-24.

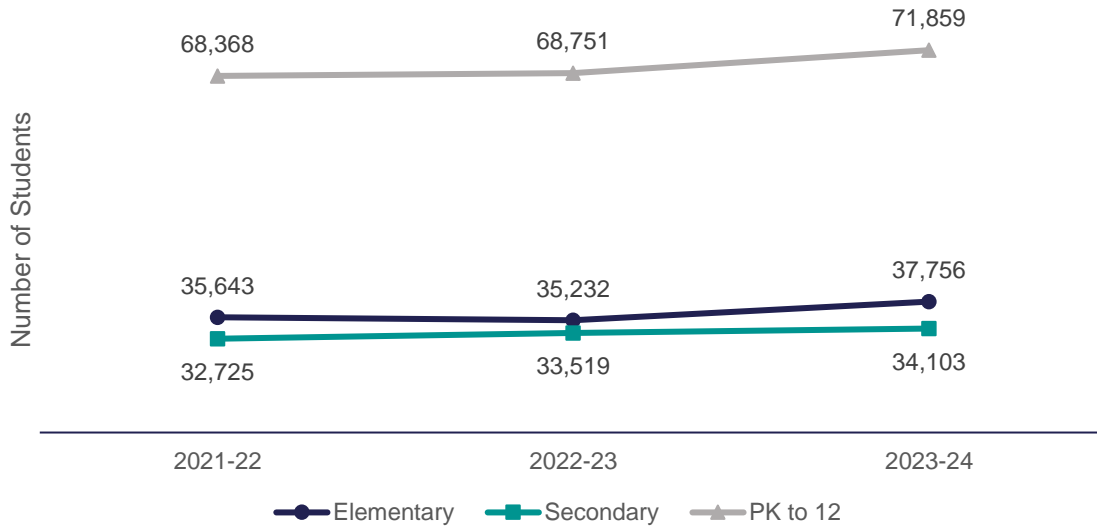
Students Served²⁴

Key Findings from this section:

-  In 2023-24, 52 percent of district students were EBs (*n* = 71,859), which was a four percentage-point increase over two years (2022: 68,396; 2023: 68,751).
-  In 2023-24, approximately three-fourths of TWDL campuses had lower percentages of African American and economically disadvantaged opt-in students than at the campus overall.

Enrolled and Reclassified²⁵ EB Students. As shown in Figure 1, the number of EBs enrolled at the end of the 2023-24 school year totaled 71,859, an increase of 3,108 students from 2022-23. The number of identified EBs at both the elementary and secondary school level increased from 2022-23 to 2023-24.

Figure 1: 2021-22 to 2023-24 Students Identified as Emergent Bilinguals by Campus Level



Source: District demographic files dated 11/03/21, 11/01/22, and 05/13/24.

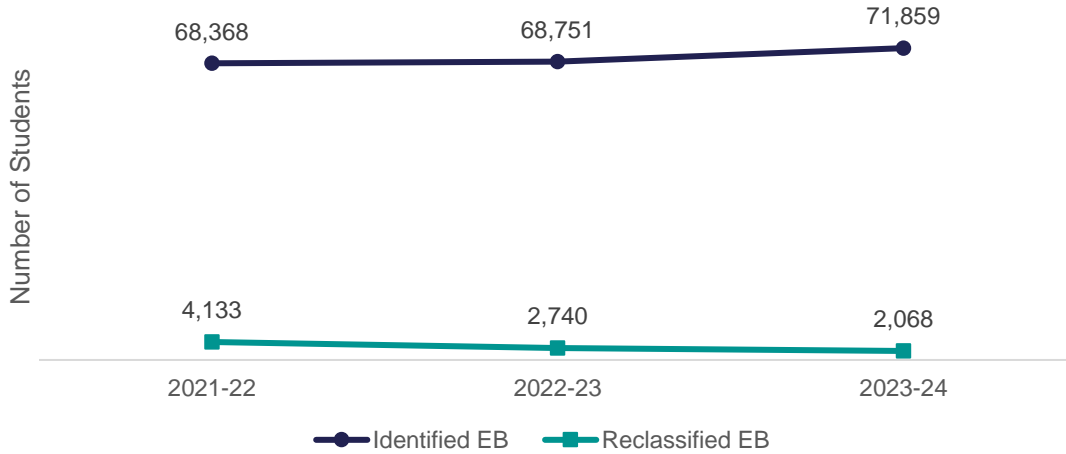
Note: Includes students enrolled on the PEIMS snapshot date for 2021-22 and 2022-23 and an EOY date for 2023-24. Ns include students in PK through grade 12.

²⁴ Prior to 2023-24, the PEIMS demographic file from the beginning of the school year was used to identify eligible student groups for the DL/ESL Program evaluation. Starting in 2023-24, eligibility was determined using an end-of-year (EOY) demographic file. In addition, to more accurately reflect which students participated in the program in 2023-24, analyses for outcome measures (e.g., *MAP Growth*, *TELPAS*, and *STAAR*) only included students in the EOY demographic file who had been enrolled at least 85 percent of possible enrollment days during the school year.

²⁵ The term “exited” formerly referred to EBs who met all criteria to demonstrate English proficiency and earn reclassification as NonEBs. The department now uses the term “reclassified” to describe these students, and this term was used throughout this document to describe these former EB students in the Dallas ISD.

As shown in Figure 2, the number of reclassified EBs continued to trend downward to 2,068 students in 2023-24. At least part of decreased counts of reclassified students may be attributed to the rigor of reclassification requirements.

Figure 2: 2021-22 to 2023-24 Identified and Reclassified (Monitored and Unmonitored) Emergent Bilinguals



Source: District PEIMS snapshot demographic files dated 11/03/21, 11/01/22, and 11/01/23.

Note: Includes students enrolled on the PEIMS snapshot date for 2021-22 and 2022-23 and an EOY date for 2023-24. Ns include students in PK through grade 12.

Student Enrollment by Program/Classification. As shown in Table 3, 52 percent of district students were EBs in 2023-24, which was a four percentage-point increase compared to the past two years. The greatest number of EBs served by the DL/ESL Department in 2023-24 were those enrolled in OWDL ($n = 30,526$; 22% of district), followed by sheltered students ($n = 22,475$; 16% of district). From 2021-22 to 2023-24, the largest two-year increase in the percentage of the district population for students in DL/ESL programs/classifications was for All EBs (+4 percentage points) followed by Immigrant students (+3 percentage points). The largest two-year percentage point decrease was for NonEBs (-4 percentage points).

Table 3: 2021-22 to 2023-24 District Enrollment by Dual Language/ESL Program/Classification

Program/Classification	2021-22		2022-23		2023-24		Enrollment	
	Students	Dist	Students	Dist	Students	Dist	1 Yr Δ	2 Yr Δ
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	%pts	%pts
District	143,294	100.0	140,850	100.0	138,925	100.0	-	-
All EB	68,368	47.7	68,751	48.8	71,859	51.7	2.9	4.0
All NonEB	74,923	52.3	72,093	51.2	67,066	48.3	-2.9	-4.0
Monitored	3,115	2.2	1,654	1.2	1,125	0.8	-0.4	-1.4
EB in OWDL	28,485	19.9	28,649	20.3	30,526	22.0	1.6	2.1
EB in TWDL	3,770	2.6	3,415	2.4	3,712	2.7	0.2	0.0
NonEB in TWDL	2,361	1.6	2,316	1.6	2,425	1.7	0.1	0.1
EB in SECDL	498	0.3	505	0.4	388	0.3	-0.1	-0.1
NonEB in SECDL	206	0.1	239	0.2	239	0.2	0.0	0.0
ESL	4,340	3.0	5,146	3.7	6,609	4.8	1.1	1.7
Sheltered	22,907	16.0	23,041	16.4	22,475	16.2	-0.2	0.2
Immigrant	9,939	6.9	9,042	6.4	14,359	10.3	3.9	3.4
EBSPEd	5,815	4.1	6,584	4.7	7,624	5.5	0.8	1.4
Parent Denials	3,961	2.8	3,724	2.6	3,690	2.7	0.0	-0.1
Unservable	1,148	0.8	1,221	0.9	1,442	1.0	0.2	0.2

Source: District demographic data files dated 11/03/21, 11/01/22, and 05/13/24.

Note: Students may be included in more than one program/classification. Ns include students in PK through grade 12. Dist = District. 1 Yr Δ % = percentage point change from 2022-23 to 2023-24. 2 Yr Δ % = percentage point change from 2021-22 to 2023-24. **Blue bold** = at least one percentage point increase over one or two years.

As shown in Table 4, over the last three years, the top language spoken at home for EBs was Spanish. Other than Spanish and English, the top three home languages in the district in 2023-24 were Swahili, Rohingya, and Burmese. From 2022-23 to 2023-24, Qeqchi speakers were newly present in the top 10 languages spoken at home, whereas Nepali speakers were no longer in the top 10.

Table 4: 2021-22 to 2023-24 Top 10 Languages Spoken in Homes of Emergent Bilingual Students

2021-22		2022-23		2023-24		1 Yr Δ*		2 Yr Δ*	
Language	<i>n</i>	Language	<i>n</i>	Language	<i>n</i>	<i>n</i>	%	<i>n</i>	%
Spanish	65,249	Spanish	65,524	Spanish	68,519	+2,995	4.6	+3,270	5.0
English	1,090	English	1,016	English	1017	+1	0.1	-73	-6.7
Burmese	297	Swahili	238	Swahili	276	+38	16.0	+40	16.9
Swahili	236	Burmese	234	Rohingya	189	+109	136.3	-	-
Arabic	189	Arabic	190	Burmese	188	-46	-19.7	-109	-36.7
Amharic	175	Amharic	186	Amharic	165	-21	-11.3	-10	-5.7
Nepali	102	Pashto	131	Arabic	160	-30	-15.8	-29	-15.3
Afro-Asiatic	87	Nepali	83	French	101	+19	23.2	+17	20.2
French	84	French	82	Pashto	100	-31	-23.7	-	-
Vietnamese	80	Rohingya	80	Qeqchi	85	-	-	-	-

Source: District demographic data files dated 11/03/21, 11/01/22, and 05/13/24.

Note: Ns include students in PK through grade 12. 1 Yr Δ % = percent change from 2022-23 to 2023-24. 2 Yr Δ % = percent change from 2021-22 to 2023-24. * = Because the languages may be ordered differently depending on the year, one- and two-year change is based on the 2023-24 language. **Blue bold** = at least one percentage point increase over one or two years.

Student Characteristics. Grade level breakdowns for EBs (overall and by years identified), NonEBs, and monitored students (overall and by year of monitoring) are provided in Appendix F. Appendix G provides detailed student characteristics by program/classification and grade level. The highest numbers of monitored students in the district were in grades 12 ($n = 257$) and 11 ($n = 197$), and the rates of monitored district students by year of monitoring were highest in the first year (45%).

EB characteristics for the elementary school and secondary school grade levels were relatively comparable, except for the higher rate of elementary EBs born in countries other than the US (42%; secondary: 27%). Differences between EBs and NonEBs were mostly as expected, with differences mainly

in characteristics that are often associated with EB status. These included having higher rates of EBs than NonEBs classified as: Hispanic, at risk, economically disadvantaged, speaking Spanish at home, and having a birth country other than the United States. The largest number ($n = 29,955$) of 2023-24 district EB students were enrolled for at least the seventh year as an EB,²⁶ and most of these students were in grades six to eight (36%) or grades nine to 12 (49%).

Of the 76 campuses with TWDL programs,²⁷ 57 campuses (75%) had lower percentages of African American opt-in students in TWDL than at the campus overall (Appendix H). In a similar pattern, 56 campuses (74%) had lower percentages of economically disadvantaged opt-in students in TWDL than rates of economically disadvantaged students at the campus overall. Thus, opt-in students in TWDL were less likely to be African American or economically disadvantaged than the general population of the TWDL campuses. Ideally, opt-in TWDL participation would mirror the demographic make-up of each campus.

Activities Implemented

This section provides summaries of activities implemented by the DL/ESL Department in 2023-24. Planned activities include (a) supplemental professional development, (b) summer enrichment programs, (c) engagement in parent workshops and trainings, (d) supplemental resources, (e) the DL Cadre and ESL Leadership Cohort, and (f) the International Welcome Center.

*Supplemental Professional Development*²⁸

A total of 8,387 staff (DL: 5,184; ESL: 3,203) attended DL- and/or ESL-related professional development sessions in 2023-24. There were 270 districtwide sessions (DL: 72; ESL: 198) provided throughout the year.

Summer Enrichment Programs

In Summer 2024, the DL/ESL Department conducted five student summer programs: Science Discovery Camp, Spanish Immersion Camp, DestiNations Language Enrichment Camp, ESL Summer Explorers Camp, and Accelerate. Overall, the DL/ESL Department met their goal of 800 students participating in 2024 summer programs ($n = 1,038$). Additionally, the DL/ESL Department conducted two parent summer programs: the ESL Parent Summer Enrichment Program and Parent Technology Classes.

Science Discovery Camp. The Science Discovery Camp allowed DL students to expand their understanding of key science concepts in both English and Spanish and engage in interactive lessons, labs, and field trips. In Summer 2024, the camp was held at five campuses from June 3 to June 20, 2024. A total of 297 students attended at least one day of camp. The highest percentages of students were Hispanic (99%), economically disadvantaged (91%), and/or were considered at risk (98%).

²⁶ Years since enrollment date was calculated as a proxy for the current year of EB status. Available demographic files provided a 'Years LEP' field that included data for approximately 92 percent of current EBs. At the suggestion of department leadership, the evaluator calculated a new field that used the original enrollment date and the 2023 PEIMS date to calculate the year of EB status for each current EB student. Because students must be tested for EB status within the first 45 days of enrollment in the district, this methodology provided a sound approximation of Years in EB status for most students

²⁷ School for the Talented and Gifted in Pleasant Grove and Alex Sanger Preparatory School included both elementary and secondary grade levels.

²⁸ The agreed upon window of time for reporting professional development was 07/01/21 to 06/30/22 to allow for timely publication of this information in the evaluation report while including most professional development offered for a given year.

Spanish Immersion Camp. The Science Immersion Camp provided interactive DL experience for DL opt-in students in grades two through five by allowing them to strengthen their language skills through activities grounded in science concepts, integrated in learning labs, and embedded into field trips. In Summer 2024, the Spanish Immersion Camp was held at five campuses from June 3 to June 20, 2024. A total of 86 students attended at least one day of the camp. Furthermore, the highest percentages of students were female (58%) and/or Hispanic (71%), and approximately two-thirds of the students participated in talented and gifted programs (70%).

DestiNations Language Enrichment Camp. The DestiNations Language Enrichment Camp targeted grades K to five newcomer EB students in the first three years in the United States. This program provided engaging, hands-on activities, as well as opportunities to build proficiency in the English language by making connections through science, social studies, RLA, and mathematics content. In Summer 2024, the DestiNations Language Enrichment Camp was held at five elementary schools from June 3 through June 20, 2024. A total of 306 students attended at least one day of this program. Most students were female (54%), Hispanic (88%), and/or economically disadvantaged (83%).

ESL Summer Explorers Camp. The ESL Summer Explorers Camp (formerly T-CALL) targeted grades six to ten newcomer EB students in the first three years in the United States. This program focused on linguistic development through learning experiences and project-based learning. In Summer 2024, the ESL Summer Explorers Camp was held at four middle schools from June 3 to June 20, 2024. A total of 250 students attended at least one day of this program. Most students were female (60%), Hispanic (84%), and/or economically disadvantaged (74%).

Accelerate. The Accelerate Program offered the opportunity for high school EBs to accelerate their learning and acquire high school graduation credits in courses like English ESOL1, Government and Economics, Geometry, and Physics. In Summer 2024, the Credit Acceleration Program was held virtually for all high school EBs from June 3 to July 11, 2024. A total of 99 students participated in at least one day of this program. Most students were male (61%), Hispanic (60%) or Asian (24%), economically disadvantaged (82%), and/or were considered at-risk (86%).

ESL Parent Summer Enrichment Program. The ESL Parent Summer Enrichment Program was held virtually for parents of EB students. The program, divided into three language levels, provided 22 hours of instruction to help teach parents the English language through practice with vocabulary, grammar skills, and basic conversation. In Summer 2024, the ESL Parent Summer Enrichment Program was held from June 3 to June 20, 2024. Overall, 276 parents completed the program.

Parent Technology Classes. The Parent Technology Classes targeted parents of EBs to help them learn about technology using different applications and education sites. The program was designed to empower parents to help reinforce their child's learning skills at home and support their academic process and language acquisition. In Summer 2024, the Parent Technology Classes were held at two elementary schools from June 3 to June 18, 2024. A total of 57 parents or guardians attended.

Parent Workshop/Training Engagement

In 2023-24, 50 parents attended Family Literacy Fair sessions.²⁹ All parents completed parent survey administered by the DL/ESL Department at the end of the Family Literacy Fair sessions. Most parents (95%) agreed that attending the sessions motivated them to be more involved in the education of their children, which exceeded the DL/ESL Department goal of 93 percent agreement.

Supplemental Resources

During 2023-24, the DL/ESL Department distributed resources and materials to EB students³⁰ and those involved with helping EBs, such as parents³¹ and teachers.³²

DL Cadre/ESL Leadership Cohort

The DL Cadre was a large DL teacher leadership group focused on improving teaching, building knowledge, and providing professional development throughout the summer. They also helped run summer programs. To join the DL Cadre, teachers with three or more years of DL certified teaching experience had to be (a) recommended by a DL stakeholder, (b) apply, (c) interview with the Cadre committee, (d) present a DL PowerPoint to the Cadre committee, and (e) translate/adapt a selected text to be evaluated. Teachers were unable to participate in summer DL/ESL professional development, present DL/ESL professional development, or work at the Science Discovery Camp unless they were accepted. The DL Cadre met multiple times throughout the year.

The ESL Leadership Cohort was similar to the DL Cadre, though smaller and dedicated to ESL and sheltered teachers. Teachers were invited to apply by DL/ESL staff leadership or instructional specialists at campuses. The ESL Leadership Cohort participated in approximately five Saturday sessions a year and focused on increasing pedagogical content knowledge.

In the 2023-24 school year, the DL Cadre accepted four new teachers, for a total of 28 participating members. The ESL Leadership Cohort was comprised of 15 new teachers in 2023-24.

International Welcome Center

In 2023-24, 5,115 parents attended Parent Orientation sessions at the International Welcome Center, which was a one-year attendance increase of 2,338 parents (2022-23: 2,777 parents). A total of 2,216 parents overall completed parent surveys administered by the DL/ESL Department via the International Welcome Center at Parent Orientation sessions. Most parents (99%) agreed that the services they received during orientation were excellent, which met the department's goal of 98 percent.

²⁹ For Family Literacy Fairs, participating teachers helped run stations for children and their parents focused on various literacy topics (e.g., story elements, sequencing, reading fluency).

³⁰ Provided materials to students included backpacks, digital and physical books, software licenses, headsets, educational games, manipulatives, dictionaries, and workbooks.




³¹ Provided materials to parents included school supply materials, software licenses, parent backpacks with supplies, and Adult ESL Classes books.

³² Provided materials to teachers included software licenses and instructional books.

EQ2: What were the perceptions of DL/ESL staff members?³³

This section includes key results from the DL/ESL survey.³⁴ Full results by question, respondent type, and response frequency are provided in Appendix I.

Key Findings from this section:

-  DL and ESL staff members who worked with an instructional specialist in 2023-24 generally said they were provided with beneficial supports and resources. Rates for ESL were higher than DL for almost all supports and resources.
-  Most respondents rated all professional development types as helpful, with rates for ESL higher than DL on almost all types.
-  The DL/ESL Department met all three of their teacher-related survey goals for 2023-24.

Respondent Characteristics

The highest percentage of DL staff members worked with PK to grade two (62%) and grade three to five students (35%), whereas the highest percentage of ESL staff worked with grade six to eight (53%) and grade 9 to 12 students (46%). The highest percentage of DL and ESL staff members reported meeting with an instructional specialist more than 10 times (DL: 41%; ESL: 68%).

Benefit of Instructional Specialists Supports

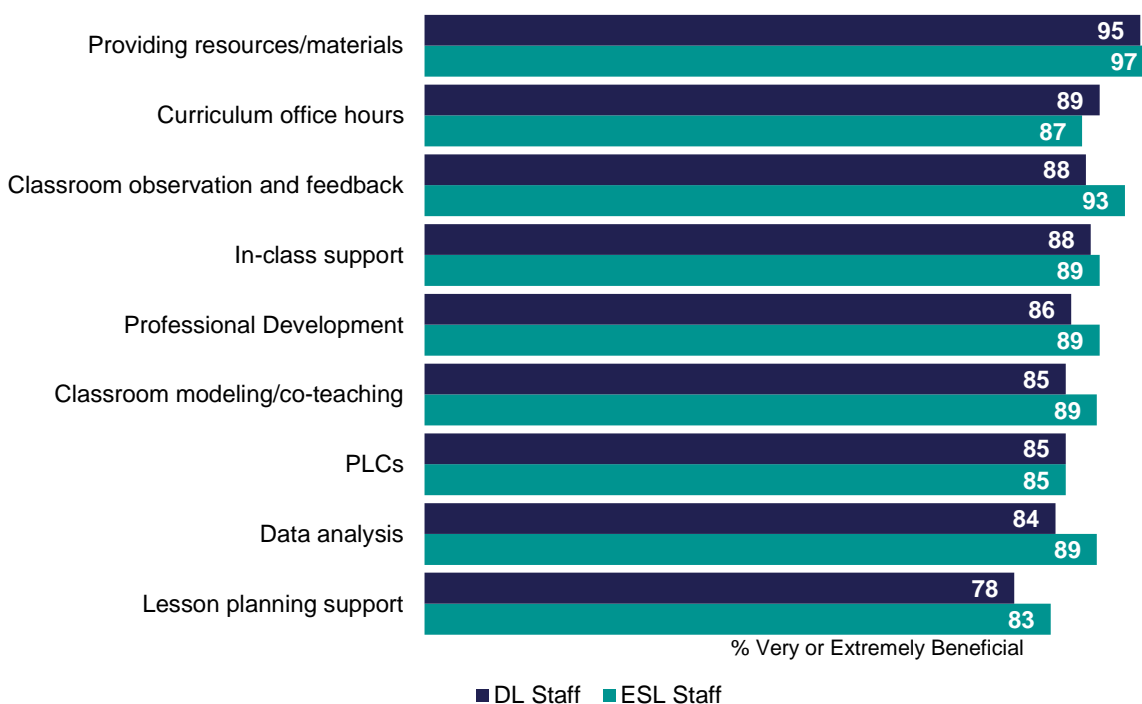
Most DL and ESL staff members who responded to the survey reported that instructional specialists provided beneficial supports during the 2023-24 school year. For example, a high percentage of DL and ESL staff members rated both in-person support (DL: 92%; ESL: 90%) and virtual support (DL: 83%; ESL: 86%) as very or extremely beneficial. In addition, as shown in Figure 3, most ESL and DL staff members rated each support provided by the instructional specialists as very or extremely beneficial. The percentage of ESL staff members who rated the supports as very or extremely beneficial ranged from 83 percent (lesson planning support) to 97 percent (providing resources/materials), and DL staff members ranged from 78 percent (lesson planning support) to 95 percent (providing resources/materials).

³³ Of the 165 DL and 96 ESL staff members who received an invitation to complete the online survey, 84 (51%) DL and 59 (61%) ESL staff members completed at least half of the survey. Results were combined for teachers, administrators, and CICs.

³⁴ For questions related to DL/ESL instructional specialist interactions, percentages do not include respondents who indicated that a question was not applicable (e.g., they did not receive support from a(n) DL/ESL specialist) or that they did not know or were not sure how to answer a question.

Figure 3: 2023-24 DL/ESL Survey – Benefit of Instructional Specialist Supports

Rate how beneficial each of the following supports were from your instructional specialist(s) in 2022-23.



Source: 2023-24 DL/ESL Survey, administered spring 2024.

Note: Rates do not include results for those who responded, “do not know/not applicable.” For Ns and detailed survey response rates by question and respondent type, see Appendix I.

Resources Provided by Instructional Specialists

Generally, resources provided by instructional specialists were rated as beneficial by a high percentage of respondents. The percentage of DL staff members who rated resources as very or extremely beneficial ranged from 86 percent (curriculum products) to 91 percent (supplies and resources for classroom implementation), and the percentage of ESL staff members ranged from 91 percent (online resources) to 96 percent (curriculum products).

Professional Development and DL/ESL Curriculum

Over three-fourths of DL staff members rated the different professional development types as very or extremely beneficial. The percentage ranged from 77 percent (campus-wide professional development) to 87 percent (one-on-one). The percentage of ESL staff members ranged from 81 percent (campus-wide professional development and PLCs) to 100 percent (summer institutes).

In addition, most DL and ESL staff members indicated that the DL or ESL curriculum was very or extremely effective at meeting the needs of EBSPEd students (DL: 64%; ESL: 72%).

Ellevation Platform

Of those who reported using Ellevation, the highest percentage of DL and ESL staff members reported using both instructional strategy resources/modules/pathways (DL: 20%; ESL: 35%) and data management tools (DL: 29%; ESL: 31%) weekly. Both DL and ESL staff members generally rated the Ellevation platform as beneficial, with the percentage of respondents who rated Ellevation components as very or extremely beneficial ranging from 65 percent (DL: data instructional strategies resources/modules/pathways) to 85 percent (ESL: data management tools).

Program Goals for DL/ESL Survey

The DL/ESL Department met all three of their teacher survey department goals for 2023-24:

- 88 percent of teachers rated campus support and professional development as very or extremely beneficial in 2023-24 (Goal: 88%; 2022-23: 84%).
- 90 percent of teachers rated all resources as very or extremely beneficial in 2023-24 (Goal: 88%; 2022-23: 85%).
- 91 percent of ESL teachers rated the supports of PD, in-class support, and providing resources/materials as very or extremely beneficial (Goal: 75%; 2022-23: 74%).

EQ3: What were the academic outcomes for EBs during 2023-24?³⁵

This section includes summaries of academic outcomes for EBs in 2023-24, including *TELPAS*, *Measures of Academic Progress Growth (MAP)*, *STAAR*, and *EOC*.

TELPAS English Proficiency Ratings,³⁶ Level Movement,³⁷ and Trends

The following *TELPAS* data are available in the appendices:

- Appendix J: English proficiency composite rating levels for 2022, 2023, and 2024 by program/classification and grade level,
- Appendix K: Composite level movement rates from 2023 to 2024 for each grouping,
- Appendix L: *TELPAS* English proficiency domain rates for 2024 and level movement rates from 2023 to 2024 for each program/classification,
- Appendix T: *TELPAS* English proficiency composite rates for long-term EBs.

³⁵ Prior to 2023-24, the PEIMS demographic file from the beginning of the school year was used to identify eligible student groups for the DL/ESL Program evaluation. Starting in 2023-24, eligibility was determined using an end-of-year (EOY) demographic file. In addition, to more accurately reflect which students participated in the program in 2023-24, analyses for outcome measures (e.g., *MAP Growth*, *TELPAS*, and *STAAR*) only included students in the EOY demographic file who had been enrolled at least 85 percent of possible enrollment days during the school year.

³⁶ For more information about *TELPAS*, see: <https://tea.texas.gov/student-assessment/testing/telpas/telpas-resources>.

³⁷ EBs who received English proficiency level composite and/or domain ratings for both school years were included in analyses, and the evaluator calculated the number and percentage of students who progressed, stayed the same, or regressed at least one level among all composite and domain ratings between 2023 and 2024 for which the students had both scores. Students were considered to have progressed if they improved by at least one composite level from the prior year to the current year, or if they scored Advanced High both years.

Dallas ISD EBs

Key Findings from this section:



2024 *TELPAS* composite rates for EBs at all grade levels clustered in intermediate level of English proficiency. For domain rates, EB rates for the speaking and writing domains at the advanced high level were significantly lower than the other domains.



2024 *TELPAS* composite ratings for all grade levels saw increases over one and two years at the beginning level and no change or decreases at the advanced and advanced high levels.



For all grade levels overall, EBs with both 2023 and 2024 *TELPAS* rates progressed at higher rates than they regressed across the composite and all domains.



The rate of EBs that regressed at least one *TELPAS* level in 2024 (16%) was three percentage-points lower than 2023, which met the goal to maintain the rate who regressed. In addition, the rate of EBs that progressed at least one *TELPAS* level in 2024 (31%) was two percentage-points higher than 2023, which did not meet the goal of a six percentage-point increase.

TELPAS ratings.

Composite rates. As shown in Table 5 (page 23), 2024 *TELPAS* composite ratings for EBs at all grade levels tended to cluster in the intermediate (range: 41%, grades K to 5 and 6 to 8 to 47%, grades 9 to 12) level of English proficiency. Additionally, 10 percent of EBs at all grade levels scored at the advanced high English proficiency level, which was the same as 2023 (Voss, 2023).

Domain ratings. Domain rates for EBs at the advanced high level for speaking (range: 2% to 6%) and writing (range: 4% to 16%) were significantly lower than for listening (range: 23% to 32%) and reading (range: 15% to 30%). Generally, grade level differences were most pronounced for the listening, reading, and writing domains, with the youngest students clustering at the lower proficiency levels.

TELPAS ratings trends.

Composite rating trends. One- and two-year trends³⁸ in *TELPAS* composite English proficiency rates varied and ranged from the largest decrease for grades nine to 12 over two years at the advanced level (-8 percentage points) to the largest increase in grades K to five over two years at the beginning level (+7 percentage points). Overall, all grade levels saw increases over one and two years at the beginning level and no change or decreases at the advanced and advanced high levels.

Domain rating trends. One- and two-year changes in domain proficiency rates for EBs varied and ranged from the largest decrease for grades six to eight in writing over two years at the advanced high level (-27 percentage points) to the largest increase in grades six to eight in writing over two years at the intermediate level (+19 percentage points). Almost all grade levels saw increases over one and two years at the beginning level. Additionally, the largest decreases at advanced high occurred over two years in the writing domain (-14 percentage points).

³⁸ One-year trends reflect percentage-point change from 2023 to 2024. Two-year trends reflect percentage-point change from 2022 to 2024.

Table 5: 2024 TELPAS English Proficiency Composite and Domain Ratings and Change: All Emergent Bilinguals

	Tested			Beginning			Intermediate			Advanced			Advanced High		
	2022 N	2023 N	2024 N	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite															
Grades K to 5	29,761	29,124	28,736	30.9	2.6	7.4	40.5	-0.1	-1.5	21.4	-2.2	-4.6	7.2	-0.3	-1.2
Grades 6 to 8	13,475	13,923	13,446	7.4	0.4	3.0	41.4	-1.4	2.9	41.3	2.7	-1.7	9.9	-1.7	-4.3
Grades 9 to 12	11,249	16,039	16,920	12.0	3.8	6.3	46.9	-1.9	2.1	26.9	-3.7	-8.4	14.2	1.8	-0.1
All Grades	54,485	59,086	59,102	20.1	2.3	5.1	42.5	-0.8	0.8	27.5	-1.6	-4.7	9.8	0.0	-1.2
Listening															
Grades K to 5	29,826	29,114	28,717	24.6	0.6	3.3	28.6	1.4	3.0	24.4	0.6	-5.3	22.5	-2.6	-1.0
Grades 6 to 8	14,058	13,954	13,465	5.0	0.1	0.0	28.5	-2.3	1.7	34.8	4.8	6.8	31.7	-2.6	-8.5
Grades 9 to 12	13,482	16,239	17,067	12.8	4.9	1.8	20.8	-3.2	-3.3	40.0	-0.9	-0.3	26.4	-0.8	1.9
All Grades	57,366	59,307	59,249	16.7	1.7	1.9	26.3	-0.8	0.8	31.3	1.3	-0.5	25.7	-2.1	-2.1
Speaking															
Grades K to 5	29,820	29,105	28,712	39.1	4.7	9.1	35.4	-1.0	-4.3	19.9	-2.7	-4.9	5.7	-0.9	0.2
Grades 6 to 8	14,058	13,954	13,465	22.0	-1.4	1.2	51.4	3.9	-0.7	24.5	-0.8	-1.3	2.1	-1.7	0.7
Grades 9 to 12	13,482	16,239	17,067	48.9	4.7	8.4	18.7	-6.7	-10.2	27.2	1.3	0.2	5.2	0.7	1.7
All Grades	57,360	59,298	59,244	38.0	3.5	7.8	34.2	-1.8	-6.0	23.0	-1.1	-2.5	4.7	-0.6	0.7
Reading															
Grades K to 5	29,837	29,133	28,746	42.9	-0.5	2.0	27.5	1.4	0.4	15.1	1.1	-0.8	14.5	-2.0	-1.7
Grades 6 to 8	14,149	13,966	13,472	13.9	0.6	-1.2	29.6	0.1	-2.0	26.9	-2.5	1.7	29.7	1.8	1.5
Grades 9 to 12	13,551	16,288	17,103	10.1	2.6	-0.4	34.8	-0.5	-2.7	26.2	-0.7	-1.8	28.9	-1.4	4.8
All Grades	57,537	59,387	59,321	26.8	0.4	-0.5	30.0	0.7	-0.6	21.0	-0.2	0.0	22.1	-0.9	1.1
Writing															
Grades K to 5	29,854	29,133	28,748	54.2	4.0	9.4	27.7	-3.4	1.8	13.8	-1.9	-4.5	4.3	1.3	-6.6
Grades 6 to 8	13,755	13,966	13,469	19.8	1.1	11.3	42.8	-0.2	18.7	31.5	-0.4	-3.3	5.9	-0.5	-26.6
Grades 9 to 12	12,554	16,288	17,103	21.3	2.5	15.1	33.2	-4.8	11.8	29.8	-4.0	-5.6	15.7	6.2	-21.3
All Grades	56,163	59,387	59,320	36.9	2.7	9.6	32.8	-3.1	8.3	22.4	-2.0	-3.8	7.9	2.4	-14.1

Source: District TELPAS data files dated 06/26/22, 06/30/23, and 06/17/24. PEIMS demographic data files dated 11/03/21, 11/01/22, and 11/01/23.

Note: 2022, 2023, 2024 TELPAS ratings include students enrolled on the respective PEIMS snapshot dates. 1 Yr Δ %pts = percentage-point change from 2023 to 2024. 2 Yr Δ %pts = percentage-point change from 2022 to 2024. **Blue bold** = highest percentage of students attaining each domain rating by grade level grouping.

TELPAS level movement.³⁹

Composite level movement. In 2024, between 52 and 56 percent of EBs remained at the same composite proficiency level. Additionally, EBs in grades one to five progressed at a higher rate (grades 1 to 5: 33%; 6 to 8: 26%; 9 to 12: 25%; Table 6, page 24) and regressed at a lower rate (grades 1 to 5: 10%; 6 to 8: 18%; 9 to 12: 23%) than those in the middle and upper grades. For all grade levels overall, EBs progressed at higher rates (31%) than they regressed (16%).

Domain level movement. Across all domains and grades, 28 to 64 percent of EBs remained at the same proficiency level in 2024. For all grade levels overall, EBs progressed at higher rates across all domains (range: 22% to 53%) than they regressed (range: 7% to 28%).

TELPAS level movement trends.

Composite level movement trends. For one-year trends⁴⁰ in *TELPAS* level movement, composite progression rate changes ranged from a one percentage-point increase (grades 9 to 12) to a three percentage-point increase (grades 1 to 5). For two-year trends⁴¹ in *TELPAS* level movement, composite progression rate changes ranged from a seven percentage-point decrease (grades 9 to 12) to a three percentage-point decrease (grades 1 to 5).

Domain level movement trends. From 2023 to 2024, overall progression rates for domains were higher for the writing domain (+9 percentage points) and slightly lower for the listening (-1 percentage point), speaking (-2 percentage point) and reading (-1 percentage point) domains, whereas regression rates saw were lower for the writing (-22 percentage points) domain, saw no change for the listening and speaking domains, and higher for the reading (+2 percentage points) domain. Over two years, overall progression rates for domains saw no change for the reading domain and was lower for the speaking (-3 percentage points), speaking (7 percentage points), and writing (-16 percentage points) domains, whereas regression rates were the same or lower for the listening (-1 percentage point) and reading (no change) domains and higher for the speaking (+3 percentage points) and writing (+1 percentage point) domains. Additionally, the largest decreases in progression rates occurred in the writing domain over two years (-16 percentage points).

Program Goals. In 2024, Dallas ISD EBs met one of the two DL/ESL Department goals regarding *TELPAS* movement:

- The percentage of EBs that regressed at least one *TELPAS* level in 2024 (16%) was three percentage-points lower than in 2023, which met the DL/ESL Department goal to at least maintain the rate of EBs who regressed.
- The percentage of EBs that progressed at least one *TELPAS* level in 2024 (31%) was two percentage-points higher than in 2023, which did not meet the DL/ESL Department goal of a six percentage-point increase.

³⁹ 2024 *TELPAS* level movement rates reflect movement from 2023 to 2024.

⁴⁰ One-year trends reflect level movement change from 2023 to 2024 (2024) as compared to level movement change from 2022 to 2023 (2023).

⁴¹ Two-year trends reflect level movement change from 2023 to 2024 (2024) as compared to level movement change from 2021 to 2022 (2022).

Table 6: 2024 *TELPAS* Composite and Domain Level Movement and Change: All Emergent Bilinguals

	Tested			Regressed			Stayed the Same			Progressed		
	2022 N	2023 N	2024 N	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite												
Grades 1 to 5	22,243	22,640	21,976	10.4	-1.5	0.3	52.4	-1.0	2.3	37.2	2.5	-2.6
Grades 6 to 8	9,486	12,534	12,356	18.0	-7.0	-2.0	56.1	4.8	7.1	26.0	2.2	-5.1
Grades 9 to 12	4,815	11,895	14,960	22.5	-1.7	3.1	52.3	0.6	3.6	25.2	1.1	-6.7
All Grades	36,544	47,069	49,292	16.0	-2.5	2.1	53.3	0.9	3.7	30.7	1.6	-5.7
Listening												
Grades 1 to 5	22,234	22,626	21,955	18.4	-1.5	-3.6	28.2	-0.2	0.7	53.4	1.7	3.0
Grades 6 to 8	9,486	12,532	12,348	16.7	-3.6	-1.1	33.9	3.7	7.4	49.4	-0.1	-6.3
Grades 9 to 12	4,815	11,889	14,954	27.2	3.3	-1.0	34.7	1.3	2.6	38.1	-4.6	-1.6
All Grades	36,535	47,047	49,257	20.7	-0.4	-1.1	31.6	1.5	3.8	47.7	-1.1	-2.6
Speaking												
Grades 1 to 5	22,234	22,623	21,950	19.7	0.1	1.4	47.0	1.3	3.3	33.4	-1.4	-4.8
Grades 6 to 8	9,486	12,532	12,348	27.8	1.0	4.1	50.6	1.1	0.0	21.6	-2.1	-4.1
Grades 9 to 12	4,815	11,889	14,954	25.6	-0.8	3.5	51.0	1.5	3.8	23.4	-0.7	-7.3
All Grades	36,535	47,044	49,252	23.5	0.3	3.4	49.1	1.4	3.2	27.4	-1.7	-6.5
Reading												
Grades 1 to 5	22,238	22,637	21,973	7.8	-1.2	-0.9	43.8	-0.6	0.3	48.3	1.8	0.6
Grades 6 to 8	9,486	12,533	12,356	21.6	-1.5	-9.6	32.0	0.8	4.5	46.4	0.7	5.1
Grades 9 to 12	4,815	11,895	14,960	24.5	8.6	0.1	34.6	-1.0	1.0	40.9	-7.6	-1.2
All Grades	36,539	47,065	49,289	16.4	1.8	-0.3	38.1	-0.6	0.0	45.6	-1.2	0.3
Writing												
Grades 1 to 5	22,239	22,638	21,974	7.1	-9.2	0.0	63.5	5.7	12.2	29.4	3.5	-12.2
Grades 6 to 8	9,485	12,534	12,356	18.3	-33.2	-1.7	58.1	23.4	27.6	23.5	9.8	-25.9
Grades 9 to 12	4,813	11,895	14,960	18.3	-35.9	-5.2	48.1	19.9	25.1	33.6	16.0	-19.9
All Grades	36,537	47,067	49,290	13.3	-21.9	0.7	57.5	13.3	15.3	29.2	8.6	-16.0

Source: District *TELPAS* data files dated 06/26/22, 06/30/23, and 06/17/24. PEIMS demographic data files dated 11/03/21, 11/01/22, and 11/01/23.

Note: 2022 level movement data include students who earned a *TELPAS* proficiency rating in both 2021 and 2022. 2023 level movement data include students who earned a *TELPAS* proficiency rating in both 2022 and 2023. 2024 level movement data include students who earned a *TELPAS* proficiency rating in both 2023 and 2024. Regressed = Student moved down at least one level of English proficiency from the previous year. Stayed the Same = Student remained at the same proficiency level from the previous year. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Percentages may not sum to 100 because of rounding. 1 Yr Δ %pts = percentage-point change from 2023 to 2024. 2 Yr Δ %pts = percentage-point change from 2022 to 2024. **Blue bold** = progression rates that were at least one percentage point higher than previous years.

Dallas ISD vs State and Other Large, Urban Texas District EBs⁴²

Key Findings from this section:



Rates of Dallas ISD students performing at the higher English proficiency levels on the 2024 *TELPAS* were generally comparable to or lower than those of all regional comparison group rates, with a few exceptions.

TELPAS composite ratings. As shown in Table 7, rates of EBs in Dallas ISD performing at the higher English proficiency levels on the 2024 *TELPAS* were lower than state rates, especially for the lower grades. At the highest English proficiency levels, differences between Dallas ISD and state attainment rates ranged from 10 percentage points below state rates (grades K to 2, Advanced) to four percentage points below state rates (grades 3 to 12, Advanced High).

⁴² District-level and state-level accountability data for EBs on the 2023 *TELPAS* and *TELPAS Alt* were obtained from [texasassessments.gov](https://www.texasassessments.gov). Because of different methodologies, sources, and available filtering criteria, Dallas ISD rates will not match those included elsewhere in this document.

Table 7: 2024 Dallas ISD and State Emergent Bilingual TELPAS Performance

Grade Levels	Dallas ISD Performance					State Performance					Dallas ISD - State			
	Tested <i>N</i>	Beg %	Int %	Adv %	Adv High %	Tested <i>N</i>	Beg %	Int %	Adv %	Adv High %	Beg %pts	Int %pts	Adv %pts	Adv High %pts
K to 2	15,666	51.9	37.7	8.3	2.1	313,226	33.5	39.3	18.6	8.6	18.4	-1.6	-10.3	-6.5
3 to 12	48,104	14.2	42.5	31.8	11.5	943,397	10.3	36.4	38.1	15.1	3.9	6.1	-6.3	-3.6

Source: Texasassessment.gov on 07/15/24.

Note: Dallas ISD rates likely will not match rates provided elsewhere in this document because of different sources and filters. Both district and state rates were obtained from the same source to compare equivalent groups. Beg = Beginning. Int = Intermediate. Adv = Advanced. **Blue bold** = Dallas ISD TELPAS rates in 2024 that were higher than the state.

Table 8 shows the rates of EBs in the Dallas ISD, the state, and other large, urban Texas school districts at each 2024 TELPAS English proficiency level. Rates of EBs in Dallas ISD performing at the higher English proficiency levels on the 2024 TELPAS were generally comparable to or lower than all other large, urban Texas district rates, with a few exceptions. Specifically, at the higher English proficiency levels, Dallas ISD EBs in grades K to two ranged from 10 percentage points below comparison rates (Advanced, state) to no change (Advanced High, San Antonio ISD). Dallas ISD EB rates in grades three to 12 at the higher English proficiency levels ranged from six percentage points below comparison rates (Advanced, state) to three percentage points above comparison rates (Advanced, Austin ISD).

Table 8: 2024 Dallas ISD and Other Large, Urban Texas Districts Emergent Bilingual TELPAS Performance

	Tested <i>N</i>	Beginning %	Intermediate %	Advanced %	Adv High %
Grades Kindergarten to Two					
Austin ISD	5,513	46.9	36.7	11.1	5.3
El Paso ISD	3,485	39.1	39.5	16.1	5.3
Fort Worth ISD	6,221	38.8	43.0	14.5	3.7
Houston ISD	18,836	46.6	37.3	12.1	4.0
San Antonio ISD	2,545	47.8	41.1	9.0	2.1
Dallas ISD	15,666	51.9	37.7	8.3	2.1
State	313,226	33.5	39.3	18.6	8.6
Grades Three to Twelve					
Austin ISD	14,797	21.4	40.1	28.4	10.1
El Paso ISD	13,200	12.1	38.6	35.7	13.7
Fort Worth ISD	21,580	12.0	40.4	35.4	12.2
Houston ISD	48,188	15.6	37.3	33.5	13.7
San Antonio ISD	7,427	15.0	37.5	33.7	13.7
Dallas ISD	48,104	14.2	42.5	31.8	11.5
State	943,397	10.3	36.4	38.1	15.1

Source: Texasassessment.gov on 07/15/24.

Note: Dallas ISD rates likely will not match rates provided elsewhere in this document because of different sources and filters. Dallas ISD, state, and other urban district rates were obtained from the same source to compare equivalent groups. Adv High = Advanced High. **Blue bold** = Dallas ISD TELPAS rates in 2024 that were higher than the state.

MAP Growth⁴³

Detailed *MAP Growth* data from BOY to EOY by program/classification, grade level, test language, and subject for 2022, 2023, and 2024 are provided in Appendix M.

Key Findings from this section:



For 2024 *MAP* BOY to EOY growth quintiles, EBs (a) clustered at the Low quintile on the English mathematics and the English and Spanish reading subtests and (b) clustered at the High quintile on the Spanish mathematics subtest.



When comparing 2022 and 2023 BOY to EOY quintiles with 2024 BOY to EOY quintiles, the rate of EBs in the High quintile (a) stayed the same or trended downward on the English and Spanish mathematics subtests and (b) was mixed on the English and Spanish reading subtests.

BOY to EOY Growth Quintile⁴⁴

Table 9 shows the 2024 percentages of students from each BOY to EOY growth quintile on the mathematics and reading subtests, as well as one- and two-year trends.

On the **mathematics subtest**, BOY to EOY growth rates for EBs on the English version tended to cluster in the Low quintile (range: 25% to 35%) at all grade levels, whereas EBs on the Spanish version tended to cluster in the High quintile (range: 31% to 42%).

- For the English mathematics subtest from 2022 to 2024, except for grade one, the rate of EBs in the Low quintile trended upward over one and two years (range: +1 to +5 percentage points), whereas the rate in the High quintile stayed the same or trended downward over one and two years (no change to -8 percentage points).
- For the Spanish mathematics subtest from 2022 to 2024, the rate of EBs in the Low quintile trended upward over one year (+2 to +17 percentage points) and were mixed over two years. Except for grade one, the rate of EBs in the High quintile trended downward over one and two years (-25 to -4 percentage points).

On the **reading subtest**, BOY to EOY growth rates for EBs tended to cluster in the Low quintile at all grade levels for the English version (range: 30% to 35%) and Spanish version (range: 23% to 46%).

- For the English reading subtest from 2022 to 2024, the rate of EBs in both the Low quintile (range: -8 to +6 percentage points) and the High quintile (range: -4 to +2 percentage points) did not show a consistent trend over one and two years.
- For the Spanish reading subtest from 2022 to 2024, the rate of EBs in both the Low quintile (range: -12 to +17 percentage points) and the High quintile (range: -2 to +3 percentage points) did not show a consistent trend over one and two years.

⁴³ Prior to 2023-24, the PEIMS demographic file was used to determine eligible students in the DL/ESL Program evaluations. In order to more accurately reflect which students participated in the program throughout the school year, 2023-24 data used an EOY demographic file that only included students who had been enrolled for 85 percent of possible enrollment days.

⁴⁴ BOY to EOY Growth Quintiles: Low: up to the 20th percentile; Low Average: 21st to 40th percentile; Average: 41st to 60th percentile; High Average: 61st to 80th percentile; High: 81st percentile and above.

Table 9: 2024 Dallas ISD MAP Mathematics and Reading Growth Quintile for EBs: BOY to EOY by Subject, Test Language, and Grade Level

Grade Level	Test Lang	2022 N	2023 N	2024 N	Low			Low Average			Average			High Average			High		
					2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts
Mathematics																			
Grade 1	English	4,500	4,702	4,305	24.7	3.7	-3.9	20.0	3.2	0.0	18.3	2.1	1.0	17.4	-0.5	3.0	19.7	-8.4	0.0
	Spanish	43	36	268	22.8	17.2	-12.1	16.8	11.2	5.2	16.8	5.7	2.8	12.7	-9.5	-1.3	31.0	-24.6	5.4
Grades 2-5	English	18,579	18,021	17,821	26.0	4.5	4.1	20.7	2.4	1.6	18.5	1.3	-1.2	17.2	-1.6	-1.0	17.6	-6.7	-3.4
	Spanish	419	514	1,140	15.2	2.4	-1.3	13.3	5.1	4.7	14.6	-1.9	0.5	15.3	1.1	0.0	41.6	-6.6	-4.0
Grades 6-8	English	12,619	12,334	10,034	35.3	1.0	2.9	18.9	2.1	-0.4	17.1	2.1	0.1	13.1	-0.7	-1.2	15.5	-4.6	-1.5
	Spanish	58	46	67	40.3	20.7	19.6	7.5	1.0	-2.8	4.5	-8.5	-2.4	16.4	1.2	-2.6	31.3	-14.4	-11.8
Reading																			
Grade 1	English	358	374	341	34.6	5.5	-8.1	22.3	0.1	5.0	18.2	-2.7	-0.8	14.4	0.8	1.8	10.6	-3.6	2.2
	Spanish	4,021	4,206	4,125	22.9	1.5	-5.9	28.8	0.6	-0.5	25.8	-0.3	2.8	16.0	-0.2	2.5	6.4	-1.8	1.1
Grades 2-5	English	1,993	1,840	1,886	30.1	0.4	1.5	19.4	0.6	0.3	16.7	1.3	-0.4	16.8	1.5	-1.5	17.0	-3.9	0.0
	Spanish	14,045	13,105	13,299	23.5	-1.5	-1.6	18.6	0.4	0.2	17.3	-0.8	0.0	19.1	0.3	1.4	21.5	1.6	-0.1
Grades 6-8	English	12,594	11,962	11,949	33.4	-6.6	0.2	19.0	0.6	-1.2	17.3	2.1	0.0	15.5	2.5	0.5	14.9	1.4	0.6
	Spanish	21	19	46	45.7	-12.2	17.1	13.0	-8.1	-15.6	10.9	0.4	-8.1	21.7	16.4	7.4	8.7	3.4	-0.8

Source: District EOY MAP data file dated 06/22/22, 06/26/23, and 06/05/24. District PEIMS snapshot demographic files dated 11/01/22, 11/01/23, 05/13/24.

Note: Includes data for students enrolled on the PEIMS snapshot date who also had valid MAP scores at BOY and EOY. Test Lang = Test language. **Blue bold** = at least one percentage point increase in the rate of students achieving High Average or High growth quintiles over one or two years.

STAAR and EOC^{45,46,47}

The following *STAAR* and *EOC* data are available in the appendices:

- Appendix N: Rates of students at each performance standard on *STAAR* subtests and *EOCs* for 2022, 2023, and 2024 by subtest, DL program, and grade level,
- Appendix O: Rates of students at each performance standard on *STAAR* subtests and *EOCs* for 2022, 2023, and 2024 for all other DL/ESL programs/classifications,
- Appendix P: One-year *STAAR* and *EOC* trends for all programs/classifications,
- Appendix Q: Rates of reclassified (monitored and nonmonitored) students at each performance standard on *STAAR* subtests and *EOCs* for 2022, 2023, and 2024 by subtest, monitor year, and grade level,
- Appendix R: One-year *STAAR* and *EOC* trends for monitored students,
- Appendix S: Rates of grades three to five students in DL programs at all performance standards for 2022, 2023, and 2024 *STAAR* reading by grade level, program, EB status, and testing language, along with one- and two-year trends,
- Appendix T: 2024 long-term EB *STAAR/EOC* attainment rates and *TELPAS* composite ratings by *STAAR* attainment rates by subject and grade.

Dallas ISD EBs

Key Findings from this section:



EBs did not meet the DL/ESL Department's three *STAAR* reading goals (range: 2 percentage points away from grades 6-8 goal to 22 percentage points away from grade 3 goal).



From 2023 to 2024, trends for EBs on the mathematics- and reading-related *STAAR* subtests were generally mixed or negative, whereas trends on *EOCs* were positive at all performance standards.

2022, 2023, and 2024 rates of EBs at Approaches+, Meets+, and Masters on the mathematics- and reading-related *STAAR* and *EOC* subtests can be found in Table 10. Because of changes to the *STAAR* and *EOC* tests in 2023, comparisons to previous years should be made with caution.

Mathematics-related subtests. For mathematics, rates of all EBs at the Approaches+ standard ranged from 64 percent (grades 6-8) to 78 percent (Algebra I), rates at the Meets+ standard ranged from 31 percent (grades 6-8) to 40 percent (grades 3-5), and rates at the Masters standard ranged from eight

⁴⁵ Academic performance standards represent the degree to which students have mastered content as measured by test scores. More information on *STAAR* performance standards: <http://tea.texas.gov/student.assessment/staar/performance-standards/>. *STAAR* and *EOC* assessment scores are categorized into four levels to describe student performance: (a) Does Not Meet Grade Level (Does Not Meet), (b) Approaches+, (c) Meets+, and (d) Masters. Cut scores divide student scores into these four categories.

⁴⁶ 2022 results represent *STAAR* and *EOC* administrations occurring during the 2021-22 school year, 2023 results represent *STAAR* and *EOC* administrations occurring during the 2022-23 school year, and 2024 results represent *STAAR* and *EOC* administrations occurring during the 2023-24 school year.

⁴⁷ Prior to 2023-24, the PEIMS demographic file was used to determine eligible students in the DL/ESL Program evaluations. In order to more accurately reflect which students participated in the program throughout the school year, 2023-24 data used an EOY demographic file that only included students who had been enrolled for 85 percent of possible enrollment days.

percent (grades 6-8) to 18 percent (Algebra I). From 2023 to 2024, trends were negative for grades three to five and six to eight, and positive for Algebra I.

Reading-related subtests. For reading, rates of all EBs at the Approaches+ standard ranged from 53 percent (English I) to 66 percent (grades 3-5 and 6-8), rates at the Meets+ standard ranged from 34 percent (English I) to 43 percent (grades 6-8), and rates at the Masters standard ranged from three percent (English II) to 18 percent (grades 6-8). From 2023 to 2024, trends were mixed for grades three to five and six to eight, whereas rates English I and II trended upward.

Program Goals. In 2024, Dallas ISD EBs did not meet the three DL/ESL Department goals:

- 38 percent of EBs in grades three to five attained the Meets+ performance standard on *STAAR* reading in 2023-24 (Goal: 46%; 2022-23: 41%).
- 43 percent of EBs in grades six to eight attained the Meets+ performance standard on *STAAR* reading in 2023-24 (Goal: 45%; 2022-23: 41%).
- 27 percent of third grade EBs attained the Meets+ performance standard on *STAAR* reading in 2023-24 (Goal: 44%, 2022-23: 36%; see Appendix N).

Table 10: 2022, 2023, and 2024 STAAR and EOC EB Ratings and Trends by Subject, Performance Standard, and Grade Level Grouping

Grade Level	Tested N			Approaches+			1 Yr Δ %pts	Meets+			1 Yr Δ %pts	Masters			1 Yr Δ %pts
	2022	2023	2024	2022	2023	2024		2022	2023	2024		2022	2023	2024	
Mathematics															
Math 3-5	15,221	14,690	14,505	72.0	75.2	66.3	-8.9	43.0	47.0	39.6	-7.4	21.1	17.6	14.0	-3.6
Math 6-8	12,161	11,575	10,873	61.8	70.8	63.6	-7.2	29.6	36.4	30.8	-5.6	9.0	10.2	7.9	-2.3
Algebra 1	6,970	7,271	6,931	67.3	72.5	78.2	5.7	38.6	36.7	36.9	0.2	24.2	17.3	17.6	0.3
Reading															
Reading 3-5	15,215	14,690	14,509	66.5	67.2	65.9	-1.3	40.9	41.0	38.0	-3.0	22.4	19.1	16.9	-2.2
Reading 6-8	14,149	13,777	13,449	65.8	69.1	65.9	-3.2	37.9	41.4	43.0	1.6	20.3	15.7	17.6	1.9
English I	7,681	8,331	7,445	43.6	52.3	53.1	0.8	24.9	31.7	34.1	2.4	2.0	4.1	6.7	2.6
English II	5,968	7,202	6,791	48.1	55.9	60.2	4.3	30.3	32.1	40.3	8.2	1.5	1.9	3.0	1.1

Source: District STAAR data files dated 06/26/22, 08/14/23, and 06/18/24. District EOC data files dated 06/26/22, 08/14/23, and 06/18/24. PEIMS demographic data files dated 11/03/21, 11/01/22, and 11/01/23.

Note: Rates include scores for STAAR and the first and second administrations of EOCs for students enrolled on the respective PEIMS snapshot dates. STAAR Alternate 2 scores were not included; thus, Approaches+ data differ from those presented in prior evaluations. Because of changes to the STAAR and EOC tests in 2023, comparisons to past years should be made with caution. 1 Yr Δ %pts = percentage-point change from 2023 to 2024. **Blue bold** = at least one percentage point increase in the rate of students achieving each STAAR performance standard from 2023 to 2024.

Monitored Students

Key Findings from this section:



Overall, monitored students consistently attained the Approaches+, Meets+, and Masters *STAAR* and *EOC* performance standards at considerably higher rates than EBs, regardless of the subject.

2022, 2023, and 2024 rates of Monitored students at Approaches+, Meets+, and Masters on the mathematics- and reading-related *STAAR* and *EOC* subtests can be found in Table 11. Because of changes to the *STAAR* and *EOC* tests in 2023, comparisons to previous years should be made with caution.

Mathematics-related subtests. For mathematics, rates of monitored students at the Approaches+ standard ranged from 90 percent (Math 3-5) to 98 percent (Math 6-8), rates at the Meets+ standard ranged from 64 percent (grades 3-5) to 83 percent (grades 6-8), and rates at the Masters standard ranged from 39 percent (grades 3-5) to 57 percent (Algebra I). From 2023 to 2024, with one exception, monitored student rate trends on all mathematics-related subtests were positive, ranging from a three percentage-point increase (grades 3-5, Masters) to a 25 percentage-point increase (Algebra I, Masters).

Reading-related subtests. For reading, rates of monitored students at the Approaches+ standard ranged from 84 percent (grades 3-5) to 99 percent (grades 6-8), rates at the Meets+ standard ranged from 76 percent (grades 3-5) to 98 percent (grades 6-8), and rates at the Masters standard ranged from 31 percent (English II) to 84 percent (grades 6-8). From 2023 to 2024, monitored student rate trends on all reading-related subtests were positive, ranging from a two percentage-point increase (grades 6-8 and English II, Approaches+) to a 28 percentage-point increase (English I, Masters).

Table 11: 2022, 2023, and 2024 STAAR and EOC Monitored Student Ratings and Trends by Subject, Performance Standard, and Grade Level Grouping

Grade Level	Tested <i>N</i>			Approaches+			1 Yr Δ	Meets+			1 Yr Δ	Masters			1 Yr Δ
	2022	2023	2024	2022	2023	2024	%pts	2022	2023	2024	%pts	2022	2023	2024	%pts
Mathematics															
Math 3-5	40	36	145	87.5	83.3	89.7	6.4	67.5	69.4	64.1	-5.3	30.0	36.1	39.3	3.2
Math 6-8	114	62	105	81.6	91.9	98.1	6.2	54.4	72.6	82.9	10.3	21.9	45.2	49.5	4.3
Algebra 1	334	116	77	80.8	84.5	97.4	12.9	58.4	59.5	72.7	13.2	39.8	31.9	57.1	25.2
Reading															
Reading 3-5	40	36	145	85.0	88.9	93.8	4.9	70.0	61.1	75.9	14.8	50.0	50.0	53.8	3.8
Reading 6-8	252	107	159	96.0	97.2	98.7	1.5	83.3	90.7	97.5	6.8	60.7	72.9	83.6	10.7
English I	559	198	114	80.8	94.9	98.2	3.3	79.1	83.8	96.5	12.7	17.2	30.3	57.9	27.6
English II	744	386	128	90.0	96.4	98.4	2.0	86.6	86.3	96.1	9.8	12.5	10.6	31.3	20.7

Source: District STAAR data files dated 06/26/22, 08/14/23, and 06/18/24. District EOC data files dated 06/26/22, 08/14/23, and 06/18/24. PEIMS demographic data files dated 11/03/21, 11/01/22, and 11/01/23.

Note: Rates include scores for STAAR and the first and second administrations of EOCs for students enrolled on the respective PEIMS snapshot dates. STAAR Alternate 2 scores were not included; thus, Approaches+ data differ from those presented in prior evaluations. Because of changes to the STAAR and EOC tests in 2023, comparisons to past years should be made with caution. 1 Yr Δ %pts = percentage-point change from 2023 to 2024. **Blue bold** = at least one percentage point increase in the rate of students achieving each STAAR performance standard from 2023 to 2024.

Dallas ISD vs State and other large, urban Texas district EBs

Key Findings from this section:



In 2024, Dallas ISD STAAR and EOC rates were generally comparable to or higher than all regional comparison group rates.

As shown in Table 12, Dallas ISD EBs generally performed better than the state on STAAR reading, though comparisons were mixed for STAAR mathematics. Differences between Dallas ISD and state performance standard attainment rates for EBs ranged from 12 percentage points below state rates (grade 3 mathematics Approaches+ in Spanish) to 12 percentage points above state rates (grade 5 reading Meets+ in Spanish). Because few EBs take the Spanish mathematics exam in the Dallas ISD, those findings should be considered with caution.

Table 12: 2024 Dallas ISD and State Emergent Bilingual STAAR Performance

Subject	Grade Level(s)	Test Lang	Dallas ISD Performance				State Performance				Dallas ISD - State		
			Test N	Appr+ %	Meets+ %	Mast %	Test N	Appr+ %	Meets+ %	Mast %	Appr+ %	Meets+ %	Mast %
Mathematics	3	English	4,561	60.7	32.8	10.2	85,672	64.2	34.4	10.9	-3.5	-1.6	-0.7
		Spanish	668	35.9	13.2	2.1	19,971	47.4	19.2	4.1	-11.5	-6.0	-2.0
	5	English	4,759	74.6	46.3	15.4	95,044	72.8	43.0	13.2	1.8	3.3	2.2
		Spanish	614	43.6	17.8	3.7	11,258	47.8	18.9	3.1	-4.2	-1.1	0.6
	8	English	6,434	62.6	30.1	7.4	93,948	61.5	29.7	8.0	1.1	0.4	-0.6
Reading	3	English	1,412	64.2	35.8	12.7	72,063	68.6	40.5	14.8	-4.4	-4.7	-2.1
		Spanish	3,812	50.9	21.3	10.5	33,568	45.3	16.9	8.1	5.6	4.4	2.4
	5	English	2,309	75.0	48.5	24.9	88,218	71.3	43.0	19.2	3.7	5.5	5.7
		Spanish	3,060	70.5	39.0	13.9	18,295	60.9	27.5	7.7	9.6	11.5	6.2
	8	English	4,797	67.4	40.8	16.8	100,526	63.8	34.2	11.7	3.6	6.6	5.1

Source: Texasassessment.gov on 07/15/24.

Note: Dallas ISD rates likely will not match rates provided elsewhere in this document because of different sources and filters. Both district and state rates were obtained from the same source to compare equivalent groups. Test = Tested. Lang = language. Appr+ = Approaches Grade Level or Above. Mast = Masters Grade Level. **Blue bold** = Dallas ISD STAAR rates for EBs that were higher than the state.

Table 13 shows the rate of EBs in the Dallas ISD, the state, and other large, urban Texas on the mathematics- and reading-related 2024 STAAR and EOC subtests. Dallas ISD EBs performed very well on STAAR and EOCs compared to other large, urban Texas ISDs and the state. At all performance standards, Dallas ISD EBs scores were comparable or higher than the state and all regional comparison groups, with one exception.

- Dallas ISD EBs in STAAR 3-8 ranged from one percentage point below comparison rates (reading, Approaches+, state) to 18 percentage points above comparison rates (mathematics; Approaches+, Austin ISD and San Antonio ISD).
- Dallas ISD rates on EOCs ranged from two percentage points above comparison rates (Algebra I, Approaches+, El Paso ISD and English II, Masters, state) to 22 percentage points above comparison rates (Algebra I, Meets+, Austin ISD and Fort Worth ISD).

Table 13: 2024 Dallas ISD and Other Large, Urban Texas Districts Emergent Bilingual STAAR and EOC Performance

	Approaches+		Meets+		Masters	
	N	%	N	%	N	%
STAAR Mathematics Grades Three to Eight						
Austin ISD	4,284	44.1	1,917	19.8	572	5.9
El Paso ISD	4,104	54.6	1,823	24.2	434	5.8
Fort Worth ISD	5,979	48.0	2,693	21.6	715	5.7
Houston ISD	19,681	61.5	10,617	33.2	3,325	10.4
San Antonio ISD	2,023	43.7	895	19.3	215	4.6
Dallas ISD	17,191	61.6	9,292	33.3	2,935	10.5
State	360,407	59.7	189,402	31.4	58,131	9.6
STAAR Reading Grades Three to Eight						
Austin ISD	4,940	49.5	2,478	24.8	919	9.2
El Paso ISD	4,801	61.3	2,599	33.2	914	11.7
Fort Worth ISD	6,562	52.3	3,061	24.4	829	6.6
Houston ISD	19,541	59.6	10,909	33.3	4,094	12.5
San Antonio ISD	2,440	50.7	1,239	25.7	452	9.4
Dallas ISD	19,101	62.6	11,563	37.9	4,907	16.1
State	397,456	63.3	227,308	36.2	84,693	13.5
Algebra I EOC						
Austin ISD	1,132	55.0	355	17.2	121	5.9
El Paso ISD	1,172	74.4	531	33.7	224	14.2
Fort Worth ISD	1,941	56.6	561	16.4	196	5.7
Houston ISD	3,929	67.3	1,727	29.6	820	14.0
San Antonio ISD	679	70.7	246	25.6	86	9.0
Dallas ISD	5,081	76.5	2,580	38.8	1,236	18.6
State	84,458	71.4	38,175	32.3	17,599	14.9
English I EOC						
Austin ISD	776	31.5	524	21.3	85	3.5
El Paso ISD	952	36.9	618	23.9	96	3.7
Fort Worth ISD	1,483	38.4	949	24.6	110	2.8
Houston ISD	2,462	36.4	1,616	23.9	198	2.9
San Antonio ISD	436	35.7	275	22.5	28	2.3
Dallas ISD	3,314	47.6	2,400	34.5	483	6.9
State	57,822	43.5	38,531	29.0	5,403	4.1
English II EOC						
Austin ISD	711	36.1	416	21.1	14	0.7
El Paso ISD	1,032	46.7	600	27.2	17	0.8
Fort Worth ISD	1,761	53.6	1,092	33.2	25	0.8
Houston ISD	2,433	41.0	1,402	23.6	29	0.5
San Antonio ISD	450	42.4	271	25.5	5	0.5
Dallas ISD	3,664	58.1	2,615	41.5	207	3.3
State	56,189	50.3	35,375	31.7	1,155	1.0

Source: Texasassessment.gov on 07/15/24.

Note: Dallas ISD rates likely will not match rates provided elsewhere in this document because of different sources and filters. Dallas ISD, state, and other urban district rates were obtained from the same source to compare equivalent groups. **Blue bold** = Dallas ISD STAAR rates for EBs that were higher than the state.

EQ4: How did EB and monitored student participation in magnet programs compare to NonEB peers?⁴⁸

This section compares magnet program participation among EBs, monitored students, and NonEB⁴⁹ students.

Key Findings from this section:



Qualified EBs participated in magnet programs at lower rates than NonEBs and monitored students.

As shown in Table 14, 1,883 EBs applied for participation in 2023-24 magnet programs (a decrease of 203 EBs over one year),⁵⁰ amounting to approximately 49 percent of total qualified applicants. The offer rate for EB applicants (53%) into at least one magnet program was higher than monitored applicants (35%) and NonEBs (49%). Regarding participation, of those who were offered a position, EBs (19%) participated in magnet programs at lower rates than monitored students (23%) and NonEBs (30%).

Table 14: 2023-24 Magnet Program Applications, Acceptance, and Participation

Student Group	Applied <i>N</i>	Offered a position to at least one program		Participated	
		<i>n</i>	%	<i>n</i>	%
EB	1,883	997	52.9	188	18.9
Monitored	37	13	35.1	3	23.1
NonEB	2,275	1,124	49.4	342	30.4
Overall	4,195	2,134	50.9	533	25.0

Source: Office of Transformation and Innovation on 04/16/24 and Demographic Studies Department on 04/22/24. District demographics files dated 05/01/23 and 10/30/23

Note: 2023-24 data include Dallas ISD students who applied and were offered a position to magnet programs during the 2022-23 school year for participation in the 2023-24 school year. Participation rates reflect students that were offered a position to at least one magnet program. The NonEB student groups do not include monitored students.

⁴⁸ Prior to 2023-24, the PEIMS demographic file was used to determine eligible students in the DL/ESL Program evaluations. To more accurately reflect which students participated in the program throughout the school year, 2023-24 data used an EOY demographic file that only included students who had been enrolled for 85 percent of possible enrollment days.

⁴⁹ In this section, NonEB results do not include those for monitored students.

⁵⁰ 2,086 EBs applied for magnet programs in 2022-23.

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Appendix A

Appendix A: Acronym and Abbreviation List

Approaches+	Approaches grade level or above
Average (for <i>MAP</i>)	40 th to 60 th percentile
BOY	Beginning-of-year
CIC	Campus instructional coach
DL	Dual language
EB	Emergent Bilingual
EBSPED	Dually-identified as Emergent Bilingual and requiring special education
<i>EOC</i>	<i>End-of-Course</i>
EOY	End-of-year
ESL	English as a second language
ESSER	Elementary and Secondary School Emergency Relief
High (for <i>MAP</i>)	80 th percentile and above
High Average (for <i>MAP</i>)	60 th to 80 th percentile
ISD	Independent School District
K	Kindergarten
Low (for <i>MAP</i>)	Up to the 20 th percentile
Low Average (for <i>MAP</i>)	20 th to 40 th percentile
LPAC	Language Proficient Assessment Committee
<i>MAP</i>	<i>Measures of Academic Progress Growth</i>
Masters	Masters grade level
Meets+	Meets grade level or above
OWDL	One-way dual language
PEIMS	Public Education Information Management System
PK	Prekindergarten
PLC	Professional learning community
R/LA	Reading/language arts
SECDL	Secondary dual language program
<i>STAAR</i>	<i>State of Texas Assessments of Academic Readiness</i>
TAG	Talented and gifted
T-CALL	Teaching and Coaching for Accelerated Language Learning
TEA	Texas Education Agency
TEI	Teacher Excellence Initiative
<i>TELPAS</i>	<i>Texas English Language Proficiency Assessment System</i>
TWDL	Two-way dual language
US	United States

Appendix B: Methodology

Appendix B: 2023-24 Data Sources and Methodology

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
-	Program Components	DL/ESL Department		None	DL/ESL program/classification
-	Budget	Budget Services Department; Special Revenues Department	July 2024	None	Department
1	Teacher Demographics	Dallas ISD HCM Department	Oct 2023 (Personnel) Nov 2023 (Course file) 10/05/23 (2022-23 TEI)	Rate of teachers in the following categories: Sex, ethnicity, highest degree earned, 2022-23 TEI effectiveness level, years in district.	DL/ESL, School level
1	Exceptions and Waiver Report	DL/ESL Department	11/17/21 (2021-22) 12/16/22 (2022-23) 01/08/24 (2023-24)	Frequency of certified teachers and exceptions/waivers.	Certification status
1	Student Enrollment and Demographics	Student Information System	11/03/21 (2021-22) 11/01/22 (2022-23) 05/13/24 (2023-24)	Rate of students in the following categories: Year EB, year monitored, sex, ethnicity, language spoken at home, birth country, grade, special student populations, campus.	School level, EB status, DL/ESL program/classification
1	Professional Development	DL/ESL Department	July 2024 (data from 07/01/23 to 07/01/24)	Count of teachers and administrators for PD sessions and session type.	DL/ESL
1	Summer Enrichment Programs	DL/ESL Department	July 2024	Rate of summer program participants in the following categories: Sex, ethnicity, special student group.	Summer program
1	Parent Workshop/Training	DL/ESL Department	July 2024	Rate of positive response for DL/ESL Department survey item.	None
1	Resources	DL/ESL Department	July 2024	None	None
1	DL Cadre/ESL Leadership Cohort	DL/ESL Department	July 2024	Count of newly accepted and total members.	None
1	Student Intake Center	DL/ESL Department	July 2024	Count of parent attendees. Rate of positive response for DL/ESL Department survey items.	None

table continues

Appendix B: continued

EQ	Data Component	Source	Data File Date(s)	Key Metric	Aggregation
2	DL/ESL Staff Perception Survey	E&A Qualtrics survey	May 2024	Rate of positive response for survey items.	DL/ESL
3, 4	TELPAS	TEA	06/26/22 (2021-22) 06/30/23 (2022-23) 06/17/24 (2023-24) 07/15/24 (2023-24)*	Rate of students achieving (a) each English proficiency rating and (b) each English proficiency level movement.	Grade level, grade, domain/composite, DL/ESL program/classification
3, 4	MAP Reading & Mathematics	NWEA	06/22/22 (2021-22) 06/26/23 (2022-23) 05/23/24 (2023-24)	Rate of students for each BOY to EOY growth quintile.	Grade level, grade, test language, DL/ESL program/classification
3	STAAR Reading and Mathematics	TEA	06/13/19 (2018-19) 06/26/22 (2021-22) 08/14/23 (2022-23) 06/18/24 (2023-24) 07/15/24 (2023-24)*	Rate of students achieving each performance standard (Approaches+, Meets+, and Masters).	Subject, grade, DL/ESL program/classification, monitoring year
3, 4	STAAR EOC Algebra I, English I, English II	TEA	06/04/19 (2018-19) 06/26/22 (2021-22) 08/14/23 (2022-23) 06/18/24 (2023-24) 07/15/24 (2023-24)*	Rate of students achieving each performance standard (Approaches+, Meets+, and Masters).	Subject, grade, DL/ESL program/classification, monitoring year
5	Magnet Program	Demographic Studies Department; Office of Transformation and Innovation	April 2024	Count and rate of students who (a) applied, (b) had positions offered, and (c) participated in magnet programs.	EB status

Note: NWEA = Northwest Evaluation Association. * = The TEA TELPAS and STAAR/EOC files includes district-level and state-level accountability data and was obtained from [texasassessments.gov](https://www.texasassessments.gov).

Appendix C

Appendix C: 2023-24 One-Way Dual Language Campuses

Adelfa B. Callejo Elementary	Harrell Budd Elementary
Anne Frank Elementary	Harry C. Withers Elementary
Annie Webb Blanton Elementary	Henry B. González Personalized Learning Academy
Anson Jones Elementary	Hogg New Tech Center
Arcadia Park Elementary	Ignacio Zaragoza Elementary
Arlington Park Early Childhood Center	J.N. Ervin Elementary
Arthur Kramer Elementary	Jack Lowe, Sr. Elementary
Arturo Salazar Elementary	James Bowie Elementary
Ascher Silberstein Elementary	Jerry R. Junkins Elementary
B.H. Macon Elementary	Jesús Moroles Expressive Arts Vanguard
Barbara Jordan Elementary	Jill Stone Elementary at Vickery Meadow
Bayles Elementary	Jimmie Tyler Brashear Elementary
Ben Milam Elementary	John F. Peeler Elementary
Birdie Alexander Elementary	John J. Pershing Elementary
Bishop Arts STEAM Academy (Reagan ES)	John Neely Bryan Elementary
Buckner Terrace Montessori	John Q. Adams Elementary
C.A. Tatum Jr., Elementary	John W. Carpenter Elementary
C.F. Carr Elementary	John W. Runyon Elementary
Casa View Elementary	José "Joe" May Elementary
Cedar Crest Elementary	Joseph J. Rhoads Learning Center
Celestino Mauricio Soto, Jr. Elementary	Julian T. Saldivar Elementary
Central Elementary	Julius Dorsey Leadership Academy
César Chávez Learning Center	K.B. Polk Elementary/K.B. Polk Center for Talented and Gifted
Chapel Hill Preparatory	Kleberg Elementary
Charles A. Gill Elementary	L.L. Hotchkiss Elementary
Clara Oliver Elementary	L.O. Donald Elementary
Clinton P. Russell Elementary	Larry G. Smith Elementary
Dallas Hybrid Preparatory at Stephen J. Hay	Lee A. McShan, Jr. Elementary
Dan D. Rogers Elementary	Leila P. Cowart Elementary
Daniel Webster Elementary	Leonides González Cigarroa, MD Elementary
David G. Burnet Elementary	Leslie A. Stemmons Elementary
Dr. Martin Luther King Jr. Arts Academy	Lida Hooe Elementary
Ebby Halliday Elementary	Lorenzo De Zavala Elementary
Eddie Bernice Johnson STEAM Academy	Louise Wolff Kahn Elementary
Edward Titche Elementary	Maple Lawn Elementary
Edwin J. Kiest Elementary	Marcus Leadership Academy
Eladio Martínez Learning Center	Margaret B. Henderson
Elisha Pease Elementary/W.W. Bushman Elementary	Maria Moreno STEAM Academy
Esperanza "Hope" Medrano Elementary	Martha Turner Reilly Elementary
F.P. Caillet Elementary	Martin Weiss Elementary
Félix J. Botello Personalized Learning Elementary	Mary McLeod Bethune Elementary
Frank Guzick Elementary	Montessori Academy at Onésimo Hernández
Frederick Douglass Elementary	Mount Auburn STEAM Academy
Gabe P. Allen New Tech Academy	N.W. Harllee Early Childhood Center
George H.W. Bush Elementary	Nancy J. Cochran Elementary
George Peabody Elementary	Nancy Moseley Elementary
George W. Truett Elementary	Nathan Adams Elementary
Gilbert Cuellar, Sr. Elementary	Nathaniel Hawthorne Elementary
H.I. Holland Elementary at Lisbon	Obadiah Knight Elementary
H.S. Thompson Elementary	Oran M. Roberts Elementary
Hall Personalized Learning Academy at Oak Cliff	Paul L. Dunbar Learning Center

table continues

Appendix C (continued)

Personalized Learning Academy at Highland Meadows	T.G. Terry Elementary
Personalized Learning Preparatory at Sam Houston	Thelma E. Page Richardson Elementary
Pleasant Grove Elementary	Thomas L. Marsalis Elementary STEAM Academy
Preston Hollow Elementary	Thomas Tolbert Elementary
Reinhardt Elementary	Tom C. Gooch Elementary
Richard Lagow Elementary	Trinity Heights Talented and Gifted
Ronald E. McNair Elementary	Umphrey Lee Elementary
Rosemont Lower	Urban Park STEAM Academy
Rufus C. Burluson Elementary	Victor H. Hexter Elementary
S.S. Conner Elementary	Whitney M. Young, Jr. Elementary
San Jacinto Elementary	William A. Blair Elementary
Seagoville Elementary	William B. Miller Elementary
Seagoville North Elementary	William Lipscomb Elementary
Stephen C. Foster Elementary	William M. Anderson Elementary
Stevens Park Elementary	Wilmer-Hutchins Elementary
Sylvia Méndez CREW Leadership Academy	Winnetka Elementary

Source: Bilingual/ESL Department, Fall 2023.

Appendix D

Appendix D: 2023-24 Two-Way Dual Language Programs by Campus

Network	Campus	Grade Levels
Elementary Schools		
Adams	Alex Sanger Preparatory	PreK3-5
Adams	Edwin J. Kiest Elementary	PreK4-5
Adams	Martha Turner Reilly Elementary	K-5
Adamson	Bishop Arts STEAM Academy (Reagan ES)	PreK3-5
Adamson	Hogg New Tech Center	K-5
Carter	T.G. Terry Elementary	PreK4-5
Conrad	L.L. Hotchkiss Elementary	PreK3-3
Early Learning	Arlington Park Early Childhood Center	PreK3-Pr
Early Learning	Joseph J. Rhoads Learning Center	PreK4
Early Learning	Pre-K Partnerships @ El Kinder	PreK3-Pr
Hillcrest	Anne Frank Elementary	PreK3-5
Hillcrest	Arthur Kramer Elementary	PreK4-5
Hillcrest	Preston Hollow Elementary	PK3-5
Jefferson	K.B. Polk Elementary/K.B. Polk Center for Talented and Gifted	K-5
Jefferson	Stephen C. Foster Elementary	K-5
Jefferson	Walnut Hill International Leadership Academy	PreK4-5
Kimball	Jimmie Tyler Brashear Elementary	PreK4-5
Kimball	John W. Carpenter Elementary	K-5
Kimball	L.O. Donald Elementary	K-5
Madison/Lincoln	H.S. Thompson Elementary	K
Madison/Lincoln	Oran M. Roberts Elementary	K-5
Magnet	Mark Twain School for the Talented and Gifted	K-5
Magnet	School for the Talented and Gifted in Pleasant Grove	4-5
Magnet	Trinity Heights Talented and Gifted	1-5
Molina	Mary McLeod Bethune Elementary	PreK4-3
North Dallas	Ben Milam Elementary	K-5
North Dallas	Maple Lawn Elementary	K-5
OTI	Biomedical Preparatory at UT Southwestern	K-2
OTI	Downtown Montessori at Ida B. Wells Academy	PreK3-5
OTI	Eduardo Mata Montessori	PreK3-6
OTI	Montessori Academy at Onésimo Hernández	PreK3-5
OTI	N.W. Harlee Early Childhood Center	PreK3-2
OTI	Personalized Learning Preparatory at Sam Houston	PreK4-3
OTI	Solar Preparatory School for Boys at John F. Kennedy	PreK4-5
OTI	Solar Preparatory School for Girls at James B. Bonham	PreK4-5
Pinkston	Jesús Moroles Expressive Arts Vanguard	K-5
Pinkston	Stevens Park Elementary	PreK4-5
Roosevelt/Wilmer-Hutchins	J.N. Ervin Elementary	PreK3-2
Samuell	Annie Webb Blanton Elementary	K-5
Samuell	John Q. Adams Elementary	K-5
Samuell	John W. Runyon Elementary	K-5
Samuell	Nathaniel Hawthorne Elementary	K-5
Samuell	Pleasant Grove Elementary	PreK3-5
Samuell	San Jacinto Elementary	K-5
Samuell	Sylvia Méndez CREW Leadership Academy	K-5
Samuell	Thelma E. Page Richardson Elementary	K-5
Seagoville	Ebby Halliday Elementary	K-5
Seagoville	Kleberg Elementary	K-5

table continues

Appendix D (continued)

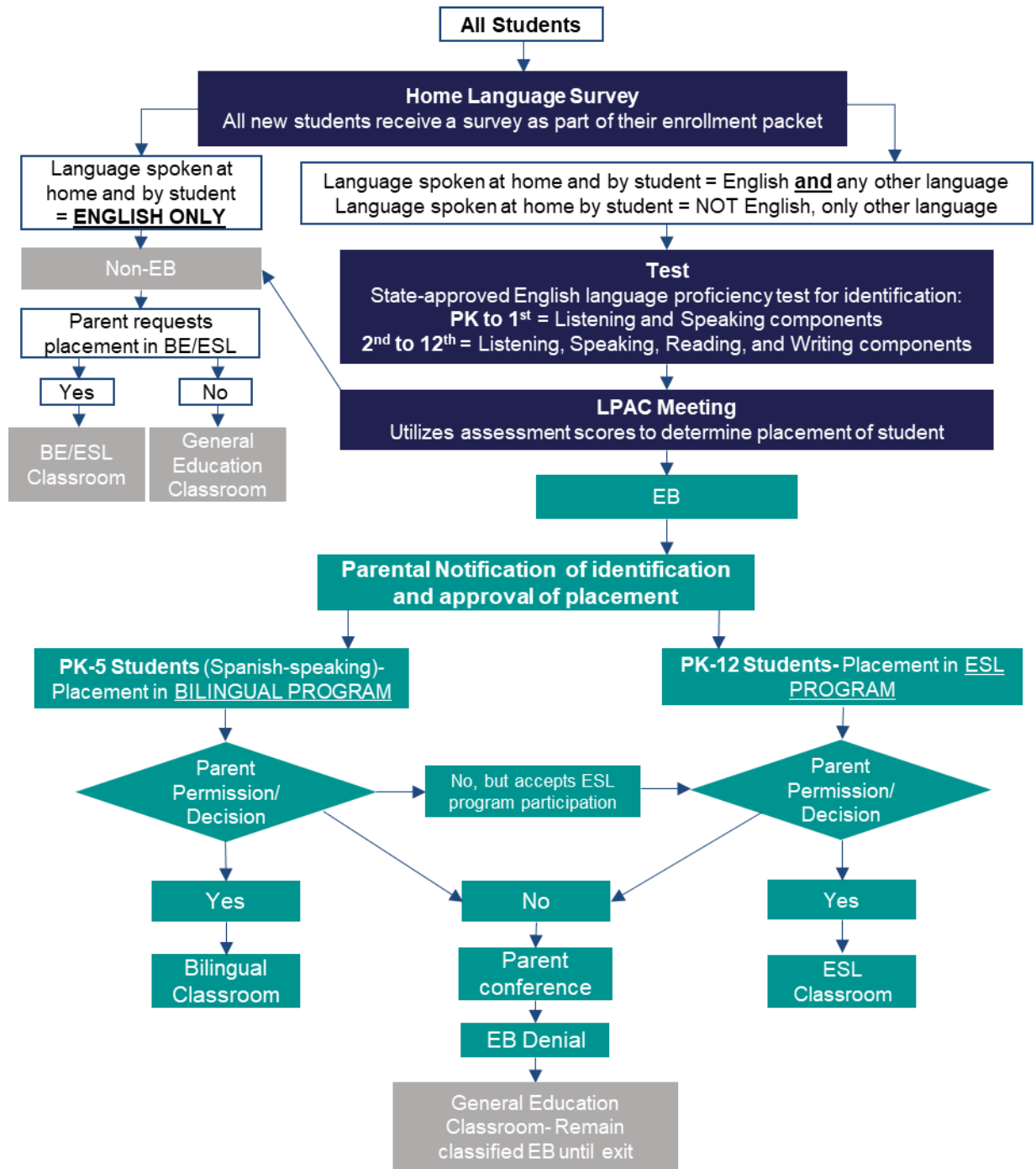
Network	Campus	Grade Levels
Seagoville	Seagoville Elementary	K-5
Seagoville	Seagoville North Elementary	K-5
Skyline	Adelfa B. Callejo Elementary	PreK4-2
Skyline	Ascher Silberstein Elementary	K-5
Skyline	Buckner Terrace Montessori (Formerly Edna Rowe Elementary)	PreK4-5
Skyline	Urban Park STEAM Academy	PreK3-2
South Oak Cliff	Barbara Jordan Elementary	PreK4-2
South Oak Cliff	Clinton P. Russell Elementary	K-5
South Oak Cliff	Whitney M. Young, Jr. Elementary	K-5
Spruce	B.H. Macon Elementary	PreK4-5
Spruce	Rufus C. Burleson Elementary	K-5
Spruce	William M. Anderson Elementary	K-5
Sunset	George Peabody Elementary	K-5
Sunset	Rosemont Lower	K-5
Sunset	Winnetka Elementary	PreK4-5
White	Everette Lee DeGolyer Elementary	K-5
White	F.P. Caillet Elementary	PK4-5
White	George H.W. Bush Elementary	K-5
White	Harry C. Withers Elementary	K-5
White	Jerry R. Junkins Elementary	PK3-5
White	Nathan Adams Elementary	PK4-5
White	Prestonwood Montessori at E.D. Walker	PreK3-4
White	Tom C. Gooch Elementary	K-5
Wilson	Geneva Heights Elementary	PreK4-5
Wilson	Lakewood Elementary	K-5
Wilson	Mockingbird Elementary	K-5
Wilson	Mount Auburn STEAM Academy	K-3
Wilson	William Lipscomb Elementary	PreK3-5
Middle Schools		
Adams	Alex Sanger Preparatory	6-8
Conrad	L.L. Hotchkiss Elementary	6-7
Jefferson	Walnut Hill International Leadership Academy	6-8
Magnet	School for the Talented and Gifted in Pleasant Grove	6-8
Samuell	Piedmont G.L.O.B.A.L. Academy	6-7
Sunset	Rosemont Upper	6-8
White	E.D. Walker Middle School	6-8
Wilson	J. L. Long Middle School	6-8
High Schools		
North Dallas	North Dallas High School	9-12
Sunset	Sunset High School	9-12
White	W. T. White High School	9-12
Wilson	Woodrow Wilson High School	9-12

Source: Bilingual/ESL Department, Fall 2023.

Note: All TWDL programs moved to the immersion model in 2021-22. Trans. = Transformation.

Appendix E

Appendix E, Figure 1: Emergent Bilingual Identification Flowchart



Source: 2023-24 Dallas ISD LPAC Manual.
 Note: Bilingual Classroom = Dual Language Classroom.

Appendix E, Table 1: 2022-23 Emergent Bilingual Reclassification Criteria

Assessment Type	Grades 1 to 2	Grades 3 to 8	Grade 9	Grade 10	Grades 11 to 12
English Language Proficiency Assessment	TELPAS Advanced High in each domain of Listening, Speaking, Reading, and Writing				
State Standardized Reading Assessment	Iowa Form F (Reading/Language) 40 th percentile or above	STAAR Reading (English)*	STAAR English I EOC*	STAAR English II EOC*	Iowa Form F (Reading/Language) 40 th percentile or above
Subjective Teacher Evaluation	Form: Emergent Bilingual Reclassification Rubric				

Source: Emergent Bilingual/English Learner Reclassification Criteria Chart (Texas Education Agency, 2022).

Note: * = Satisfactory performance on STAAR Reading/English EOC includes Approaches, Meets, and Masters Grade Level performance levels. Emergent Bilinguals with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the Individualized Reclassification Process for a Student with a Significant Cognitive Disability.

Appendix F

Appendix F, Table 1: 2023-24 Emergent Bilingual Students and Non-Emergent Bilingual Students by Grade Level

Grade Level	Total Enrollment <i>N</i>	Current EBs		NonEBs		Monitored Students	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Elementary School Level							
PK	10,415	5,260	7.3	5,155	7.7	-	-
K	9,887	5,105	7.1	4,782	7.1	2	0.2
1	10,414	5,466	7.6	4,948	7.4	5	0.4
2	10,792	5,622	7.8	5,170	7.7	86	7.6
3	10,313	5,400	7.5	4,913	7.3	80	7.1
4	10,072	5,405	7.5	4,667	7.0	32	2.8
5	9,978	5,498	7.7	4,480	6.7	36	3.2
PK-5	71,871	37,756	52.5	34,115	50.9	241	21.4
Secondary School Level							
6	9,162	5,039	7.0	4,123	6.1	52	4.6
7	9,068	5,093	7.1	3,975	5.9	50	4.4
8	9,505	4,967	6.9	4,538	6.8	65	5.8
9	11,563	6,276	8.7	5,287	7.9	124	11.0
10	10,412	5,154	7.2	5,258	7.8	139	12.4
11	8,670	3,885	5.4	4,785	7.1	197	17.5
12	8,674	3,689	5.1	4,985	7.4	257	22.8
6-12	67,054	34,103	47.5	32,951	49.1	884	78.6

Source: District demographic data file dated 05/13/24.

Note: Percentages are based on total number of students from PK through 12. NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status. Percentages may not add to 100 because of rounding.

Appendix F, Table 2: 2023-24 Year of Students Identified as Emergent Bilinguals by Grade Level

Year of EB	Total <i>N</i>	PK to Grade 2		Grades 3 to 5		Grades 6 to 8		Grades 9 to 12	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Year One	6,867	5,345	77.8	687	10.0	418	6.1	417	6.1
Year Two	5,123	4,370	85.3	315	6.1	213	4.2	225	4.4
Years Three to Four	8,008	6,587	82.3	766	9.6	325	4.1	330	4.1
Years Five to Six	1,257	51	4.1	537	42.7	285	22.7	384	30.5
Year Seven or Higher	29,955	18	0.1	4,449	14.9	10,823	36.1	14,665	49.0
Unknown	20,649	5,082	24.6	9,549	46.2	3,035	14.7	2,983	14.4
Total	71,859	21,453	29.9	16,303	22.7	15,099	21.0	19,004	26.4

Source: District demographic data file dated 05/13/24.

Note: Enrollment date was used as a proxy for parent permission/denial date. Percentages may not sum to 100 because of rounding.

Appendix F, Table 3: 2023-24 Monitored Emergent Bilingual Students by Monitoring Year and Grade Level

Grade Level	All Monitored <i>N</i>	Year of Monitoring							
		First Year		Second Year		Third Year		Fourth Year	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
K	2	1	50.0	1	50.0	-	-	-	-
1	5	1	20.0	1	20.0	3	60.0	-	-
2	86	84	97.7	1	1.2	1	1.2	-	-
3	80	3	3.8	74	92.5	3	3.8	-	-
4	32	22	68.8	7	21.9	2	6.3	1	3.1
5	36	14	38.9	4	11.1	-	-	18	50.0
6	52	47	90.4	1	1.9	1	1.9	3	5.8
7	50	28	56.0	14	28.0	-	-	8	16.0
8	65	38	58.5	7	10.8	13	20.0	7	10.8
9	124	63	50.8	9	7.3	13	10.5	39	31.5
10	139	73	52.5	9	6.5	15	10.8	42	30.2
11	197	76	38.6	7	3.6	70	35.5	44	22.3
12	257	52	20.2	12	4.7	81	31.5	112	43.6
Total	1,125	502	44.6	147	13.1	202	18.0	274	24.4

Source: District demographic data file dated 05/13/24.

Note: Percentages may not sum to 100 because of rounding. - = no data in this category.

Appendix G

Appendix G, Table 1: 2023-24 Characteristics of Students Served by DL/ESL Program/Classification

	District (N = 138,925)		All EBs (N = 71,859)		NonEBs (N = 67,066)		Monitored (N = 1,125)	
	n	%	n	%	n	%	n	%
Sex^a								
Female	68,353	49.2	35,083	48.8	33,270	49.6	662	58.8
Male	70,572	50.8	36,776	51.2	33,796	50.4	463	41.2
Race/Ethnicity^a								
Asian	1,778	1.3	1,030	1.4	748	1.1	42	3.7
African American	26,265	18.9	845	1.2	25,420	37.9	35	3.1
Hispanic	99,927	71.9	68,011	94.6	31,916	47.6	1,029	91.5
American Indian	571	0.4	462	0.6	109	0.2	2	0.2
Pacific Islander	53	0.0	26	0.0	27	0.0	-	-
White	7,663	5.5	1,042	1.5	6,621	9.9	11	1.0
Two or More Races	2,621	1.9	411	0.6	2,210	3.3	6	0.5
Language Spoken at Home								
English	59,556	42.9	1,017	1.4	58,539	87.3	24	2.1
Spanish	76,468	55.0	68,519	95.4	7,949	11.9	1,018	90.5
Other	2,901	2.1	2,323	3.2	578	0.9	83	7.4
Language Student Most Often Speaks								
English	61,089	44.0	2,105	2.9	58,984	87.9	11	1.0
Spanish	75,182	54.1	67,618	94.1	7,564	11.3	1,029	91.5
Other	2,654	1.9	2,136	3.0	518	0.8	85	7.6
Country of Birth								
United States	105,789	76.1	46,758	65.1	59,031	88.0	924	82.1
Other	33,136	23.9	25,101	34.9	8,035	12.0	201	17.9
Special Student Populations								
TAG Participant	27,143	19.5	12,521	17.4	14,622	21.8	652	58.0
Special Education	16,912	12.2	7,624	10.6	9,288	13.8	54	4.8
At Risk	96,235	69.3	67,454	93.9	28,781	42.9	151	13.4
Economic Disadvantage	119,917	86.3	66,842	93.0	53,075	79.1	992	88.2
Homeless	3,494	2.5	1,308	1.8	2,186	3.3	6	0.5
Grade Level								
PK	10,415	7.5	5,260	7.3	5,155	7.7	-	-
K	9,887	7.1	5,105	7.1	4,782	7.1	2	0.2
1	10,414	7.5	5,466	7.6	4,948	7.4	5	0.4
2	10,792	7.8	5,622	7.8	5,170	7.7	86	7.6
3	10,313	7.4	5,400	7.5	4,913	7.3	80	7.1
4	10,072	7.2	5,405	7.5	4,667	7.0	32	2.8
5	9,978	7.2	5,498	7.7	4,480	6.7	36	3.2
6	9,162	6.6	5,039	7.0	4,123	6.1	52	4.6
7	9,068	6.5	5,093	7.1	3,975	5.9	50	4.4
8	9,505	6.8	4,967	6.9	4,538	6.8	65	5.8
9	11,563	8.3	6,276	8.7	5,287	7.9	124	11.0
10	10,412	7.5	5,154	7.2	5,258	7.8	139	12.4
11	8,670	6.2	3,885	5.4	4,785	7.1	197	17.5
12	8,674	6.2	3,689	5.1	4,985	7.4	257	22.8
Elementary Level	71,871	51.7	37,756	52.5	34,115	50.9	241	21.4
Secondary Level	67,054	48.3	34,103	47.5	32,951	49.1	884	78.6

Source: District demographic data file dated 05/13/24.

Note: Ns include students in PK through grade 12. NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status. Percentages may not sum to 100 because of rounding. ^a = Some students did not have a Sex or Race/Ethnicity code, so ns may not sum to the total N.

Appendix G, Table 2: 2023-24 Characteristics of Students Served by DL/ESL Program/Classification

	EBs in OWDL (N = 30,526)		EBs in TWDL (N = 3,712)		NonEBs in TWDL (N = 2,425)		ESL (N = 6,609)	
	n	%	n	%	n	%	n	%
Sex								
Female	15,160	49.7	1,861	50.1	1,303	53.7	3,175	48.0
Male	15,366	50.3	1,851	49.9	1,122	46.3	3,434	52.0
Race/Ethnicity								
Asian	18	0.1	3	0.1	43	1.8	753	11.4
African American	20	0.1	5	0.1	213	8.8	551	8.3
Hispanic	29,613	97.0	3,606	97.1	1,311	54.1	4,660	70.5
American Indian	241	0.8	23	0.6	2	0.1	121	1.8
Pacific Islander	9	0.0	1	0.0	1	0.0	9	0.1
White	439	1.4	64	1.7	716	29.5	331	5.0
Two or More Races	175	0.6	10	0.3	139	5.7	168	2.5
Language Spoken at Home								
English	377	1.2	76	2.0	2,041	84.2	105	1.6
Spanish	30,063	98.5	3,611	97.3	358	14.8	4,900	74.1
Other	86	0.3	25	0.7	26	1.1	1,604	24.3
Language Student Most Often Speaks								
English	1,080	3.5	177	4.8	2,060	84.9	278	4.2
Spanish	29,370	96.2	3,515	94.7	339	14.0	4,896	74.1
Other	76	0.2	20	0.5	26	1.1	1,435	21.7
Country of Birth								
United States	16,979	55.6	2,591	69.8	1,988	82.0	1,195	18.1
Other	13,547	44.4	1,121	30.2	437	18.0	5,414	81.9
Special Student Populations								
TAG Participant	4,925	16.1	819	22.1	1,062	43.8	317	4.8
Special Education	2,448	8.0	407	11.0	158	6.5	213	3.2
At Risk	27,865	91.3	3,637	98.0	687	28.3	5,113	77.4
Economic Disadvantage	28,683	94.0	3,286	88.5	1,093	45.1	5,545	83.9
Homeless	773	2.5	72	1.9	17	0.7	195	3.0
Grade Level								
PK	4,445	14.6	480	12.9	235	9.7	258	3.9
K	4,079	13.4	476	12.8	308	12.7	263	4.0
1	4,366	14.3	502	13.5	340	14.0	220	3.3
2	4,552	14.9	442	11.9	380	15.7	223	3.4
3	4,208	13.8	539	14.5	367	15.1	238	3.6
4	4,078	13.4	577	15.5	342	14.1	242	3.7
5	4,125	13.5	688	18.5	328	13.5	225	3.4
6	632	2.1	5	0.1	125	5.2	650	9.8
7	11	0.0	-	-	-	-	688	10.4
8	8	0.0	2	0.1	-	-	838	12.7
9	14	0.0	1	0.0	-	-	1,393	21.1
10	3	0.0	-	-	-	-	683	10.3
11	5	0.0	-	-	-	-	361	5.5
12	-	-	-	-	-	-	327	4.9
Elementary Level	29,853	97.8	3,704	99.8	2,300	94.8	1,669	25.3
Secondary Level	673	2.2	8	0.2	125	5.2	4,940	74.7

Source: District demographic data file dated 05/13/24.

Note: Ns include students in PK through grade 12. NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status and do not include students who were coded as "untestable." Percentages may not sum to 100 because of rounding. - = no data in this category.

Appendix G, Table 3: 2022-23 Characteristics of Students Served by DL/ESL Program/Classification

	EBs in SECDL (N = 388)		NonEBs in SECDL (N = 239)		Sheltered (N = 22,475)		Immigrant (N = 14,354)	
	n	%	n	%	n	%	n	%
Sex								
Female	199	51.3	119	49.8	11,188	49.8	6,982	48.6
Male	189	48.7	120	50.2	11,287	50.2	7,372	51.4
Race/Ethnicity								
Asian	-	-	4	1.7	209	0.9	607	4.2
African American	-	-	11	4.6	217	1.0	676	4.7
Hispanic	385	99.2	194	81.2	21,807	97.0	12,553	87.5
American Indian	1	0.3	-	-	55	0.2	82	0.6
Pacific Islander	-	-	-	-	4	0.0	16	0.1
White	1	0.3	25	10.5	139	0.6	295	2.1
Two or More Races	1	0.3	5	2.1	40	0.2	123	0.9
Language Spoken at Home								
English	2	0.5	120	50.2	170	0.8	563	3.9
Spanish	384	99.0	119	49.8	21,811	97.0	12,510	87.2
Other	2	0.5	-	-	494	2.2	1,281	8.9
Language Student Most Often Speaks								
English	3	0.8	120	50.2	286	1.3	700	4.9
Spanish	384	99.0	118	49.4	21,693	96.5	12,443	86.7
Other	1	0.3	1	0.4	496	2.2	1,211	8.4
Country of Birth								
United States	333	85.8	229	95.8	18,573	82.6	5	0.0
Other	55	14.2	10	4.2	3,902	17.4	14,349	100.0
Special Student Populations								
TAG Participant	127	32.7	117	49.0	4,489	20.0	1,607	11.2
Special Education	16	4.1	9	3.8	2,059	9.2	677	4.7
At Risk	387	99.7	38	15.9	22,369	99.5	13,730	95.7
Economic Disadvantage	362	93.3	170	71.1	21,454	95.5	13,157	91.7
Homeless	2	0.5	3	1.3	173	0.8	446	3.1
Grade Level								
PK	-	-	-	-	-	-	726	5.1
K	-	-	-	-	-	-	960	6.7
1	-	-	-	-	-	-	1,038	7.2
2	-	-	-	-	-	-	1,161	8.1
3	-	-	-	-	-	-	1,137	7.9
4	-	-	-	-	-	-	1,247	8.7
5	-	-	-	-	-	-	1,291	9.0
6	30	7.7	39	16.3	3,139	14.0	1,231	8.6
7	63	16.2	43	18.0	3,620	16.1	1,163	8.1
8	85	21.9	48	20.1	3,254	14.5	1,053	7.3
9	67	17.3	26	10.9	3,899	17.3	1,245	8.7
10	69	17.8	42	17.6	3,599	16.0	915	6.4
11	61	15.7	15	6.3	2,562	11.4	608	4.2
12	13	3.4	26	10.9	2,402	10.7	579	4.0
Elementary Level	-	-	-	-	-	-	7,560	52.7
Secondary Level	388	100.0	239	100.0	22,475	100.0	6,794	47.3

Source: District demographic data file dated 05/13/24.

Note: Ns include students in PK through grade 12. NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status and do not include students who were coded as "untestable." Percentages may not sum to 100 because of rounding. - = no data in this category.

Appendix G, Table 4: 2023-24 Characteristics of Students Served by DL/ESL Program/Classification

	EBSPEd (N = 7,624)		Parent Denials (N = 3,690)		Unservable (N = 1,442)	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Sex						
Female	2,666	35.0	1,578	42.8	417	28.9
Male	4,958	65.0	2,112	57.2	1,025	71.1
Race/Ethnicity						
Asian	52	0.7	10	0.3	13	0.9
African American	63	0.8	16	0.4	15	1.0
Hispanic	7,368	96.6	3,622	98.2	1,376	95.4
American Indian	28	0.4	5	0.1	12	0.8
Pacific Islander	2	0.0	-	-	1	0.1
White	91	1.2	29	0.8	21	1.5
Two or More Races	18	0.2	7	0.2	4	0.3
Language Spoken at Home						
English	174	2.3	222	6.0	40	2.8
Spanish	7,305	95.8	3,445	93.4	1,367	94.8
Other	145	1.9	23	0.6	35	2.4
Language Student Most Often Speaks						
English	200	2.6	183	5.0	49	3.4
Spanish	7,290	95.6	3,484	94.4	1,359	94.2
Other	134	1.8	23	0.6	34	2.4
Country of Birth						
United States	6,021	79.0	3,287	89.1	1,142	79.2
Other	1,603	21.0	403	10.9	300	20.8
Special Student Populations						
TAG Participant	279	3.7	543	14.7	21	1.5
Special Education	7,624	100.0	975	26.4	1,434	99.4
At Risk	7,537	98.9	3,661	99.2	1,416	98.2
Economic Disadvantage	7,243	95.0	3,364	91.2	1,351	93.7
Homeless	82	1.1	51	1.4	16	1.1
Grade Level						
PK	178	2.3	69	1.9	6	0.4
K	425	5.6	128	3.5	159	11.0
1	575	7.5	211	5.7	165	11.4
2	704	9.2	272	7.4	130	9.0
3	723	9.5	288	7.8	125	8.7
4	794	10.4	380	10.3	114	7.9
5	810	10.6	353	9.6	100	6.9
6	688	9.0	322	8.7	101	7.0
7	605	7.9	368	10.0	85	5.9
8	513	6.7	270	7.3	76	5.3
9	523	6.9	309	8.4	103	7.1
10	425	5.6	279	7.6	84	5.8
11	315	4.1	227	6.2	75	5.2
12	346	4.5	214	5.8	119	8.3
Elementary Level	4,209	55.2	1,701	46.1	799	55.4
Secondary Level	3,415	44.8	1,989	53.9	643	44.6

Source: District demographic data file dated 05/13/24.

Note: Ns include students in PK through grade 12. Percentages may not sum to 100 because of rounding. - = no data in this category.

Appendix G, Table 5: 2023-24 Characteristics of Students Served by DL/ESL Program/Classification by School Level

	Elementary School Grades PK to Five				Secondary School Grades Six to Twelve				Monitored (Elementary)		Monitored (Secondary)	
	EBs (N = 37,756)		NonEBs (N = 34,115)		EBs (N = 34,103)		NonEBs (N = 32,951)		(N = 241)		(N = 884)	
	n	%	n	%	n	%	n	%	n	%	n	%
Sex^a												
Female	18,435	48.8	16,843	49.4	16,648	48.8	16,427	49.9	127	52.7	535	60.5
Male	19,321	51.2	17,272	50.6	17,455	51.2	16,524	50.1	114	47.3	349	39.5
Race/Ethnicity												
African-American	480	1.3	13,311	39.0	365	1.1	12,109	36.7	26	10.8	9	1.0
Hispanic	35,372	93.7	15,372	45.1	32,639	95.7	16,544	50.2	182	75.5	847	95.8
White	699	1.9	3,686	10.8	343	1.0	2,935	8.9	6	2.5	5	0.6
Other/Unknown	1,205	3.2	1,746	5.1	756	2.2	1,363	4.1	27	11.2	23	2.6
Language Spoken at Home												
English	642	1.7	32,015	93.8	375	1.1	26,524	80.5	13	5.4	11	1.2
Spanish	35,683	94.5	1,856	5.4	32,836	96.3	6,093	18.5	175	72.6	843	95.4
Other	1,431	3.8	244	0.7	892	2.6	334	1.0	53	22.0	30	3.4
Birth Country												
United States	21,736	57.6	27,720	81.3	25,022	73.4	31,311	95.0	145	60.2	779	88.1
Other	16,020	42.4	6,395	18.7	9,081	26.6	1,640	5.0	96	39.8	105	11.9
Special Student Groups												
TAG Participant	6,168	16.3	6,767	19.8	6,353	18.6	7,855	23.8	146	60.6	506	57.2
Special Education	4,209	11.1	4,768	14.0	3,415	10.0	4,520	13.7	21	8.7	33	3.7
At Risk	34,851	92.3	15,624	45.8	32,603	95.6	13,157	39.9	50	20.7	101	11.4
Eco Dis	35,051	92.8	27,216	79.8	31,791	93.2	25,859	78.5	202	83.8	790	89.4
Homeless	881	2.3	1,354	4.0	427	1.3	832	2.5	2	0.8	4	0.5

Source: District demographic data file dated 05/13/24.

Note: NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status, and do not include students who were classified as 'untestable.' Percentages may not sum to 100 because of rounding. Eco Dis = economically disadvantaged. ^a = Some students did not have a Sex code, so *ns* may not sum to the total *N*.

Appendix H

Appendix H: 2023-24 Percentages of African American and Economically Disadvantaged Opt-In Students (NonEBs) by TWDL Campus

Campus	African American					Economically Disadvantaged				
	NonEBs in TWDL (N = 187)		Campus Totals (N = 5,872)		Δ %pts	NonEBs in TWDL (N = 971)		Campus Totals (N = 30,151)		Δ %pts
	n	%	n	%		n	%	n	%	
Alex Sanger Preparatory	12	7.9	69	8.9	-1.0	56	37.1	564	73.2	-36.1
Adelfa B. Callejo Elementary	-	-	81	16.1	-16.1	5	83.3	484	96.2	-12.9
Anne Frank Elementary	4	23.5	272	24.4	-0.9	14	82.4	967	86.8	-4.4
Annie Webb Blanton Elementary	-	-	56	8.8	-8.8	7	87.5	623	97.5	-10.0
Arlington Park Early Childhood Center	-	-	25	34.7	-34.7	-	-	64	88.9	-88.9
Arthur Kramer Elementary	7	15.6	115	29.3	-13.7	20	44.4	269	68.6	-24.2
Ascher Silberstein Elementary	-	-	9	1.7	-1.7	6	100.0	492	93.4	6.6
B.H. Macon Elementary	-	-	26	5.1	-5.1	3	75.0	470	92.0	-17.0
Barbara Jordan Elementary	-	-	41	7.9	-7.9	6	75.0	495	95.7	-20.7
Ben Milam Elementary	-	-	93	32.2	-32.2	3	75.0	228	78.9	-3.9
Biomedical Preparatory at UT Southwestern	-	-	27	17.9	-17.9	-	-	80	53.0	-53.0
Bishop Arts STEAM Academy (Reagan ES)	-	-	5	1.6	-1.6	9	81.8	294	93.3	-11.5
Buckner Terrace Montessori	5	21.7	83	26.9	-5.2	21	91.3	268	87.0	4.3
Clinton P. Russell Elementary	-	-	55	10.9	-10.9	6	100.0	471	93.1	6.9
Downtown Montessori at Ida B. Wells Academy	6	10.9	71	23.1	-12.2	27	49.1	182	59.3	-10.2
Ebby Halliday Elementary	-	-	79	12.1	-12.1	3	100.0	592	90.8	9.2
Eduardo Mata Montessori	3	5.4	48	6.7	-1.3	26	46.4	467	64.8	-18.4
Edwin J. Kiest Elementary	-	-	41	7.5	-7.5	14	93.3	509	93.1	0.2
Everette Lee DeGolyer Elementary	2	2.4	13	3.5	-1.1	21	24.7	175	47.6	-22.9
F.P. Caillet Elementary	1	14.3	13	2.4	11.9	6	85.7	527	97.1	-11.4
Geneva Heights Elementary	9	8.2	49	16.8	-8.6	28	25.5	147	50.3	-24.8
George H.W. Bush Elementary	2	40.0	150	21.8	18.2	4	80.0	556	80.7	-0.7
George Peabody Elementary	-	-	1	0.3	-0.3	6	85.7	277	91.1	-5.4
H.S. Thompson Elementary	1	50.0	269	51.1	-1.1	1	50.0	505	96.0	-46.0
Harry C. Withers Elementary	-	-	12	2.9	-2.9	15	17.2	193	46.0	-28.8
Hogg New Tech Center	1	2.7	24	7.7	-5.0	26	70.3	278	89.7	-19.4
J.N. Ervin Elementary	1	100.0	437	61.7	38.3	1	100.0	682	96.3	3.7
Jerry R. Junkins Elementary	2	33.3	153	25.4	7.9	5	83.3	482	80.1	3.2
Jesús Morales Expressive Arts Vanguard	6	14.6	70	12.0	2.6	16	39.0	447	76.4	-37.4
Jimmie Tyler Brashear Elementary	1	3.3	81	13.4	-10.1	26	86.7	537	88.9	-2.2
John Q. Adams Elementary	-	-	9	2.3	-2.3	5	83.3	378	98.2	-14.9
John W. Carpenter Elementary	-	-	59	28.8	-28.8	-	-	188	91.7	-91.7
John W. Runyon Elementary	1	14.3	127	29.5	-15.2	7	100.0	405	94.2	5.8
Joseph J. Rhoads Learning Center	3	60.0	75	68.2	-8.2	4	80.0	106	96.4	-16.4
K.B. Polk Elementary/K.B. Polk Center for TAG	1	7.1	74	18.0	-10.9	7	50.0	354	86.3	-36.3
Kleberg Elementary	1	4.5	137	17.5	-13.0	19	86.4	706	90.4	-4.0
L.L. Hotchkiss Elementary	-	-	83	15.7	-15.7	11	78.6	501	94.7	-16.1
L.O. Donald Elementary	-	-	10	3.2	-3.2	2	100.0	292	92.1	7.9
Lakewood Elementary	1	1.3	16	1.7	-0.4	2	2.6	79	8.2	-5.6
Maple Lawn Elementary	4	22.2	161	32.1	-9.9	17	94.4	466	92.8	1.6
Mark Twain School for the Talented and Gifted	7	63.6	142	62.0	1.6	8	72.7	169	73.8	-1.1
Martha Turner Reilly Elementary	1	2.0	41	8.2	-6.2	18	35.3	375	75.2	-39.9
Mary McLeod Bethune Elementary	-	-	19	3.6	-3.6	19	90.5	472	88.2	2.3
Mockingbird Elementary	3	1.8	46	7.1	-5.3	13	8.0	154	23.8	-15.8
Montessori Academy at Onésimo Hernández	2	10.5	22	6.6	3.9	12	63.2	226	67.7	-4.5
Mount Auburn STEAM Academy	1	100.0	45	8.5	91.5	1	100.0	474	89.9	10.1
N.W. Harllee Early Childhood Center	9	32.1	74	50.7	-18.6	23	82.1	125	85.6	-3.5
Nathan Adams Elementary	2	15.4	53	13.5	1.9	8	61.5	348	88.8	-27.3
Nathaniel Hawthorne Elementary	-	-	6	1.4	-1.4	-	-	407	93.1	-93.1
Oran M. Roberts Elementary	-	-	40	10.6	-10.6	4	100.0	346	91.3	8.7
Personalized Learning Prep. at Sam Houston	23	30.3	61	24.6	5.7	36	47.4	154	62.1	-14.7
Pleasant Grove Elementary	2	50.0	61	13.4	36.6	3	75.0	439	96.7	-21.7
Pre-K Partnerships @ El Kinder	-	-	730	58.2	-58.2	-	-	1,223	97.5	-97.5
Preston Hollow Elementary	-	-	115	32.2	-32.2	1	100.0	351	98.3	1.7
Prestonwood Montessori at E.D. Walker	8	11.6	58	17.0	-5.4	18	26.1	193	56.6	-30.5
Rosemont Lower	4	3.1	15	3.3	-0.2	52	39.7	238	52.7	-13.0
Rufus C. Burleson Elementary	-	-	155	31.6	-31.6	3	75.0	473	96.3	-21.3

table continues

Appendix H (continued)

Campus	African American					Economically Disadvantaged				
	NonEBs in TWDL (N = 161)		Campus Totals (N = 6,128)		Δ %pts	NonEBs in TWDL (N = 857)		Campus Totals (N = 29,956)		Δ %pts
	n	%	n	%		n	%	n	%	
San Jacinto Elementary	1	100.0	26	5.9	94.1	1	100.0	408	92.5	7.5
School for the TAG in Pleasant Grove	2	16.7	3	0.8	15.9	7	58.3	337	89.6	-31.3
Seagoville Elementary	-	-	74	11.9	-11.9	-	-	568	91.5	-91.5
Seagoville North Elementary	-	-	133	16.9	-16.9	13	100.0	712	90.6	9.4
Solar Prep. School for Boys at John F. Kennedy	3	8.6	72	16.4	-7.8	11	31.4	207	47.2	-15.8
Solar Prep. School for Girls at James B. Bonham	7	9.5	110	15.6	-6.1	23	31.1	374	52.9	-21.8
Stephen C. Foster Elementary	-	-	9	1.4	-1.4	1	100.0	575	92.0	8.0
Stevens Park Elementary	-	-	35	5.5	-5.5	6	100.0	606	94.5	5.5
Sylvia Méndez CREW Leadership Academy	-	-	23	5.6	-5.6	2	100.0	390	94.9	5.1
T.G. Terry Elementary	3	27.3	68	21.5	5.8	10	90.9	294	93.0	-2.1
Thelma E. Page Richardson Elementary	1	5.9	30	5.9	0.0	14	82.4	476	93.5	-11.1
Tom C. Gooch Elementary	-	-	26	7.3	-7.3	3	75.0	322	89.9	-14.9
Trinity Heights Talented and Gifted	9	36.0	80	26.3	9.7	15	60.0	238	78.3	-18.3
Urban Park STEAM Academy	3	12.5	27	5.1	7.4	24	100.0	516	97.5	2.5
Walnut Hill International Leadership Academy	10	13.3	28	5.8	7.5	39	52.0	378	78.3	-26.3
Whitney M. Young, Jr. Elementary	-	-	140	39.2	-39.2	-	-	325	91.0	-91.0
William Lipscomb Elementary	8	9.4	41	10.1	-0.7	41	48.2	288	71.3	-23.1
William M. Anderson Elementary	-	-	35	6.4	-6.4	11	91.7	535	97.8	-6.1
Winnetka Elementary	4	4.3	10	1.4	2.9	76	80.9	635	89.3	-8.4
Total	187	9.0	5,872	16.0	-7.0	971	46.5	30,151	82.1	-35.6

Source: District demographic data file dated 05/13/24.

Note: Ns include students in PK through grade 12. NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status and do not include students who were coded as "untestable." Percentages may not sum to 100 because of rounding. Prep. = Preparatory. TAG = Talented and gifted. Δ %pts = Percentage of NonEBs in TWDL minus the percentage at the campus overall.

Appendix I

Appendix I, Table 1: 2023-24 DL/ESL Survey – Characteristics

	DL (N = 84)		ESL (N = 59)	
	n	%	n	%
What is your role on campus?				
Teacher	83	98.8	46	78.0
Administrator	-	-	10	16.9
Demo Teacher/Coordinator	1	1.2	2	3.4
Other	-	-	1	1.7
What grade level(s) did you primarily work with during the 2023-24 school year?*				
PK-2	52	61.9	1	1.7
3-5	29	34.5	0	0.0
6-8	7	8.3	31	52.5
9-12	-	-	27	45.8
How frequently did you interact with a(n) [ESL/DL] instructional specialist in 2023-24?				
Never	2	2.4	-	-
1-3 times	8	9.5	2	3.4
4-6 times	25	29.8	6	10.2
7-10 times	15	17.9	11	18.6
More than 10 times	34	40.5	40	67.8

Source: 2023-24 DL/ESL Survey, administered spring 2024.

Note: Percentages may not sum to 100 percent because of rounding. * = Participants could choose more than one answer; thus, percentages may not sum to 100. - = no data in this category.

Appendix I, Table 2: 2023-24 DL/ESL Survey – Support Medium

	N	Not at all beneficial		Slightly beneficial		Very beneficial		Extremely beneficial		Not applicable/Do not know	
		n	%	n	%	n	%	n	%	n	%
DL											
Rate how beneficial each type of support was from your instructional specialist(s) in 2023-24.											
In-person support	82	-	-	7	8.5	41	50.0	34	41.5	-	-
Virtual Support	82	2	2.4	7	8.5	28	34.1	16	19.5	29	35.4
ESL											
Rate how beneficial each type of support was from your instructional specialist(s) in 2023-24.											
In-person support	59	-	-	6	10.2	13	22.0	40	67.8	-	-
Virtual Support	59	-	-	5	8.5	11	18.6	20	33.9	23	39.0

Source: 2023-24 DL/ESL Survey, administered spring 2024.

Note: Percentages may not sum to 100 percent because of rounding. - = no data in this category.

Appendix I, Table 3: 2023-24 DL/ESL Survey – Supports

	N	Not at all beneficial		Slightly beneficial		Very beneficial		Extremely beneficial		Not applicable/Do Not Know	
		N	%	n	%	n	%	n	%	n	%
DL											
Rate how beneficial each of the following supports were from your instructional specialist(s) in 2023-24.											
Professional development	80	2	2.5	8	10.0	33	41.3	27	33.8	10	12.5
In-class support	80	3	3.8	6	7.5	40	50.0	28	35.0	3	3.8
Providing resources/materials	80	-	-	4	5.0	30	37.5	44	55.0	2	2.5
Classroom observations and feedback	80	1	1.3	8	10.0	35	43.8	29	36.3	7	8.8
PLCs	80	2	2.5	6	7.5	27	33.8	18	22.5	27	33.8
Lesson planning support	80	3	3.8	9	11.3	17	21.3	26	32.5	25	31.3
Classroom modeling/co-teaching	80	1	1.3	8	10.0	25	31.3	26	32.5	20	25.0
Data analyses	80	5	6.3	4	5.0	26	32.5	20	25.0	25	31.3
Curriculum office hours	80	4	5.0	2	2.5	26	32.5	25	31.3	23	28.7
ESL											
Rate how beneficial each of the following supports were from your instructional specialist(s) in 2023-24.											
Professional development	59	1	1.7	5	8.5	22	37.3	29	49.2	2	3.4
In-class support	59	1	1.7	5	8.5	20	33.9	31	52.5	2	3.4
Providing resources/materials	59	-	-	2	3.4	18	30.5	39	66.1	-	-
Classroom observations and feedback	59	1	1.7	3	5.1	19	32.2	33	55.9	3	5.1
PLCs	59	3	5.1	4	6.8	16	27.1	25	42.4	11	18.6
Lesson planning support	59	3	5.1	6	10.2	15	25.4	29	49.2	6	10.2
Classroom modeling/co-teaching	59	2	3.4	3	5.1	14	23.7	27	45.8	13	22.0
Data analyses	59	1	1.7	4	6.8	17	28.8	24	40.7	13	22.0
Curriculum office hours	59	1	1.7	4	6.8	15	25.4	19	32.2	20	33.9

Source: 2023-24 DL/ESL Survey, administered spring 2024.

Note: Percentages may not sum to 100 percent because of rounding. - = no data in this category.

Appendix I, Table 4: 2023-24 DL/ESL Survey – Professional Development

	N	Not at all beneficial		Slightly beneficial		Very beneficial		Extremely beneficial		Not applicable/Do not know	
		n	%	n	%	n	%	n	%	n	%
DL											
Rate how beneficial each of the following professional development opportunities provided by your instructional specialist(s) were for you in 2023-24.											
Campus-wide professional development	80	3	3.8	10	12.5	22	27.5	22	27.5	23	28.7
PLCs	80	4	5.0	6	7.5	30	37.5	15	18.8	25	31.3
One-on-one	80	2	2.5	7	8.8	31	38.8	31	38.8	9	11.3
Summer institutes	80	4	5.0	6	7.5	24	30.0	21	26.3	25	31.3
Work sessions	80	2	2.5	6	7.5	26	32.5	23	28.7	23	28.7
ESL											
Rate how beneficial each of the following professional development opportunities provided by your instructional specialist(s) were for you in 2023-24.											
Campus-wide professional development	59	1	1.7	8	13.6	14	23.7	25	42.4	11	18.6
PLCs	59	2	3.4	7	11.9	15	25.4	24	40.7	11	18.6
One-on-one	59	-	-	3	5.1	19	32.2	35	59.3	2	3.4
Summer institutes	59	-	-	-	-	17	28.8	22	37.3	20	33.9
Work sessions	59	1	1.7	4	6.8	16	27.1	25	42.4	13	22.0

Source: 2023-24 DL/ESL Survey, administered spring 2024.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix I, Table 5: 2023-24 DL/ESL Survey – Resources

	<i>N</i>	Not at all beneficial		Slightly beneficial		Very beneficial		Extremely beneficial		Not applicable	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
DL											
Rate how beneficial each of the following resources were for impacting student achievement in 2023-24.											
Supplies and resources for classroom implementation	80	1	1.3	6	7.5	32	40.0	41	51.2	-	-
Online resources	80	1	1.3	6	7.5	31	38.8	35	43.8	7	8.8
Curriculum products	80	1	1.3	9	11.3	26	32.5	35	43.8	9	11.3
ESL											
Rate how beneficial each of the following resources were for impacting student achievement in 2023-24.											
Supplies and resources for classroom implementation	59	-	-	4	6.8	14	23.7	41	69.5	-	-
Online resources	59	1	1.7	4	6.8	20	33.9	28	47.5	6	10.2
Curriculum products	59	1	1.7	1	1.7	18	30.5	29	49.2	10	16.9

Source: 2023-24 DL/ESL Survey, administered spring 2024.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix I, Table 6: 2023-24 DL/ESL Survey – Differentiated Curriculum

	DL (<i>N</i> = 80)		ESL (<i>N</i> = 59)	
	<i>n</i>	%	<i>n</i>	%
How effectively did the differentiated Dual Language or ESL curriculum meet the needs of EBSPED (ELSPED) students in 2023-24?				
I don't teach a DL or ESL course	1	1.3	8	13.6
I don't use DL or ESL curriculum	2	2.5	5	8.5
Not at all effective	3	3.8	3	5.1
Slightly effective	25	31.3	10	16.9
Very effective	32	40.0	19	32.2
Extremely effective	17	21.3	14	23.7

Source: 2023-24 DL/ESL Survey, administered spring 2024.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix I, Table 7: 2023-24 DL/ESL Survey – Ellevation Frequency

	N	Daily		Weekly		Once every 6 weeks		Once a semester		Once a year		Never	
		n	%	n	%	n	%	n	%	n	%	n	%
DL													
On the Ellevation platform, how frequently did you use the following in 2023-24?*													
Instructional strategies resources / modules / pathways	79	6	7.6	16	20.3	14	17.7	13	16.5	5	6.3	25	31.6
Data management tools (accessing student data, creating customizable lists to group students, etc.)	79	3	3.8	23	29.1	15	19.0	8	10.1	8	10.1	22	27.8
ESL													
On the Ellevation platform, how frequently did you use the following in 2023-24?*													
Instructional strategies resources / modules / pathways	58	11	19.0	20	34.5	12	20.7	5	8.6	4	6.9	6	10.3
Data management tools (accessing student data, creating customizable lists to group students, etc.)	58	14	24.1	18	31.0	13	22.4	6	10.3	1	1.7	6	10.3

Source: 2023-24 DL/ESL Survey, administered spring 2024.

Note: Percentages may not sum to 100 percent because of rounding * = Respondents only answered this question if they answered “Yes” to whether they used the Ellevation platform. - = no data in this category.

Appendix I, Table 8: 2023-24 DL/ESL Survey – Ellevation Benefit

	N	Not at all beneficial		Slightly beneficial		Very beneficial		Extremely beneficial		Not applicable/Do not know	
		n	%	n	%	n	%	n	%	n	%
DL											
On the Ellevation platform, how beneficial did you find the following in 2023-24?*											
Instructional strategies resources / modules / pathways	79	2	2.5	16	20.3	24	30.4	9	11.4	28	35.4
Data management tools (accessing student data, creating customizable lists to group students, etc.)	79	2	2.5	14	17.7	24	30.4	9	11.4	30	38.0
ESL											
On the Ellevation platform, how beneficial did you find the following in 2023-24?*											
Instructional strategies resources / modules / pathways	58	-	-	12	20.7	22	37.9	13	22.4	11	19.0
Data management tools (accessing student data, creating customizable lists to group students, etc.)	58	-	-	7	12.1	27	46.6	14	24.1	10	17.2

Source: 2023-24 DL/ESL Survey, administered spring 2024.

Note: Percentages may not sum to 100 percent because of rounding * = Respondents only answered this question if they answered “Yes” to whether they used the Ellevation platform. - = no data in this category.

Appendix J

Appendix J, Table 1: 2024 TELPAS Proficiency Composite Rating Levels by Program/Classification and Grade Level

Grade Level(s)	Tested <i>N</i>	2024 TELPAS English Proficiency Composite Rating							
		Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All Emergent Bilinguals									
K	4,455	3,191	71.6	1,052	23.6	126	2.8	86	1.9
1	4,828	2,419	50.1	1,829	37.9	399	8.3	181	3.7
2	4,917	1,308	26.6	2,806	57.1	748	15.2	55	1.1
3	4,782	775	16.2	2,347	49.1	1,358	28.4	302	6.3
4	4,813	675	14.0	1,982	41.2	1,629	33.8	527	10.9
5	4,941	503	10.2	1,629	33.0	1,887	38.2	922	18.7
6	4,490	376	8.4	1,802	40.1	1,906	42.4	406	9.0
7	4,524	365	8.1	1,793	39.6	1,847	40.8	519	11.5
8	4,432	255	5.8	1,972	44.5	1,795	40.5	410	9.3
9	5,273	724	13.7	2,503	47.5	1,449	27.5	597	11.3
10	4,746	581	12.2	2,208	46.5	1,225	25.8	732	15.4
11	3,611	371	10.3	1,603	44.4	968	26.8	669	18.5
12	3,290	359	10.9	1,617	49.1	908	27.6	406	12.3
K to 2	14,200	6,918	48.7	5,687	40.0	1,273	9.0	322	2.3
3 to 5	14,536	1,953	13.4	5,958	41.0	4,874	33.5	1,751	12.0
6 to 8	13,446	996	7.4	5,567	41.4	5,548	41.3	1,335	9.9
9 to 12	16,920	2,035	12.0	7,931	46.9	4,550	26.9	2,404	14.2
K to 5	28,736	8,871	30.9	11,645	40.5	6,147	21.4	2,073	7.2
6 to 12	30,366	3,031	10.0	13,498	44.5	10,098	33.3	3,739	12.3
All Grades	59,102	11,902	20.1	25,143	42.5	16,245	27.5	5,812	9.8
One-Way Dual Language									
K	3,543	2,748	77.6	745	21.0	37	1.0	13	0.4
1	3,824	2,062	53.9	1,472	38.5	229	6.0	61	1.6
2	3,997	1,136	28.4	2,274	56.9	551	13.8	36	0.9
3	3,750	632	16.9	1,881	50.2	1,014	27.0	223	5.9
4	3,645	569	15.6	1,522	41.8	1,202	33.0	352	9.7
5	3,707	437	11.8	1,241	33.5	1,414	38.1	615	16.6
6 ^a	580	65	11.2	245	42.2	223	38.4	47	8.1
K to 2	11,364	5,946	52.3	4,491	39.5	817	7.2	110	1.0
3 to 6	11,682	1,703	14.6	4,889	41.9	3,853	33.0	1,237	10.6
K to 6	23,046	7,649	33.2	9,380	40.7	4,670	20.3	1,347	5.8
Two-Way Dual Language									
K	449	239	53.2	183	40.8	16	3.6	11	2.4
1	487	189	38.8	210	43.1	63	12.9	25	5.1
2	432	56	13.0	249	57.6	115	26.6	12	2.8
3	523	45	8.6	222	42.4	205	39.2	51	9.8
4	560	47	8.4	180	32.1	222	39.6	111	19.8
5	673	25	3.7	167	24.8	279	41.5	202	30.0
6 ^a	3	1	33.3	0	0.0	2	66.7	0	0.0
K to 2	1,368	484	35.4	642	46.9	194	14.2	48	3.5
3 to 6	1,759	118	6.7	569	32.3	708	40.3	364	20.7
K to 6	3,127	602	19.3	1,211	38.7	902	28.8	412	13.2

table continues

Appendix J, Table 1 (continued)

Grade Level(s)	Tested <i>N</i>	2024 TELPAS English Proficiency Composite Rating							
		Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Secondary Dual Language									
6	30	1	3.3	6	20.0	19	63.3	4	13.3
7	62	0	0.0	6	9.7	41	66.1	15	24.2
8	85	0	0.0	22	25.9	57	67.1	6	7.1
9	66	0	0.0	14	21.2	29	43.9	23	34.8
10	69	3	4.3	11	15.9	18	26.1	37	53.6
11	60	7	11.7	21	35.0	18	30.0	14	23.3
12	13	4	30.8	7	53.8	2	15.4	0	0.0
6 to 8	177	1	0.6	34	19.2	117	66.1	25	14.1
9 to 12	208	14	6.7	53	25.5	67	32.2	74	35.6
6 to 12	385	15	3.9	87	22.6	184	47.8	99	25.7
English as a Second Language									
K	220	93	42.3	46	20.9	46	20.9	35	15.9
1	179	63	35.2	38	21.2	43	24.0	35	19.6
2	199	41	20.6	119	59.8	34	17.1	5	2.5
3	212	50	23.6	90	42.5	55	25.9	17	8.0
4	212	29	13.7	82	38.7	71	33.5	30	14.2
5	200	17	8.5	63	31.5	71	35.5	49	24.5
6	347	147	42.4	152	43.8	40	11.5	8	2.3
7	358	176	49.2	154	43.0	23	6.4	5	1.4
8	512	165	32.2	280	54.7	55	10.7	12	2.3
9	745	463	62.1	228	30.6	46	6.2	8	1.1
10	588	302	51.4	210	35.7	54	9.2	22	3.7
11	321	143	44.5	121	37.7	45	14.0	12	3.7
12	300	93	31.0	138	46.0	43	14.3	26	8.7
K to 2	598	197	32.9	203	33.9	123	20.6	75	12.5
3 to 5	624	96	15.4	235	37.7	197	31.6	96	15.4
6 to 8	1,217	488	40.1	586	48.2	118	9.7	25	2.1
9 to 12	1,954	1,001	51.2	697	35.7	188	9.6	68	3.5
K to 5	1,222	293	24.0	438	35.8	320	26.2	171	14.0
6 to 12	3,171	1,489	47.0	1,283	40.5	306	9.6	93	2.9
All Grades	4,393	1,782	40.6	1,721	39.2	626	14.2	264	6.0
Sheltered Classrooms									
6	3,037	149	4.9	1,238	40.8	1,378	45.4	272	9.0
7	3,472	169	4.9	1,445	41.6	1,501	43.2	357	10.3
8	3,126	80	2.6	1,463	46.8	1,370	43.8	213	6.8
9	3,657	226	6.2	1,970	53.9	1,071	29.3	390	10.7
10	3,379	248	7.3	1,736	51.4	934	27.6	461	13.6
11	2,423	176	7.3	1,195	49.3	664	27.4	388	16.0
12	2,208	214	9.7	1,168	52.9	613	27.8	213	9.6
6 to 8	9,635	398	4.1	4,146	43.0	4,249	44.1	842	8.7
9 to 12	11,667	864	7.4	6,069	52.0	3,282	28.1	1,452	12.4
6 to 12	21,302	1,262	5.9	10,215	48.0	7,531	35.4	2,294	10.8

table continues

Appendix J, Table 1 (continued)

Grade Level(s)	Tested <i>N</i>	2024 TELPAS English Proficiency Composite Rating							
		Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Immigrant									
K	815	720	88.3	73	9.0	18	2.2	4	0.5
1	905	692	76.5	172	19.0	25	2.8	16	1.8
2	1,003	502	50.0	447	44.6	50	5.0	4	0.4
3	1,017	392	38.5	470	46.2	128	12.6	27	2.7
4	1,098	402	36.6	447	40.7	204	18.6	45	4.1
5	1,156	364	31.5	422	36.5	263	22.8	107	9.3
6	1,090	244	22.4	503	46.1	274	25.1	69	6.3
7	1,022	257	25.1	427	41.8	263	25.7	75	7.3
8	903	183	20.3	479	53.0	189	20.9	52	5.8
9	1,026	458	44.6	400	39.0	134	13.1	34	3.3
10	784	307	39.2	307	39.2	110	14.0	60	7.7
11	505	161	31.9	219	43.4	83	16.4	42	8.3
12	453	111	24.5	226	49.9	80	17.7	36	7.9
K to 2	2,723	1,914	70.3	692	25.4	93	3.4	24	0.9
3 to 5	3,271	1,158	35.4	1,339	40.9	595	18.2	179	5.5
6 to 8	3,015	684	22.7	1,409	46.7	726	24.1	196	6.5
9 to 12	2,768	1,037	37.5	1,152	41.6	407	14.7	172	6.2
K to 5	5,994	3,072	51.3	2,031	33.9	688	11.5	203	3.4
6 to 12	5,783	1,721	29.8	2,561	44.3	1,133	19.6	368	6.4
All Grades	11,777	4,793	40.7	4,592	39.0	1,821	15.5	571	4.8
Parent Denials									
K	123	35	28.5	41	33.3	21	17.1	26	21.1
1	200	24	12.0	70	35.0	55	27.5	51	25.5
2	262	64	24.4	148	56.5	48	18.3	2	0.8
3	276	41	14.9	143	51.8	82	29.7	10	3.6
4	361	23	6.4	178	49.3	127	35.2	33	9.1
5	335	13	3.9	146	43.6	120	35.8	56	16.7
6	309	6	1.9	129	41.7	153	49.5	21	6.8
7	341	10	2.9	146	42.8	145	42.5	40	11.7
8	252	5	2.0	118	46.8	107	42.5	22	8.7
9	277	24	8.7	110	39.7	109	39.4	34	12.3
10	265	16	6.0	125	47.2	87	32.8	37	14.0
11	213	23	10.8	92	43.2	55	25.8	43	20.2
12	196	17	8.7	84	42.9	69	35.2	26	13.3
K to 2	585	123	21.0	259	44.3	124	21.2	79	13.5
3 to 5	972	77	7.9	467	48.0	329	33.8	99	10.2
6 to 8	902	21	2.3	393	43.6	405	44.9	83	9.2
9 to 12	951	80	8.4	411	43.2	320	33.6	140	14.7
K to 5	1,557	200	12.8	726	46.6	453	29.1	178	11.4
6 to 12	1,853	101	5.5	804	43.4	725	39.1	223	12.0
All Grades	3,410	301	8.8	1,530	44.9	1,178	34.5	401	11.8

Source: District TELPAS data file dated 06/17/24. District demographic data file dated 05/13/24.

Note: Includes students enrolled on the PEIMS snapshot date of 11/01/22. Results are not included for students who took TELPAS-Alternate. ^a= grade six students include those in elementary schools. * = fewer than five students tested in this category.

Appendix J, Table 2: 2023 TELPAS Proficiency Composite Rating Levels by Program/Classification and Grade Level

Grade Level(s)	Tested <i>N</i>	2023 TELPAS English Proficiency Composite Rating							
		Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All Emergent Bilinguals									
K	4,548	3,113	68.4	1,214	26.7	137	3.0	84	1.8
1	5,082	2,394	47.1	1,925	37.9	549	10.8	214	4.2
2	4,736	1,058	22.3	2,883	60.9	736	15.5	59	1.2
3	4,800	553	11.5	2,166	45.1	1,651	34.4	430	9.0
4	4,899	636	13.0	1,924	39.3	1,812	37.0	527	10.8
5	5,059	484	9.6	1,711	33.8	1,991	39.4	873	17.3
6	4,643	381	8.2	2,018	43.5	1,804	38.9	440	9.5
7	4,506	357	7.9	1,846	41.0	1,806	40.1	497	11.0
8	4,774	239	5.0	2,097	43.9	1,762	36.9	676	14.2
9	5,545	700	12.6	2,724	49.1	1,535	27.7	586	10.6
10	4,514	354	7.8	2,179	48.3	1,357	30.1	624	13.8
11	3,277	141	4.3	1,572	48.0	1,103	33.7	461	14.1
12	2,703	119	4.4	1,354	50.1	918	34.0	312	11.5
K to 2	14,366	6,565	45.7	6,022	41.9	1,422	9.9	357	2.5
3 to 5	14,758	1,673	11.3	5,801	39.3	5,454	37.0	1,830	12.4
6 to 8	13,923	977	7.0	5,961	42.8	5,372	38.6	1,613	11.6
9 to 12	16,039	1,314	8.2	7,829	48.8	4,913	30.6	1,983	12.4
K to 5	29,124	8,238	28.3	11,823	40.6	6,876	23.6	2,187	7.5
6 to 12	29,962	2,291	7.6	13,790	46.0	10,285	34.3	3,596	12.0
All Grades	59,086	10,529	17.8	25,613	43.3	17,161	29.0	5,783	9.8
One-Way Dual Language									
K	3,788	2,772	73.2	947	25.0	50	1.3	19	0.5
1	4,161	2,159	51.9	1,580	38.0	344	8.3	78	1.9
2	3,851	901	23.4	2,351	61.0	560	14.5	39	1.0
3	3,737	460	12.3	1,739	46.5	1,228	32.9	310	8.3
4	3,744	526	14.0	1,501	40.1	1,361	36.4	356	9.5
5	3,841	425	11.1	1,321	34.4	1,488	38.7	607	15.8
6 ^a	595	69	11.6	251	42.2	224	37.6	51	8.6
K to 2	11,800	5,832	49.4	4,878	41.3	954	8.1	136	1.2
3 to 6	11,917	1,480	12.4	4,812	40.4	4,301	36.1	1,324	11.1
K to 6	23,717	7,312	30.8	9,690	40.9	5,255	22.2	1,460	6.2
Two-Way Dual Language									
K	369	181	49.1	157	42.5	21	5.7	10	2.7
1	389	92	23.7	188	48.3	82	21.1	27	6.9
2	442	54	12.2	270	61.1	106	24.0	12	2.7
3	535	34	6.4	206	38.5	222	41.5	73	13.6
4	624	41	6.6	201	32.2	277	44.4	105	16.8
5	620	21	3.4	169	27.3	272	43.9	158	25.5
6 ^a	*	*	*	*	*	*	*	*	*
K to 2	1,200	327	27.3	615	51.3	209	17.4	49	4.1
3 to 6	1,780	96	5.4	576	32.4	772	43.4	336	18.9
K to 6	2,980	423	14.2	1,191	40.0	981	32.9	385	12.9

table continues

Appendix J, Table 2 (continued)

Grade Level(s)	Tested <i>N</i>	2023 TELPAS English Proficiency Composite Rating							
		Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Secondary Dual Language									
6	94	0	0.0	8	8.5	57	60.6	29	30.9
7	93	1	1.1	16	17.2	49	52.7	27	29.0
8	70	1	1.4	10	14.3	33	47.1	26	37.1
9	101	1	1.0	26	25.7	32	31.7	42	41.6
10	92	5	5.4	36	39.1	31	33.7	20	21.7
11	11	1	9.1	6	54.5	2	18.2	2	18.2
12	28	1	3.6	13	46.4	8	28.6	6	21.4
6 to 8	257	2	0.8	34	13.2	139	54.1	82	31.9
9 to 12	232	8	3.4	81	34.9	73	31.5	70	30.2
6 to 12	489	10	2.0	115	23.5	212	43.4	152	31.1
English as a Second Language									
K	183	85	46.4	40	21.9	32	17.5	26	14.2
1	208	56	26.9	58	27.9	51	24.5	43	20.7
2	211	59	28.0	109	51.7	35	16.6	8	3.8
3	194	24	12.4	66	34.0	77	39.7	27	13.9
4	205	27	13.2	66	32.2	68	33.2	44	21.5
5	193	11	5.7	49	25.4	79	40.9	54	28.0
6	316	142	44.9	114	36.1	49	15.5	11	3.5
7	340	169	49.7	119	35.0	36	10.6	16	4.7
8	333	114	34.2	177	53.2	36	10.8	6	1.8
9	937	503	53.7	371	39.6	46	4.9	17	1.8
10	545	242	44.4	245	45.0	50	9.2	8	1.5
11	323	73	22.6	172	53.3	60	18.6	18	5.6
12	253	60	23.7	128	50.6	53	20.9	12	4.7
K to 2	602	200	33.2	207	34.4	118	19.6	77	12.8
3 to 5	592	62	10.5	181	30.6	224	37.8	125	21.1
6 to 8	989	425	43.0	410	41.5	121	12.2	33	3.3
9 to 12	2,058	878	42.7	916	44.5	209	10.2	55	2.7
K to 5	1,194	262	21.9	388	32.5	342	28.6	202	16.9
6 to 12	3,047	1,303	42.8	1,326	43.5	330	10.8	88	2.9
All Grades	4,241	1,565	36.9	1,714	40.4	672	15.8	290	6.8
Sheltered Classrooms									
6	3,115	156	5.0	1,431	45.9	1,240	39.8	288	9.2
7	3,433	173	5.0	1,491	43.4	1,432	41.7	337	9.8
8	3,740	116	3.1	1,711	45.7	1,390	37.2	523	14.0
9	3,770	183	4.9	2,030	53.8	1,187	31.5	370	9.8
10	2,915	97	3.3	1,531	52.5	911	31.3	376	12.9
11	2,151	57	2.6	1,112	51.7	729	33.9	253	11.8
12	1,786	46	2.6	947	53.0	616	34.5	177	9.9
6 to 8	10,288	445	4.3	4,633	45.0	4,062	39.5	1,148	11.2
9 to 12	10,622	383	3.6	5,620	52.9	3,443	32.4	1,176	11.1
6 to 12	20,910	828	4.0	10,253	49.0	7,505	35.9	2,324	11.1

table continues

Appendix J, Table 2 (continued)

Grade Level(s)	Tested <i>N</i>	2023 TELPAS English Proficiency Composite Rating							
		Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Immigrant									
K	616	550	89.3	56	9.1	7	1.1	3	0.5
1	785	590	75.2	150	19.1	39	5.0	6	0.8
2	784	356	45.4	378	48.2	44	5.6	6	0.8
3	668	254	38.0	313	46.9	83	12.4	18	2.7
4	578	272	47.1	212	36.7	79	13.7	15	2.6
5	572	278	48.6	204	35.7	76	13.3	14	2.4
6	501	207	41.3	217	43.3	62	12.4	15	3.0
7	466	203	43.6	197	42.3	46	9.9	20	4.3
8	402	117	29.1	218	54.2	59	14.7	8	2.0
9	802	415	51.7	317	39.5	50	6.2	20	2.5
10	425	190	44.7	176	41.4	47	11.1	12	2.8
11	199	65	32.7	87	43.7	36	18.1	11	5.5
12	175	39	22.3	92	52.6	36	20.6	8	4.6
K to 2	2,185	1,496	68.5	584	26.7	90	4.1	15	0.7
3 to 5	1,818	804	44.2	729	40.1	238	13.1	47	2.6
6 to 8	1,369	527	38.5	632	46.2	167	12.2	43	3.1
9 to 12	1,601	709	44.3	672	42.0	169	10.6	51	3.2
K to 5	4,003	2,300	57.5	1,313	32.8	328	8.2	62	1.5
6 to 12	2,970	1,236	41.6	1,304	43.9	336	11.3	94	3.2
All Grades	6,973	3,536	50.7	2,617	37.5	664	9.5	156	2.2
Parent Denials									
K	111	11	9.9	48	43.2	23	20.7	29	26.1
1	220	25	11.4	74	33.6	65	29.5	56	25.5
2	207	35	16.9	137	66.2	35	16.9	0	0.0
3	303	22	7.3	142	46.9	119	39.3	20	6.6
4	302	32	10.6	145	48.0	103	34.1	22	7.3
5	365	18	4.9	151	41.4	143	39.2	53	14.5
6	370	11	3.0	166	44.9	155	41.9	38	10.3
7	267	8	3.0	114	42.7	123	46.1	22	8.2
8	295	6	2.0	128	43.4	126	42.7	35	11.9
9	295	8	2.7	153	51.9	100	33.9	34	11.5
10	266	6	2.3	134	50.4	100	37.6	26	9.8
11	182	5	2.7	76	41.8	76	41.8	25	13.7
12	188	7	3.7	83	44.1	74	39.4	24	12.8
K to 2	538	71	13.2	259	48.1	123	22.9	85	15.8
3 to 5	970	72	7.4	438	45.2	365	37.6	95	9.8
6 to 8	932	25	2.7	408	43.8	404	43.3	95	10.2
9 to 12	931	26	2.8	446	47.9	350	37.6	109	11.7
K to 5	1,508	143	9.5	697	46.2	488	32.4	180	11.9
6 to 12	1,863	51	2.7	854	45.8	754	40.5	204	11.0
All Grades	3,371	194	5.8	1,551	46.0	1,242	36.8	384	11.4

Source: District TELPAS data file dated 06/30/23. District PEIMS snapshot demographic data file dated 11/01/22.

Note: Includes students enrolled on the PEIMS snapshot date of 11/01/22. Results are not included for students who took TELPAS-Alternate. ^a = grade six students include those in elementary schools. * = fewer than five students tested in this category.

Appendix J, Table 3: 2022 TELPAS Proficiency Composite Rating Levels by Program/Classification and Grade Level

Grade Level(s)	Tested <i>N</i>	2022 TELPAS English Proficiency Composite Rating							
		Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All Emergent Bilinguals									
K	4,768	2,937	61.6	1,558	32.7	164	3.4	109	2.3
1	4,927	2,121	43.0	2,022	41.0	573	11.6	211	4.3
2	4,867	757	15.6	2,822	58.0	1,160	23.8	128	2.6
3	4,945	312	6.3	2,321	46.9	1,813	36.7	499	10.1
4	5,067	494	9.7	2,129	42.0	1,895	37.4	549	10.8
5	5,187	366	7.1	1,667	32.1	2,144	41.3	1,010	19.5
6	4,385	221	5.0	1,696	38.7	1,897	43.3	571	13.0
7	4,579	193	4.2	1,762	38.5	1,918	41.9	706	15.4
8	4,511	175	3.9	1,724	38.2	1,978	43.8	634	14.1
9	4,206	397	9.4	1,879	44.7	1,413	33.6	517	12.3
10	2,897	123	4.2	1,281	44.2	1,061	36.6	432	14.9
11	2,491	85	3.4	1,119	44.9	903	36.3	384	15.4
12	1,655	35	2.1	755	45.6	594	35.9	271	16.4
K to 2	14,562	5,815	39.9	6,402	44.0	1,897	13.0	448	3.1
3 to 5	15,199	1,172	7.7	6,117	40.2	5,852	38.5	2,058	13.5
6 to 8	13,475	589	4.4	5,182	38.5	5,793	43.0	1,911	14.2
9 to 12	11,249	640	5.7	5,034	44.8	3,971	35.3	1,604	14.3
K to 5	29,761	6,987	23.5	12,519	42.1	7,749	26.0	2,506	8.4
6 to 12	24,724	1,229	5.0	10,216	41.3	9,764	39.5	3,515	14.2
All Grades	54,485	8,216	15.1	22,735	41.7	17,513	32.1	6,021	11.1
One-Way Dual Language									
K	3,989	2,641	66.2	1,246	31.2	70	1.8	32	0.8
1	3,945	1,867	47.3	1,605	40.7	385	9.8	88	2.2
2	3,757	637	17.0	2,196	58.5	848	22.6	76	2.0
3	3,757	270	7.2	1,817	48.4	1,358	36.1	312	8.3
4	3,865	427	11.0	1,665	43.1	1,390	36.0	383	9.9
5	3,895	318	8.2	1,305	33.5	1,556	39.9	716	18.4
6 ^a	575	36	6.3	181	31.5	268	46.6	90	15.7
K to 2	11,691	5,145	44.0	5,047	43.2	1,303	11.1	196	1.7
3 to 6	12,092	1,051	8.7	4,968	41.1	4,572	37.8	1,501	12.4
K to 6	23,783	6,196	26.1	10,015	42.1	5,875	24.7	1,697	7.1
Two-Way Dual Language									
K	377	181	48.0	174	46.2	20	5.3	2	0.5
1	459	133	29.0	240	52.3	64	13.9	22	4.8
2	588	67	11.4	325	55.3	168	28.6	28	4.8
3	685	25	3.6	247	36.1	290	42.3	123	18.0
4	627	22	3.5	219	34.9	279	44.5	107	17.1
5	633	11	1.7	159	25.1	302	47.7	161	25.4
6 ^a	*	*	*	*	*	*	*	*	*
K to 2	1,424	381	26.8	739	51.9	252	17.7	52	3.7
3 to 6	1,946	58	3.0	625	32.1	872	44.8	391	20.1
K to 6	3,370	439	13.0	1,364	40.5	1,124	33.4	443	13.1

table continues

Appendix J, Table 3 (continued)

Grade Level(s)	Tested <i>N</i>	2022 TELPAS English Proficiency Composite Rating							
		Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Secondary Dual Language									
6	45	0	0.0	1	2.2	20	44.4	24	53.3
7	53	0	0.0	1	1.9	17	32.1	35	66.0
8	99	0	0.0	6	6.1	43	43.4	50	50.5
9	101	9	8.9	34	33.7	37	36.6	21	20.8
10	12	0	0.0	7	58.3	3	25	2	16.7
11	39	0	0.0	17	43.6	18	46.2	4	10.3
12	73	1	1.4	25	34.2	30	41.1	17	23.3
6 to 8	197	0	0.0	8	4.1	80	40.6	109	55.3
9 to 12	225	10	4.4	83	36.9	88	39.1	44	19.6
6 to 12	422	10	2.4	91	21.6	168	39.8	153	36.3
English as a Second Language									
K	190	50	26.3	56	29.5	40	21.1	44	23.2
1	212	34	16.0	71	33.5	60	28.3	47	22.2
2	198	18	9.1	93	47.0	72	36.4	15	7.6
3	186	6	3.2	74	39.8	68	36.6	38	20.4
4	182	10	5.5	61	33.5	80	44.0	31	17.0
5	163	11	6.7	36	22.1	67	41.1	49	30.1
6	136	62	45.6	54	39.7	14	10.3	6	4.4
7	163	68	41.7	73	44.8	21	12.9	1	0.6
8	315	123	39.0	149	47.3	29	9.2	14	4.4
9	631	311	49.3	259	41.0	56	8.9	5	0.8
10	351	83	23.6	186	53.0	65	18.5	17	4.8
11	262	39	14.9	147	56.1	59	22.5	17	6.5
12	137	10	7.3	74	54.0	35	25.5	18	13.1
K to 2	600	102	17.0	220	36.7	172	28.7	106	17.7
3 to 5	531	27	5.1	171	32.2	215	40.5	118	22.2
6 to 8	614	253	41.2	276	45.0	64	10.4	21	3.4
9 to 12	1,381	443	32.1	666	48.2	215	15.6	57	4.1
K to 5	1,131	129	11.4	391	34.6	387	34.2	224	19.8
6 to 12	1,995	696	34.9	942	47.2	279	14.0	78	3.9
All Grades	3,126	825	26.4	1,333	42.6	666	21.3	302	9.7
Sheltered Classrooms									
6	3,067	117	3.8	1,269	41.4	1,339	43.7	342	11.2
7	3,789	120	3.2	1,541	40.7	1,607	42.4	521	13.8
8	3,558	49	1.4	1,430	40.2	1,639	46.1	440	12.4
9	2,614	70	2.7	1,279	48.9	980	37.5	285	10.9
10	1,818	31	1.7	846	46.5	716	39.4	225	12.4
11	1,597	43	2.7	765	47.9	586	36.7	203	12.7
12	1,040	18	1.7	491	47.2	385	37.0	146	14.0
6 to 8	10,414	286	2.7	4,240	40.7	4,585	44.0	1,303	12.5
9 to 12	7,069	162	2.3	3,381	47.8	2,667	37.7	859	12.2
6 to 12	17,483	448	2.6	7,621	43.6	7,252	41.5	2,162	12.4

table continues

Appendix J, Table 3 (continued)

Grade Level(s)	Tested <i>N</i>	2022 TELPAS English Proficiency Composite Rating							
		Beginning		Intermediate		Advanced		Advanced High	
		<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Immigrant									
K	489	417	85.3	61	12.5	5	1.0	6	1.2
1	701	493	70.3	157	22.4	37	5.3	14	2.0
2	798	278	34.8	408	51.1	100	12.5	12	1.5
3	870	161	18.5	455	52.3	199	22.9	55	6.3
4	945	253	26.8	396	41.9	225	23.8	71	7.5
5	756	218	28.8	259	34.3	200	26.5	79	10.4
6	562	142	25.3	263	46.8	129	23.0	28	5.0
7	497	123	24.7	244	49.1	106	21.3	24	4.8
8	471	127	27.0	231	49.0	92	19.5	21	4.5
9	621	270	43.5	265	42.7	74	11.9	12	1.9
10	311	70	22.5	156	50.2	66	21.2	19	6.1
11	269	46	17.1	152	56.5	55	20.4	16	5.9
12	156	11	7.1	79	50.6	47	30.1	19	12.2
K to 2	1,988	1,188	59.8	626	31.5	142	7.1	32	1.6
3 to 5	2,571	632	24.6	1,110	43.2	624	24.3	205	8.0
6 to 8	1,530	392	25.6	738	48.2	327	21.4	73	4.8
9 to 12	1,357	397	29.3	652	48.0	242	17.8	66	4.9
K to 5	4,559	1,820	39.9	1,736	38.1	766	16.8	237	5.2
6 to 12	2,887	789	27.3	1,390	48.1	569	19.7	139	4.8
All Grades	7,446	2,609	35.0	3,126	42.0	1,335	17.9	376	5.0
Parent Denials									
K	143	38	26.6	53	37.1	27	18.9	25	17.5
1	200	25	12.5	70	35.0	54	27.0	51	25.5
2	287	19	6.6	188	65.5	71	24.7	9	3.1
3	295	7	2.4	167	56.6	95	32.2	26	8.8
4	361	25	6.9	170	47.1	138	38.2	28	7.8
5	455	17	3.7	146	32.1	209	45.9	83	18.2
6	278	3	1.1	120	43.2	119	42.8	36	12.9
7	280	5	1.8	111	39.6	114	40.7	50	17.9
8	266	3	1.1	96	36.1	129	48.5	38	14.3
9	237	5	2.1	113	47.7	96	40.5	23	9.7
10	171	3	1.8	72	42.1	62	36.3	34	19.9
11	160	2	1.3	52	32.5	75	46.9	31	19.4
12	97	4	4.1	42	43.3	37	38.1	14	14.4
K to 2	630	82	13.0	311	49.4	152	24.1	85	13.5
3 to 5	1,111	49	4.4	483	43.5	442	39.8	137	12.3
6 to 8	824	11	1.3	327	39.7	362	43.9	124	15.0
9 to 12	665	14	2.1	279	42.0	270	40.6	102	15.3
K to 5	1,741	131	7.5	794	45.6	594	34.1	222	12.8
6 to 12	1,489	25	1.7	606	40.7	632	42.4	226	15.2
All Grades	3,230	156	4.8	1,400	43.3	1,226	38.0	448	13.9

Source: District TELPAS data file dated 06/26/22. District PEIMS snapshot demographic data file dated 11/03/21.

Note: Includes students enrolled on the PEIMS snapshot date of 11/01/21. Results are not included for students who took TELPAS-Alternate. ^a = grade six students include those in elementary schools. * = fewer than five students tested in this category.

Appendix K

Appendix K, Table 1: 2023 to 2024 TELPAS Proficiency Composite Rating Movement – Grade One to Five Emergent Bilinguals

Rated <i>N</i>	Progressed/ Regressed		2023 TELPAS Composite Rating	2024 TELPAS Composite Rating								2024 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade One													
4,236	Progressed		Beginning	1,738	88.0	1,052	61.0	98	26.7	26	15.4	2,914	68.8
	1,528	36.1	Intermediate	225	11.4	635	36.8	209	56.9	65	38.5	1,134	26.8
			Advanced	10	0.5	23	1.3	44	12.0	42	24.9	119	2.8
			Advanced High	3	0.2	14	0.8	16	4.4	36	21.3	69	1.6
	Regressed		2023 Total	1,976	100.0	1,724	100.0	367	100.0	169	100.0	4,236	100.0
291		6.9											
Grade Two													
4,453	Progressed		Beginning	760	71.2	1,181	45.2	144	20.0	4	7.8	2,089	46.9
	1,705	38.3	Intermediate	273	25.6	1,146	43.8	329	45.7	15	29.4	1,763	39.6
			Advanced	29	2.7	254	9.7	184	25.6	23	45.1	490	11.0
			Advanced High	5	0.5	34	1.3	63	8.8	9	17.6	111	2.5
	Regressed		2023 Total	1,067	100.0	2,615	100.0	720	100.0	51	100.0	4,453	100.0
658		14.8											
Grade Three													
4,352	Progressed		Beginning	369	65.5	560	25.6	40	3.1	1	0.3	970	22.3
	1,728	39.7	Intermediate	193	34.3	1,545	70.7	834	63.7	53	18.0	2,625	60.3
			Advanced	1	0.2	79	3.6	414	31.6	205	69.7	699	16.1
			Advanced High	0	0.0	1	0.0	22	1.7	35	11.9	58	1.3
	Regressed		2023 Total	563	100.0	2,185	100.0	1,310	100.0	294	100.0	4,352	100.0
296		6.8											
Grade Four													
4,407	Progressed		Beginning	281	61.5	244	13.0	7	0.4	0	0.0	532	12.1
	1,230	27.9	Intermediate	176	38.5	1,293	69.1	468	29.8	28	5.5	1,965	44.6
			Advanced	0	0.0	314	16.8	953	60.8	259	50.7	1,526	34.6
			Advanced High	0	0.0	20	1.1	140	8.9	224	43.8	384	8.7
	Regressed		2023 Total	457	100.0	1,871	100.0	1,568	100.0	511	100.0	4,407	100.0
650		14.7											
Grade Five													
4,528	Progressed		Beginning	249	83.0	337	22.5	24	1.3	0	0.0	610	13.5
	1,977	43.7	Intermediate	51	17.0	939	62.7	713	39.0	67	7.4	1,770	39.1
			Advanced	0	0.0	202	13.5	965	52.8	499	55.3	1,666	36.8
			Advanced High	0	0.0	19	1.3	126	6.9	337	37.3	482	10.6
	Regressed		2023 Total	300	100.0	1,497	100.0	1,828	100.0	903	100.0	4,528	100.0
398		8.8											
Grades One to Two													
8,689	Progressed		Beginning	2,498	82.1	2,233	51.5	242	22.3	30	13.6	5,003	57.6
	3,233	37.2	Intermediate	498	16.4	1,781	41.0	538	49.5	80	36.4	2,897	33.3
			Advanced	39	1.3	277	6.4	228	21.0	65	29.5	609	7.0
			Advanced High	8	0.3	48	1.1	79	7.3	45	20.5	180	2.1
	Regressed		2023 Total	3,043	100.0	4,339	100.0	1,087	100.0	220	100.0	8,689	100.0
949		10.9											
Grades Three to Five													
13,287	Progressed		Beginning	899	68.1	1,141	20.5	71	1.5	1	0.1	2,112	15.9
	4,935	37.1	Intermediate	420	31.8	3,777	68.0	2,015	42.8	148	8.7	6,360	47.9
			Advanced	1	0.1	595	10.7	2,332	49.6	963	56.4	3,891	29.3
			Advanced High	0	0.0	40	0.7	288	6.1	596	34.9	924	7.0
	Regressed		2023 Total	1,320	100.0	5,553	100.0	4,706	100.0	1,708	100.0	13,287	100.0
1,344		10.1											
Grades One to Five													
21,976	Progressed		Beginning	3,397	77.9	3,374	34.1	313	5.4	31	1.6	7,115	32.4
	8,168	37.2	Intermediate	918	21.0	5,558	56.2	2,553	44.1	228	11.8	9,257	42.1
			Advanced	40	0.9	872	8.8	2,560	44.2	1,028	53.3	4,500	20.5
			Advanced High	8	0.2	88	0.9	367	6.3	641	33.2	1,104	5.0
	Regressed		2023 Total	4,363	100.0	9,892	100.0	5,793	100.0	1,928	100.0	21,976	100.0
2,293		10.4											

Source: District TELPAS data files dated 06/30/23 and 06/17/24. District demographic data file dated 05/13/24.

Note: 2023 to 2024 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2023 to 2024. Percentages may not sum to 100 because of rounding.

Appendix K, Table 2: 2023 to 2024 TELPAS Proficiency Composite Rating Movement – Grade Six to Eight Emergent Bilinguals

Rated N	Progressed/ Regressed n %		2023 TELPAS Composite Rating	2024 TELPAS Composite Rating								2024 Total n %	
				Beginning		Intermediate		Advanced		Adv High			
				n	%	n	%	n	%	n	%		
Grade Six													
4,145	Progressed 994	24.0	Beginning	180	72.6	229	13.7	5	0.3	0	0.0	414	10.0
			Intermediate	62	25.0	945	56.5	369	20.1	18	4.6	1,394	33.6
	Regressed 963	23.2	Advanced	6	2.4	445	26.6	1,063	58.0	118	30.2	1,632	39.4
			Advanced High	0	0.0	54	3.2	396	21.6	255	65.2	705	17.0
			2023 Total	248	100.0	1,673	100.0	1,833	100.0	391	100.0	4,145	100.0
Grade Seven													
4,151	Progressed 1,220	29.4	Beginning	157	64.6	179	10.9	3	0.2	0	0.0	339	8.2
			Intermediate	85	35.0	1,142	69.7	534	30.3	22	4.4	1,783	43.0
	Regressed 552	13.3	Advanced	1	0.4	303	18.5	1,080	61.2	263	52.2	1,647	39.7
			Advanced High	0	0.0	15	0.9	148	8.4	219	43.5	382	9.2
			2023 Total	243	100.0	1,639	100.0	1,765	100.0	504	100.0	4,151	100.0
Grade Eight													
4,060	Progressed 997	24.6	Beginning	126	72.0	178	10.1	8	0.5	0	0.0	312	7.7
			Intermediate	49	28.0	1,137	64.5	416	24.1	16	4.1	1,618	39.9
	Regressed 704	17.3	Advanced	0	0.0	423	24.0	1,096	63.4	173	43.8	1,692	41.7
			Advanced High	0	0.0	24	1.4	208	12.0	206	52.2	438	10.8
			2023 Total	175	100.0	1,762	100.0	1,728	100.0	395	100.0	4,060	100.0
Grades Six to Eight													
12,356	Progressed 3,211	26.0	Beginning	463	69.5	586	11.5	16	0.3	0	0.0	1,065	8.6
			Intermediate	196	29.4	3,224	63.5	1,319	24.8	56	4.3	4,795	38.8
	Regressed 2,219	18.0	Advanced	7	1.1	1,171	23.1	3,239	60.8	554	42.9	4,971	40.2
			Advanced High	0	0.0	93	1.8	752	14.1	680	52.7	1,525	12.3
			2023 Total	666	100.0	5,074	100.0	5,326	100.0	1,290	100.0	12,356	100.0

Source: District TELPAS data files dated 06/30/23 and 06/17/24. District demographic data file dated 05/13/24.

Note: 2023 to 2024 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2023 to 2024. Percentages may not sum to 100 because of rounding.

Appendix K, Table 3: 2023 to 2024 TELPAS Proficiency Composite Rating Movement – Grade Nine to Twelve Emergent Bilinguals (Including Secondary Grade Level Summary)

Rated <i>N</i>	Progressed/ Regressed		2023 TELPAS Composite Rating	2024 TELPAS Composite Rating								2024 Total		
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%	
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%			
Grade Nine														
4,278	Progressed		Beginning	162	43.8	89	4.2	2	0.2	0	0.0	253	5.9	
	918		21.5	Intermediate	189	51.1	1,317	61.9	303	24.1	32	6.1	1,841	43.0
				Advanced	19	5.1	628	29.5	748	59.6	210	40.1	1,605	37.5
	Regressed			Advanced High	0	0.0	95	4.5	202	16.1	282	53.8	579	13.5
	1,133		26.5	2023 Total	370	100.0	2,129	100.0	1,255	100.0	524	100.0	4,278	100.0
Grade Ten														
4,304	Progressed		Beginning	246	51.0	120	6.0	5	0.4	0	0.0	371	8.6	
	1,189		27.6	Intermediate	212	44.0	1,405	70.4	370	32.7	71	10.2	2,058	47.8
				Advanced	19	3.9	426	21.4	652	57.5	280	40.3	1,377	32.0
	Regressed			Advanced High	5	1.0	44	2.2	106	9.4	343	49.4	498	11.6
	812		18.9	2023 Total	482	100.0	1,995	100.0	1,133	100.0	694	100.0	4,304	100.0
Grade Eleven														
3,356	Progressed		Beginning	163	50.3	58	3.9	2	0.2	0	0.0	223	6.6	
	990		29.5	Intermediate	135	41.7	1,022	69.1	286	31.4	81	12.6	1,524	45.4
				Advanced	23	7.1	335	22.7	507	55.7	233	36.2	1,098	32.7
	Regressed			Advanced High	3	0.9	63	4.3	115	12.6	330	51.2	511	15.2
	674		20.1	2023 Total	324	100.0	1,478	100.0	910	100.0	644	100.0	3,356	100.0
Grade Twelve														
3,022	Progressed		Beginning	104	33.5	47	3.2	1	0.1	1	0.3	153	5.1	
	668		22.1	Intermediate	158	51.0	1,002	67.5	231	27.6	29	7.5	1,420	47.0
				Advanced	39	12.6	376	25.3	499	59.5	143	36.8	1,057	35.0
	Regressed			Advanced High	9	2.9	60	4.0	107	12.8	216	55.5	392	13.0
	749		24.8	2023 Total	310	100.0	1,485	100.0	838	100.0	389	100.0	3,022	100.0
Grade Nine to Twelve														
14,960	Progressed		Beginning	675	45.4	314	4.4	10	0.2	1	0.0	1,000	6.7	
	3,765		25.2	Intermediate	694	46.7	4,746	67.0	1,190	28.8	213	9.5	6,843	45.7
				Advanced	100	6.7	1,765	24.9	2,406	58.2	866	38.5	5,137	34.3
	Regressed			Advanced High	17	1.1	262	3.7	530	12.8	1,171	52.0	1,980	13.2
	3,368		22.5	2023 Total	1,486	100.0	7,087	100.0	4,136	100.0	2,251	100.0	14,960	100.0
All Secondary (Grades Six to Twelve)														
27,316	Progressed		Beginning	1,138	52.9	900	7.4	26	0.3	1	0.0	2,065	7.6	
	6,976		25.5	Intermediate	890	41.4	7,970	65.5	2,509	26.5	269	7.6	11,638	42.6
				Advanced	107	5.0	2,936	24.1	5,645	59.7	1,420	40.1	10,108	37.0
	Regressed			Advanced High	17	0.8	355	2.9	1,282	13.5	1,851	52.3	3,505	12.8
	5,587		20.5	2023 Total	2,152	100.0	12,161	100.0	9,462	100.0	3,541	100.0	27,316	100.0

Source: District TELPAS data files dated 06/30/23 and 06/17/24. District demographic data file dated 05/13/24.

Note: 2023 to 2024 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2023 to 2024. Percentages may not sum to 100 because of rounding.

Appendix K, Table 4: 2023 to 2024 TELPAS Proficiency Composite Rating Movement – Emergent Bilinguals in One-Way Dual Language Program

Rated <i>N</i>	Progressed/ Regressed		2023 TELPAS Composite Rating	2024 TELPAS Composite Rating								2024 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade One													
3,354	Progressed		Beginning	1,502	89.2	903	64.8	79	36.4	19	32.2	2,503	74.6
	1,163 34.7		Intermediate	174	10.3	478	34.3	122	56.2	26	44.1	800	23.9
			Advanced	6	0.4	10	0.7	13	6.0	9	15.3	38	1.1
	Regressed		Advanced High	2	0.1	3	0.2	3	1.4	5	8.5	13	0.4
	198 5.9		2023 Total	1,684	100.0	1,394	100.0	217	100.0	59	100.0	3,354	100.0
Grade Two													
3,615	Progressed		Beginning	699	75.5	1,056	49.8	131	24.5	4	11.4	1,890	52.3
	1,481 41.0		Intermediate	214	23.1	916	43.2	259	48.5	12	34.3	1,401	38.8
			Advanced	11	1.2	135	6.4	116	21.7	14	40.0	276	7.6
	Regressed		Advanced High	2	0.2	13	0.6	28	5.2	5	14.3	48	1.3
	403 11.1		2023 Total	926	100.0	2,120	100.0	534	100.0	35	100.0	3,615	100.0
Grade Three													
3,406	Progressed		Beginning	298	66.1	465	26.5	32	3.2	0	0.0	795	23.3
	1,361 40.0		Intermediate	152	33.7	1,223	69.8	648	65.7	42	19.4	2,065	60.6
			Advanced	1	0.2	64	3.7	294	29.8	150	69.4	509	14.9
	Regressed		Advanced High	0	0.0	1	0.1	12	1.2	24	11.1	37	1.1
	230 6.8		2023 Total	451	100.0	1,753	100.0	986	100.0	216	100.0	3,406	100.0
Grade Four													
3,338	Progressed		Beginning	239	62.1	189	13.0	5	0.4	0	0.0	433	13.0
	892 26.7		Intermediate	146	37.9	1,017	70.2	358	30.8	19	5.6	1,540	46.1
			Advanced	0	0.0	229	15.8	690	59.3	185	54.4	1,104	33.1
	Regressed		Advanced High	0	0.0	14	1.0	111	9.5	136	40.0	261	7.8
	500 15.0		2023 Total	385	100.0	1,449	100.0	1,164	100.0	340	100.0	3,338	100.0
Grade Five													
3,378	Progressed		Beginning	220	84.0	259	22.8	21	1.5	0	0.0	500	14.8
	1,418 42.0		Intermediate	42	16.0	723	63.5	536	39.0	49	8.1	1,350	40.0
			Advanced	0	0.0	144	12.7	731	53.1	345	57.3	1,220	36.1
	Regressed		Advanced High	0	0.0	12	1.1	88	6.4	208	34.6	308	9.1
	286 8.5		2023 Total	262	100.0	1,138	100.0	1,376	100.0	602	100.0	3,378	100.0
Grade Six^a													
525	Progressed		Beginning	33	84.6	49	21.9	4	1.9	0	0.0	86	16.4
	157 29.9		Intermediate	6	15.4	145	64.7	58	26.9	1	2.2	210	40.0
			Advanced	0	0.0	28	12.5	119	55.1	19	41.3	166	31.6
	Regressed		Advanced High	0	0.0	2	0.9	35	16.2	26	56.5	63	12.0
	71 13.5		2023 Total	39	100.0	224	100.0	216	100.0	46	100.0	525	100.0
Grades One to Two													
6,969	Progressed		Beginning	2,201	84.3	1,959	55.7	210	28.0	23	24.5	4,393	63.0
	2,644 37.9		Intermediate	388	14.9	1,394	39.7	381	50.7	38	40.4	2,201	31.6
			Advanced	17	0.7	145	4.1	129	17.2	23	24.5	314	4.5
	Regressed		Advanced High	4	0.2	16	0.5	31	4.1	10	10.6	61	0.9
	601 8.6		2023 Total	2,610	100.0	3,514	100.0	751	100.0	94	100.0	6,969	100.0
Grades Three to Six													
10,647	Progressed		Beginning	790	69.5	962	21.1	62	1.7	0	0.0	1,814	17.0
	3,828 36.0		Intermediate	346	30.4	3,108	68.1	1,600	42.8	111	9.2	5,165	48.5
			Advanced	1	0.1	465	10.2	1,834	49.0	699	58.1	2,999	28.2
	Regressed		Advanced High	0	0.0	29	0.6	246	6.6	394	32.7	669	6.3
	1,087 10.2		2023 Total	1,137	100.0	4,564	100.0	3,742	100.0	1,204	100.0	10,647	100.0
Grades One to Six													
17,616	Progressed		Beginning	2,991	79.8	2,921	36.2	272	6.1	23	1.8	6,207	35.2
	6,472 36.7		Intermediate	734	19.6	4,502	55.7	1,981	44.1	149	11.5	7,366	41.8
			Advanced	18	0.5	610	7.6	1,963	43.7	722	55.6	3,313	18.8
	Regressed		Advanced High	4	0.1	45	0.6	277	6.2	404	31.1	730	4.1
	1,688 9.6		2023 Total	3,747	100.0	8,078	100.0	4,493	100.0	1,298	100.0	17,616	100.0

Source: District TELPAS data files dated 06/30/23 and 06/17/24. District demographic data file dated 05/13/24.

Note: 2023 to 2024 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. ^a = Grade six students who were housed at a OWDL campus were included. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2023 to 2024.

Appendix K, Table 5: 2023 to 2024 TELPAS Proficiency Composite Rating Movement – Emergent Bilinguals in Two-Way Dual Language Program

Rated N	Progressed/ Regressed		2023 TELPAS Composite Rating	2024 TELPAS Composite Rating								2024 Total	
	n	%		Beginning		Intermediate		Advanced		Adv High		n	%
				n	%	n	%	n	%	n	%		
Grade One													
457	Progressed		Beginning	134	80.2	90	44.1	7	11.3	1	4.2	232	50.8
	168	36.8	Intermediate	30	18.0	105	51.5	47	75.8	13	54.2	195	42.7
			Advanced	2	1.2	4	2.0	6	9.7	9	37.5	21	4.6
	Regressed		Advanced High	1	0.6	5	2.5	2	3.2	1	4.2	9	2.0
	44	9.6	2023 Total	167	100.0	204	100.0	62	100.0	24	100.0	457	100.0
Grade Two													
408	Progressed		Beginning	23	48.9	62	26.1	7	6.2	0	0.0	92	22.5
	127	31.1	Intermediate	22	46.8	126	52.9	48	42.5	3	30.0	199	48.8
			Advanced	1	2.1	47	19.7	49	43.4	4	40.0	101	24.8
	Regressed		Advanced High	1	2.1	3	1.3	9	8.0	3	30.0	16	3.9
	83	20.3	2023 Total	47	100.0	238	100.0	113	100.0	10	100.0	408	100.0
Grade Three													
497	Progressed		Beginning	20	62.5	45	21.2	3	1.5	0	0.0	68	13.7
	216	43.5	Intermediate	12	37.5	160	75.5	117	57.9	5	9.8	294	59.2
			Advanced	0	0.0	7	3.3	74	36.6	40	78.4	121	24.3
	Regressed		Advanced High	0	0.0	0	0.0	8	4.0	6	11.8	14	2.8
	27	5.4	2023 Total	32	100.0	212	100.0	202	100.0	51	100.0	497	100.0
Grade Four													
539	Progressed		Beginning	22	56.4	21	11.9	0	0.0	0	0.0	43	8.0
	191	35.4	Intermediate	17	43.6	114	64.8	61	28.4	6	5.5	198	36.7
			Advanced	0	0.0	38	21.6	137	63.7	40	36.7	215	39.9
	Regressed		Advanced High	0	0.0	3	1.7	17	7.9	63	57.8	83	15.4
	75	13.9	2023 Total	39	100.0	176	100.0	215	100.0	109	100.0	539	100.0
Grade Five													
649	Progressed		Beginning	12	75.0	32	20.1	1	0.4	0	0.0	45	6.9
	330	50.8	Intermediate	4	25.0	93	58.5	95	34.9	11	5.4	203	31.3
			Advanced	0	0.0	30	18.9	149	54.8	99	49.0	278	42.8
	Regressed		Advanced High	0	0.0	4	2.5	27	9.9	92	45.5	123	19.0
	65	10.0	2023 Total	16	100.0	159	100.0	272	100.0	202	100.0	649	100.0
Grade Six^a													
3	Progressed		Beginning	1	100.0	0	0.0	0	0.0	0	0.0	1	33.3
	0	0.0	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
			Advanced	0	0.0	0	0.0	1	50.0	0	0.0	1	33.3
	Regressed		Advanced High	0	0.0	0	0.0	1	50.0	0	0.0	1	33.3
	1	33.3	2023 Total	1	100.0	0	0.0	2	100.0	0	0.0	3	100.0
Grades One to Two													
865	Progressed		Beginning	157	73.4	152	34.4	14	8.0	1	2.9	324	37.5
	295	34.1	Intermediate	52	24.3	231	52.3	95	54.3	16	47.1	394	45.5
			Advanced	3	1.4	51	11.5	55	31.4	13	38.2	122	14.1
	Regressed		Advanced High	2	0.9	8	1.8	11	6.3	4	11.8	25	2.9
	127	14.7	2023 Total	214	100.0	442	100.0	175	100.0	34	100.0	865	100.0
Grades Three to Six													
1,688	Progressed		Beginning	55	62.5	98	17.9	4	0.6	0	0.0	157	9.3
	737	43.7	Intermediate	33	37.5	367	67.1	273	39.5	22	6.1	695	41.2
			Advanced	0	0.0	75	13.7	361	52.2	179	49.4	615	36.4
	Regressed		Advanced High	0	0.0	7	1.3	53	7.7	161	44.5	221	13.1
	168	10.0	2023 Total	88	100.0	547	100.0	691	100.0	362	100.0	1,688	100.0
Grades One to Six													
2,553	Progressed		Beginning	212	70.2	250	25.3	18	2.1	1	0.3	481	18.8
	1,032	40.4	Intermediate	85	28.1	598	60.5	368	42.5	38	9.6	1,089	42.7
			Advanced	3	1.0	126	12.7	416	48.0	192	48.5	737	28.9
	Regressed		Advanced High	2	0.7	15	1.5	64	7.4	165	41.7	246	9.6
	295	11.6	2023 Total	302	100.0	989	100.0	866	100.0	396	100.0	2,553	100.0

Source: District TELPAS data files dated 06/30/23 and 06/17/24. District demographic data file dated 05/13/24.

Note: 2023 to 2024 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. ^a = Grade six students who were housed at a TWDL campus were included. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2023 to 2024. - = no data in this category.

Appendix K, Table 6: 2023 to 2024 TELPAS Proficiency Composite Rating Movement – Grade Six to Eight Emergent Bilinguals in Secondary Dual Language Program

Rated N	Progressed/ Regressed n %		2023 TELPAS Composite Rating	2024 TELPAS Composite Rating								2024 Total n %	
				Beginning		Intermediate		Advanced		Adv High			
				n	%	n	%	n	%	n	%		
Grade Six													
28	Progressed 5 17.9		Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
			Intermediate	0	0.0	2	33.3	1	5.6	0	0.0	3	10.7
			Advanced	0	0.0	4	66.7	13	72.2	1	25.0	18	64.3
	Regressed 8 28.6		Advanced High	0	0.0	0	0.0	4	22.2	3	75.0	7	25.0
			2023 Total	0	0.0	6	100.0	18	100.0	4	100.0	28	100.0
Grade Seven													
62	Progressed 21 33.9		Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
			Intermediate	0	0.0	4	66.7	6	14.6	0	0.0	10	16.1
			Advanced	0	0.0	2	33.3	25	61.0	8	53.3	35	56.5
	Regressed 12 19.4		Advanced High	0	0.0	0	0.0	10	24.4	7	46.7	17	27.4
			2023 Total	0	0.0	6	100.0	41	100.0	15	100.0	62	100.0
Grade Eight													
85	Progressed 11 12.9		Beginning	0	0.0	1	4.5	0	0.0	0	0.0	1	1.2
			Intermediate	0	0.0	12	54.5	4	7.0	0	0.0	16	18.8
			Advanced	0	0.0	9	40.9	33	57.9	3	50.0	45	52.9
	Regressed 29 34.1		Advanced High	0	0.0	0	0.0	20	35.1	3	50.0	23	27.1
			2023 Total	0	0.0	22	100.0	57	100.0	6	100.0	85	100.0
Grades Six to Eight													
175	Progressed 37 21.1		Beginning	0	0.0	1	2.9	0	0.0	0	0.0	1	0.6
			Intermediate	0	0.0	18	52.9	11	9.5	0	0.0	29	16.6
			Advanced	0	0.0	15	44.1	71	61.2	12	48.0	98	56.0
	Regressed 49 28.0		Advanced High	0	0.0	0	0.0	34	29.3	13	52.0	47	26.9
			2023 Total	0	0.0	34	100.0	116	100.0	25	100.0	175	100.0

Source: District TELPAS data files dated 06/30/23 and 06/17/24. District demographic data file dated 05/13/24.

Note: 2023 to 2024 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2023 to 2024. Percentages may not sum to 100 because of rounding.

Appendix K, Table 7: 2023 to 2024 TELPAS Proficiency Composite Rating Movement – Grade Nine to Twelve Emergent Bilinguals in Secondary Dual Language Program (Including Secondary Grade Level Summary)

Rated N	Progressed/ Regressed		2023 TELPAS Composite Rating	2024 TELPAS Composite Rating								2024 Total	
	n	%		Beginning		Intermediate		Advanced		Adv High		n	%
				n	%	n	%	n	%	n	%		
Grade Nine													
65	Progressed 25	38.5	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
			Intermediate	0	0.0	7	50.0	2	7.1	0	0.0	9	13.8
			Advanced	0	0.0	4	28.6	19	67.9	7	30.4	30	46.2
	Regressed 14	21.5	Advanced High	0	0.0	3	21.4	7	25.0	16	69.6	26	40.0
			2023 Total	0	0.0	14	100.0	28	100.0	23	100.0	65	100.0
Grade Ten													
69	Progressed 42	60.9	Beginning	1	33.3	0	0.0	0	0.0	0	0.0	1	1.4
			Intermediate	2	66.7	5	45.5	5	27.8	4	10.8	16	23.2
			Advanced	0	0.0	3	27.3	8	44.4	10	27.0	21	30.4
	Regressed 13	18.8	Advanced High	0	0.0	3	27.3	5	27.8	23	62.2	31	44.9
			2023 Total	3	100.0	11	100.0	18	100.0	37	100.0	69	100.0
Grade Eleven													
60	Progressed 21	35.0	Beginning	4	57.1	0	0.0	0	0.0	0	0.0	4	6.7
			Intermediate	3	42.9	12	57.1	7	38.9	1	7.1	23	38.3
			Advanced	0	0.0	7	33.3	9	50.0	5	35.7	21	35.0
	Regressed 14	23.3	Advanced High	0	0.0	2	9.5	2	11.1	8	57.1	12	20.0
			2023 Total	7	100.0	21	100.0	18	100.0	14	100.0	60	100.0
Grade Twelve													
13	Progressed 1	7.7	Beginning	2	50.0	0	0.0	0	0.0	0	0.0	2	15.4
			Intermediate	2	50.0	4	57.1	1	50.0	0	0.0	7	53.8
			Advanced	0	0.0	2	28.6	1	50.0	0	0.0	3	23.1
	Regressed 5	38.5	Advanced High	0	0.0	1	14.3	0	0.0	0	0.0	1	7.7
			2023 Total	4	100.0	7	100.0	2	100.0	0	0.0	13	100.0
Grade Nine to Twelve													
207	Progressed 89	43.0	Beginning	7	50.0	0	0.0	0	0.0	0	0.0	7	3.4
			Intermediate	7	50.0	28	52.8	15	22.7	5	6.8	55	26.6
			Advanced	0	0.0	16	30.2	37	56.1	22	29.7	75	36.2
	Regressed 46	22.2	Advanced High	0	0.0	9	17.0	14	21.2	47	63.5	70	33.8
			2023 Total	14	100.0	53	100.0	66	100.0	74	100.0	207	100.0
All Secondary (Grades Six to Twelve)													
382	Progressed 126	33.0	Beginning	7	50.0	1	1.1	0	0.0	0	0.0	8	2.1
			Intermediate	7	50.0	46	52.9	26	14.3	5	5.1	84	22.0
			Advanced	0	0.0	31	35.6	108	59.3	34	34.3	173	45.3
	Regressed 95	24.9	Advanced High	0	0.0	9	10.3	48	26.4	60	60.6	117	30.6
			2023 Total	14	100.0	87	100.0	182	100.0	99	100.0	382	100.0

Source: District TELPAS data files dated 06/30/23 and 06/17/24. District demographic data file dated 05/13/24.

Note: 2023 to 2024 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2023 to 2024. Percentages may not sum to 100 because of rounding.

Appendix K, Table 8: 2023 to 2024 TELPAS Proficiency Composite Rating Movement – Grade One to Five Emergent Bilinguals in English as a Second Language Program

Rated <i>N</i>	Progressed/ Regressed		2023 TELPAS Composite Rating	2024 TELPAS Composite Rating								2024 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
Grade One													
144	Progressed		Beginning	40	93.0	25	75.8	4	11.1	1	3.1	70	48.6
	77	53.5	Intermediate	3	7.0	6	18.2	16	44.4	8	25.0	33	22.9
			Advanced	0	0.0	2	6.1	11	30.6	12	37.5	25	17.4
	Regressed		Advanced High	0	0.0	0	0.0	5	13.9	11	34.4	16	11.1
	10	6.9	2023 Total	43	100.0	33	100.0	36	100.0	32	100.0	144	100.0
Grade Two													
163	Progressed		Beginning	15	60.0	36	35.0	5	16.1	0	0.0	56	34.4
	54	33.1	Intermediate	7	28.0	30	29.1	9	29.0	0	0.0	46	28.2
			Advanced	3	12.0	32	31.1	6	19.4	3	75.0	44	27.0
	Regressed		Advanced High	0	0.0	5	4.9	11	35.5	1	25.0	17	10.4
	58	35.6	2023 Total	25	100.0	103	100.0	31	100.0	4	100.0	163	100.0
Grade Three													
176	Progressed		Beginning	28	84.8	22	28.6	5	10.2	0	0.0	55	31.3
	71	40.3	Intermediate	5	15.2	50	64.9	27	55.1	4	23.5	86	48.9
			Advanced	0	0.0	5	6.5	15	30.6	8	47.1	28	15.9
	Regressed		Advanced High	0	0.0	0	0.0	2	4.1	5	29.4	7	4.0
	12	6.8	2023 Total	33	100.0	77	100.0	49	100.0	17	100.0	176	100.0
Grade Four													
179	Progressed		Beginning	11	100.0	13	18.3	0	0.0	0	0.0	24	13.4
	57	31.8	Intermediate	0	0.0	42	59.2	14	20.9	1	3.3	57	31.8
			Advanced	0	0.0	14	19.7	47	70.1	14	46.7	75	41.9
	Regressed		Advanced High	0	0.0	2	2.8	6	9.0	15	50.0	23	12.8
	22	12.3	2023 Total	11	100.0	71	100.0	67	100.0	30	100.0	179	100.0
Grade Five													
177	Progressed		Beginning	6	85.7	21	38.9	1	1.5	0	0.0	28	15.8
	99	55.9	Intermediate	1	14.3	24	44.4	29	42.6	4	8.3	58	32.8
			Advanced	0	0.0	7	13.0	32	47.1	21	43.8	60	33.9
	Regressed		Advanced High	0	0.0	2	3.7	6	8.8	23	47.9	31	17.5
	16	9.0	2023 Total	7	100.0	54	100.0	68	100.0	48	100.0	177	100.0
Grades One to Two													
307	Progressed		Beginning	55	80.9	61	44.9	9	13.4	1	2.8	126	41.0
	131	42.7	Intermediate	10	14.7	36	26.5	25	37.3	8	22.2	79	25.7
			Advanced	3	4.4	34	25.0	17	25.4	15	41.7	69	22.5
	Regressed		Advanced High	0	0.0	5	3.7	16	23.9	12	33.3	33	10.7
	68	22.1	2023 Total	68	100.0	136	100.0	67	100.0	36	100.0	307	100.0
Grades Three to Five													
532	Progressed		Beginning	45	88.2	56	27.7	6	3.3	0	0.0	107	20.1
	227	42.7	Intermediate	6	11.8	116	57.4	70	38.0	9	9.5	201	37.8
			Advanced	0	0.0	26	12.9	94	51.1	43	45.3	163	30.6
	Regressed		Advanced High	0	0.0	4	2.0	14	7.6	43	45.3	61	11.5
	50	9.4	2023 Total	51	100.0	202	100.0	184	100.0	95	100.0	532	100.0
Grades One to Five													
839	Progressed		Beginning	100	84.0	117	34.6	15	6.0	1	0.8	233	27.8
	358	42.7	Intermediate	16	13.4	152	45.0	95	37.8	17	13.0	280	33.4
			Advanced	3	2.5	60	17.8	111	44.2	58	44.3	232	27.7
	Regressed		Advanced High	0	0.0	9	2.7	30	12.0	55	42.0	94	11.2
	118	14.1	2023 Total	119	100.0	338	100.0	251	100.0	131	100.0	839	100.0

Source: District TELPAS data files dated 06/30/23 and 06/17/24. District demographic data file dated 05/13/24.

Note: 2023 to 2024 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2023 to 2024. Percentages may not sum to 100 because of rounding.

Appendix K, Table 9: 2023 to 2024 TELPAS Proficiency Composite Rating Movement – Grade Six to Eight Emergent Bilinguals in English as a Second Language Program

Rated N	Progressed/ Regressed n %		2023 TELPAS Composite Rating	2024 TELPAS Composite Rating								2024 Total n %	
				Beginning		Intermediate		Advanced		Adv High			
				n	%	n	%	n	%	n	%		
Grade Six													
181	Progressed		Beginning	50	90.9	65	70.7	0	0.0	0	0.0	115	63.5
	85 47.0		Intermediate	5	9.1	23	25.0	13	48.1	1	14.3	42	23.2
			Advanced	0	0.0	4	4.3	11	40.7	3	42.9	18	9.9
	Regressed		Advanced High	0	0.0	0	0.0	3	11.1	3	42.9	6	3.3
	12 6.6		2023 Total	55	100.0	92	100.0	27	100.0	7	100.0	181	100.0
Grade Seven													
165	Progressed		Beginning	58	86.6	55	68.8	0	0.0	0	0.0	113	68.5
	69 41.8		Intermediate	9	13.4	25	31.3	10	71.4	1	25.0	45	27.3
			Advanced	0	0.0	0	0.0	3	21.4	3	75.0	6	3.6
	Regressed		Advanced High	0	0.0	0	0.0	1	7.1	0	0.0	1	0.6
	10 6.1		2023 Total	67	100.0	80	100.0	14	100.0	4	100.0	165	100.0
Grade Eight													
305	Progressed		Beginning	82	90.1	74	46.0	3	7.0	0	0.0	159	52.1
	101 33.1		Intermediate	9	9.9	78	48.4	14	32.6	0	0.0	101	33.1
			Advanced	0	0.0	9	5.6	21	48.8	3	30.0	33	10.8
	Regressed		Advanced High	0	0.0	0	0.0	5	11.6	7	70.0	12	3.9
	23 7.5		2023 Total	91	100.0	161	100.0	43	100.0	10	100.0	305	100.0
Grades Six to Eight													
651	Progressed		Beginning	190	89.2	194	58.3	3	3.6	0	0.0	387	59.4
	255 39.2		Intermediate	23	10.8	126	37.8	37	44.0	2	9.5	188	28.9
			Advanced	0	0.0	13	3.9	35	41.7	9	42.9	57	8.8
	Regressed		Advanced High	0	0.0	0	0.0	9	10.7	10	47.6	19	2.9
	45 6.9		2023 Total	213	100.0	333	100.0	84	100.0	21	100.0	651	100.0

Source: District TELPAS data files dated 06/30/23 and 06/17/24. District demographic data file dated 05/13/24.

Note: 2023 to 2024 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2023 to 2024. Percentages may not sum to 100 because of rounding.

Appendix K, Table 10: 2023 to 2024 TELPAS Proficiency Composite Rating Movement – Grade Nine to Twelve Emergent Bilinguals in English as a Second Language Program (Including Secondary Grade Level Summary)

Rated <i>N</i>	Progressed/ Regressed		2023 TELPAS Composite Rating	2024 TELPAS Composite Rating								2024 Total		
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%	
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%			
Grade Nine														
297	Progressed	52	17.5	Beginning	102	69.4	32	27.6	1	3.1	0	0.0	135	45.5
				Intermediate	45	30.6	75	64.7	17	53.1	1	50.0	138	46.5
				Advanced	0	0.0	9	7.8	11	34.4	1	50.0	21	7.1
	Regressed	57	19.2	Advanced High	0	0.0	0	0.0	3	9.4	0	0.0	3	1.0
	2023 Total	147	100.0	116	100.0	32	100.0	2	100.0	297	100.0			
Grade Ten														
486	Progressed	107	22.0	Beginning	180	72.9	63	35.6	2	4.8	0	0.0	245	50.4
				Intermediate	66	26.7	109	61.6	22	52.4	2	10.0	199	40.9
				Advanced	1	0.4	5	2.8	18	42.9	10	50.0	34	7.0
	Regressed	72	14.8	Advanced High	0	0.0	0	0.0	0	0.0	8	40.0	8	1.6
	2023 Total	247	100.0	177	100.0	42	100.0	20	100.0	486	100.0			
Grade Eleven														
269	Progressed	47	17.5	Beginning	95	74.8	23	23.5	1	3.0	0	0.0	119	44.2
				Intermediate	32	25.2	64	65.3	12	36.4	2	18.2	110	40.9
				Advanced	0	0.0	11	11.2	17	51.5	4	36.4	32	11.9
	Regressed	46	17.1	Advanced High	0	0.0	0	0.0	3	9.1	5	45.5	8	3.0
	2023 Total	127	100.0	98	100.0	33	100.0	11	100.0	269	100.0			
Grade Twelve														
269	Progressed	57	21.2	Beginning	55	69.6	19	15.0	0	0.0	0	0.0	74	27.5
				Intermediate	22	27.8	92	72.4	12	32.4	6	23.1	132	49.1
				Advanced	2	2.5	15	11.8	22	59.5	5	19.2	44	16.4
	Regressed	43	16.0	Advanced High	0	0.0	1	0.8	3	8.1	15	57.7	19	7.1
	2023 Total	79	100.0	127	100.0	37	100.0	26	100.0	269	100.0			
Grade Nine to Twelve														
1,321	Progressed	263	19.9	Beginning	432	72.0	137	26.4	4	2.8	0	0.0	573	43.4
				Intermediate	165	27.5	340	65.6	63	43.8	11	18.6	579	43.8
				Advanced	3	0.5	40	7.7	68	47.2	20	33.9	131	9.9
	Regressed	218	16.5	Advanced High	0	0.0	1	0.2	9	6.3	28	47.5	38	2.9
	2023 Total	600	100.0	518	100.0	144	100.0	59	100.0	1,321	100.0			
All Secondary (Grades Six to Twelve)														
1,972	Progressed	518	26.3	Beginning	622	76.5	331	38.9	7	3.1	0	0.0	960	48.7
				Intermediate	188	23.1	466	54.8	100	43.9	13	16.3	767	38.9
				Advanced	3	0.4	53	6.2	103	45.2	29	36.3	188	9.5
	Regressed	263	13.3	Advanced High	0	0.0	1	0.1	18	7.9	38	47.5	57	2.9
	2023 Total	813	100.0	851	100.0	228	100.0	80	100.0	1,972	100.0			

Source: District TELPAS data files dated 06/30/23 and 06/17/24. District demographic data file dated 05/13/24.

Note: 2023 to 2024 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2023 to 2024. Percentages may not sum to 100 because of rounding.

Appendix K, Table 11: 2023 to 2024 TELPAS Proficiency Composite Rating Movement – Grade Six to Eight Emergent Bilinguals in Sheltered Classrooms

Rated <i>N</i>	Progressed/ Regressed <i>n</i> %		2023 TELPAS Composite Rating	2024 TELPAS Composite Rating								2024 Total <i>n</i> %	
				Beginning		Intermediate		Advanced		Adv High			
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Six													
2,936	Progressed 604 20.6		Beginning	88	62.4	104	8.7	1	0.1	0	0.0	193	6.6
			Intermediate	47	33.3	682	57.0	239	17.8	14	5.4	982	33.4
			Advanced	6	4.3	363	30.4	792	59.1	72	27.7	1,233	42.0
	Regressed 770 26.2		Advanced High	0	0.0	47	3.9	307	22.9	174	66.9	528	18.0
			2023 Total	141	100.0	1,196	100.0	1,339	100.0	260	100.0	2,936	100.0
Grade Seven													
3,317	Progressed 925 27.9		Beginning	96	60.0	117	8.5	2	0.1	0	0.0	215	6.5
			Intermediate	63	39.4	993	72.1	459	32.1	14	4.0	1,529	46.1
			Advanced	1	0.6	256	18.6	868	60.6	193	55.6	1,318	39.7
	Regressed 435 13.1		Advanced High	0	0.0	12	0.9	103	7.2	140	40.3	255	7.7
			2023 Total	160	100.0	1,378	100.0	1,432	100.0	347	100.0	3,317	100.0
Grade Eight													
2,984	Progressed 650 21.8		Beginning	41	53.2	96	7.0	4	0.3	0	0.0	141	4.7
			Intermediate	36	46.8	918	66.6	345	26.1	12	5.9	1,311	43.9
			Advanced	0	0.0	344	24.9	839	63.4	99	48.3	1,282	43.0
	Regressed 536 18.0		Advanced High	0	0.0	21	1.5	135	10.2	94	45.9	250	8.4
			2023 Total	77	100.0	1,379	100.0	1,323	100.0	205	100.0	2,984	100.0
Grades Six to Eight													
9,237	Progressed 2,179 23.6		Beginning	225	59.5	317	8.0	7	0.2	0	0.0	549	5.9
			Intermediate	146	38.6	2,593	65.6	1,043	25.5	40	4.9	3,822	41.4
			Advanced	7	1.9	963	24.4	2,499	61.0	364	44.8	3,833	41.5
	Regressed 1,741 18.8		Advanced High	0	0.0	80	2.0	545	13.3	408	50.2	1,033	11.2
			2023 Total	378	100.0	3,953	100.0	4,094	100.0	812	100.0	9,237	100.0

Source: District TELPAS data files dated 06/30/23 and 06/17/24. District demographic data file dated 05/13/24.

Note: 2023 to 2024 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2023 to 2024. Percentages may not sum to 100 because of rounding.

Appendix K, Table 12: 2023 to 2024 TELPAS Proficiency Composite Rating Movement – Grade Nine to Twelve Emergent Bilinguals in Sheltered Classrooms (Including Secondary Grade Level Summary)

Rated N	Progressed/ Regressed		2023 TELPAS Composite Rating	2024 TELPAS Composite Rating								2024 Total	
	n	%		Beginning		Intermediate		Advanced		Adv High		n	%
Grade Nine													
3,240	Progressed		Beginning	52	26.9	55	3.1	1	0.1	0	0.0	108	3.3
	656 20.2		Intermediate	124	64.2	1,111	63.6	245	25.9	26	7.3	1,506	46.5
			Advanced	17	8.8	506	29.0	551	58.3	142	40.0	1,216	37.5
	Regressed		Advanced High	0	0.0	75	4.3	148	15.7	187	52.7	410	12.7
	870 26.9		2023 Total	193	100.0	1,747	100.0	945	100.0	355	100.0	3,240	100.0
Grade Ten													
3,096	Progressed		Beginning	62	29.7	52	3.3	3	0.3	0	0.0	117	3.8
	774 25.0		Intermediate	131	62.7	1,139	72.1	279	32.2	47	10.7	1,596	51.6
			Advanced	12	5.7	356	22.5	509	58.7	189	43.0	1,066	34.4
	Regressed		Advanced High	4	1.9	33	2.1	76	8.8	204	46.4	317	10.2
	612 19.8		2023 Total	209	100.0	1,580	100.0	867	100.0	440	100.0	3,096	100.0
Grade Eleven													
2,253	Progressed		Beginning	59	38.1	31	2.8	1	0.2	0	0.0	91	4.0
	603 26.8		Intermediate	77	49.7	790	71.5	202	32.4	48	13.0	1,117	49.6
			Advanced	16	10.3	240	21.7	349	55.9	126	34.1	731	32.4
	Regressed		Advanced High	3	1.9	44	4.0	72	11.5	195	52.8	314	13.9
	452 20.1		2023 Total	155	100.0	1,105	100.0	624	100.0	369	100.0	2,253	100.0
Grade Twelve													
2,011	Progressed		Beginning	43	23.2	22	2.1	1	0.2	0	0.0	66	3.3
	396 19.7		Intermediate	107	57.8	731	68.5	171	30.7	13	6.4	1,022	50.8
			Advanced	29	15.7	276	25.9	322	57.8	80	39.6	707	35.2
	Regressed		Advanced High	6	3.2	38	3.6	63	11.3	109	54.0	216	10.7
	519 25.8		2023 Total	185	100.0	1,067	100.0	557	100.0	202	100.0	2,011	100.0
Grade Nine to Twelve													
10,600	Progressed		Beginning	216	29.1	160	2.9	6	0.2	0	0.0	382	3.6
	2,429 22.9		Intermediate	439	59.2	3,771	68.6	897	30.0	134	9.8	5,241	49.4
			Advanced	74	10.0	1,378	25.1	1,731	57.8	537	39.3	3,720	35.1
	Regressed		Advanced High	13	1.8	190	3.5	359	12.0	695	50.9	1,257	11.9
	2,453 23.1		2023 Total	742	100.0	5,499	100.0	2,993	100.0	1,366	100.0	10,600	100.0
All Secondary (Grades Six to Twelve)													
19,837	Progressed		Beginning	441	39.4	477	5.0	13	0.2	0	0.0	931	4.7
	4,608 23.2		Intermediate	585	52.2	6,364	67.3	1,940	27.4	174	8.0	9,063	45.7
			Advanced	81	7.2	2,341	24.8	4,230	59.7	901	41.4	7,553	38.1
	Regressed		Advanced High	13	1.2	270	2.9	904	12.8	1,103	50.6	2,290	11.5
	4,194 21.1		2023 Total	1,120	100.0	9,452	100.0	7,087	100.0	2,178	100.0	19,837	100.0

Source: District TELPAS data files dated 06/30/23 and 06/17/24. District demographic data file dated 05/13/24.

Note: 2023 to 2024 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2023 to 2024. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix K, Table 13: 2023 to 2024 TELPAS Proficiency Composite Rating Movement – Grade One to Five Immigrant Students

Rated <i>N</i>	Progressed/ Regressed		2023 TELPAS Composite Rating	2024 TELPAS Composite Rating								2024 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade One													
597	Progressed		Beginning	398	95.4	134	90.5	8	47.1	1	6.7	541	90.6
	164	27.5	Intermediate	19	4.6	14	9.5	7	41.2	7	46.7	47	7.9
			Advanced	0	0.0	0	0.0	2	11.8	6	40.0	8	1.3
	Regressed		Advanced High	0	0.0	0	0.0	0	0.0	1	6.7	1	0.2
	19	3.2	2023 Total	417	100.0	148	100.0	17	100.0	15	100.0	597	100.0
Grade Two													
721	Progressed		Beginning	280	89.2	259	72.5	15	31.3	0	0.0	554	76.8
	298	41.3	Intermediate	31	9.9	79	22.1	22	45.8	2	100.0	134	18.6
			Advanced	3	1.0	18	5.0	10	20.8	0	0.0	31	4.3
	Regressed		Advanced High	0	0.0	1	0.3	1	2.1	0	0.0	2	0.3
	54	7.5	2023 Total	314	100.0	357	100.0	48	100.0	2	100.0	721	100.0
Grade Three													
752	Progressed		Beginning	169	79.0	172	43.8	14	11.7	0	0.0	355	47.2
	293	39.0	Intermediate	45	21.0	215	54.7	82	68.3	8	32.0	350	46.5
			Advanced	0	0.0	5	1.3	22	18.3	12	48.0	39	5.2
	Regressed		Advanced High	0	0.0	1	0.3	2	1.7	5	20.0	8	1.1
	53	7.0	2023 Total	214	100.0	393	100.0	120	100.0	25	100.0	752	100.0
Grade Four													
856	Progressed		Beginning	163	74.4	119	29.7	5	2.6	0	0.0	287	33.5
	257	30.0	Intermediate	56	25.6	247	61.6	90	46.6	5	11.6	398	46.5
			Advanced	0	0.0	35	8.7	82	42.5	15	34.9	132	15.4
	Regressed		Advanced High	0	0.0	0	0.0	16	8.3	23	53.5	39	4.6
	107	12.5	2023 Total	219	100.0	401	100.0	193	100.0	43	100.0	856	100.0
Grade Five													
899	Progressed		Beginning	164	84.5	152	42.9	6	2.4	0	0.0	322	35.8
	391	43.5	Intermediate	30	15.5	179	50.6	128	52.0	7	6.7	344	38.3
			Advanced	0	0.0	22	6.2	103	41.9	56	53.3	181	20.1
	Regressed		Advanced High	0	0.0	1	0.3	9	3.7	42	40.0	52	5.8
	62	6.9	2023 Total	194	100.0	354	100.0	246	100.0	105	100.0	899	100.0
Grades One to Two													
1,318	Progressed		Beginning	678	92.7	393	77.8	23	35.4	1	5.9	1,095	83.1
	462	35.1	Intermediate	50	6.8	93	18.4	29	44.6	9	52.9	181	13.7
			Advanced	3	0.4	18	3.6	12	18.5	6	35.3	39	3.0
	Regressed		Advanced High	0	0.0	1	0.2	1	1.5	1	5.9	3	0.2
	73	5.5	2023 Total	731	100.0	505	100.0	65	100.0	17	100.0	1,318	100.0
Grades Three to Five													
2,507	Progressed		Beginning	496	79.1	443	38.6	25	4.5	0	0.0	964	38.5
	941	37.5	Intermediate	131	20.9	641	55.8	300	53.7	20	11.6	1,092	43.6
			Advanced	0	0.0	62	5.4	207	37.0	83	48.0	352	14.0
	Regressed		Advanced High	0	0.0	2	0.2	27	4.8	70	40.5	99	3.9
	222	8.9	2023 Total	627	100.0	1,148	100.0	559	100.0	173	100.0	2,507	100.0
Grades One to Five													
3,825	Progressed		Beginning	1,174	86.5	836	50.6	48	7.7	1	0.5	2,059	53.8
	1,403	36.7	Intermediate	181	13.3	734	44.4	329	52.7	29	15.3	1,273	33.3
			Advanced	3	0.2	80	4.8	219	35.1	89	46.8	391	10.2
	Regressed		Advanced High	0	0.0	3	0.2	28	4.5	71	37.4	102	2.7
	295	7.7	2023 Total	1,358	100.0	1,653	100.0	624	100.0	190	100.0	3,825	100.0

Source: District TELPAS data files dated 06/30/23 and 06/17/24. District demographic data file dated 05/13/24.

Note: 2023 to 2024 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2023 to 2024. Percentages may not sum to 100 because of rounding.

Appendix K, Table 14: 2023 to 2024 TELPAS Proficiency Composite Rating Movement – Grade Six to Eight Immigrant Students

Rated N	Progressed/ Regressed n %		2023 TELPAS Composite Rating	2024 TELPAS Composite Rating								2024 Total n %	
				Beginning		Intermediate		Advanced		Adv High			
				n	%	n	%	n	%	n	%		
Grade Six													
889	Progressed		Beginning	119	87.5	144	33.6	4	1.6	0	0.0	267	30.0
	280 31.5		Intermediate	17	12.5	222	51.7	65	25.3	6	9.0	310	34.9
			Advanced	0	0.0	59	13.8	146	56.8	25	37.3	230	25.9
	Regressed		Advanced High	0	0.0	4	0.9	42	16.3	36	53.7	82	9.2
	122 13.7		2023 Total	136	100.0	429	100.0	257	100.0	67	100.0	889	100.0
Grade Seven													
811	Progressed		Beginning	123	80.9	99	28.9	0	0.0	0	0.0	222	27.4
	266 32.8		Intermediate	29	19.1	216	63.2	94	38.5	4	5.5	343	42.3
			Advanced	0	0.0	26	7.6	134	54.9	41	56.2	201	24.8
	Regressed		Advanced High	0	0.0	1	0.3	16	6.6	28	38.4	45	5.5
	72 8.9		2023 Total	152	100.0	342	100.0	244	100.0	73	100.0	811	100.0
Grade Eight													
703	Progressed		Beginning	94	83.2	101	27.6	5	2.8	0	0.0	200	28.4
	201 28.6		Intermediate	19	16.8	229	62.6	47	26.7	2	4.2	297	42.2
			Advanced	0	0.0	36	9.8	105	59.7	18	37.5	159	22.6
	Regressed		Advanced High	0	0.0	0	0.0	19	10.8	28	58.3	47	6.7
	74 10.5		2023 Total	113	100.0	366	100.0	176	100.0	48	100.0	703	100.0
Grades Six to Eight													
2,403	Progressed		Beginning	336	83.8	344	30.3	9	1.3	0	0.0	689	28.7
	747 31.1		Intermediate	65	16.2	667	58.7	206	30.4	12	6.4	950	39.5
			Advanced	0	0.0	121	10.6	385	56.9	84	44.7	590	24.6
	Regressed		Advanced High	0	0.0	5	0.4	77	11.4	92	48.9	174	7.2
	268 11.2		2023 Total	401	100.0	1,137	100.0	677	100.0	188	100.0	2,403	100.0

Source: District TELPAS data files dated 06/30/23 and 06/17/24. District demographic data file dated 05/13/24.

Note: 2023 to 2024 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2023 to 2024. Percentages may not sum to 100 because of rounding.

Appendix K, Table 15: 2023 to 2024 TELPAS Proficiency Composite Rating Movement – Grade Nine to Twelve Immigrant Students (Including Secondary Grade Level Summary)

Rated <i>N</i>	Progressed/ Regressed		2023 TELPAS Composite Rating	2024 TELPAS Composite Rating								2024 Total		
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%	
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%			
Grade Nine														
608	Progressed		Beginning	112	64.4	45	15.3	1	0.9	0	0.0	158	26.0	
	111		18.3	Intermediate	62	35.6	196	66.4	36	32.7	2	6.9	296	48.7
				Advanced	0	0.0	51	17.3	65	59.1	12	41.4	128	21.1
	Regressed			Advanced High	0	0.0	3	1.0	8	7.3	15	51.7	26	4.3
	124		20.4	2023 Total	174	100.0	295	100.0	110	100.0	29	100.0	608	100.0
Grade Ten														
677	Progressed		Beginning	179	70.2	60	22.1	3	3.1	0	0.0	242	35.7	
	155		22.9	Intermediate	72	28.2	187	68.8	40	40.8	6	11.5	305	45.1
				Advanced	4	1.6	23	8.5	51	52.0	17	32.7	95	14.0
	Regressed			Advanced High	0	0.0	2	0.7	4	4.1	29	55.8	35	5.2
	105		15.5	2023 Total	255	100.0	272	100.0	98	100.0	52	100.0	677	100.0
Grade Eleven														
445	Progressed		Beginning	101	70.1	30	15.4	1	1.5	0	0.0	132	29.7	
	94		21.2	Intermediate	39	27.1	133	68.2	25	36.8	4	10.5	201	45.2
				Advanced	3	2.1	32	16.4	36	52.9	14	36.8	85	19.1
	Regressed			Advanced High	1	0.7	0	0.0	6	8.8	20	52.6	27	6.1
	81		18.2	2023 Total	144	100.0	195	100.0	68	100.0	38	100.0	445	100.0
Grade Twelve														
401	Progressed		Beginning	67	70.5	22	10.6	0	0.0	0	0.0	89	22.2	
	77		19.2	Intermediate	25	26.3	140	67.3	22	33.8	4	12.1	191	47.6
				Advanced	3	3.2	40	19.2	37	56.9	11	33.3	91	22.7
	Regressed			Advanced High	0	0.0	6	2.9	6	9.2	18	54.5	30	7.5
	80		20.0	2023 Total	95	100.0	208	100.0	65	100.0	33	100.0	401	100.0
Grade Nine to Twelve														
2,131	Progressed		Beginning	459	68.7	157	16.2	5	1.5	0	0.0	621	29.1	
	437		20.5	Intermediate	198	29.6	656	67.6	123	36.1	16	10.5	993	46.6
				Advanced	10	1.5	146	15.1	189	55.4	54	35.5	399	18.7
	Regressed			Advanced High	1	0.1	11	1.1	24	7.0	82	53.9	118	5.5
	390		18.3	2023 Total	668	100.0	970	100.0	341	100.0	152	100.0	2,131	100.0
All Secondary (Grades Six to Twelve)														
4,534	Progressed		Beginning	795	74.4	501	23.8	14	1.4	0	0.0	1,310	28.9	
	1,184		26.1	Intermediate	263	24.6	1,323	62.8	329	32.3	28	8.2	1,943	42.9
				Advanced	10	0.9	267	12.7	574	56.4	138	40.6	989	21.8
	Regressed			Advanced High	1	0.1	16	0.8	101	9.9	174	51.2	292	6.4
	658		14.5	2023 Total	1,069	100.0	2,107	100.0	1,018	100.0	340	100.0	4,534	100.0

Source: District TELPAS data files dated 06/30/23 and 06/17/24. District demographic data file dated 05/13/24.

Note: 2023 to 2024 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2023 to 2024. Percentages may not sum to 100 because of rounding.

Appendix K, Table 16: 2023 to 2024 TELPAS Proficiency Composite Rating Movement – Grade One to Five Emergent Bilingual Parent Denials

Rated N	Progressed/ Regressed		2023 TELPAS Composite Rating	2024 TELPAS Composite Rating									
	n	%		Beginning		Intermediate		Advanced		Adv High		2024 Total	
				n	%	n	%	n	%	n	%	n	%
Grade One													
176	Progressed	52.3	Beginning	9	47.4	15	24.2	6	12.5	2	4.3	32	18.2
			Intermediate	9	47.4	36	58.1	24	50.0	17	36.2	86	48.9
			Advanced	1	5.3	5	8.1	12	25.0	10	21.3	28	15.9
	Regressed	15.3	Advanced High	0	0.0	6	9.7	6	12.5	18	38.3	30	17.0
			2023 Total	19	100.0	62	100.0	48	100.0	47	100.0	176	100.0
Grade Two													
242	Progressed	15.3	Beginning	16	26.7	21	15.2	1	2.4	0	0.0	38	15.7
			Intermediate	29	48.3	68	49.3	13	31.0	0	0.0	110	45.5
			Advanced	13	21.7	38	27.5	13	31.0	2	100.0	66	27.3
	Regressed	44.6	Advanced High	2	3.3	11	8.0	15	35.7	0	0.0	28	11.6
			2023 Total	60	100.0	138	100.0	42	100.0	2	100.0	242	100.0
Grade Three													
255	Progressed	29.8	Beginning	19	47.5	26	19.4	0	0.0	1	10.0	46	18.0
			Intermediate	21	52.5	105	78.4	40	56.3	2	20.0	168	65.9
			Advanced	0	0.0	3	2.2	31	43.7	7	70.0	41	16.1
	Regressed	9.4	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
			2023 Total	40	100.0	134	100.0	71	100.0	10	100.0	255	100.0
Grade Four													
324	Progressed	23.8	Beginning	6	33.3	13	8.2	1	0.9	0	0.0	20	6.2
			Intermediate	12	66.7	112	70.4	32	27.6	2	6.5	158	48.8
			Advanced	0	0.0	33	20.8	77	66.4	19	61.3	129	39.8
	Regressed	16.0	Advanced High	0	0.0	1	0.6	6	5.2	10	32.3	17	5.2
			2023 Total	18	100.0	159	100.0	116	100.0	31	100.0	324	100.0
Grade Five													
309	Progressed	40.8	Beginning	7	70.0	22	16.1	0	0.0	0	0.0	29	9.4
			Intermediate	3	30.0	93	67.9	53	47.7	3	5.9	152	49.2
			Advanced	0	0.0	21	15.3	53	47.7	34	66.7	108	35.0
	Regressed	9.7	Advanced High	0	0.0	1	0.7	5	4.5	14	27.5	20	6.5
			2023 Total	10	100.0	137	100.0	111	100.0	51	100.0	309	100.0
Grades One to Two													
418	Progressed	30.9	Beginning	25	31.6	36	18.0	7	7.8	2	4.1	70	16.7
			Intermediate	38	48.1	104	52.0	37	41.1	17	34.7	196	46.9
			Advanced	14	17.7	43	21.5	25	27.8	12	24.5	94	22.5
	Regressed	32.3	Advanced High	2	2.5	17	8.5	21	23.3	18	36.7	58	13.9
			2023 Total	79	100.0	200	100.0	90	100.0	49	100.0	418	100.0
Grades Three to Five													
888	Progressed	31.4	Beginning	32	47.1	61	14.2	1	0.3	1	1.1	95	10.7
			Intermediate	36	52.9	310	72.1	125	41.9	7	7.6	478	53.8
			Advanced	0	0.0	57	13.3	161	54.0	60	65.2	278	31.3
	Regressed	11.9	Advanced High	0	0.0	2	0.5	11	3.7	24	26.1	37	4.2
			2023 Total	68	100.0	430	100.0	298	100.0	92	100.0	888	100.0
Grades One to Five													
1,306	Progressed	31.2	Beginning	57	38.8	97	15.4	8	2.1	3	2.1	165	12.6
			Intermediate	74	50.3	414	65.7	162	41.8	24	17.0	674	51.6
			Advanced	14	9.5	100	15.9	186	47.9	72	51.1	372	28.5
	Regressed	18.5	Advanced High	2	1.4	19	3.0	32	8.2	42	29.8	95	7.3
			2023 Total	147	100.0	630	100.0	388	100.0	141	100.0	1,306	100.0

Source: District TELPAS data files dated 06/30/23 and 06/17/24. District demographic data file dated 05/13/24.

Note: 2023 to 2024 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2023 to 2024. Percentages may not sum to 100 because of rounding.

Appendix K, Table 17: 2023 to 2024 TELPAS Proficiency Composite Rating Movement – Grade Six to Eight Emergent Bilingual Parent Denials

Rated <i>N</i>	Progressed/ Regressed <i>n</i> %		2023 TELPAS Composite Rating	2024 TELPAS Composite Rating								2024 Total <i>n</i> %	
				Beginning		Intermediate		Advanced		Adv High			
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Six													
303	Progressed 78 25.7	Beginning	4	66.7	10	7.9	0	0.0	0	0.0	14	4.6	
			2	33.3	80	63.0	47	31.5	0	0.0	129	42.6	
			0	0.0	35	27.6	81	54.4	6	28.6	122	40.3	
	Regressed 60 19.8	Advanced High	0	0.0	2	1.6	21	14.1	15	71.4	38	12.5	
		2023 Total	6	100.0	127	100.0	149	100.0	21	100.0	303	100.0	
Grade Seven													
327	Progressed 86 26.3	Beginning	1	10.0	7	5.1	1	0.7	0	0.0	9	2.8	
			9	90.0	96	70.1	40	28.2	4	10.5	149	45.6	
			0	0.0	32	23.4	87	61.3	16	42.1	135	41.3	
	Regressed 57 17.4	Advanced High	0	0.0	2	1.5	14	9.9	18	47.4	34	10.4	
		2023 Total	10	100.0	137	100.0	142	100.0	38	100.0	327	100.0	
Grade Eight													
240	Progressed 47 19.6	Beginning	2	50.0	3	2.7	1	1.0	0	0.0	6	2.5	
			2	50.0	75	66.4	23	22.3	0	0.0	100	41.7	
			0	0.0	34	30.1	72	69.9	10	50.0	116	48.3	
	Regressed 44 18.3	Advanced High	0	0.0	1	0.9	7	6.8	10	50.0	18	7.5	
		2023 Total	4	100.0	113	100.0	103	100.0	20	100.0	240	100.0	
Grades Six to Eight													
870	Progressed 211 24.3	Beginning	7	35.0	20	5.3	2	0.5	0	0.0	29	3.3	
			13	65.0	251	66.6	110	27.9	4	5.1	378	43.4	
			0	0.0	101	26.8	240	60.9	32	40.5	373	42.9	
	Regressed 161 18.5	Advanced High	0	0.0	5	1.3	42	10.7	43	54.4	90	10.3	
		2023 Total	20	100.0	377	100.0	394	100.0	79	100.0	870	100.0	

Source: District TELPAS data files dated 06/30/23 and 06/17/24. District demographic data file dated 05/13/24.

Note: 2023 to 2024 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2023 to 2024. Percentages may not sum to 100 because of rounding.

Appendix K, Table 18: 2023 to 2024 TELPAS Proficiency Composite Rating Movement – Grade Nine to Twelve Emergent Bilingual Parent Denials (Including Secondary Grade Level Summary)

Rated N	Progressed/ Regressed n %		2023 TELPAS Composite Rating	2024 TELPAS Composite Rating								2024 Total n %	
				Beginning		Intermediate		Advanced		Adv High			
				n	%	n	%	n	%	n	%		
Grade Nine													
245	Progressed 49 20.0		Beginning	4	20.0	0	0.0	0	0.0	0	0.0	4	1.6
			Intermediate	14	70.0	62	62.0	21	21.6	1	3.6	98	40.0
			Advanced	2	10.0	34	34.0	65	67.0	12	42.9	113	46.1
	Regressed 65 26.5		Advanced High	0	0.0	4	4.0	11	11.3	15	53.6	30	12.2
			2023 Total	20	100.0	100	100.0	97	100.0	28	100.0	245	100.0
Grade Ten													
246	Progressed 66 26.8		Beginning	2	15.4	5	4.3	0	0.0	0	0.0	7	2.8
			Intermediate	8	61.5	83	72.2	26	31.3	3	8.6	120	48.8
			Advanced	3	23.1	25	21.7	47	56.6	14	40.0	89	36.2
	Regressed 48 19.5		Advanced High	0	0.0	2	1.7	10	12.0	18	51.4	30	12.2
			2023 Total	13	100.0	115	100.0	83	100.0	35	100.0	246	100.0
Grade Eleven													
204	Progressed 60 29.4		Beginning	2	10.0	2	2.2	0	0.0	0	0.0	4	2.0
			Intermediate	14	70.0	66	73.3	16	30.8	4	9.5	100	49.0
			Advanced	4	20.0	18	20.0	33	63.5	22	52.4	77	37.7
	Regressed 43 21.1		Advanced High	0	0.0	4	4.4	3	5.8	16	38.1	23	11.3
			2023 Total	20	100.0	90	100.0	52	100.0	42	100.0	204	100.0
Grade Twelve													
183	Progressed 43 23.5		Beginning	3	20.0	2	2.6	0	0.0	0	0.0	5	2.7
			Intermediate	8	53.3	56	73.7	15	22.7	1	3.8	80	43.7
			Advanced	3	20.0	15	19.7	44	66.7	12	46.2	74	40.4
	Regressed 37 20.2		Advanced High	1	6.7	3	3.9	7	10.6	13	50.0	24	13.1
			2023 Total	15	100.0	76	100.0	66	100.0	26	100.0	183	100.0
Grade Nine to Twelve													
878	Progressed 218 24.8		Beginning	11	16.2	9	2.4	0	0.0	0	0.0	20	2.3
			Intermediate	44	64.7	267	70.1	78	26.2	9	6.9	398	45.3
			Advanced	12	17.6	92	24.1	189	63.4	60	45.8	353	40.2
	Regressed 193 22.0		Advanced High	1	1.5	13	3.4	31	10.4	62	47.3	107	12.2
			2023 Total	68	100.0	381	100.0	298	100.0	131	100.0	878	100.0
All Secondary (Grades Six to Twelve)													
1,748	Progressed 429 24.5		Beginning	18	20.5	29	3.8	2	0.3	0	0.0	49	2.8
			Intermediate	57	64.8	518	68.3	188	27.2	13	6.2	776	44.4
			Advanced	12	13.6	193	25.5	429	62.0	92	43.8	726	41.5
	Regressed 354 20.3		Advanced High	1	1.1	18	2.4	73	10.5	105	50.0	197	11.3
			2023 Total	88	100.0	758	100.0	692	100.0	210	100.0	1,748	100.0

Source: District TELPAS data files dated 06/30/23 and 06/17/24. District demographic data file dated 05/13/24.

Note: 2023 to 2024 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2023 to 2024. Percentages may not sum to 100 because of rounding.

Appendix L

Appendix L, Table 1: 2024 TELPAS English Proficiency Composite and Domain Ratings and Change: Dual Language

	Tested			Beginning			Intermediate			Advanced			Advanced High		
	2022 N	2023 N	2024 N	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite															
OWDL	23,783	23,717	23,046	33.2	2.4	7.1	40.7	-0.2	-1.4	20.3	-1.9	-4.4	5.8	-0.3	-1.3
TWDL	3,370	2,980	3,127	19.3	5.1	6.2	38.7	-1.2	-1.7	28.8	-4.1	-4.5	13.2	0.3	0.0
SECDL	422	489	385	3.9	1.9	1.5	22.6	-0.9	1.0	47.8	4.4	8.0	25.7	-5.4	-10.5
Listening															
OWDL	23,828	23,728	23,054	26.4	0.3	2.8	29.7	1.5	3.5	23.6	0.7	-4.7	20.3	-2.5	-1.6
TWDL	3,374	2,980	3,129	15.0	2.9	4.2	24.5	1.3	1.8	27.3	-2.1	-7.7	33.2	-2.1	1.7
SECDL	445	489	385	6.2	4.0	2.0	10.1	-0.3	-0.9	37.9	0.3	7.1	45.7	-4.0	-8.2
Speaking															
OWDL	23,827	23,727	23,054	41.2	4.0	8.6	36.0	-0.7	-3.8	18.5	-2.3	-4.7	4.3	-1.0	-0.1
TWDL	3,374	2,979	3,128	26.5	6.7	7.9	34.3	-1.2	-5.1	28.1	-5.8	-5.7	11.0	0.3	2.8
SECDL	445	489	385	16.9	0.3	-1.8	28.1	0.2	-0.7	44.9	5.1	-1.8	10.1	-5.6	4.3
Reading															
OWDL	23,826	23,727	23,053	45.2	-0.8	1.9	27.6	1.9	0.7	14.3	0.7	-1.0	12.9	-1.9	-1.6
TWDL	3,378	2,980	3,129	33.2	3.8	2.1	25.2	-2.4	-1.7	18.8	0.8	-0.5	22.8	-2.2	0.1
SECDL	445	492	385	4.7	1.6	0.2	18.4	1.6	-5.2	28.3	0.7	2.7	48.6	-3.9	2.3
Writing															
OWDL	23,835	23,727	23,053	57.0	3.9	9.2	26.7	-3.5	1.8	13.0	-1.6	-4.2	3.4	1.2	-6.8
TWDL	3,380	2,980	3,129	41.3	6.4	7.7	30.7	-5.9	2.5	21.0	-2.9	-2.2	7.0	2.5	-8.0
SECDL	440	492	385	7.8	3.1	3.7	31.7	-0.4	20.6	40.3	-4.9	8.2	20.3	2.2	-32.5

Source: District TELPAS data files dated 06/26/22, 06/30/23, and 06/17/24. PEIMS demographic data files dated 11/03/21, 11/01/22, 11/01/23.

Note: 2022, 2023, and 2024 TELPAS ratings include students enrolled on the respective PEIMS snapshot dates. 1 Yr Δ %pts = percentage-point change from 2023 to 2024. 2 Yr Δ %pts = percentage-point change from 2022 to 2024.

Appendix L, Table 2: 2024 TELPAS Composite Level Movement and Change: Dual Language

	Tested			Regressed			Stayed the Same			Progressed		
	2022 N	2023 N	2024 N	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite												
OWDL	17,691	18,378	17,616	9.6	-1.7	0.3	53.7	-1.1	2.9	36.7	2.9	-3.2
TWDL	2,722	2,513	2,553	11.6	-0.5	1.1	48.0	-0.9	1.3	40.4	1.4	-2.4
SECDL	287	464	382	24.9	0.3	6.8	42.1	5.5	8.0	33.0	-5.8	-14.8
Listening												
OWDL	17,690	18,377	17,616	17.5	-1.9	-3.6	29.3	-0.3	0.9	53.2	2.2	2.7
TWDL	2,722	2,513	2,553	19.5	-0.7	-2.8	24.6	0.4	0.1	55.9	0.3	2.7
SECDL	287	464	382	23.6	0.5	4.7	24.1	4.9	6.0	52.4	-5.4	-10.7
Speaking												
OWDL	17,690	18,377	17,615	18.3	-0.2	1.0	48.9	1.5	4.0	32.8	-1.3	-5.0
TWDL	2,722	2,512	2,553	23.8	2.6	5.1	39.5	-1.2	-1.1	36.7	-1.4	-4.0
SECDL	287	464	382	29.6	8.5	6.9	45.5	-2.3	-3.9	24.9	-6.2	-3.0
Reading												
OWDL	17,689	18,377	17,615	7.8	-1.1	-0.5	45.3	-1.0	0.0	46.9	2.1	0.5
TWDL	2,722	2,513	2,553	7.2	-1.3	-1.1	37.3	1.0	-0.2	55.5	0.3	1.3
SECDL	287	464	382	21.2	2.9	-0.4	22.3	1.8	0.0	56.5	-4.7	0.4
Writing												
OWDL	17,689	18,376	17,615	6.2	-9.5	0.5	65.4	6.2	12.8	28.4	3.3	-13.3
TWDL	2,722	2,513	2,553	7.6	-11.1	-0.6	57.5	6.8	10.7	34.9	4.3	-10.1
SECDL	287	464	382	20.2	-34.2	5.5	47.9	25.5	29.8	31.9	8.7	-35.3

Source: District TELPAS data files dated 06/26/22, 06/30/23, and 06/17/24. PEIMS demographic data files dated 11/03/21, 11/01/22, and 11/01/24.

Note: 2022 level movement data include students who earned a TELPAS proficiency rating in both 2021 and 2022. 2023 level movement data include students who earned a TELPAS proficiency rating in both 2022 and 2023. 2024 level movement data include students who earned a TELPAS proficiency rating in both 2023 and 2024. Regressed = Student moved down at least one level of English proficiency from the previous year. Stayed the Same = Student remained at the same proficiency level from the previous year. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Percentages may not sum to 100 because of rounding. 1 Yr Δ %pts = percentage-point change from 2023 to 2024. 2 Yr Δ %pts = percentage-point change from 2022 to 2024.

Appendix L, Table 3: 2024 TELPAS English Proficiency Composite and Domain Ratings and Change: ESL Students

	Tested			Beginning			Intermediate			Advanced			Advanced High		
	2022 N	2023 N	2024 N	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite															
Grades K to 5	1,131	1,194	1,222	24.0	2.0	12.6	35.8	3.3	1.3	26.2	-2.5	-8.0	14.0	-2.9	-5.8
Grades 6 to 8	614	989	1,217	40.1	-2.9	-1.1	48.2	6.7	3.2	9.7	-2.5	-0.7	2.1	-1.3	-1.4
Grades 9 to 12	1,381	2,058	1,954	51.2	8.6	19.2	35.7	-8.8	-12.6	9.6	-0.5	-5.9	3.5	0.8	-0.6
All Grades	3,126	4,241	4,393	40.6	3.7	14.2	39.2	-1.2	-3.5	14.2	-1.6	-7.1	6.0	-0.8	-3.7
Listening															
Grades K to 5	1,139	1,194	1,221	20.6	2.8	9.5	24.0	0.8	2.8	26.8	3.2	-8.2	28.6	-6.8	-4.1
Grades 6 to 8	646	995	1,216	31.7	-2.0	-9.2	51.1	4.6	8.3	10.8	-0.8	2.7	6.5	-1.8	-1.9
Grades 9 to 12	1,687	2,073	1,965	50.4	10.1	7.0	28.1	-9.1	-4.0	14.5	-1.3	-2.5	7.0	0.3	-0.5
All Grades	3,472	4,262	4,402	37.0	4.5	4.6	33.3	-2.1	2.8	16.9	-0.1	-4.3	12.9	-2.3	-3.1
Speaking															
Grades K to 5	1,139	1,194	1,221	33.4	7.5	15.7	34.4	-1.2	-3.6	21.5	-4.6	-10.2	10.6	-1.7	-1.9
Grades 6 to 8	646	995	1,216	49.7	-2.0	-2.5	42.0	5.7	3.3	7.4	-3.6	-1.6	0.9	-0.2	0.7
Grades 9 to 12	1,687	2,073	1,965	67.0	1.2	6.5	18.1	-3.7	-6.7	13.1	2.0	0.2	1.7	0.5	0.0
All Grades	3,472	4,262	4,402	52.9	1.6	8.0	29.2	0.2	-2.5	13.9	-1.4	-4.5	4.0	-0.3	-1.0
Reading															
Grades K to 5	1,137	1,194	1,222	30.5	-0.9	6.4	26.8	2.4	4.0	19.5	1.6	-4.1	23.2	-3.1	-6.3
Grades 6 to 8	645	993	1,219	47.1	2.6	-11.1	39.0	2.1	10.7	8.6	-3.3	1.3	5.3	-1.4	-1.0
Grades 9 to 12	1,686	2,085	1,969	38.5	6.4	-1.1	45.8	-4.8	3.2	9.3	-1.3	-1.9	6.3	-0.4	-0.2
All Grades	3,468	4,272	4,410	38.7	3.9	0.7	38.7	-1.4	5.2	11.9	-1.0	-2.6	10.7	-1.5	-3.3
Writing															
Grades K to 5	1,142	1,194	1,222	38.8	1.5	16.2	32.7	1.1	1.5	18.8	-3.0	-6.7	9.7	0.4	-10.9
Grades 6 to 8	627	993	1,219	73.1	5.2	22.4	20.4	-0.3	-11.0	5.6	-4.3	-5.3	0.9	-0.6	-6.1
Grades 9 to 12	1,508	2,085	1,969	67.5	3.1	35.6	21.7	-2.2	-10.9	7.4	-2.5	-14.0	3.3	1.6	-10.7
All Grades	3,277	4,272	4,410	61.1	3.5	28.8	24.4	-1.0	-7.5	10.1	-3.1	-10.8	4.4	0.6	-10.6

Source: District TELPAS data files dated 06/26/22, 06/30/23, and 06/17/24. PEIMS demographic data files dated 11/03/21, 11/01/22, 11/01/23.
 Note: 2022, 2023, and 2024 TELPAS ratings include students enrolled on the respective PEIMS snapshot dates. 1 Yr Δ %pts = percentage-point change from 2023 to 2024. 2 Yr Δ %pts = percentage-point change from 2022 to 2024.

Appendix L, Table 4: 2024 TELPAS Composite and Domain Level Movement and Change: ESL Students

	Tested			Regressed			Stayed the Same			Progressed		
	2022 N	2023 N	2024 N	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite												
Grades 1 to 5	837	817	839	14.1	-4.9	-5.3	43.3	1.0	1.2	42.7	3.9	4.1
Grades 6 to 8	205	482	651	6.9	-5.3	5.0	53.9	-2.3	8.6	39.2	7.6	-13.5
Grades 9 to 12	441	1,142	1,321	16.5	0.0	7.2	63.6	0.7	6.9	19.9	-0.8	-14.1
All Grades	1,483	2,441	2,811	13.6	-2.9	-0.4	55.3	0.6	8.4	31.2	2.3	-8.0
Listening												
Grades 1 to 5	837	817	839	18.8	-2.0	-2.9	24.1	3.5	0.3	57.1	-1.5	2.6
Grades 6 to 8	205	482	650	8.6	-3.6	5.7	43.2	0.5	5.7	48.2	3.1	-11.4
Grades 9 to 12	441	1,142	1,320	17.0	2.8	0.2	51.9	3.1	2.7	31.1	-5.9	-2.9
All Grades	1,483	2,441	2,809	15.6	-0.4	-2.1	41.6	3.4	8.3	42.8	-3.0	-6.3
Speaking												
Grades 1 to 5	837	817	839	21.5	-2.9	-3.0	42.4	3.8	4.9	36.1	-0.9	-1.9
Grades 6 to 8	205	482	650	15.1	-1.3	10.2	52.3	-3.3	-6.7	32.6	4.6	-3.5
Grades 9 to 12	441	1,142	1,320	16.6	-4.2	0.5	63.9	3.3	9.7	19.5	1.0	-10.2
All Grades	1,483	2,441	2,809	17.7	-3.4	-1.6	54.8	2.5	9.4	27.5	0.9	-7.8
Reading												
Grades 1 to 5	837	817	839	11.4	-4.7	-4.9	33.5	1.3	2.5	55.1	3.4	2.4
Grades 6 to 8	205	482	651	12.4	-2.5	-0.2	47.6	4.1	-0.7	39.9	-1.6	0.9
Grades 9 to 12	441	1,142	1,321	25.7	12.3	10.5	50.5	-0.2	-1.0	23.8	-12.1	-9.5
All Grades	1,483	2,441	2,811	18.4	3.7	2.8	44.8	1.7	5.3	36.9	-5.4	-8.2
Writing												
Grades 1 to 5	837	817	839	12.2	-14.2	-5.5	51.4	3.1	11.3	36.5	11.0	-5.8
Grades 6 to 8	205	482	651	5.5	-15.6	-7.2	75.0	9.2	38.9	19.5	6.4	-31.7
Grades 9 to 12	441	1,142	1,321	7.9	-30.0	-8.2	71.5	21.1	36.3	20.6	8.9	-28.2
All Grades	1,483	2,441	2,811	8.6	-22.1	-7.9	66.3	13.6	28.2	25.1	8.5	-20.4

Source: District TELPAS data files dated 06/26/22, 06/30/23, and 06/17/24. PEIMS demographic data files dated 11/03/21, 11/01/22, and 11/01/24.

Note: 2022 level movement data include students who earned a TELPAS proficiency rating in both 2021 and 2022. 2023 level movement data include students who earned a TELPAS proficiency rating in both 2022 and 2023. 2024 level movement data include students who earned a TELPAS proficiency rating in both 2023 and 2024. Regressed = Student moved down at least one level of English proficiency from the previous year. Stayed the Same = Student remained at the same proficiency level from the previous year. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Percentages may not sum to 100 because of rounding. 1 Yr Δ %pts = percentage-point change from 2023 to 2024. 2 Yr Δ %pts = percentage-point change from 2022 to 2024.

Appendix L, Table 5: 2024 TELPAS English Proficiency Composite and Domain Ratings and Change: Sheltered Students

	Tested			Beginning			Intermediate			Advanced			Advanced High		
	2022 N	2023 N	2024 N	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite															
OWDL	10,414	10,288	9,635	4.1	-0.2	1.4	43.0	-2.0	2.3	44.1	4.6	0.1	8.7	-2.4	-3.8
TWDL	7,069	10,622	11,667	7.4	3.8	5.1	52.0	-0.9	4.2	28.1	-4.3	-9.6	12.4	1.4	0.3
SECDL	17,483	20,910	21,302	5.9	2.0	3.4	48.0	-1.1	4.4	35.4	-0.5	-6.1	10.8	-0.3	-1.6
Listening															
OWDL	10,911	10,311	9,658	2.3	-0.5	-1.1	27.9	-2.9	0.1	38.1	6.4	8.6	31.7	-3.0	-7.5
TWDL	8,624	10,782	11,781	8.5	5.0	1.4	21.9	-2.3	-3.3	43.8	-1.8	-0.7	25.7	-0.9	2.5
SECDL	19,535	21,093	21,439	5.7	2.5	0.7	24.6	-2.8	-2.1	41.3	2.4	5.1	28.4	-2.2	-3.7
Speaking															
OWDL	10,911	10,311	9,658	20.7	-2.0	0.2	53.3	4.8	-0.5	24.1	-1.2	-0.2	1.9	-1.6	0.5
TWDL	8,624	10,782	11,781	49.8	6.0	9.3	19.2	-7.2	-10.9	26.6	0.7	0.1	4.4	0.5	1.4
SECDL	19,535	21,093	21,439	36.7	3.2	7.4	34.6	-2.6	-8.8	25.5	-0.1	0.2	3.2	-0.5	1.2
Reading															
OWDL	10,985	10,322	9,650	10.5	-0.6	-3.0	30.3	0.2	-3.4	29.4	-1.2	3.0	29.7	1.6	3.4
TWDL	8,675	10,799	11,796	6.8	2.3	0.0	36.2	0.0	-4.1	28.9	-0.8	-1.4	28.0	-1.5	5.5
SECDL	19,660	21,121	21,446	8.5	0.7	-2.1	33.6	0.3	-3.0	29.1	-1.0	1.0	28.8	0.0	4.1
Writing															
OWDL	10,636	10,322	9,649	14.9	-0.4	8.1	46.8	1.0	21.5	32.5	0.0	-3.8	5.8	-0.6	-25.8
TWDL	7,955	10,799	11,796	16.4	3.0	13.5	37.0	-5.8	15.1	31.7	-3.5	-7.3	14.9	6.2	-21.3
SECDL	18,591	21,121	21,445	15.7	1.4	10.6	41.4	-2.9	17.6	32.1	-1.8	-5.4	10.8	3.3	-22.8

Source: District TELPAS data files dated 06/26/22, 06/30/23, and 06/17/24. PEIMS demographic data files dated 11/03/21, 11/01/22, 11/01/23.

Note: 2022, 2023, and 2024 TELPAS ratings include students enrolled on the respective PEIMS snapshot dates. 1 Yr Δ %pts = percentage-point change from 2023 to 2024. 2 Yr Δ %pts = percentage-point change from 2022 to 2024.

Appendix L, Table 6: 2024 *TELPAS* Composite and Domain Level Movement and Change: Sheltered Students

	Tested			Regressed			Stayed the Same			Progressed		
	2022 N	2023 N	2024 N	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite												
Grades 6 to 8	7,341	9,598	9,237	18.8	-6.8	-1.6	57.6	5.8	6.6	23.6	1.0	-5.0
Grades 9 to 12	2,984	8,075	10,600	23.1	-2.1	2.8	53.9	0.9	2.1	22.9	1.2	-5.0
All Grades	10,325	17,673	19,837	21.1	-4.3	0.7	55.6	3.3	4.4	23.2	1.0	-5.2
Listening												
Grades 6 to 8	7,341	9,597	9,237	18.1	-2.8	-1.1	34.7	3.7	6.8	47.3	-0.9	-5.7
Grades 9 to 12	2,984	8,074	10,600	28.7	3.1	-2.6	35.0	1.3	2.1	36.2	-4.4	0.5
All Grades	10,325	17,671	19,837	23.8	0.7	1.1	34.8	2.6	5.5	41.4	-3.4	-6.6
Speaking												
Grades 6 to 8	7,341	9,597	9,237	28.8	0.5	4.4	50.8	1.9	0.4	20.5	-2.4	-4.8
Grades 9 to 12	2,984	8,074	10,600	27.0	-0.8	4.3	51.0	1.9	3.1	22.0	-1.1	-7.4
All Grades	10,325	17,671	19,837	27.8	-0.2	3.9	50.9	1.9	1.3	21.3	-1.7	-5.2
Reading												
Grades 6 to 8	7,341	9,597	9,237	22.6	-0.4	-10.2	32.4	0.7	3.8	45.0	-0.3	6.4
Grades 9 to 12	2,984	8,075	10,600	24.6	8.1	-1.7	35.7	-1.2	0.8	39.7	-6.9	0.8
All Grades	10,325	17,672	19,837	23.7	3.7	-7.3	34.2	0.1	3.8	42.2	-3.7	3.5
Writing												
Grades 6 to 8	7,340	9,598	9,237	19.6	-32.3	-1.4	57.5	23.2	25.7	23.0	9.2	-24.3
Grades 9 to 12	2,983	8,075	10,600	19.3	-37.4	-5.8	47.3	20.4	23.7	33.4	16.9	-17.9
All Grades	10,323	17,673	19,837	19.4	-34.7	-2.7	52.0	21.1	22.6	28.5	13.5	-19.9

Source: District *TELPAS* data files dated 06/26/22, 06/30/23, and 06/17/24. PEIMS demographic data files dated 11/03/21, 11/01/22, and 11/01/24.

Note: 2022 level movement data include students who earned a *TELPAS* proficiency rating in both 2021 and 2022. 2023 level movement data include students who earned a *TELPAS* proficiency rating in both 2022 and 2023. 2024 level movement data include students who earned a *TELPAS* proficiency rating in both 2023 and 2024. Regressed = Student moved down at least one level of English proficiency from the previous year. Stayed the Same = Student remained at the same proficiency level from the previous year. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Percentages may not sum to 100 because of rounding. 1 Yr Δ %pts = percentage-point change from 2023 to 2024. 2 Yr Δ %pts = percentage-point change from 2022 to 2024.

Appendix L, Table 7: 2024 TELPAS English Proficiency Composite and Domain Ratings and Change: Immigrant Students

	Tested			Beginning			Intermediate			Advanced			Advanced High		
	2022 N	2023 N	2024 N	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite															
Grades K to 5	4,559	4,003	5,994	51.3	-6.2	11.3	33.9	1.1	-4.2	11.5	3.3	-5.3	3.4	1.8	-1.8
Grades 6 to 8	1,530	1,369	3,015	22.7	-15.8	-2.9	46.7	0.6	-1.5	24.1	11.9	2.7	6.5	3.4	1.7
Grades 9 to 12	1,357	1,601	2,768	37.5	-6.8	8.2	41.6	-0.4	-6.4	14.7	4.1	-3.1	6.2	3.0	1.4
All Grades	7,446	6,973	11,777	40.7	-10.0	5.7	39.0	1.5	-3.0	15.5	5.9	-2.5	4.8	2.6	-0.2
Listening															
Grades K to 5	4,569	4,001	5,994	43.8	-6.7	5.8	30.7	2.2	3.7	15.1	2.4	-5.5	10.3	2.0	-4.0
Grades 6 to 8	1,603	1,374	3,016	16.5	-13.8	-9.3	42.1	-5.8	-0.2	23.3	11.2	6.2	18.1	8.4	3.3
Grades 9 to 12	1,708	1,612	2,785	37.2	-5.4	-2.3	27.5	-7.9	-4.2	22.3	6.8	2.2	12.9	6.5	4.3
All Grades	7,880	6,987	11,795	35.3	-9.4	-0.6	32.9	-1.0	1.7	18.9	5.7	-0.9	12.9	4.8	-0.3
Speaking															
Grades K to 5	4,569	4,001	5,992	57.4	-2.5	11.3	28.1	-0.7	-6.5	11.7	2.4	-4.9	2.7	0.8	0.0
Grades 6 to 8	1,603	1,374	3,016	33.8	-15.5	-4.4	46.0	8.4	-1.0	18.7	6.7	4.5	1.5	0.5	0.9
Grades 9 to 12	1,708	1,612	2,785	63.1	-1.8	4.8	17.2	-4.2	-7.9	16.5	4.8	1.8	3.2	1.3	1.3
All Grades	7,880	6,987	11,793	52.7	-6.2	5.6	30.1	1.2	-5.0	14.6	4.2	-1.1	2.5	0.8	0.4
Reading															
Grades K to 5	4,571	4,005	5,996	54.5	-10.6	3.3	28.8	3.8	1.4	9.6	3.7	-1.7	7.0	3.1	-3.0
Grades 6 to 8	1,609	1,373	3,020	31.3	-10.8	-12.9	34.8	-3.4	4.0	17.9	5.2	4.0	15.9	9.0	4.8
Grades 9 to 12	1,702	1,627	2,792	28.8	-3.6	-8.8	43.9	-6.7	1.5	14.6	4.4	2.5	12.7	5.9	4.9
All Grades	7,882	7,005	11,808	42.5	-10.5	-4.3	33.9	0.3	2.6	12.9	4.7	0.9	10.6	5.5	0.9
Writing															
Grades K to 5	4,576	4,005	5,997	72.9	-3.7	16.7	19.0	0.4	-6.7	6.3	2.3	-5.6	1.8	1.0	-4.4
Grades 6 to 8	1,560	1,373	3,018	46.0	-18.4	11.3	33.4	7.4	-0.9	17.6	9.5	-1.9	3.0	1.5	-8.5
Grades 9 to 12	1,507	1,627	2,792	52.8	-12.0	24.9	27.3	4.0	-4.3	13.8	4.2	-10.4	6.1	3.8	-10.2
All Grades	7,643	7,005	11,807	61.3	-10.2	15.1	24.6	3.5	-4.0	10.9	4.9	-4.9	3.2	1.9	-6.2

Source: District TELPAS data files dated 06/26/22, 06/30/23, and 06/17/24. PEIMS demographic data files dated 11/03/21, 11/01/22, 11/01/23.
 Note: 2022, 2023, and 2024 TELPAS ratings include students enrolled on the respective PEIMS snapshot dates. 1 Yr Δ %pts = percentage-point change from 2023 to 2024. 2 Yr Δ %pts = percentage-point change from 2022 to 2024.

Appendix L, Table 8: 2024 TELPAS Composite and Domain Level Movement and Change: Immigrant Students

	Tested			Regressed			Stayed the Same			Progressed		
	2022 N	2023 N	2024 N	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite												
Grades 1 to 5	3,118	2,437	3,825	7.7	-0.1	-0.3	55.6	-6.0	3.3	36.7	6.1	-3.0
Grades 6 to 8	926	904	2,403	11.2	0.0	2.2	57.8	-2.3	5.1	31.1	2.3	-7.3
Grades 9 to 12	451	842	2,131	18.3	3.7	7.4	61.2	-1.0	3.8	20.5	-2.7	-11.2
All Grades	4,495	4,183	8,359	11.4	1.5	2.9	57.7	-3.7	4.7	30.9	2.2	-7.6
Listening												
Grades 1 to 5	3,118	2,434	3,821	15.5	3.7	-4.0	38.0	-7.1	3.4	46.5	3.4	0.6
Grades 6 to 8	926	904	2,399	13.2	2.4	0.9	37.7	-4.4	2.6	49.1	1.9	-3.4
Grades 9 to 12	451	842	2,130	21.7	9.6	2.7	45.5	-5.0	-2.0	32.8	-4.6	-0.7
All Grades	4,495	4,180	8,350	16.4	4.8	-1.5	39.8	-5.7	3.8	43.7	0.9	-2.3
Speaking												
Grades 1 to 5	3,118	2,434	3,821	13.9	3.3	2.0	55.1	-2.5	6.3	31.0	-0.8	-8.3
Grades 6 to 8	926	904	2,399	21.3	3.2	7.2	51.3	-1.9	2.9	27.4	-1.2	-10.0
Grades 9 to 12	451	842	2,130	21.1	1.4	3.6	59.5	0.0	6.1	19.3	-1.4	-9.7
All Grades	4,495	4,180	8,350	17.9	3.8	4.9	55.1	-1.9	5.9	27.0	-1.9	-10.9
Reading												
Grades 1 to 5	3,118	2,437	3,825	6.6	-2.2	-1.9	50.1	-8.8	0.4	43.3	11.0	1.5
Grades 6 to 8	926	904	2,403	19.0	4.5	-1.5	41.6	-3.4	-1.0	39.5	-1.0	2.5
Grades 9 to 12	451	842	2,131	23.6	11.6	9.1	46.9	-4.6	-4.3	29.5	-6.9	-4.9
All Grades	4,495	4,183	8,359	14.5	3.8	2.9	46.8	-7.6	-1.5	38.7	3.8	-1.4
Writing												
Grades 1 to 5	3,118	2,437	3,825	5.0	-3.5	-0.3	72.8	-0.4	13.7	22.1	3.9	-13.4
Grades 6 to 8	926	904	2,403	9.9	-14.2	-5.1	67.0	3.2	22.9	23.1	11.0	-17.8
Grades 9 to 12	451	842	2,131	10.9	-23.7	-7.5	64.9	12.5	31.2	24.1	11.3	-23.8
All Grades	4,495	4,183	8,359	7.9	-9.2	-0.7	69.2	2.1	15.7	22.9	7.1	-14.9

Source: District TELPAS data files dated 06/26/22, 06/30/23, and 06/17/24. PEIMS demographic data files dated 11/03/21, 11/01/22, and 11/01/24.

Note: 2022 level movement data include students who earned a TELPAS proficiency rating in both 2021 and 2022. 2023 level movement data include students who earned a TELPAS proficiency rating in both 2022 and 2023. 2024 level movement data include students who earned a TELPAS proficiency rating in both 2023 and 2024. Regressed = Student moved down at least one level of English proficiency from the previous year. Stayed the Same = Student remained at the same proficiency level from the previous year. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Percentages may not sum to 100 because of rounding. 1 Yr Δ %pts = percentage-point change from 2023 to 2024. 2 Yr Δ %pts = percentage-point change from 2022 to 2024.

Appendix L, Table 9: 2024 TELPAS English Proficiency Composite and Domain Ratings and Change: Parent Denials

	Tested			Beginning			Intermediate			Advanced			Advanced High		
	2022 N	2023 N	2024 N	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite															
Grades K to 5	1,741	1,508	1,557	12.8	3.4	5.3	46.6	0.4	1.0	29.1	-3.3	-5.0	11.4	-0.5	-1.3
Grades 6 to 8	824	932	902	2.3	-0.4	1.0	43.6	-0.2	3.9	44.9	1.6	1.0	9.2	-1.0	-5.8
Grades 9 to 12	665	931	951	8.4	5.6	6.3	43.2	-4.7	1.3	33.6	-3.9	-7.0	14.7	3.0	-0.6
All Grades	3,230	3,371	3,410	8.8	3.1	4.0	44.9	-1.1	1.5	34.5	-2.3	-3.4	11.8	0.4	-2.1
Listening															
Grades K to 5	1,756	1,508	1,558	8.8	1.4	0.0	25.1	-1.8	1.5	33.1	2.9	-4.3	33.1	-2.4	2.9
Grades 6 to 8	871	934	906	1.1	-0.9	-0.6	25.6	-4.6	0.8	39.3	6.2	7.6	34.0	-0.7	-7.8
Grades 9 to 12	797	938	955	10.2	7.5	1.8	17.6	-8.0	-5.7	46.7	2.6	3.7	25.5	-2.1	0.3
All Grades	3,424	3,380	3,419	7.1	2.5	0.2	23.1	-4.3	-0.7	38.5	3.7	1.3	31.2	-1.9	-0.8
Speaking															
Grades K to 5	1,756	1,508	1,558	25.0	7.5	8.7	39.2	-3.3	-5.8	25.7	-2.0	-4.1	10.1	-2.1	1.1
Grades 6 to 8	871	934	906	17.8	0.0	-0.8	54.6	2.0	2.3	25.7	0.4	-2.0	1.9	-2.4	0.5
Grades 9 to 12	797	938	955	42.4	4.6	9.4	19.4	-7.9	-15.0	30.7	0.3	2.7	7.5	3.1	2.9
All Grades	3,424	3,380	3,419	27.9	4.7	7.2	37.8	-3.3	-6.6	27.1	-0.7	-1.7	7.2	-0.7	1.1
Reading															
Grades K to 5	1,753	1,510	1,559	24.6	-0.1	-0.6	32.2	-0.1	-0.2	22.3	3.3	3.0	20.9	-3.2	-2.1
Grades 6 to 8	885	935	907	10.7	1.3	-1.8	31.1	-0.7	-3.1	30.2	-3.4	4.1	28.0	2.8	0.9
Grades 9 to 12	806	951	962	7.4	3.7	-0.3	34.6	1.6	-0.9	29.2	-2.2	-3.3	28.8	-3.1	4.5
All Grades	3,444	3,396	3,428	16.1	1.5	-1.8	32.6	0.3	-1.0	26.3	-0.2	2.2	25.0	-1.6	0.6
Writing															
Grades K to 5	1,755	1,510	1,559	35.5	4.3	9.8	40.1	-1.4	8.7	16.8	-3.7	-8.7	7.6	0.8	-9.8
Grades 6 to 8	859	935	906	13.7	-1.4	8.0	49.4	3.5	25.4	33.3	-0.7	-3.3	3.5	-1.4	-30.0
Grades 9 to 12	759	951	962	18.9	4.5	16.0	34.7	-7.0	14.2	32.4	-2.3	-3.1	13.9	4.8	-27.0
All Grades	3,373	3,396	3,427	25.1	3.0	9.6	41.1	-1.8	14.0	25.6	-2.6	-5.0	8.3	1.4	-18.5

Source: District TELPAS data files dated 06/26/22, 06/30/23, and 06/17/24. PEIMS demographic data files dated 11/03/21, 11/01/22, 11/01/23.
 Note: 2022, 2023, and 2024 TELPAS ratings include students enrolled on the respective PEIMS snapshot dates. 1 Yr Δ %pts = percentage-point change from 2023 to 2024. 2 Yr Δ %pts = percentage-point change from 2022 to 2024.

Appendix L, Table 10: 2024 TELPAS Composite and Domain Level Movement and Change: Parent Denials

	Tested			Regressed			Stayed the Same			Progressed		
	2022 N	2023 N	2024 N	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts	2024 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite												
Grades 1 to 5	1,340	1,308	1,306	18.5	-0.3	1.1	50.3	0.4	-0.1	31.2	-0.1	-0.9
Grades 6 to 8	552	849	870	18.5	-9.5	-1.1	57.2	7.5	7.1	24.3	2.0	-6.0
Grades 9 to 12	263	707	878	22.0	-3.1	-0.1	53.2	1.3	6.8	24.8	1.8	-6.7
All Grades	2,155	2,864	3,054	19.5	-3.6	1.0	53.1	2.8	3.2	27.4	0.8	-4.2
Listening												
Grades 1 to 5	1,340	1,308	1,306	25.9	0.3	-5.1	23.3	-1.0	-0.3	50.8	0.7	5.4
Grades 6 to 8	552	849	870	16.6	-6.5	-2.7	35.2	5.1	9.3	48.3	1.4	-6.6
Grades 9 to 12	263	707	878	29.6	4.4	-1.2	32.9	-0.5	1.4	37.5	-4.0	-0.2
All Grades	2,155	2,864	3,054	24.3	-0.4	-3.6	29.4	1.2	4.3	46.3	-0.8	-0.6
Speaking												
Grades 1 to 5	1,340	1,308	1,305	31.3	4.1	4.1	37.2	-1.8	-1.0	31.6	-2.3	-3.1
Grades 6 to 8	552	849	870	30.5	4.0	6.2	48.5	-1.1	-0.4	21.0	-2.9	-5.8
Grades 9 to 12	263	707	878	24.3	-2.3	-1.6	48.4	1.2	5.4	27.3	1.2	-3.8
All Grades	2,155	2,864	3,053	29.0	2.2	2.8	43.6	-0.5	2.1	27.4	-1.7	-4.9
Reading												
Grades 1 to 5	1,340	1,308	1,306	14.2	-0.1	-4.5	35.9	-0.9	1.5	49.8	0.9	3.0
Grades 6 to 8	552	849	870	23.6	-3.1	-7.4	32.1	0.9	2.4	44.4	2.2	5.1
Grades 9 to 12	263	707	878	28.1	12.3	0.8	34.2	-3.2	2.2	37.7	-9.1	-3.0
All Grades	2,155	2,864	3,054	20.9	2.6	-2.0	34.3	-0.9	1.4	44.8	-1.6	0.6
Writing												
Grades 1 to 5	1,340	1,308	1,306	15.4	-10.2	-0.9	57.3	6.7	15.1	27.3	3.5	-14.2
Grades 6 to 8	552	849	870	19.0	-38.2	0.3	57.2	26.3	27.9	23.8	11.9	-28.2
Grades 9 to 12	262	707	878	22.2	-37.6	-1.5	46.9	23.6	27.1	30.9	14.0	-25.6
All Grades	2,154	2,864	3,054	18.4	-25.0	0.6	54.3	16.3	18.1	27.3	8.8	-18.7

Source: District TELPAS data files dated 06/26/22, 06/30/23, and 06/17/24. PEIMS demographic data files dated 11/03/21, 11/01/22, and 11/01/24.

Note: 2022 level movement data include students who earned a TELPAS proficiency rating in both 2021 and 2022. 2023 level movement data include students who earned a TELPAS proficiency rating in both 2022 and 2023. 2024 level movement data include students who earned a TELPAS proficiency rating in both 2023 and 2024. Regressed = Student moved down at least one level of English proficiency from the previous year. Stayed the Same = Student remained at the same proficiency level from the previous year. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Percentages may not sum to 100 because of rounding. 1 Yr Δ %pts = percentage-point change from 2023 to 2024. 2 Yr Δ %pts = percentage-point change from 2022 to 2024.

Appendix M

Appendix M, Table 1: 2024 English MAP Mathematics Growth Quintile by Program/Classification and Grade: BOY to EOY

Grade Level(s)	Tested N	2024 BOY to EOY English MAP Mathematics Growth Quintile				
		Low %	Low Average %	Average %	High Average %	High %
All Emergent Bilinguals						
1	4,305	24.7	20.0	18.3	17.4	19.7
2	4,559	26.8	22.2	19.5	15.9	15.6
3	4,352	19.1	16.4	17.9	21.0	25.6
4	4,364	26.3	21.6	20.2	16.4	15.5
5	4,546	31.4	22.4	16.5	15.7	14.0
6	4,200	35.0	19.6	17.0	13.9	14.4
7	4,144	37.4	17.7	16.8	12.9	15.3
8	1,690	31.2	19.9	18.0	11.9	18.9
2 to 5	17,821	26.0	20.7	18.5	17.2	17.6
6 to 8	10,034	35.3	18.9	17.1	13.1	15.5
One-Way Dual Language						
1	3,462	24.7	20.1	18.1	16.9	20.2
2	3,712	26.6	22.1	20.1	15.5	15.7
3	3,404	18.4	15.7	17.6	21.6	26.7
4	3,265	26.2	21.4	19.8	16.4	16.2
5	3,384	31.8	22.1	16.2	15.6	14.4
2 to 5	13,765	25.8	20.3	18.4	17.2	18.2
Two-Way Dual Language						
1	471	22.9	20.4	20.0	18.9	17.8
2	418	26.6	23.7	18.2	17.7	13.9
3	488	18.2	18.9	22.3	21.7	18.9
4	539	23.7	25.0	22.3	16.1	12.8
5	642	31.5	22.0	19.5	16.0	11.1
2 to 5	2,087	25.4	22.4	20.6	17.7	13.9
Secondary Dual Language						
6	29	24.1	34.5	0.0	20.7	20.7
7	62	27.4	14.5	24.2	6.5	27.4
8	14	28.6	14.3	42.9	0.0	14.3
6 to 8	105	26.7	20.0	20.0	9.5	23.8
English as a Second Language						
1	174	19.0	13.2	14.9	28.7	24.1
2	174	24.1	20.1	21.3	19.0	15.5
3	189	20.6	21.2	11.1	19.0	28.0
4	193	25.9	19.7	22.8	16.1	15.5
5	186	21.0	28.0	10.8	20.4	19.9
6	294	39.8	12.2	15.6	15.0	17.3
7	289	37.0	15.2	16.6	12.8	18.3
8	264	29.9	17.0	22.0	12.9	18.2
2 to 5	742	22.9	22.2	16.4	18.6	19.8
6 to 8	847	35.8	14.8	17.9	13.6	17.9

table continues

Appendix M, Table 1 (continued)

Grade Level(s)	Tested <i>N</i>	2024 BOY to EOY English <i>MAP</i> Mathematics Growth Quintile				
		Low %	Low Average %	Average %	High Average %	High %
Sheltered Classrooms						
6	2,860	37.0	20.5	16.5	13.2	12.8
7	3,216	38.5	17.8	16.3	12.8	14.6
8	1,256	31.1	20.1	17.6	12.0	19.1
6 to 8	7,332	36.6	19.2	16.6	12.8	14.7
Immigrant						
1	732	21.6	13.9	15.2	17.6	31.7
2	851	23.9	21.6	19.2	16.0	19.4
3	729	16.0	14.8	15.2	19.5	34.4
4	788	23.2	18.8	19.2	18.0	20.8
5	879	27.3	20.1	14.0	16.5	22.1
6	992	35.9	17.9	15.6	13.4	17.1
7	907	39.1	16.3	17.6	11.7	15.2
8	400	34.3	16.5	17.8	12.5	19.0
2 to 5	3,247	22.9	19.0	16.9	17.4	23.8
6 to 8	2,299	36.9	17.1	16.8	12.6	16.7
Parent Denials						
1	198	33.3	22.2	20.7	13.1	10.6
2	254	32.3	22.0	12.6	16.5	16.5
3	270	28.9	17.8	17.4	13.7	22.2
4	357	31.7	18.8	20.2	16.5	12.9
5	327	32.7	23.2	18.3	13.5	12.2
6	290	34.1	21.0	19.0	11.7	14.1
7	326	38.7	16.6	17.2	11.7	16.0
8	108	35.2	22.2	13.0	9.3	20.4
2 to 5	1,208	31.5	20.4	17.5	15.1	15.6
6 to 8	724	36.3	19.2	17.3	11.3	15.9

Source: District EOY *MAP* data file dated 06/05/24. District demographic file dated 05/13/24.

Note: Includes data for students enrolled on the PEIMS snapshot date who also had BOY and EOY *MAP* scores. Students in grades one through eight took *MAP Growth* at both BOY and EOY; thus, grades K, 9, 10, 11, and 12 are not included in these analyses. Percentages may not sum to 100 because of rounding.

Appendix M, Table 2: 2024 Spanish MAP Mathematics Growth Quintile by Program/Classification and Grade: BOY to EOY

Grade Level(s)	Tested N	2024 BOY to EOY Spanish MAP Mathematics Growth Quintile				
		Low %	Low Average %	Average %	High Average %	High %
All Emergent Bilinguals						
1	268	22.8	16.8	16.8	12.7	31.0
2	213	22.1	17.4	16.9	16.0	27.7
3	317	10.1	12.3	11.7	15.5	50.5
4	322	16.1	13.4	15.5	12.7	42.2
5	288	14.6	11.5	15.3	17.4	41.3
6	19	26.3	5.3	5.3	31.6	31.6
7	28	50.0	3.6	3.6	10.7	32.1
8	20	40.0	15.0	5.0	10.0	30.0
2 to 5	1,140	15.2	13.3	14.6	15.3	41.6
6 to 8	67	40.3	7.5	4.5	16.4	31.3
One-Way Dual Language						
1	260	23.1	16.5	16.9	12.3	31.2
2	207	22.7	17.4	16.9	15.9	27.1
3	287	10.8	11.8	12.2	16.0	49.1
4	304	15.8	13.2	15.8	12.5	42.8
5	256	13.7	11.3	16.0	16.8	42.2
2 to 5	1,054	15.3	13.2	15.1	15.2	41.3
Two-Way Dual Language						
1	8	12.5	25.0	12.5	25.0	25.0
2	5	0.0	20.0	20.0	20.0	40.0
3	30	3.3	16.7	6.7	10.0	63.3
4	18	22.2	16.7	11.1	16.7	33.3
5	29	24.1	10.3	10.3	24.1	31.0
2 to 5	82	14.6	14.6	9.8	17.1	43.9
Secondary Dual Language						
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
6 to 8	-	-	-	-	-	-
English as a Second Language						
1	-	-	-	-	-	-
2	*	*	*	*	*	*
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	*	*	*	*	*	*
6	12	8.3	8.3	8.3	41.7	33.3
7	25	48.0	0.0	4.0	12.0	36.0
8	19	42.1	10.5	5.3	10.5	31.6
2 to 5	*	*	*	*	*	*
6 to 8	56	37.5	5.4	5.4	17.9	33.9

table continues

Appendix M, Table 2 (continued)

Grade Level(s)	Tested <i>N</i>	2024 BOY to EOY Spanish <i>MAP</i> Mathematics Growth Quintile				
		Low %	Low Average %	Average %	High Average %	High %
Sheltered Classrooms						
6	*	*	*	*	*	*
7	*	*	*	*	*	*
8	*	*	*	*	*	*
6 to 8	8	75.0	25.0	0.0	0.0	0.0
Immigrant						
1	122	11.5	9.8	19.7	14.8	44.3
2	104	11.5	15.4	16.3	19.2	37.5
3	228	5.7	11.4	9.6	13.6	59.6
4	259	13.9	12.7	14.3	13.5	45.6
5	236	14.0	12.3	12.3	16.9	44.5
6	17	23.5	5.9	5.9	35.3	29.4
7	22	54.5	4.5	4.5	9.1	27.3
8	19	36.8	15.8	5.3	10.5	31.6
2 to 5	827	11.4	12.6	12.7	15.2	48.1
6 to 8	58	39.7	8.6	5.2	17.2	29.3
Parent Denials						
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
2 to 5	-	-	-	-	-	-
6 to 8	-	-	-	-	-	-

Source: District EOY *MAP* data file dated 06/05/24. District demographic file dated 05/13/24.

Note: Includes data for students enrolled on the PEIMS snapshot date who also had BOY and EOY *MAP* scores. Students in grades one through eight took *MAP Growth* at both BOY and EOY; thus, grades K, 9, 10, 11, and 12 are not included in these analyses. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix M, Table 3: 2024 English MAP Reading Growth Quintile by Program/Classification and Grade: BOY to EOY

Grade Level(s)	Tested N	2024 BOY to EOY English MAP Reading Growth Quintile				
		Low %	Low Average %	Average %	High Average %	High %
All Emergent Bilinguals						
1	341	34.6	22.3	18.2	14.4	10.6
2	407	35.4	19.4	14.7	14.5	16.0
3	434	32.7	18.2	14.7	17.5	16.8
4	540	28.0	18.9	18.3	18.3	16.5
5	505	25.7	21.0	18.2	16.4	18.6
6	4,066	33.4	20.3	18.1	15.6	12.5
7	4,012	33.7	18.6	17.3	15.3	15.2
8	3,871	32.9	18.1	16.3	15.6	17.1
2 to 5	1,886	30.1	19.4	16.7	16.8	17.0
6 to 8	11,949	33.4	19.0	17.3	15.5	14.9
One-Way Dual Language						
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	*	*	*	*	*	*
5	-	-	-	-	-	-
2 to 5	*	*	*	*	*	*
Two-Way Dual Language						
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
2 to 5	-	-	-	-	-	-
Secondary Dual Language						
6	30	46.7	16.7	16.7	10.0	10.0
7	59	30.5	16.9	15.3	22.0	15.3
8	84	19.0	22.6	23.8	17.9	16.7
6 to 8	173	27.7	19.7	19.7	17.9	15.0
English as a Second Language						
1	154	27.3	18.8	19.5	16.2	18.2
2	162	31.5	18.5	16.7	16.0	17.3
3	170	26.5	18.2	16.5	17.1	21.8
4	178	24.7	15.7	21.3	21.9	16.3
5	173	19.7	16.2	20.8	18.5	24.9
6	217	31.8	19.8	19.4	13.4	15.7
7	210	34.8	14.8	22.4	11.0	17.1
8	333	36.0	15.0	16.8	12.6	19.5
2 to 5	683	25.5	17.1	18.9	18.4	20.1
6 to 8	760	34.5	16.3	19.1	12.4	17.8

table continues

Appendix M, Table 3 (continued)

Grade Level(s)	Tested <i>N</i>	2024 BOY to EOY English <i>MAP</i> Reading Growth Quintile				
		Low %	Low Average %	Average %	High Average %	High %
Sheltered Classrooms						
6	2,821	35.1	20.7	17.4	15.4	11.4
7	3,162	34.8	18.8	16.4	15.2	14.7
8	2,800	34.9	18.4	15.4	14.9	16.6
6 to 8	8,783	34.9	19.3	16.4	15.1	14.2
Immigrant						
1	56	16.1	25.0	17.9	16.1	25.0
2	56	30.4	21.4	12.5	17.9	17.9
3	77	23.4	16.9	13.0	22.1	24.7
4	82	23.2	12.2	18.3	24.4	22.0
5	84	21.4	10.7	17.9	20.2	29.8
6	894	31.2	18.9	18.1	16.3	15.4
7	814	37.3	15.6	18.7	13.0	15.4
8	692	36.8	16.9	12.9	13.2	20.2
2 to 5	299	24.1	14.7	15.7	21.4	24.1
6 to 8	2,400	34.9	17.2	16.8	14.3	16.8
Parent Denials						
1	187	40.6	25.1	17.1	12.8	4.3
2	244	38.1	19.7	13.5	13.5	15.2
3	263	36.9	17.9	13.7	17.9	13.7
4	349	30.4	20.1	16.6	16.9	16.0
5	325	29.2	24.0	16.6	15.7	14.5
6	281	41.3	19.2	16.4	12.1	11.0
7	324	34.0	20.1	19.8	13.0	13.3
8	232	34.5	18.5	15.9	15.1	15.9
2 to 5	1,181	33.1	20.6	15.3	16.1	14.9
6 to 8	837	36.6	19.4	17.6	13.3	13.3

Source: District EOY *MAP* data file dated 06/05/24. District demographic file dated 05/13/24.

Note: Includes data for students enrolled on the PEIMS snapshot date who also had BOY and EOY *MAP* scores. Students in grades one through eight took *MAP Growth* at both BOY and EOY; thus, grades K, 9, 10, 11, and 12 are not included in these analyses. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category.

Appendix M, Table 4: 2024 Spanish MAP Reading Growth Quintile by Program/Classification and Grade: BOY to EOY

Grade Level(s)	Tested N	2024 BOY to EOY Spanish MAP Reading Growth Quintile				
		Low %	Low Average %	Average %	High Average %	High %
All Emergent Bilinguals						
1	4,125	22.9	28.8	25.8	16.0	6.4
2	4,097	32.9	24.5	17.9	14.7	10.0
3	3,495	15.0	15.3	15.1	21.6	32.9
4	2,968	20.5	14.8	18.9	20.6	25.2
5	2,739	23.4	17.9	17.5	21.1	20.1
6	16	31.3	25.0	12.5	25.0	6.3
7	10	50.0	10.0	20.0	20.0	0.0
8	20	55.0	5.0	5.0	20.0	15.0
2 to 5	13,299	23.5	18.6	17.3	19.1	21.5
6 to 8	46	45.7	13.0	10.9	21.7	8.7
One-Way Dual Language						
1	3,684	22.9	28.8	25.5	16.3	6.5
2	3,759	32.1	24.4	18.1	14.9	10.4
3	3,152	15.1	14.9	14.9	21.6	33.5
4	2,692	20.4	14.9	18.7	20.5	25.5
5	2,437	23.8	17.6	17.6	20.9	20.1
2 to 5	12,040	23.3	18.4	17.3	19.1	21.8
Two-Way Dual Language						
1	441	22.9	28.8	28.3	14.3	5.7
2	338	40.8	26.0	16.0	12.1	5.0
3	343	14.6	18.4	17.2	22.2	27.7
4	276	21.7	14.1	21.0	20.7	22.5
5	301	20.6	20.3	16.3	22.9	19.9
2 to 5	1,258	24.6	20.0	17.5	19.3	18.6
Secondary Dual Language						
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
6 to 8	-	-	-	-	-	-
English as a Second Language						
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	*	*	*	*	*	*
6	11	27.3	27.3	18.2	27.3	0.0
7	7	57.1	14.3	28.6	0.0	0.0
8	19	52.6	5.3	5.3	21.1	15.8
2 to 5	*	*	*	*	*	*
6 to 8	37	45.9	13.5	13.5	18.9	8.1

table continues

Appendix M, Table 4 (continued)

Grade Level(s)	Tested <i>N</i>	2024 BOY to EOY Spanish <i>MAP</i> Reading Growth Quintile				
		Low %	Low Average %	Average %	High Average %	High %
Sheltered Classrooms						
6	*	*	*	*	*	*
7	*	*	*	*	*	*
8	*	*	*	*	*	*
6 to 8	6	66.7	0.0	0.0	33.3	0.0
Immigrant						
1	793	16.9	23.1	23.3	21.9	14.8
2	872	27.2	20.8	18.3	16.4	17.3
3	848	11.2	11.3	13.8	20.6	43.0
4	884	17.0	12.0	18.6	21.8	30.7
5	918	19.0	15.1	17.8	21.8	26.4
6	15	33.3	26.7	13.3	26.7	0.0
7	10	50.0	10.0	20.0	20.0	0.0
8	16	43.8	6.3	6.3	25.0	18.8
2 to 5	3,522	18.6	14.8	17.1	20.2	29.2
6 to 8	41	41.5	14.6	12.2	24.4	7.3
Parent Denials						
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
2 to 5	-	-	-	-	-	-
6 to 8	-	-	-	-	-	-

Source: District EOY *MAP* data file dated 06/05/24. District demographic file dated 05/13/24.

Note: Includes data for students enrolled on the PEIMS snapshot date who also had BOY and EOY *MAP* scores. Students in grades one through eight took *MAP Growth* at both BOY and EOY; thus, grades K, 9, 10, 11, and 12 are not included in these analyses. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix M, Table 5: 2023 English MAP Mathematics Growth Quintile by Program/Classification and Grade: BOY to EOY

Grade Level(s)	Tested N	2023 BOY to EOY English MAP Mathematics Growth Quintile				
		Low %	Low Average %	Average %	High Average %	High %
All Emergent Bilinguals						
1	4,702	21.0	16.8	16.2	17.9	28.1
2	4,482	21.0	18.0	18.3	19.2	23.5
3	4,380	14.2	13.7	15.6	20.4	36.2
4	4,516	22.0	20.4	17.2	18.5	21.9
5	4,643	28.1	20.8	17.9	17.1	16.0
6	4,219	30.1	16.9	13.5	16.8	22.7
7	3,966	39.6	15.2	15.4	12.2	17.5
8	4,149	33.6	18.1	16.1	12.4	19.9
9	3,448	29.5	16.5	14.7	14.5	24.8
2 to 5	18,021	21.5	18.3	17.2	18.8	24.3
6 to 8	12,334	34.3	16.8	15.0	13.8	20.1
One-Way Dual Language						
1	3,920	20.3	16.6	16.1	17.9	29.1
2	3,658	20.9	17.9	17.9	19.2	24.1
3	3,415	14.2	13.5	15.3	20.3	36.7
4	3,447	22.0	19.6	17.1	18.4	22.8
5	3,508	28.0	20.7	17.9	17.4	16.1
2 to 5	14,028	21.3	18.0	17.1	18.8	24.8
Two-Way Dual Language						
1	374	24.1	15.5	16.6	18.7	25.1
2	431	18.3	20.2	22.3	19.7	19.5
3	505	14.1	14.3	16.8	22.2	32.7
4	588	20.6	26.0	17.3	19.4	16.7
5	598	29.1	19.9	19.9	16.9	14.2
2 to 5	2,122	21.0	20.3	18.9	19.4	20.4
Secondary Dual Language						
6	91	24.2	25.3	22.0	14.3	14.3
7	92	35.9	26.1	16.3	12.0	9.8
8	68	23.5	11.8	26.5	22.1	16.2
9	81	16.0	16.0	14.8	27.2	25.9
6 to 8	251	28.3	21.9	21.1	15.5	13.1
English as a Second Language						
1	190	21.1	21.6	15.3	17.4	24.7
2	191	26.2	13.1	17.8	17.3	25.7
3	169	10.7	13.0	17.2	20.1	39.1
4	182	13.7	18.7	16.5	22.5	28.6
5	175	21.1	24.6	18.3	12.6	23.4
6	244	29.9	12.7	11.5	13.5	32.4
7	252	27.4	12.3	11.1	12.7	36.5
8	257	32.3	14.8	12.5	12.1	28.4
9	459	27.2	15.9	13.5	13.7	29.6
2 to 5	717	18.1	17.3	17.4	18.1	29.0
6 to 8	753	29.9	13.3	11.7	12.7	32.4

table continues

Appendix M, Table 5 (continued)

Grade Level(s)	Tested <i>N</i>	2023 BOY to EOY English <i>MAP</i> Mathematics Growth Quintile				
		Low %	Low Average %	Average %	High Average %	High %
Sheltered Classrooms						
6	2,858	32.0	16.8	13.3	17.0	20.9
7	3,057	40.3	14.9	15.9	12.0	16.9
8	3,269	33.6	18.6	15.9	12.5	19.4
9	2,394	30.6	16.7	15.0	13.8	23.9
6 to 8	9,184	35.3	16.8	15.1	13.7	19.0
Immigrant						
1	675	16.4	13.3	13.6	18.8	37.8
2	683	19.6	16.4	14.8	19.3	29.9
3	492	13.6	9.6	9.8	18.5	48.6
4	389	18.0	16.2	13.6	16.5	35.7
5	365	25.8	17.0	12.1	17.8	27.4
6	405	25.7	15.1	11.6	16.0	31.6
7	363	39.7	11.6	14.0	9.1	25.6
8	320	33.4	17.5	10.3	11.3	27.5
9	372	26.3	17.7	13.2	14.0	28.8
2 to 5	1,929	18.9	14.7	12.8	18.2	35.4
6 to 8	1,088	32.6	14.6	12.0	12.3	28.4
Parent Denials						
1	213	28.6	17.4	19.2	16.4	18.3
2	201	23.9	19.4	17.4	18.4	20.9
3	278	17.3	14.4	15.8	19.1	33.5
4	290	30.0	19.3	18.6	15.5	16.6
5	348	33.0	22.7	14.4	16.7	13.2
6	340	32.6	17.9	14.4	15.0	20.0
7	240	35.0	15.8	16.3	12.9	20.0
8	257	32.3	20.6	15.2	7.8	24.1
9	192	34.9	18.2	12.0	13.5	21.4
2 to 5	1,117	26.7	19.2	16.4	17.3	20.5
6 to 8	837	33.2	18.2	15.2	12.2	21.3

Source: District EOY *MAP* data file dated 06/26/23. District PEIMS snapshot demographic file dated 11/01/22.

Note: Includes data for students enrolled on the PEIMS snapshot date who also had BOY and EOY *MAP* scores. Students in grades one through nine take *MAP Growth*; thus, grades K, 10, 11, and 12 are not included in these analyses. Percentages may not sum to 100 because of rounding.

Appendix M, Table 6: 2023 Spanish MAP Mathematics Growth Quintile by Program/Classification and Grade: BOY to EOY

Grade Level(s)	Tested N	2023 BOY to EOY Spanish MAP Mathematics Growth Quintile				
		Low %	Low Average %	Average %	High Average %	High %
All Emergent Bilinguals						
1	36	5.6	5.6	11.1	22.2	55.6
2	36	11.1	13.9	13.9	8.3	52.8
3	139	9.4	5.8	12.2	14.4	58.3
4	151	13.9	8.6	16.6	14.6	46.4
5	188	14.9	8.5	20.2	14.9	41.5
6	15	6.7	13.3	20.0	13.3	46.7
7	20	25.0	5.0	15.0	20.0	35.0
8	11	27.3	0.0	0.0	9.1	63.6
9	43	14.0	9.3	16.3	14.0	46.5
2 to 5	514	12.8	8.2	16.5	14.2	48.2
6 to 8	46	19.6	6.5	13.0	15.2	45.7
One-Way Dual Language						
1	35	5.7	5.7	11.4	20.0	57.1
2	32	9.4	15.6	12.5	9.4	53.1
3	127	8.7	5.5	13.4	15.7	56.7
4	136	13.2	8.1	17.6	14.7	46.3
5	176	14.8	9.1	19.3	13.1	43.8
2 to 5	471	12.3	8.3	16.8	14.0	48.6
Two-Way Dual Language						
1	*	*	*	*	*	*
2	*	*	*	*	*	*
3	12	16.7	8.3	0.0	0.0	75.0
4	15	20.0	13.3	6.7	13.3	46.7
5	8	25.0	0.0	50.0	25.0	0.0
2 to 5	39	20.5	7.7	15.4	10.3	46.2
Secondary Dual Language						
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
6 to 8	-	-	-	-	-	-
English as a Second Language						
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	*	*	*	*	*	*
6	12	0.0	16.7	16.7	8.3	58.3
7	14	35.7	0.0	14.3	14.3	35.7
8	7	14.3	0.0	0.0	0.0	85.7
9	38	15.8	7.9	10.5	15.8	50.0
2 to 5	*	*	*	*	*	*
6 to 8	33	18.2	6.1	12.1	9.1	54.5

table continues

Appendix M, Table 6 (continued)

Grade Level(s)	Tested N	2023 BOY to EOY Spanish MAP Mathematics Growth Quintile				
		Low %	Low Average %	Average %	High Average %	High %
Sheltered Classrooms						
6	*	*	*	*	*	*
7	6	0.0	16.7	16.7	33.3	33.3
8	*	*	*	*	*	*
9	5	0.0	20.0	60.0	0.0	20.0
6 to 8	13	23.1	7.7	15.4	30.8	23.1
Immigrant						
1	16	0.0	0.0	0.0	37.5	62.5
2	25	8.0	16.0	8.0	12.0	56.0
3	98	7.1	5.1	11.2	16.3	60.2
4	117	11.1	7.7	17.9	13.7	49.6
5	149	14.1	9.4	18.8	14.1	43.6
6	13	7.7	7.7	23.1	15.4	46.2
7	17	29.4	0.0	11.8	17.6	41.2
8	5	0.0	0.0	0.0	0.0	100.0
9	31	16.1	9.7	9.7	16.1	48.4
2 to 5	389	11.1	8.2	15.9	14.4	50.4
6 to 8	35	17.1	2.9	14.3	14.3	51.4
Parent Denials						
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
2 to 5	-	-	-	-	-	-
6 to 8	-	-	-	-	-	-

Source: District EOY MAP data file dated 06/26/23. District PEIMS snapshot demographic file dated 11/01/22.

Note: Includes data for students enrolled on the PEIMS snapshot date who also had BOY and EOY MAP scores. Students in grades one through nine take MAP Growth; thus, grades K, 10, 11, and 12 are not included in these analyses. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix M, Table 7: 2023 English MAP Reading Growth Quintile by Program/Classification and Grade: BOY to EOY

Grade Level(s)	Tested <i>N</i>	2023 BOY to EOY English MAP Reading Growth Quintile				
		Low %	Low Average %	Average %	High Average %	High %
All Emergent Bilinguals						
1	374	29.1	22.2	20.9	13.6	14.2
2	382	27.2	22.5	12.8	14.4	23.0
3	464	28.2	17.2	17.5	15.7	21.3
4	468	32.1	18.8	15.4	12.8	20.9
5	526	30.8	17.3	15.4	17.7	18.8
6	4,074	38.9	18.7	15.6	13.2	13.6
7	3,849	41.6	18.2	14.2	12.9	13.1
8	4,039	39.4	18.3	15.6	13.0	13.7
9	3,656	39.3	18.2	14.4	13.7	14.4
2 to 5	1,840	29.7	18.8	15.4	15.3	20.9
6 to 8	11,962	40.0	18.4	15.2	13.0	13.5
One-Way Dual Language						
1	8	75.0	0.0	25.0	0.0	0.0
2	8	37.5	25.0	12.5	12.5	12.5
3	9	33.3	22.2	11.1	0.0	33.3
4	6	50.0	16.7	0.0	16.7	16.7
5	*	*	*	*	*	*
2 to 5	27	40.7	18.5	7.4	7.4	25.9
Two-Way Dual Language						
1	*	*	*	*	*	*
2	*	*	*	*	*	*
3	*	*	*	*	*	*
4	*	*	*	*	*	*
5	*	*	*	*	*	*
2 to 5	11	36.4	0.0	27.3	0.0	36.4
Secondary Dual Language						
6	92	35.9	32.6	14.1	8.7	8.7
7	91	35.2	23.1	22.0	9.9	9.9
8	68	26.5	26.5	25.0	11.8	10.3
9	86	23.3	26.7	25.6	10.5	14.0
6 to 8	251	33.1	27.5	19.9	10.0	9.6
English as a Second Language						
1	165	25.5	21.2	18.2	17.0	18.2
2	169	27.2	21.9	11.8	11.8	27.2
3	157	22.3	20.4	17.8	16.6	22.9
4	159	23.3	18.9	18.9	14.5	24.5
5	159	21.4	22.0	15.7	20.1	20.8
6	213	24.4	20.2	22.1	12.2	21.1
7	220	34.1	12.7	15.5	14.1	23.6
8	224	37.9	14.7	13.4	15.6	18.3
9	449	32.5	16.7	14.0	14.5	22.3
2 to 5	644	23.6	20.8	16.0	15.7	23.9
6 to 8	657	32.3	15.8	16.9	14.0	21.0

table continues

Appendix M, Table 7 (continued)

Grade Level(s)	Tested <i>N</i>	2023 BOY to EOY English <i>MAP</i> Reading Growth Quintile				
		Low %	Low Average %	Average %	High Average %	High %
Sheltered Classrooms						
6	2,759	41.3	18.5	14.3	13.4	12.4
7	2,986	42.4	18.7	13.4	12.7	12.9
8	3,195	40.4	18.1	15.2	12.9	13.5
9	2,597	41.0	17.6	14.1	13.9	13.2
6 to 8	8,940	41.3	18.4	14.3	13.0	13.0
Immigrant						
1	28	25.0	14.3	14.3	21.4	25.0
2	62	16.1	25.8	9.7	14.5	33.9
3	37	32.4	16.2	16.2	5.4	29.7
4	32	25.0	18.8	6.3	12.5	37.5
5	28	10.7	14.3	10.7	32.1	32.1
6	365	27.4	18.6	16.7	13.4	23.8
7	331	43.8	12.1	12.4	12.1	19.6
8	282	37.2	15.2	13.1	15.2	19.1
9	371	34.8	15.6	13.5	13.5	22.6
2 to 5	159	20.8	20.1	10.7	15.1	33.3
6 to 8	978	35.8	15.4	14.2	13.5	21.1
Parent Denials						
1	199	30.2	23.6	23.1	11.6	11.6
2	201	26.9	23.4	13.4	16.9	19.4
3	285	31.6	15.8	17.9	15.8	18.9
4	293	36.5	19.1	13.7	11.9	18.8
5	348	35.3	15.2	15.8	16.7	17.0
6	330	42.7	16.7	17.3	11.8	11.5
7	232	44.8	20.3	11.2	12.5	11.2
8	246	41.1	16.7	17.1	11.0	14.2
9	206	39.3	21.8	10.2	12.6	16.0
2 to 5	1,127	33.2	17.8	15.4	15.3	18.4
6 to 8	808	42.8	17.7	15.5	11.8	12.3

Source: District EOY *MAP* data file dated 06/26/23. District PEIMS snapshot demographic file dated 11/01/22.

Note: Includes data for students enrolled on the PEIMS snapshot date who also had BOY and EOY *MAP* scores. Students in grades one through nine take *MAP Growth*; thus, grades K, 10, 11, and 12 are not included in these analyses. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category.

Appendix M, Table 8: 2023 Spanish MAP Reading Growth Quintile by Program/Classification and Grade: BOY to EOY

Grade Level(s)	Tested N	2023 BOY to EOY Spanish MAP Reading Growth Quintile				
		Low %	Low Average %	Average %	High Average %	High %
All Emergent Bilinguals						
1	4,206	21.4	28.2	26.1	16.2	8.2
2	3,843	33.1	23.3	19.2	14.2	10.3
3	3,313	15.7	13.7	16.2	21.3	33.1
4	3,032	23.7	16.3	18.1	20.4	21.5
5	2,917	26.2	18.8	18.6	20.2	16.1
6	9	66.7	11.1	22.2	0.0	0.0
7	7	57.1	28.6	0.0	14.3	0.0
8	*	*	*	*	*	*
9	-	-	-	-	-	-
2 to 5	13,105	25.0	18.2	18.1	18.8	19.9
6 to 8	19	57.9	21.1	10.5	5.3	5.3
One-Way Dual Language						
1	3,873	20.9	27.9	26.2	16.4	8.5
2	3,494	32.6	23.2	19.5	14.1	10.6
3	2,967	15.5	13.3	16.1	21.6	33.5
4	2,734	23.5	16.0	18.3	20.4	21.8
5	2,608	25.8	19.2	18.6	20.1	16.3
2 to 5	11,803	24.7	18.2	18.2	18.8	20.2
Two-Way Dual Language						
1	330	26.1	31.2	25.2	13.3	4.2
2	348	37.4	24.1	16.1	15.2	7.2
3	344	16.9	17.4	16.9	19.2	29.7
4	293	25.9	18.4	16.7	20.5	18.4
5	303	30.0	15.5	19.8	20.8	13.9
2 to 5	1,288	27.6	19.0	17.3	18.8	17.3
Secondary Dual Language						
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
6 to 8	-	-	-	-	-	-
English as a Second Language						
1	*	*	*	*	*	*
2	-	-	-	-	-	-
3	*	*	*	*	*	*
4	*	*	*	*	*	*
5	6	33.3	0.0	0.0	16.7	50.0
6	*	*	*	*	*	*
7	5	60.0	40.0	0.0	0.0	0.0
8	*	*	*	*	*	*
9	-	-	-	-	-	-
2 to 5	10	40.0	10.0	0.0	10.0	40.0
6 to 8	12	50.0	33.3	8.3	0.0	8.3

table continues

Appendix M, Table 8 (continued)

Grade Level(s)	Tested N	2023 BOY to EOY Spanish MAP Reading Growth Quintile				
		Low %	Low Average %	Average %	High Average %	High %
Sheltered Classrooms						
6	5	80.0	0.0	20.0	0.0	0.0
7	*	*	*	*	*	*
8	-	-	-	-	-	-
9	-	-	-	-	-	-
6 to 8	7	71.4	0.0	14.3	14.3	0.0
Immigrant						
1	629	13.7	24.3	26.9	21.3	13.8
2	603	25.7	20.1	17.2	20.9	16.1
3	525	12.2	9.9	14.9	17.7	45.3
4	456	18.6	14.5	15.8	21.9	29.2
5	420	21.9	16.2	15.5	21.0	25.5
6	7	71.4	14.3	14.3	0.0	0.0
7	5	60.0	40.0	0.0	0.0	0.0
8	*	*	*	*	*	*
9	-	-	-	-	-	-
2 to 5	2,004	19.8	15.3	15.9	20.3	28.7
6 to 8	15	60.0	26.7	6.7	0.0	6.7
Parent Denials						
1	-	-	-	-	-	-
2	*	*	*	*	*	*
3	-	-	-	-	-	-
4	*	*	*	*	*	*
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
2 to 5	*	*	*	*	*	*
6 to 8	-	-	-	-	-	-

Source: District EOY MAP data file dated 06/25/23. District PEIMS snapshot demographic file dated 11/01/22.

Note: Includes data for students enrolled on the PEIMS snapshot date who also had BOY and EOY MAP scores. Students in grades one through nine take MAP Growth; thus, grades K, 10, 11, and 12 are not included in these analyses. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix M, Table 9: 2022 English MAP Mathematics Growth Quintile by Program/Classification and Grade: BOY to EOY

Grade Level(s)	Tested N	2022 BOY to EOY English MAP Mathematics Growth Quintile				
		Low %	Low Average %	Average %	High Average %	High %
All Emergent Bilinguals						
1	4,500	28.6	20.0	17.3	14.4	19.7
2	4,569	28.3	20.2	19.4	16.3	15.8
3	4,561	14.8	15.5	17.9	21.6	30.1
4	4,697	19.8	18.4	21.8	17.4	22.6
5	4,752	24.6	22.2	19.7	17.7	15.8
6	4,159	28.6	18.8	17.5	16.1	19.0
7	4,229	38.6	18.2	16.5	12.3	14.5
8	4,231	29.9	21.0	17.1	14.5	17.6
9	3,808	29.5	19.7	17.8	16.0	16.9
10	2,532	31.4	17.7	16.7	15.4	18.8
11	1,802	27.5	20.0	19.4	16.4	16.6
2 to 5	18,579	21.9	19.1	19.7	18.2	21.0
6 to 8	12,619	32.4	19.3	17.0	14.3	17.0
9 to 11	8,142	29.7	19.1	17.8	15.9	17.5
6 to 11	20,761	31.3	19.2	17.3	14.9	17.2
One-Way Dual Language						
1	3,680	28.3	19.4	17.0	14.4	20.9
2	3,537	27.8	19.8	19.2	16.7	16.5
3	3,449	15.0	15.1	17.7	21.7	30.5
4	3,557	20.0	17.5	21.6	17.3	23.5
5	3,577	25.3	22.0	19.2	17.4	16.1
2 to 5	14,120	22.1	18.6	19.4	18.3	21.6
Two-Way Dual Language						
1	430	27.0	25.1	18.6	15.3	14.0
2	567	29.5	19.8	21.2	13.8	15.9
3	655	11.1	17.1	18.5	22.6	30.7
4	608	17.9	22.5	21.7	18.4	19.4
5	594	20.7	23.7	19.9	20.9	14.8
2 to 5	2,424	19.5	20.7	20.3	19.1	20.5
Secondary Dual Language						
6	45	28.9	13.3	15.6	24.4	17.8
7	54	29.6	16.7	22.2	18.5	13.0
8	98	18.4	22.4	16.3	29.6	13.3
9	110	35.5	16.4	16.4	11.8	20.0
10	9	22.2	11.1	44.4	11.1	11.1
11	23	17.4	17.4	34.8	17.4	13.0
6 to 8	197	23.9	18.8	17.8	25.4	14.2
9 to 11	142	31.7	16.2	21.1	12.7	18.3
6 to 11	339	27.1	17.7	19.2	20.1	15.9
English as a Second Language						
1	198	33.3	19.2	17.7	12.6	17.2
2	187	26.2	21.4	25.7	16.0	10.7
3	173	15.6	17.3	18.5	21.4	27.2
4	178	19.7	16.3	27.5	15.2	21.3
5	147	20.4	23.8	25.2	15.6	15.0
6	94	14.9	14.9	19.1	18.1	33.0
7	111	21.6	16.2	15.3	17.1	29.7
8	258	24.4	18.6	10.1	18.6	28.3
9	471	24.6	15.5	18.7	18.0	23.1
10	277	30.3	17.3	12.6	16.6	23.1
11	163	23.9	20.9	19.6	21.5	14.1
2 to 5	685	20.6	19.6	24.2	17.1	18.5
6 to 8	463	21.8	17.3	13.2	18.1	29.6
9 to 11	911	26.2	17.0	17.0	18.2	21.5
6 to 11	1,374	24.7	17.1	15.7	18.2	24.2

table continues

Appendix M, Table 9 (continued)

Grade Level(s)	Tested <i>N</i>	2022 BOY to EOY English <i>MAP</i> Mathematics Growth Quintile				
		Low %	Low Average %	Average %	High Average %	High %
Sheltered Classrooms						
6	2,971	30.5	19.3	17.5	15.1	17.6
7	3,531	39.5	18.3	16.7	11.7	13.8
8	3,365	31.1	20.7	17.4	13.5	17.3
9	2,462	31.0	20.9	17.8	15.3	15.0
10	1,651	32.3	17.7	16.7	14.7	18.7
11	1,202	29.0	20.0	19.0	15.6	16.5
6 to 8	9,867	33.9	19.4	17.2	13.3	16.1
9 to 11	5,315	31.0	19.7	17.7	15.1	16.5
6 to 11	15,182	32.9	19.5	17.4	14.0	16.3
Immigrant						
1	592	22.3	17.7	16.0	14.7	29.2
2	704	27.8	16.3	20.0	17.9	17.9
3	698	14.6	12.6	16.6	20.5	35.7
4	785	20.3	15.0	18.3	16.2	30.2
5	563	20.8	18.1	17.6	19.2	24.3
6	501	24.8	16.4	15.4	18.6	25.0
7	414	35.7	17.9	15.7	11.6	19.1
8	413	27.6	18.6	12.6	15.3	25.9
9	484	26.0	17.4	16.9	16.9	22.7
10	255	28.2	15.3	13.7	14.9	27.8
11	166	25.9	19.3	15.7	22.9	16.3
2 to 5	2,750	20.9	15.4	18.2	18.3	27.2
6 to 8	1,328	29.1	17.5	14.6	15.4	23.4
9 to 11	905	26.6	17.1	15.8	17.5	23.0
6 to 11	2,233	28.1	17.4	15.1	16.2	23.2
Parent Denials						
1	185	34.6	21.6	17.8	13.5	12.4
2	275	33.5	24.7	14.9	15.6	11.3
3	280	20.4	15.7	18.2	19.6	26.1
4	350	20.9	20.0	22.0	17.7	19.4
5	429	25.9	21.9	21.4	16.6	14.2
6	268	34.7	15.3	14.6	14.2	21.3
7	268	42.5	16.8	11.6	15.3	13.8
8	255	29.4	22.0	18.8	15.3	14.5
9	226	31.9	16.8	14.2	19.0	18.1
10	152	30.3	20.4	17.1	18.4	13.8
11	126	25.4	19.8	20.6	22.2	11.9
2 to 5	1,334	25.0	20.7	19.6	17.3	17.5
6 to 8	791	35.7	18.0	14.9	14.9	16.6
9 to 11	504	29.8	18.7	16.7	19.6	15.3
6 to 11	1,295	33.4	18.2	15.6	16.8	16.1

Source: District EOY *MAP* data file dated 06/22/22. District PEIMS snapshot demographic file dated 11/03/21.

Note: Includes data for students enrolled on the PEIMS snapshot date who also had BOY and EOY *MAP* scores. Students in grades one through 11 take the BOY *MAP*; thus, grades K and 12 are not included in these analyses. Percentages may not sum to 100 because of rounding.

Appendix M, Table 10: 2022 Spanish MAP Mathematics Growth Quintile by Program/Classification and Grade: BOY to EOY

Grade Level(s)	Tested N	2022 BOY to EOY Spanish MAP Mathematics Growth Quintile				
		Low %	Low Average %	Average %	High Average %	High %
All Emergent Bilinguals						
1	43	34.9	11.6	14.0	14.0	25.6
2	34	17.6	17.6	2.9	17.6	44.1
3	126	17.5	5.6	12.7	11.9	52.4
4	110	12.7	10.0	17.3	16.4	43.6
5	149	18.1	8.1	15.4	16.8	41.6
6	16	12.5	12.5	6.3	18.8	50.0
7	31	22.6	9.7	6.5	16.1	45.2
8	11	27.3	9.1	9.1	27.3	27.3
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	419	16.5	8.6	14.1	15.3	45.6
6 to 8	58	20.7	10.3	6.9	19.0	43.1
9 to 11	-	-	-	-	-	-
6 to 11	58	20.7	10.3	6.9	19.0	43.1
One-Way Dual Language						
1	30	36.7	13.3	10.0	13.3	26.7
2	30	13.3	16.7	3.3	20.0	46.7
3	112	17.0	6.3	13.4	11.6	51.8
4	106	12.3	9.4	17.9	16.0	44.3
5	137	17.5	8.0	13.9	18.2	42.3
2 to 5	385	15.6	8.6	14.0	15.8	46.0
Two-Way Dual Language						
1	13	30.8	7.7	23.1	15.4	23.1
2	4	50.0	25.0	0.0	0.0	25.0
3	14	21.4	0.0	7.1	14.3	57.1
4	4	25.0	25.0	0.0	25.0	25.0
5	12	25.0	8.3	33.3	0.0	33.3
2 to 5	34	26.5	8.8	14.7	8.8	41.2
Secondary Dual Language						
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
6 to 11	-	-	-	-	-	-
English as a Second Language						
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	6	16.7	0.0	0.0	16.7	66.7
7	14	14.3	0.0	0.0	21.4	64.3
8	7	28.6	0.0	14.3	28.6	28.6
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	-	-	-	-	-	-
6 to 8	27	18.5	0.0	3.7	22.2	55.6
9 to 11	-	-	-	-	-	-
6 to 11	27	18.5	0.0	3.7	22.2	55.6

table continues

Appendix M, Table 10 (continued)

Grade Level(s)	Tested N	2022 BOY to EOY Spanish MAP Mathematics Growth Quintile				
		Low %	Low Average %	Average %	High Average %	High %
Sheltered Classrooms						
6	9	11.1	22.2	11.1	22.2	33.3
7	17	29.4	17.6	11.8	11.8	29.4
8	*	*	*	*	*	*
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
6 to 8	29	20.7	20.7	10.3	17.2	31.0
9 to 11	-	-	-	-	-	-
6 to 11	29	20.7	20.7	10.3	17.2	31.0
Immigrant						
1	15	0.0	13.3	13.3	20.0	53.3
2	19	5.3	21.1	5.3	10.5	57.9
3	92	9.8	6.5	12.0	15.2	56.5
4	90	12.2	8.9	18.9	15.6	44.4
5	120	18.3	8.3	15.0	14.2	44.2
6	15	13.3	13.3	6.7	13.3	53.3
7	29	20.7	10.3	6.9	17.2	44.8
8	9	22.2	11.1	0.0	33.3	33.3
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	321	13.4	8.7	14.6	14.6	48.6
6 to 8	53	18.9	11.3	5.7	18.9	45.3
9 to 11	-	-	-	-	-	-
6 to 11	53	18.9	11.3	5.7	18.9	45.3
Parent Denials						
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	-	-	-	-	-	-
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
6 to 11	-	-	-	-	-	-

Source: District EOY MAP data file dated 06/22/22. District PEIMS snapshot demographic file dated 11/03/21.

Note: Includes data for students enrolled on the PEIMS snapshot date who also had BOY and EOY MAP scores. Students in grades one through 11 take the BOY MAP; thus, grades K and 12 are not included in these analyses. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix M, Table 11: 2022 English MAP Reading Growth Quintile by Program/Classification and Grade: BOY to EOY

Grade Level(s)	Tested N	2021-22 BOY to EOY English MAP Reading Growth Quintile				
		Low %	Low Average %	Average %	High Average %	High %
All Emergent Bilinguals						
1	358	42.7	17.3	19.0	12.6	8.4
2	453	30.2	22.7	17.0	15.0	15.0
3	458	29.5	18.1	15.3	18.8	18.3
4	518	28.2	17.8	17.8	19.9	16.4
5	564	27.0	18.3	17.9	19.0	17.9
6	4,146	30.9	20.7	17.9	15.5	15.0
7	4,280	35.4	19.2	16.5	14.5	14.3
8	4,168	33.1	20.8	17.4	15.0	13.5
9	4,099	34.2	19.7	18.1	15.1	12.9
10	2,809	39.8	19.3	15.0	13.0	13.0
11	2,076	35.3	19.4	18.0	15.8	11.5
2 to 5	1,993	28.6	19.1	17.1	18.3	17.0
6 to 8	12,594	33.2	20.2	17.3	15.0	14.3
9 to 11	8,984	36.2	19.5	17.1	14.6	12.6
6 to 11	21,578	34.4	19.9	17.2	14.8	13.6
One-Way Dual Language						
1	10	70.0	10.0	0.0	10.0	10.0
2	9	44.4	22.2	11.1	11.1	11.1
3	8	37.5	25.0	0.0	12.5	25.0
4	6	0.0	16.7	33.3	33.3	16.7
5	*	*	*	*	*	*
2 to 5	25	28.0	24.0	16.0	16.0	16.0
Two-Way Dual Language						
1	*	*	*	*	*	*
2	*	*	*	*	*	*
3	*	*	*	*	*	*
4	-	-	-	-	-	-
5	-	-	-	-	-	-
2 to 5	*	*	*	*	*	*
Secondary Dual Language						
6	45	22.2	28.9	24.4	6.7	17.8
7	54	18.5	18.5	22.2	25.9	14.8
8	98	13.3	25.5	17.3	25.5	18.4
9	111	46.8	14.4	22.5	7.2	9.0
10	7	57.1	0.0	14.3	28.6	0.0
11	26	42.3	15.4	19.2	15.4	7.7
6 to 8	197	16.8	24.4	20.3	21.3	17.3
9 to 11	144	46.5	13.9	21.5	9.7	8.3
6 to 11	341	29.3	19.9	20.8	16.4	13.5
English as a Second Language						
1	173	38.2	20.2	17.3	15.0	9.2
2	179	27.9	22.3	17.3	14.0	18.4
3	168	23.8	12.5	18.5	22.6	22.6
4	168	25.0	19.0	17.3	22.0	16.7
5	134	15.7	22.4	21.6	24.6	15.7
6	86	20.9	19.8	17.4	16.3	25.6
7	102	25.5	16.7	11.8	20.6	25.5
8	228	33.8	19.3	14.9	13.2	18.9
9	457	28.7	16.0	17.3	17.5	20.6
10	306	40.5	13.7	14.1	13.4	18.3
11	196	38.3	22.4	13.8	13.3	12.2
2 to 5	649	23.6	19.0	18.5	20.5	18.5
6 to 8	416	29.1	18.8	14.7	15.6	21.9
9 to 11	959	34.4	16.6	15.5	15.3	18.1
6 to 11	1,375	32.8	17.2	15.3	15.4	19.3

table continues

Appendix M, Table 11 (continued)

Grade Level(s)	Tested N	2022 BOY to EOY English MAP Reading Growth Quintile				
		Low %	Low Average %	Average %	High Average %	High %
Sheltered Classrooms						
6	2,965	32.4	20.6	17.2	15.4	14.4
7	3,588	36.5	19.4	16.3	14.0	13.8
8	3,336	34.0	21.0	17.6	14.4	13.0
9	2,690	36.1	19.6	17.8	14.6	11.9
10	1,821	42.3	19.0	15.0	11.8	12.0
11	1,396	36.1	17.8	19.2	15.5	11.3
6 to 8	9,889	34.4	20.3	17.0	14.6	13.7
9 to 11	5,907	38.0	19.0	17.3	14.0	11.8
6 to 11	15,796	35.8	19.8	17.1	14.4	13.0
Immigrant						
1	63	30.2	17.5	25.4	15.9	11.1
2	64	32.8	21.9	14.1	15.6	15.6
3	83	21.7	10.8	20.5	26.5	20.5
4	80	22.5	11.3	17.5	27.5	21.3
5	52	15.4	15.4	19.2	26.9	23.1
6	494	27.3	20.2	16.6	15.8	20.0
7	428	38.3	16.1	13.6	16.1	15.9
8	389	35.7	19.3	16.7	11.8	16.5
9	494	30.0	17.8	15.6	17.8	18.8
10	281	37.7	14.2	14.6	14.2	19.2
11	217	37.3	18.0	14.7	14.3	15.7
2 to 5	279	23.3	14.3	17.9	24.4	20.1
6 to 8	1,311	33.4	18.6	15.6	14.7	17.6
9 to 11	992	33.8	16.8	15.1	16.0	18.2
6 to 11	2,303	33.6	17.8	15.4	15.3	17.9
Parent Denials						
1	171	45.6	15.2	22.2	9.9	7.0
2	262	31.3	23.3	16.4	16.0	13.0
3	278	32.7	21.6	13.3	16.5	15.8
4	340	30.3	17.1	17.6	18.8	16.2
5	424	30.7	17.0	16.7	17.0	18.6
6	261	36.0	19.2	17.2	14.9	12.6
7	262	38.5	19.8	13.0	14.5	14.1
8	262	34.7	18.7	17.9	13.0	15.6
9	239	36.8	20.1	18.4	10.0	14.6
10	174	39.1	23.0	9.8	14.4	13.8
11	143	33.6	25.9	12.6	15.4	12.6
2 to 5	1,304	31.1	19.2	16.2	17.2	16.3
6 to 8	785	36.4	19.2	16.1	14.1	14.1
9 to 11	556	36.7	22.5	14.2	12.8	13.8
6 to 11	1,341	36.5	20.6	15.3	13.6	14.0

Source: District EOY MAP data file dated 06/22/22. District PEIMS snapshot demographic file dated 11/03/21.

Note: Includes data for students enrolled on the PEIMS snapshot date who also had BOY and EOY MAP scores. Students in grades one through 11 take the BOY MAP; thus, grades K and 12 are not included in these analyses. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix M, Table 12: 2022 Spanish MAP Reading Growth Quintile by Program/Classification and Grade: BOY to EOY

Grade Level(s)	Tested N	2021-22 BOY to EOY Spanish MAP Reading Growth Quintile				
		Low %	Low Average %	Average %	High Average %	High %
All Emergent Bilinguals						
1	4,021	28.8	29.3	23.0	13.5	5.3
2	3,874	39.3	23.4	17.3	11.7	8.4
3	3,596	14.9	14.6	15.5	19.4	35.5
4	3,428	21.9	15.7	17.2	20.5	24.8
5	3,147	22.6	19.4	19.7	19.9	18.3
6	10	40.0	30.0	20.0	10.0	0.0
7	5	20.0	40.0	20.0	20.0	0.0
8	6	16.7	16.7	16.7	16.7	33.3
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	14,045	25.1	18.4	17.3	17.7	21.6
6 to 8	21	28.6	28.6	19.0	14.3	9.5
9 to 11	-	-	-	-	-	-
6 to 11	21	28.6	28.6	19.0	14.3	9.5
One-Way Dual Language						
1	3,616	28.4	28.7	23.2	13.9	5.7
2	3,391	38.5	23.6	17.7	11.6	8.7
3	3,115	14.4	14.2	16.1	19.8	35.6
4	3,046	21.7	15.6	17.2	20.8	24.8
5	2,848	22.5	19.5	20.1	20.0	17.8
2 to 5	12,400	24.7	18.3	17.7	17.9	21.5
Two-Way Dual Language						
1	402	32.6	34.6	21.1	9.7	2.0
2	482	44.8	22.0	14.5	12.4	6.2
3	480	18.3	17.5	12.3	16.7	35.2
4	380	23.4	16.6	16.8	18.2	25.0
5	298	23.2	19.1	15.4	18.8	23.5
2 to 5	1,640	28.2	18.9	14.6	16.2	22.2
Secondary Dual Language						
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
6 to 11	-	-	-	-	-	-
English as a Second Language						
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	*	*	*	*	*	*
6	*	*	*	*	*	*
7	*	*	*	*	*	*
8	6	16.7	16.7	16.7	16.7	33.3
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	*	*	*	*	*	*
6 to 8	13	30.8	23.1	15.4	15.4	15.4
9 to 11	-	-	-	-	-	-
6 to 11	13	30.8	23.1	15.4	15.4	15.4

table continues

Appendix M, Table 12 (continued)

Grade Level(s)	Tested N	2022 BOY to EOY Spanish MAP Reading Growth Quintile				
		Low %	Low Average %	Average %	High Average %	High %
Sheltered Classrooms						
6	5	40.0	40.0	20.0	0.0	0.0
7	*	*	*	*	*	*
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
6 to 8	7	28.6	42.9	14.3	14.3	0.0
9 to 11	-	-	-	-	-	-
6 to 11	7	28.6	42.9	14.3	14.3	0.0
Immigrant						
1	522	21.3	25.7	25.9	16.5	10.7
2	632	33.7	25.2	17.7	10.6	12.8
3	681	10.4	10.3	14.8	20.0	44.5
4	752	16.9	14.4	15.8	19.7	33.2
5	576	16.8	18.2	20.5	23.3	21.2
6	9	44.4	33.3	11.1	11.1	0.0
7	5	20.0	40.0	20.0	20.0	0.0
8	5	20.0	20.0	20.0	0.0	40.0
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	2,641	19.2	16.7	17.0	18.4	28.6
6 to 8	19	31.6	31.6	15.8	10.5	10.5
9 to 11	-	-	-	-	-	-
6 to 11	19	31.6	31.6	15.8	10.5	10.5
Parent Denials						
1	*	*	*	*	*	*
2	*	*	*	*	*	*
3	-	-	-	-	-	-
4	*	*	*	*	*	*
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	*	*	*	*	*	*
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
6 to 11	-	-	-	-	-	-

Source: District EOY MAP data file dated 06/22/22. District PEIMS snapshot demographic file dated 11/03/21.

Note: Includes data for students enrolled on the PEIMS snapshot date who also had BOY and EOY MAP scores. Students in grades one through 11 take the BOY MAP; thus, grades K and 12 are not included in these analyses. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix N

Appendix N, Table 1: 2024 STAAR/EOC Rates at Approaches Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		EB One-Way Dual Lang		EB Two-Way Dual Lang		NonEB Two-Way Dual Lang		EB Secondary Dual Lang		NonEB Secondary Dual Lang	
		Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %
STAAR																	
Mathematics	3	9,176	63.4	4,765	60.8	4,411	66.2	3,746	60.9	523	66.0	365	87.1				
	4	8,984	63.6	4,810	63.5	4,174	63.8	3,648	64.5	560	69.3	334	85.3				
	5	8,949	73.6	4,930	74.3	4,019	72.8	3,700	74.5	675	77.3	323	91.6				
	6	8,124	67.4	4,494	65.2	3,630	70.0							30	60.0	38	94.7
	7	1,169	27.8	608	25.7	561	30.1							0	0.0	1	0.0
	8	10,249	67.5	5,771	66.3	4,478	69.1							76	82.9	44	88.6
	3 to 5	27,109	66.8	14,505	66.3	12,604	67.5	11,094	66.6	1,758	71.4	1,022	88.0				
6 to 8	19,542	65.1	10,873	63.6	8,669	67.0							106	76.4	83	90.4	
Reading	3	9,182	63.1	4,769	57.0	4,413	69.7	3,749	56.1	523	67.9	365	88.2				
	4	8,975	71.4	4,809	65.6	4,166	78.2	3,647	63.9	561	77.5	333	92.8				
	5	8,952	75.4	4,931	74.9	4,021	76.0	3,700	75.5	676	79.6	324	92.3				
	6	8,145	69.7	4,505	64.8	3,640	75.7							30	76.7	38	100.0
	7	8,021	67.0	4,542	61.3	3,479	74.6							62	83.9	43	95.3
	8	8,406	76.4	4,402	71.8	4,004	81.3							85	88.2	47	97.9
	3 to 5	27,109	69.9	14,509	65.9	12,600	74.5	11,096	65.1	1,760	75.5	1,022	91.0				
6 to 8	24,572	71.1	13,449	65.9	11,123	77.4							177	84.7	128	97.7	
STAAR EOC																	
Algebra I	8 to 12	12,938	78.7	6,931	78.2	6,007	79.2							96	87.5	52	98.1
English I	9 to 12	13,404	59.8	7,445	53.1	5,959	68.2							77	79.2	28	92.9
English II	9 to 12	12,607	67.4	6,791	60.2	5,816	75.7							88	77.3	42	92.9

Source: District STAAR data file dated 06/18/24 and STAAR EOC data file dated 06/18/24. PEIMS snapshot demographic data file dated 11/01/23.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included; thus, Approaches+ data differ from those presented in prior evaluations. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as "untestable." Dual Lang = Dual Language. Test = Tested. Appr+ = Approaches Grade Level or Above. Shading denotes grades that are not applicable for that program/classification.

Appendix N, Table 2: 2024 STAAR/EOC Rates at Meets Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		EB One-Way Dual Lang		EB Two-Way Dual Lang		NonEB Two-Way Dual Lang		EB Secondary Dual Lang		NonEB Secondary Dual Lang	
		Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %
STAAR																	
Mathematics	3	9,176	35.6	4,765	32.5	4,411	38.9	3,746	32.6	523	38.0	365	65.5				
	4	8,984	41.0	4,810	40.2	4,174	42.0	3,648	40.8	560	45.7	334	67.1				
	5	8,949	45.7	4,930	45.8	4,019	45.6	3,700	45.5	675	52.4	323	74.6				
	6	8,124	34.1	4,494	31.6	3,630	37.2							30	20.0	38	76.3
	7	1,169	7.9	608	7.4	561	8.4							0	0.0	1	0.0
	8	10,249	35.2	5,771	32.6	4,478	38.6							76	61.8	44	59.1
	3 to 5	27,109	40.7	14,505	39.6	12,604	42.1	11,094	39.6	1,758	46.0	1,022	68.9				
6 to 8	19,542	33.1	10,873	30.8	8,669	36.0							106	50.0	83	66.3	
Reading	3	9,182	35.5	4,769	26.8	4,413	44.8	3,749	25.9	523	32.9	365	72.1				
	4	8,975	44.3	4,809	41.4	4,166	47.7	3,647	41.4	561	51.7	333	79.3				
	5	8,952	48.5	4,931	45.5	4,021	52.2	3,700	44.6	676	52.7	324	80.2				
	6	8,145	50.3	4,505	44.5	3,640	57.4							30	50.0	38	71.1
	7	8,021	46.6	4,542	40.7	3,479	54.3							62	62.9	43	55.8
	8	8,406	50.1	4,402	43.8	4,004	57.0							85	70.6	47	70.2
	3 to 5	27,109	42.7	14,509	38.0	12,600	48.2	11,096	37.2	1,760	46.5	1,022	77.0				
6 to 8	24,572	49.0	13,449	43.0	11,123	56.3							177	64.4	128	65.6	
STAAR EOC																	
Algebra I	8 to 12	12,938	38.7	6,931	36.9	6,007	40.9							96	59.4	52	84.6
English I	9 to 12	13,404	40.6	7,445	34.1	5,959	48.8							77	72.7	28	89.3
English II	9 to 12	12,607	48.9	6,791	40.3	5,816	58.9							88	71.6	42	90.5

Source: District STAAR data file dated 06/18/24 and STAAR EOC data file dated 06/18/24. PEIMS snapshot demographic data file dated 11/01/23.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as "untestable." Dual Lang = Dual Language. Test = Tested. Shading denotes grades that are not applicable for that program/classification.

Appendix N, Table 3: 2024 STAAR/EOC Rates at Masters Grade Level Standard by Dual Language Program, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		EB One-Way Dual Lang		EB Two-Way Dual Lang		NonEB Two-Way Dual Lang		EB Secondary Dual Lang		NonEB Secondary Dual Lang	
		Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %
STAAR																	
Mathematics	3	9,176	12.3	4,765	10.0	4,411	14.8	3,746	9.9	523	12.2	365	34.0				
	4	8,984	18.0	4,810	17.0	4,174	19.1	3,648	17.3	560	20.2	334	40.4				
	5	8,949	15.5	4,930	15.0	4,019	16.1	3,700	14.8	675	17.0	323	36.2				
	6	8,124	10.5	4,494	8.6	3,630	12.9							30	10.0	38	47.4
	7	1,169	0.3	608	0.2	561	0.5							0	0.0	1	0.0
	8	10,249	10.6	5,771	8.2	4,478	13.8							76	26.3	44	27.3
	3 to 5	27,109	15.3	14,505	14.0	12,604	16.7	11,094	14.0	1,758	16.6	1,022	36.8				
6 to 8	19,542	10.0	10,873	7.9	8,669	12.6							106	21.7	83	36.1	
Reading	3	9,182	15.8	4,769	11.7	4,413	20.3	3,749	11.5	523	14.5	365	41.1				
	4	8,975	20.8	4,809	18.8	4,166	23.1	3,647	19.0	561	24.4	333	51.7				
	5	8,952	24.2	4,931	19.9	4,021	29.5	3,700	17.8	676	29.6	324	62.0				
	6	8,145	22.3	4,505	16.8	3,640	29.2							30	23.3	38	71.1
	7	8,021	24.0	4,542	18.0	3,479	31.8							62	33.9	43	55.8
	8	8,406	24.4	4,402	18.1	4,004	31.2							85	32.9	47	70.2
	3 to 5	27,109	20.2	14,509	16.9	12,600	24.2	11,096	16.1	1,760	23.5	1,022	51.2				
6 to 8	24,572	23.6	13,449	17.6	11,123	30.7							177	31.6	128	65.6	
STAAR EOC																	
Algebra I	8 to 12	12,938	19.7	6,931	17.6	6,007	22.2							96	41.7	52	67.3
English I	9 to 12	13,404	11.0	7,445	6.7	5,959	16.4							77	28.6	28	39.3
English II	9 to 12	12,607	6.1	6,791	3.0	5,816	9.7							88	17.0	42	21.4

Source: District STAAR data file dated 06/18/24 and STAAR EOC data file dated 06/18/24. PEIMS snapshot demographic data file dated 11/01/23.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as "untestable." Dual Lang = Dual Language. Test = Tested. Mast = Masters. Shading denotes grades that are not applicable for that program/classification.

Appendix N, Table 4: 2023 STAAR/EOC Rates at Approaches Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		EB One-Way Dual Lang		EB Two-Way Dual Lang		NonEB Two-Way Dual Lang		EB Secondary Dual Lang		NonEB Secondary Dual Lang	
		Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %
STAAR																	
Mathematics	3	9,178	69.3	4,774	70.1	4,403	68.4	3,724	71.0	531	73.4	368	88.0				
	4	9,123	70.3	4,867	72.7	4,256	67.6	3,717	73.6	625	74.1	341	89.1				
	5	9,195	80.5	5,049	82.5	4,146	78.0	3,830	82.6	617	86.4	334	93.1				
	6	8,361	73.7	4,635	73.3	3,724	74.3							94	97.9	23	82.6
	7	1,861	40.5	1,018	39.9	843	41.3							16	93.8	6	83.3
	8	11,538	74.6	5,922	74.1	5,616	75.0							100	89.0	58	93.1
	3 to 5	27,496	73.4	14,690	75.2	12,805	71.2	11,271	75.8	1,773	78.2	1,043	90.0				
6 to 8	21,760	71.3	11,575	70.8	10,183	71.9							210	93.3	87	89.7	
Reading	3	9,185	67.5	4,769	63.2	4,415	72.1	3,715	62.3	532	68.4	367	87.7				
	4	9,137	69.2	4,876	64.3	4,261	74.8	3,724	63.4	624	71.2	341	92.1				
	5	9,194	75.8	5,045	73.9	4,149	78.1	3,831	73.3	617	81.5	335	90.4				
	6	8,365	70.2	4,636	66.6	3,727	74.7							93	95.7	23	87.0
	7	8,689	71.3	4,504	66.5	4,185	76.4							93	86.0	54	96.3
	8	8,790	77.8	4,637	74.1	4,153	81.9							69	92.8	25	100.0
	3 to 5	27,516	70.8	14,690	67.2	12,825	75.0	11,270	66.4	1,773	73.9	1,043	90.0				
6 to 8	25,844	73.2	13,777	69.1	12,065	77.8							255	91.4	102	95.1	
STAAR EOC																	
Algebra I	8 to 12	13,854	73.1	7,271	72.5	6,583	73.8							84	86.9	36	100.0
English I	9 to 12	15,323	58.7	8,331	52.3	6,992	66.3							137	79.6	49	91.8
English II	9 to 12	13,986	63.4	7,202	55.9	6,784	71.3							117	73.5	24	95.8

Source: District STAAR data file dated 08/14/23 and STAAR EOC data file dated 08/14/23. PEIMS snapshot demographic data file dated 11/01/22.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included; thus, Approaches+ data differ from those presented in prior evaluations. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as "untestable." Dual Lang = Dual Language. Test = Tested. Appr+ = Approaches Grade Level or Above. Shading denotes grades that are not applicable for that program/classification.

Appendix N, Table 5: 2023 STAAR/EOC Rates at Meets Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		EB One-Way Dual Lang		EB Two-Way Dual Lang		NonEB Two-Way Dual Lang		EB Secondary Dual Lang		NonEB Secondary Dual Lang	
		Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %
STAAR																	
Mathematics	3	9,178	41.2	4,774	40.8	4,403	41.6	3,724	41.2	531	42.7	368	70.4				
	4	9,123	46.1	4,867	46.9	4,256	45.2	3,717	47.8	625	47.7	341	74.8				
	5	9,195	50.7	5,049	53.0	4,146	48.0	3,830	53.5	617	55.8	334	76.3				
	6	8,361	36.9	4,635	35.3	3,724	38.9							94	76.6	23	56.5
	7	1,861	14.0	1,018	13.2	843	14.9							16	56.3	6	33.3
	8	11,538	41.9	5,922	41.2	5,616	42.7							100	58.0	58	79.3
	3 to 5	27,496	46.0	14,690	47.0	12,805	44.8	11,271	47.6	1,773	49.0	1,043	73.7				
6 to 8	21,760	37.6	11,575	36.4	10,183	39.0							210	66.2	87	70.1	
Reading	3	9,185	41.7	4,769	36.3	4,415	47.6	3,715	35.2	532	43.0	367	76.6				
	4	9,137	42.0	4,876	39.7	4,261	44.6	3,724	40.2	624	42.0	341	73.0				
	5	9,194	50.3	5,045	46.9	4,149	54.5	3,831	46.3	617	53.5	335	78.8				
	6	8,365	45.5	4,636	41.0	3,727	51.1							93	84.9	23	30.4
	7	8,689	45.0	4,504	39.2	4,185	51.3							93	60.2	54	63.0
	8	8,790	49.4	4,637	44.0	4,153	55.5							69	72.5	25	64.0
	3 to 5	27,516	44.7	14,690	41.0	12,825	48.8	11,270	40.6	1,773	46.3	1,043	76.1				
6 to 8	25,844	46.7	13,777	41.4	12,065	52.7							255	72.5	102	55.9	
STAAR EOC																	
Algebra I	8 to 12	13,854	38.0	7,271	36.7	6,583	39.5							84	60.7	36	77.8
English I	9 to 12	15,323	38.3	8,331	31.7	6,992	46.2							137	66.4	49	87.8
English II	9 to 12	13,986	42.1	7,202	32.1	6,784	52.8							117	48.7	24	83.3

Source: District STAAR data file dated 08/14/23 and STAAR EOC data file dated 08/14/23. PEIMS snapshot demographic data file dated 11/01/22.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as “untestable.” Dual Lang = Dual Language. Test = Tested. Shading denotes grades that are not applicable for that program/classification.

Appendix N, Table 6: 2023 STAAR/EOC Rates at Masters Grade Level Standard by Dual Language Program, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		EB One-Way Dual Lang		EB Two-Way Dual Lang		NonEB Two-Way Dual Lang		EB Secondary Dual Lang		NonEB Secondary Dual Lang	
		Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %
STAAR																	
Mathematics	3	9,178	15.7	4,774	13.6	4,403	18.0	3,724	13.2	531	16.8	368	41.8				
	4	9,123	19.5	4,867	19.8	4,256	19.2	3,717	19.8	625	20.5	341	41.1				
	5	9,195	19.2	5,049	19.2	4,146	19.1	3,830	18.6	617	24.0	334	45.5				
	6	8,361	12.3	4,635	10.2	3,724	14.9							94	36.2	23	21.7
	7	1,861	1.6	1,018	1.6	843	1.5							16	12.5	6	16.7
	8	11,538	13.3	5,922	11.6	5,616	15.1							100	31.0	58	46.6
	3 to 5	27,496	18.1	14,690	17.6	12,805	18.7	11,271	17.2	1,773	20.6	1,043	42.8				
6 to 8	21,760	11.9	11,575	10.2	10,183	13.9							210	31.9	87	37.9	
Reading	3	9,185	18.6	4,769	17.3	4,415	20.0	3,715	17.7	532	19.9	367	49.9				
	4	9,137	19.2	4,876	17.8	4,261	20.9	3,724	17.9	624	20.0	341	46.3				
	5	9,194	25.3	5,045	22.2	4,149	29.1	3,831	21.8	617	25.8	335	60.0				
	6	8,365	18.3	4,636	14.1	3,727	23.6							93	46.2	23	30.4
	7	8,689	20.8	4,504	15.1	4,185	27.0							93	30.1	54	63.0
	8	8,790	23.2	4,637	18.0	4,153	29.1							69	40.6	25	64.0
	3 to 5	27,516	21.0	14,690	19.1	12,825	23.2	11,270	19.2	1,773	22.0	1,043	52.0				
6 to 8	25,844	20.8	13,777	15.7	12,065	26.7							255	38.8	102	55.9	
STAAR EOC																	
Algebra I	8 to 12	13,854	18.4	7,271	17.3	6,583	19.6							84	45.2	36	61.1
English I	9 to 12	15,323	7.4	8,331	4.1	6,992	11.4							137	25.5	49	18.4
English II	9 to 12	13,986	5.7	7,202	1.9	6,784	9.8							117	6.0	24	25.0

Source: District STAAR data file dated 08/14/23 and STAAR EOC data file dated 08/14/23. PEIMS snapshot demographic data file dated 11/01/22.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as “untestable.” Dual Lang = Dual Language. Test = Tested. Mast = Masters. Shading denotes grades that are not applicable for that program/classification.

Appendix N, Table 7: 2022 STAAR/EOC Rates at Approaches Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		EB One-Way Dual Lang		EB Two-Way Dual Lang		NonEB Two-Way Dual Lang		EB Secondary Dual Lang		NonEB Secondary Dual Lang	
		Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %
STAAR																	
Mathematics	3	9,362	66.7	4,950	69.3	4,412	63.7	3,758	69.3	689	74.7	376	88.3				
	4	9,462	66.5	5,082	69.6	4,380	62.9	3,866	70.6	627	72.4	364	83.8				
	5	9,387	75.2	5,189	77.0	4,198	72.9	3,898	77.9	630	79.7	331	90.3				
	6	8,865	67.8	4,548	67.6	4,317	68.0							45	86.7	32	93.8
	7	3,802	34.7	1,970	35.1	1,832	34.3							25	84.0	5	100.0
	8	10,729	67.9	5,643	66.4	5,086	69.6							61	86.9	24	100.0
	3 to 5	28,211	69.4	15,221	72.0	12,990	66.4	11,522	72.6	1,946	75.6	1,071	87.4				
6 to 8	23,396	62.5	12,161	61.8	11,235	63.2							131	86.3	61	96.7	
Reading	3	9,358	66.5	4,950	63.2	4,408	70.1	3,758	62.8	689	64.7	376	88.8				
	4	9,457	66.7	5,081	62.0	4,376	72.1	3,865	60.9	627	68.3	363	88.7				
	5	9,387	75.6	5,184	74.0	4,203	77.6	3,895	74.2	629	76.3	331	90.9				
	6	8,882	62.1	4,550	57.2	4,332	67.3							45	86.7	32	100.0
	7	9,241	71.4	4,886	67.6	4,355	75.7							55	92.7	11	100.0
	8	9,136	76.9	4,713	72.2	4,423	82.0							100	99.0	48	100.0
	3 to 5	28,202	69.6	15,215	66.5	12,987	73.2	11,518	66.0	1,945	69.6	1,070	89.4				
6 to 8	27,259	70.2	14,149	65.8	13,110	75.0							200	94.5	91	100.0	
STAAR EOC																	
Algebra I	8 to 12	13,447	67.3	6,970	67.3	6,476	67.3							148	91.9	42	85.7
English I	9 to 12	14,934	51.6	7,681	43.6	7,252	60.2							155	56.1	29	75.9
English II	9 to 12	12,302	58.9	5,968	48.1	6,334	69.1							33	33.3	38	81.6

Source: District STAAR data file dated 06/26/22 and STAAR EOC data file dated 06/26/22. PEIMS snapshot demographic data file dated 11/03/21.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included; thus, Approaches+ data differ from those presented in prior evaluations. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as "untestable." Dual Lang = Dual Language. Test = Tested. Appr+ = Approaches Grade Level or Above. Shading denotes grades that are not applicable for that program/classification.

Appendix N, Table 8: 2022 STAAR/EOC Rates at Meets Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		EB One-Way Dual Lang		EB Two-Way Dual Lang		NonEB Two-Way Dual Lang		EB Secondary Dual Lang		NonEB Secondary Dual Lang	
		Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %
STAAR																	
Mathematics	3	9,362	38.1	4,950	40.2	4,412	35.9	3,758	40.0	689	44.8	376	69.7				
	4	9,462	37.4	5,082	39.5	4,380	35.0	3,866	40.2	627	42.9	364	63.2				
	5	9,387	47.2	5,189	49.3	4,198	44.6	3,898	50.0	630	53.5	331	74.6				
	6	8,865	32.6	4,548	31.4	4,317	33.8							45	62.2	32	68.8
	7	3,802	8.0	1,970	8.4	1,832	7.6							25	36.0	5	20.0
	8	10,729	37.1	5,643	35.6	5,086	38.6							61	78.7	24	91.7
	3 to 5	28,211	40.9	15,221	43.0	12,990	38.4	11,522	43.5	1,946	47.0	1,071	69.0				
6 to 8	23,396	30.6	12,161	29.6	11,235	31.7							131	64.9	61	73.8	
Reading	3	9,358	40.3	4,950	35.5	4,408	45.7	3,758	34.2	689	39.8	376	76.6				
	4	9,457	44.5	5,081	40.1	4,376	49.5	3,865	39.4	627	45.5	363	73.3				
	5	9,387	50.2	5,184	46.7	4,203	54.5	3,895	45.8	629	50.9	331	78.5				
	6	8,882	34.2	4,550	28.9	4,332	39.8							45	62.2	32	59.4
	7	9,241	46.2	4,886	41.3	4,355	51.8							55	78.2	11	72.7
	8	9,136	49.3	4,713	43.2	4,423	55.8							100	92.0	48	75.0
	3 to 5	28,202	45.0	15,215	40.9	12,987	49.8	11,518	39.9	1,945	45.2	1,070	76.1				
6 to 8	27,259	43.3	14,149	37.9	13,110	49.2							200	81.5	91	69.2	
STAAR EOC																	
Algebra I	8 to 12	13,447	38.8	6,970	38.6	6,476	38.9							148	70.3	42	73.8
English I	9 to 12	14,934	33.9	7,681	24.9	7,252	43.5							155	39.4	29	65.5
English II	9 to 12	12,302	42.8	5,968	30.3	6,334	54.6							33	18.2	38	65.8

Source: District STAAR data file dated 06/26/22 and STAAR EOC data file dated 06/26/22. PEIMS snapshot demographic data file dated 11/03/21.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as “untestable.” Dual Lang = Dual Language. Test = Tested. Shading denotes grades that are not applicable for that program/classification.

Appendix N, Table 9: 2022 STAAR/EOC Rates at Masters Grade Level Standard by Dual Language Program, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		EB One-Way Dual Lang		EB Two-Way Dual Lang		NonEB Two-Way Dual Lang		EB Secondary Dual Lang		NonEB Secondary Dual Lang	
		Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %
STAAR																	
Mathematics	3	9,362	18.2	4,950	18.5	4,412	17.9	3,758	18.0	689	22.2	376	43.6				
	4	9,462	18.7	5,082	19.1	4,380	18.2	3,866	19.1	627	21.2	364	42.3				
	5	9,387	24.0	5,189	25.6	4,198	22.0	3,898	26.3	630	27.0	331	50.5				
	6	8,865	11.1	4,548	8.9	4,317	13.3							45	15.6	32	46.9
	7	3,802	1.5	1,970	1.4	1,832	1.5							25	12.0	5	0.0
	8	10,729	12.4	5,643	11.7	5,086	13.2							61	52.5	24	62.5
	3 to 5	28,211	20.3	15,221	21.1	12,990	19.3	11,522	21.2	1,946	23.4	1,071	45.3				
6 to 8	23,396	10.1	12,161	9.0	11,235	11.3							131	32.1	61	49.2	
Reading	3	9,358	23.9	4,950	20.4	4,408	27.9	3,758	19.7	689	23.7	376	53.2				
	4	9,457	24.4	5,081	22.3	4,376	26.8	3,865	22.5	627	23.9	363	51.0				
	5	9,387	29.9	5,184	24.6	4,203	36.4	3,895	22.7	629	29.4	331	64.7				
	6	8,882	16.4	4,550	11.6	4,332	21.5							45	28.9	32	59.4
	7	9,241	30.2	4,886	24.6	4,355	36.5							55	61.8	11	72.7
	8	9,136	30.0	4,713	24.2	4,423	36.1							100	66.0	48	75.0
	3 to 5	28,202	26.0	15,215	22.4	12,987	30.3	11,518	21.7	1,945	25.6	1,070	56.0				
6 to 8	27,259	25.6	14,149	20.3	13,110	31.4							200	56.5	91	69.2	
STAAR EOC																	
Algebra I	8 to 12	13,447	24.7	6,970	24.2	6,476	25.2							148	56.1	42	59.5
English I	9 to 12	14,934	5.8	7,681	2.0	7,252	9.8							155	3.9	29	6.9
English II	9 to 12	12,302	4.9	5,968	1.5	6,334	8.1							33	3.0	38	18.4

Source: District STAAR data file dated 06/26/22 and STAAR EOC data file dated 06/26/22. PEIMS snapshot demographic data file dated 11/03/21.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as “untestable.” Dual Lang = Dual Language. Test = Tested. Mast = Masters. Shading denotes grades that are not applicable for that program/classification.

Appendix N, Table 10: 2019 STAAR/EOC Rates at Approaches Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

Subject	Grade Level(s)	All District		All ELs		District NonEBs ^a		EL One-Way Dual Lang		EL Two-Way Dual Lang		NonEL Two-Way Dual Lang		EL Secondary Dual Lang		NonEL Secondary Dual Lang	
		Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %
STAAR																	
Mathematics	3	10,969	76.5	5,709	78.7	5,196	74.2	4,638	79.3	428	83.9	308	92.9				
	4	11,666	76.0	5,888	78.6	5,720	73.2	4,924	79.3	340	77.9	251	93.2				
	5	11,805	88.6	5,985	89.8	5,766	87.4	4,943	90.1	331	93.1	208	98.6				
	6	10,568	75.0	5,224	73.7	5,090	75.5							32	81.3	13	100.0
	7	7,168	59.6	3,683	59.8	3,309	57.8							20	60.0	8	87.5
	8	10,454	88.0	5,071	86.9	4,733	87.8							55	100.0	27	96.3
	3 to 5	34,440	80.5	17,582	82.5	16,682	78.4	14,505	83.0	1,099	84.8	767	94.5				
6 to 8	28,190	75.9	13,978	74.8	13,132	75.5							107	86.9	48	95.8	
Reading	3	10,974	71.8	5,708	73.7	5,202	69.9	4,637	74.8	428	77.6	308	92.5				
	4	11,667	68.6	5,888	67.9	5,721	69.3	4,924	68.3	340	69.4	251	92.8				
	5	11,805	84.8	5,984	87.3	5,767	82.4	4,942	89.0	331	87.6	208	97.6				
	6	10,574	58.3	5,224	52.7	5,096	62.5							32	53.1	13	92.3
	7	9,959	66.1	4,826	60.3	4,647	69.1							30	53.3	24	100.0
	8	9,895	79.2	4,623	74.0	4,510	81.5							56	89.3	34	100.0
	3 to 5	34,446	75.2	17,580	76.3	16,690	74.0	14,503	77.4	1,099	78.1	767	94.0				
6 to 8	30,428	67.6	14,673	61.9	14,253	70.7							118	70.3	71	98.6	
STAAR EOC																	
Algebra I	8 to 12	11,358	83.7	5,197	82.5	5,194	82.8							118	94.1	31	100.0
English I	9 to 12	15,137	54.8	7,299	44.0	6,666	60.2							147	64.6	18	88.9
English II	9 to 12	13,342	58.5	5,443	40.9	6,046	65.1							84	60.7	19	94.7

Source: District STAAR data files dated 06/13/19 and STAAR EOC data files dated 06/04/19. PEIMS snapshot demographic data file dated 02/26/19.

Note: Rates include scores for the first and second administrations of STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date of 10/26/18. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status and do not include students who were coded as “untestable.” Dual Lang = Dual Language. Test = Tested. Appr+ = Approaches Grade Level or Above. Shading denotes grades that are not applicable for that program/classification.

Appendix N, Table 11: 2019 STAAR/EOC Rates at Meets Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

Subject	Grade Level(s)	All District		All ELs		District NonEBs ^a		EL One-Way Dual Lang		EL Two-Way Dual Lang		NonEL Two-Way Dual Lang		EL Secondary Dual Lang		NonEL Secondary Dual Lang	
		Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %
STAAR																	
Mathematics	3	10,740	43.6	5,646	45.1	5,077	41.9	4,631	45.7	428	52.6	308	76.3				
	4	11,408	45.3	5,816	47.1	5,582	43.5	4,914	47.8	340	47.4	251	77.7				
	5	11,561	56.0	5,913	58.4	5,637	53.5	4,935	59.0	331	65.0	208	83.2				
	6	10,344	38.5	5,159	36.9	4,977	38.8							32	21.9	13	61.5
	7	6,937	21.0	3,621	20.7	3,194	20.4							18	0.0	8	25.0
	8	10,262	55.6	5,018	51.1	4,634	56.6							55	61.8	27	66.7
	3 to 5	33,709	48.4	17,375	50.3	16,296	46.4	14,480	50.9	1,099	54.7	767	78.6				
6 to 8	27,543	40.5	13,798	37.8	12,805	40.7							105	39.0	48	58.3	
Reading	3	10,745	41.1	5,645	43.0	5,083	39.0	4,630	45.1	428	45.8	308	71.8				
	4	11,409	38.2	5,816	37.2	5,583	39.3	4,914	38.3	340	36.8	251	70.9				
	5	11,561	53.1	5,912	57.7	5,638	48.4	4,934	60.5	331	57.4	208	79.3				
	6	10,350	26.9	5,159	20.7	4,983	31.8							32	12.5	13	7.7
	7	9,728	38.1	4,764	30.1	4,532	42.7							28	25.0	24	62.5
	8	9,704	41.7	4,570	31.4	4,411	46.2							56	62.5	34	58.8
	3 to 5	33,715	44.2	17,373	46.0	16,304	42.4	14,478	48.0	1,099	46.5	767	73.5				
6 to 8	29,782	35.4	14,493	27.2	13,926	39.9							116	39.7	71	50.7	
STAAR EOC																	
Algebra I	8 to 12	11,202	62.2	5,161	58.9	5,118	61.4							118	82.2	31	93.5
English I	9 to 12	14,977	37.3	7,261	24.6	6,589	43.8							147	49.7	18	88.9
English II	9 to 12	13,167	38.9	5,411	20.2	5,964	47.3							84	44.0	19	84.2

Source: District STAAR data files dated 06/13/19 and STAAR EOC data files dated 06/04/19. PEIMS snapshot demographic data file dated 02/26/19.

Note: Rates include scores for the first and second administrations of STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date of 10/26/18. Students taking the Alternate 2 version of STAAR are not evaluated on the Meets performance level; sample sizes will be slightly lower for the Meets+ level than for the Approaches+ and Masters level. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status and do not include students who were coded as “untestable.” Dual Lang = Dual Language. Test = Tested. Shading denotes grades that are not applicable for that program/classification.

Appendix N, Table 12: 2019 STAAR/EOC Rates at Masters Grade Level Standard by Dual Language Program, Subject, and Grade Level

Subject	Grade Level(s)	All District		All ELs		District NonEBs ^a		EL One-Way Dual Lang		EL Two-Way Dual Lang		NonEL Two-Way Dual Lang		EL Secondary Dual Lang		NonEL Secondary Dual Lang	
		Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %	Test N	Mast %
STAAR																	
Mathematics	3	10,969	21.2	5,709	20.8	5,196	21.5	4,638	21.1	428	21.0	308	53.9				
	4	11,666	25.8	5,888	26.6	5,720	25.1	4,924	26.7	340	27.6	251	54.6				
	5	11,805	34.7	5,985	36.4	5,766	33.0	4,943	36.9	331	42.6	208	65.4				
	6	10,568	16.7	5,224	14.6	5,090	18.0							32	6.3	13	23.1
	7	7,168	5.6	3,683	4.8	3,309	5.8							20	5.0	8	25.0
	8	10,454	15.6	5,071	12.4	4,733	16.6							55	12.7	27	25.9
	3 to 5	34,440	27.4	17,582	28.1	16,682	26.7	14,505	28.4	1,099	29.6	767	57.2				
	6 to 8	28,190	13.5	13,978	11.2	13,132	14.4							107	9.3	48	25.0
Reading	3	10,974	24.8	5,708	25.0	5,202	24.7	4,637	26.5	428	26.2	308	57.5				
	4	11,667	18.6	5,888	17.6	5,721	19.8	4,924	18.2	340	17.1	251	46.2				
	5	11,805	26.9	5,984	26.8	5,767	27.1	4,942	28.2	331	27.5	208	56.3				
	6	10,574	12.0	5,224	7.7	5,096	15.7							32	0.0	13	7.7
	7	9,959	21.9	4,826	15.4	4,647	25.3							30	16.7	24	62.5
	8	9,895	18.7	4,623	10.5	4,510	23.2							56	28.6	34	58.8
	3 to 5	34,446	23.4	17,580	23.1	16,690	23.8	14,503	24.3	1,099	23.7	767	53.5				
	6 to 8	30,428	17.4	14,673	11.1	14,253	21.2							118	17.8	71	50.7
STAAR EOC																	
Algebra I	8 to 12	11,358	40.7	5,197	36.0	5,194	41.2							118	56.8	31	87.1
English I	9 to 12	15,137	7.0	7,299	1.7	6,666	10.7							147	1.4	18	16.7
English II	9 to 12	13,342	4.8	5,443	1.1	6,046	7.8							84	3.6	19	31.6

Source: District STAAR data files dated 06/13/19 and STAAR EOC data files dated 06/04/19. PEIMS snapshot demographic data file dated 02/26/19.

Note: Rates include scores for the first and second administrations of STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date of 10/26/18. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status and do not include students who were coded as “untestable.” Dual Lang = Dual Language. Test = Tested. Mast = Masters Grade Level. Shading denotes grades that are not applicable for that program/classification.

Appendix O

Appendix O, Table 1: 2024 STAAR/EOC Rates at Approaches Grade Level or Above Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		ESL		Sheltered		Immigrant		Parent Denials	
		Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %
STAAR															
Mathematics	3	9,176	63.4	4,765	60.8	4,411	66.2	201	59.2			1,044	55.2	274	52.6
	4	8,984	63.6	4,810	63.5	4,174	63.8	201	58.2			1,130	55.2	366	50.8
	5	8,949	73.6	4,930	74.3	4,019	72.8	193	78.8			1,200	68.2	334	66.5
	6	8,124	67.4	4,494	65.2	3,630	70.0	343	36.7	3,043	68.9	1,134	52.4	309	58.9
	7	1,169	27.8	608	25.7	561	30.1	81	16.0	474	28.9	156	21.8	38	10.5
	8	10,249	67.5	5,771	66.3	4,478	69.1	588	44.0	4,334	67.5	1,380	57.9	428	64.7
	3 to 5	27,109	66.8	14,505	66.3	12,604	67.5	595	65.2			3,374	59.8	974	56.7
	6 to 8	19,542	65.1	10,873	63.6	8,669	67.0	1,012	39.3	7,851	65.7	2,670	53.4	775	59.7
Reading	3	9,182	63.1	4,769	57.0	4,413	69.7	201	52.2			1,042	58.1	276	53.3
	4	8,975	71.4	4,809	65.6	4,166	78.2	201	68.7			1,129	62.4	365	65.2
	5	8,952	75.4	4,931	74.9	4,021	76.0	193	73.6			1,198	75.9	334	64.4
	6	8,145	69.7	4,505	64.8	3,640	75.7	345	22.0	3,051	69.5	1,140	49.1	311	57.9
	7	8,021	67.0	4,542	61.3	3,479	74.6	355	9.3	3,487	63.6	1,073	42.0	345	63.5
	8	8,406	76.4	4,402	71.8	4,004	81.3	506	25.9	3,098	75.2	964	47.6	254	74.4
	3 to 5	27,109	69.9	14,509	65.9	12,600	74.5	595	64.7			3,369	65.9	975	61.5
	6 to 8	24,572	71.1	13,449	65.9	11,123	77.4	1,206	19.9	9,636	69.2	3,177	46.3	910	64.6
STAAR EOC															
Algebra I	8 to 12	12,938	78.7	6,931	78.2	6,007	79.2	1,130	69.6	4,714	78.3	1,671	73.2	375	77.9
English I	9 to 12	13,404	59.8	7,445	53.1	5,959	68.2	1,130	14.1	5,254	57.6	1,633	28.0	406	57.9
English II	9 to 12	12,607	67.4	6,791	60.2	5,816	75.7	1,070	22.5	4,767	65.3	1,503	33.9	348	66.1

Source: District STAAR data file dated 06/18/24 and STAAR EOC data file dated 06/18/24. PEIMS snapshot demographic data file dated 11/01/23.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores were not included; thus, Approaches+ data differ from those presented in prior evaluations. a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as “untestable.” Appr+ = Approaches Grade Level or Above. Shading denotes grades that are not applicable for that program/classification.

Appendix O, Table 2: 2024 STAAR/EOC Rates at Meets Grade Level or Above Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		ESL		Sheltered		Immigrant		Parent Denials	
		Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %
STAAR															
Mathematics	3	9,176	35.6	4,765	32.5	4,411	38.9	201	30.8			1,044	28.2	274	23.7
	4	8,984	41.0	4,810	40.2	4,174	42.0	201	40.3			1,130	33.5	366	27.9
	5	8,949	45.7	4,930	45.8	4,019	45.6	193	54.9			1,200	38.8	334	33.5
	6	8,124	34.1	4,494	31.6	3,630	37.2	343	10.8	3,043	33.4	1,134	24.2	309	24.6
	7	1,169	7.9	608	7.4	561	8.4	81	4.9	474	7.8	156	7.1	38	5.3
	8	10,249	35.2	5,771	32.6	4,478	38.6	588	15.8	4,334	32.5	1,380	27.8	428	29.2
	3 to 5	27,109	40.7	14,505	39.6	12,604	42.1	595	41.8			3,374	33.7	974	28.6
	6 to 8	19,542	33.1	10,873	30.8	8,669	36.0	1,012	13.2	7,851	31.4	2,670	25.1	775	26.2
Reading	3	9,182	35.5	4,769	26.8	4,413	44.8	201	30.8			1,042	75.9	276	25.7
	4	8,975	44.3	4,809	41.4	4,166	47.7	201	39.8			1,129	44.5	365	30.1
	5	8,952	48.5	4,931	45.5	4,021	52.2	193	54.4			1,198	45.2	334	38.6
	6	8,145	50.3	4,505	44.5	3,640	57.4	345	13.0	3,051	47.7	1,140	33.2	311	36.0
	7	8,021	46.6	4,542	40.7	3,479	54.3	355	4.2	3,487	40.5	1,073	28.2	345	41.2
	8	8,406	50.1	4,402	43.8	4,004	57.0	506	11.1	3,098	42.9	964	27.4	254	40.9
	3 to 5	27,109	42.7	14,509	38.0	12,600	48.2	595	41.5			3,369	40.2	975	31.8
	6 to 8	24,572	49.0	13,449	43.0	11,123	56.3	1,206	9.6	9,636	43.5	3,177	29.7	910	39.3
STAAR EOC															
Algebra I	8 to 12	12,938	38.7	6,931	36.9	6,007	40.9	1,130	24.9	4,714	36.4	1,671	31.3	375	34.9
English I	9 to 12	13,404	40.6	7,445	34.1	5,959	48.8	1,130	6.5	5,254	35.4	1,633	16.9	406	35.7
English II	9 to 12	12,607	48.9	6,791	40.3	5,816	58.9	1,070	9.6	4,767	43.2	1,503	20.4	348	42.2

Source: District STAAR data file dated 06/18/24 and STAAR EOC data file dated 06/18/24. PEIMS snapshot demographic data file dated 11/01/23.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included.

^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as “untestable.” Shading denotes grades that are not applicable for that program/classification.

Appendix O, Table 3: 2024 STAAR/EOC Rates at Masters Grade Level Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		ESL		Sheltered		Immigrant		Parent Denials	
		Tested N	Mast %	Tested N	Mast %	Tested N	Mast %	Tested N	Mast %	Tested N	Mast %	Tested N	Mast %	Tested N	Mast %
STAAR															
Mathematics	3	9,176	12.3	4,765	10.0	4,411	14.8	201	11.9			1,044	7.7	274	5.1
	4	8,984	18.0	4,810	17.0	4,174	19.1	201	19.4			1,130	11.9	366	9.8
	5	8,949	15.5	4,930	15.0	4,019	16.1	193	22.8			1,200	12.8	334	9.9
	6	8,124	10.5	4,494	8.6	3,630	12.9	343	2.9	3,043	8.3	1,134	6.8	309	4.5
	7	1,169	0.3	608	0.2	561	0.5	81	0.0	474	0.0	156	0.0	38	0.0
	8	10,249	10.6	5,771	8.2	4,478	13.8	588	2.9	4,334	7.9	1,380	7.5	428	6.8
	3 to 5	27,109	15.3	14,505	14.0	12,604	16.7	595	18.0			3,374	10.9	974	8.5
	6 to 8	19,542	10.0	10,873	7.9	8,669	12.6	1,012	2.7	7,851	7.6	2,670	6.7	775	5.5
Reading	3	9,182	15.8	4,769	11.7	4,413	20.3	201	12.4			1,042	15.2	276	8.0
	4	8,975	20.8	4,809	18.8	4,166	23.1	201	18.9			1,129	21.7	365	9.9
	5	8,952	24.2	4,931	19.9	4,021	29.5	193	35.8			1,198	19.9	334	16.5
	6	8,145	22.3	4,505	16.8	3,640	29.2	345	4.3	3,051	17.1	1,140	13.2	311	13.8
	7	8,021	24.0	4,542	18.0	3,479	31.8	355	1.4	3,487	16.9	1,073	12.9	345	16.8
	8	8,406	24.4	4,402	18.1	4,004	31.2	506	4.3	3,098	15.6	964	12.1	254	14.6
3 to 5	27,109	20.2	14,509	16.9	12,600	24.2	595	22.2			3,369	19.0	975	11.6	
6 to 8	24,572	23.6	13,449	17.6	11,123	30.7	1,206	3.5	9,636	16.5	3,177	12.7	910	15.2	
STAAR EOC															
Algebra I	8 to 12	12,938	19.7	6,931	17.6	6,007	22.2	1,130	10.3	4,714	16.9	1,671	14.6	375	13.9
English I	9 to 12	13,404	11.0	7,445	6.7	5,959	16.4	1,130	0.6	5,254	6.0	1,633	3.2	406	5.7
English II	9 to 12	12,607	6.1	6,791	3.0	5,816	9.7	1,070	0.4	4,767	2.7	1,503	2.5	348	1.7

Source: District STAAR data file dated 06/18/24 and STAAR EOC data file dated 06/18/24. PEIMS snapshot demographic data file dated 11/01/23.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included.

^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as “untestable.” Mast = Masters. Shading denotes grades that are not applicable for that program/classification.

Appendix O, Table 4: 2023 STAAR/EOC Rates at Approaches Grade Level or Above Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		ESL		Sheltered		Immigrant		Parent Denials	
		Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %
STAAR															
Mathematics	3	9,178	69.3	4,774	70.1	4,403	68.4	183	67.2			694	62.7	304	57.9
	4	9,123	70.3	4,867	72.7	4,256	67.6	195	79.0			589	62.3	307	59.0
	5	9,195	80.5	5,049	82.5	4,146	78.0	192	83.3			605	66.8	370	76.8
	6	8,361	73.7	4,635	73.3	3,724	74.3	311	47.9	3,112	75.0	515	53.4	372	71.2
	7	1,861	40.5	1,018	39.9	843	41.3	68	16.2	839	41.0	107	16.8	71	35.2
	8	11,538	74.6	5,922	74.1	5,616	75.0	504	54.4	4,529	74.9	679	59.8	372	69.1
	3 to 5	27,496	73.4	14,690	75.2	12,805	71.2	570	76.7			1,888	63.9	981	65.3
	6 to 8	21,760	71.3	11,575	70.8	10,183	71.9	883	49.2	8,480	71.6	1,301	53.7	815	67.1
Reading	3	9,185	67.5	4,769	63.2	4,415	72.1	185	71.4			690	63.5	305	63.3
	4	9,137	69.2	4,876	64.3	4,261	74.8	196	71.9			589	64.5	309	58.9
	5	9,194	75.8	5,045	73.9	4,149	78.1	191	80.1			605	66.1	366	66.9
	6	8,365	70.2	4,636	66.6	3,727	74.7	312	26.6	3,112	69.4	515	35.1	372	68.5
	7	8,689	71.3	4,504	66.5	4,185	76.4	336	22.9	3,432	68.6	505	29.7	267	64.4
	8	8,790	77.8	4,637	74.1	4,153	81.9	324	29.9	3,657	75.7	422	38.4	289	76.5
	3 to 5	27,516	70.8	14,690	67.2	12,825	75.0	572	74.5			1,884	64.6	980	63.3
	6 to 8	25,844	73.2	13,777	69.1	12,065	77.8	972	26.4	10,201	71.4	1,442	34.2	928	69.8
STAAR EOC															
Algebra I	8 to 12	13,854	73.1	7,271	72.5	6,583	73.8	1,170	58.0	5,099	74.6	1,061	60.5	409	69.4
English I	9 to 12	15,323	58.7	8,331	52.3	6,992	66.3	1,472	13.8	5,709	58.5	1,245	17.1	459	58.4
English II	9 to 12	13,986	63.4	7,202	55.9	6,784	71.3	1,090	20.2	4,731	58.3	879	23.7	409	57.2

Source: District STAAR data file dated 08/14/23 and STAAR EOC data file dated 08/14/23. PEIMS snapshot demographic data file dated 11/01/22.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores were not included; thus, Approaches+ data differ from those presented in prior evaluations. a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as “untestable.” Appr+ = Approaches Grade Level or Above. Shading denotes grades that are not applicable for that program/classification.

Appendix O, Table 5: 2023 STAAR/EOC Rates at Meets Grade Level or Above Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		ESL		Sheltered		Immigrant		Parent Denials	
		Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %
STAAR															
Mathematics	3	9,178	41.2	4,774	40.8	4,403	41.6	183	47.5			694	29.3	304	30.9
	4	9,123	46.1	4,867	46.9	4,256	45.2	195	54.9			589	33.8	307	32.9
	5	9,195	50.7	5,049	53.0	4,146	48.0	192	65.6			605	35.2	370	39.5
	6	8,361	36.9	4,635	35.3	3,724	38.9	311	17.0	3,112	35.0	515	22.3	372	29.6
	7	1,861	14.0	1,018	13.2	843	14.9	68	5.9	839	13.1	107	6.5	71	11.3
	8	11,538	41.9	5,922	41.2	5,616	42.7	504	21.4	4,529	41.2	679	27.2	372	35.2
	3 to 5	27,496	46.0	14,690	47.0	12,805	44.8	570	56.1			1,888	32.6	981	34.8
	6 to 8	21,760	37.6	11,575	36.4	10,183	39.0	883	18.7	8,480	36.1	1,301	23.6	815	30.6
Reading	3	9,185	41.7	4,769	36.3	4,415	47.6	185	45.4			690	66.1	305	33.8
	4	9,137	42.0	4,876	39.7	4,261	44.6	196	46.9			589	43.3	309	27.5
	5	9,194	50.3	5,045	46.9	4,149	54.5	191	59.2			605	44.0	366	38.3
	6	8,365	45.5	4,636	41.0	3,727	51.1	312	14.1	3,112	41.9	515	18.4	372	41.9
	7	8,689	45.0	4,504	39.2	4,185	51.3	336	11.3	3,432	39.0	505	15.8	267	34.5
	8	8,790	49.4	4,637	44.0	4,153	55.5	324	9.9	3,657	43.6	422	15.9	289	43.6
	3 to 5	27,516	44.7	14,690	41.0	12,825	48.8	572	50.5			1,884	41.5	980	33.5
	6 to 8	25,844	46.7	13,777	41.4	12,065	52.7	972	11.7	10,201	41.5	1,442	16.8	928	40.3
STAAR EOC															
Algebra I	8 to 12	13,854	38.0	7,271	36.7	6,583	39.5	1,170	18.0	5,099	39.4	1,061	21.7	409	30.6
English I	9 to 12	15,323	38.3	8,331	31.7	6,992	46.2	1,472	5.6	5,709	34.9	1,245	10.2	459	31.2
English II	9 to 12	13,986	42.1	7,202	32.1	6,784	52.8	1,090	6.0	4,731	31.4	879	10.5	409	33.3

Source: District STAAR data file dated 08/14/23 and STAAR EOC data file dated 08/14/23. PEIMS snapshot demographic data file dated 11/01/22.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included.

^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as "untestable." Shading denotes grades that are not applicable for that program/classification.

Appendix O, Table 6: 2023 STAAR/EOC Rates at Masters Grade Level Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		ESL		Sheltered		Immigrant		Parent Denials	
		Tested N	Mast %	Tested N	Mast %	Tested N	Mast %	Tested N	Mast %	Tested N	Mast %	Tested N	Mast %	Tested N	Mast %
STAAR															
Mathematics	3	9,178	15.7	4,774	13.6	4,403	18.0	183	19.7			694	7.5	304	11.2
	4	9,123	19.5	4,867	19.8	4,256	19.2	195	28.2			589	12.2	307	13.7
	5	9,195	19.2	5,049	19.2	4,146	19.1	192	30.2			605	11.2	370	12.7
	6	8,361	12.3	4,635	10.2	3,724	14.9	311	5.8	3,112	9.3	515	4.9	372	7.5
	7	1,861	1.6	1,018	1.6	843	1.5	68	0.0	839	1.4	107	0.9	71	1.4
	8	11,538	13.3	5,922	11.6	5,616	15.1	504	6.3	4,529	11.2	679	8.4	372	7.5
	3 to 5	27,496	18.1	14,690	17.6	12,805	18.7	570	26.1			1,888	10.2	981	12.5
	6 to 8	21,760	11.9	11,575	10.2	10,183	13.9	883	5.7	8,480	9.5	1,301	6.4	815	7.0
Reading	3	9,185	18.6	4,769	17.3	4,415	20.0	185	16.8			690	20.1	305	9.5
	4	9,137	19.2	4,876	17.8	4,261	20.9	196	26.0			589	22.2	309	7.8
	5	9,194	25.3	5,045	22.2	4,149	29.1	191	35.1			605	22.8	366	16.1
	6	8,365	18.3	4,636	14.1	3,727	23.6	312	5.8	3,112	13.9	515	6.0	372	14.2
	7	8,689	20.8	4,504	15.1	4,185	27.0	336	4.8	3,432	13.9	505	5.9	267	13.5
	8	8,790	23.2	4,637	18.0	4,153	29.1	324	3.1	3,657	16.8	422	4.5	289	14.5
	3 to 5	27,516	21.0	14,690	19.1	12,825	23.2	572	26.0			1,884	21.7	980	11.4
	6 to 8	25,844	20.8	13,777	15.7	12,065	26.7	972	4.5	10,201	14.9	1,442	5.5	928	14.1
STAAR EOC															
Algebra I	8 to 12	13,854	18.4	7,271	17.3	6,583	19.6	1,170	5.1	5,099	18.4	1,061	8.5	409	15.2
English I	9 to 12	15,323	7.4	8,331	4.1	6,992	11.4	1,472	0.4	5,709	3.9	1,245	2.2	459	3.5
English II	9 to 12	13,986	5.7	7,202	1.9	6,784	9.8	1,090	0.1	4,731	1.5	879	1.1	409	1.7

Source: District STAAR data file dated 08/14/23 and STAAR EOC data file dated 08/14/23. PEIMS snapshot demographic data file dated 11/01/22.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included.

^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as "untestable." Mast = Masters. Shading denotes grades that are not applicable for that program/classification.

Appendix O, Table 7: 2022 STAAR/EOC Rates at Approaches Grade Level or Above Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		ESL		Sheltered		Immigrant		Parent Denials	
		Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %
STAAR															
Mathematics	3	9,362	66.7	4,950	69.3	4,412	63.7	185	78.4			908	66.9	298	53.7
	4	9,462	66.5	5,082	69.6	4,380	62.9	188	70.7			996	65.3	370	57.0
	5	9,387	75.2	5,189	77.0	4,198	72.9	164	82.9			776	69.3	457	67.4
	6	8,865	67.8	4,548	67.6	4,317	68.0	131	32.8	3,212	67.7	616	52.3	297	58.6
	7	3,802	34.7	1,970	35.1	1,832	34.3	89	15.7	1,671	35.1	251	25.1	151	37.7
	8	10,729	67.9	5,643	66.4	5,086	69.6	350	35.1	4,592	67.3	693	47.6	330	62.4
	3 to 5	28,211	69.4	15,221	72.0	12,990	66.4	537	77.1			2,680	67.0	1,125	60.4
	6 to 8	23,396	62.5	12,161	61.8	11,235	63.2	570	31.6	9,475	61.8	1,560	45.8	778	56.2
Reading	3	9,358	66.5	4,950	63.2	4,408	70.1	185	77.8			908	74.1	298	58.4
	4	9,457	66.7	5,081	62.0	4,376	72.1	189	74.6			995	65.1	369	58.8
	5	9,387	75.6	5,184	74.0	4,203	77.6	164	78.0			777	79.4	456	71.7
	6	8,882	62.1	4,550	57.2	4,332	67.3	132	18.9	3,213	56.4	614	37.5	298	51.0
	7	9,241	71.4	4,886	67.6	4,355	75.7	166	13.3	4,056	67.2	561	38.3	308	71.1
	8	9,136	76.9	4,713	72.2	4,423	82.0	330	22.1	3,765	74.6	523	37.3	279	70.6
	3 to 5	28,202	69.6	15,215	66.5	12,987	73.2	538	76.8			2,680	72.3	1,123	63.9
	6 to 8	27,259	70.2	14,149	65.8	13,110	75.0	628	19.1	11,034	66.6	1,698	37.7	885	64.2
STAAR EOC															
Algebra I	8 to 12	13,447	67.3	6,970	67.3	6,476	67.3	938	50.7	4,831	68.5	1,033	56.5	430	64.0
English I	9 to 12	14,934	51.6	7,681	43.6	7,252	60.2	1,056	8.4	5,117	44.8	1,121	16.9	443	45.4
English II	9 to 12	12,302	58.9	5,968	48.1	6,334	69.1	768	18.5	3,993	47.8	853	23.2	347	50.4

Source: District STAAR data file dated 06/26/22 and STAAR EOC data file dated 06/26/22. PEIMS snapshot demographic data file dated 11/03/21.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores were not included; thus, Approaches+ data differ from those presented in prior evaluations. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as “untestable.” Appr+ = Approaches Grade Level or Above. Shading denotes grades that are not applicable for that program/classification.

Appendix O, Table 8: 2022 STAAR/EOC Rates at Meets Grade Level or Above Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		ESL		Sheltered		Immigrant		Parent Denials	
		Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %
STAAR															
Mathematics	3	9,362	38.1	4,950	40.2	4,412	35.9	185	50.3			908	35.9	298	26.5
	4	9,462	37.4	5,082	39.5	4,380	35.0	188	43.6			996	36.4	370	26.5
	5	9,387	47.2	5,189	49.3	4,198	44.6	164	61.6			776	44.2	457	36.1
	6	8,865	32.6	4,548	31.4	4,317	33.8	131	17.6	3,212	30.5	616	25.0	297	22.2
	7	3,802	8.0	1,970	8.4	1,832	7.6	89	4.5	1,671	8.1	251	7.6	151	6.6
	8	10,729	37.1	5,643	35.6	5,086	38.6	350	14.9	4,592	34.6	693	22.5	330	32.7
	3 to 5	28,211	40.9	15,221	43.0	12,990	38.4	537	51.4			2,680	38.5	1,125	30.4
	6 to 8	23,396	30.6	12,161	29.6	11,235	31.7	570	13.9	9,475	28.5	1,560	21.1	778	23.7
Reading	3	9,358	40.3	4,950	35.5	4,408	45.7	185	55.7			908	79.4	298	30.5
	4	9,457	44.5	5,081	40.1	4,376	49.5	189	55.6			995	46.6	369	33.3
	5	9,387	50.2	5,184	46.7	4,203	54.5	164	61.0			777	53.4	456	46.7
	6	8,882	34.2	4,550	28.9	4,332	39.8	132	7.6	3,213	27.3	614	18.4	298	19.8
	7	9,241	46.2	4,886	41.3	4,355	51.8	166	5.4	4,056	39.5	561	19.1	308	39.3
	8	9,136	49.3	4,713	43.2	4,423	55.8	330	8.2	3,765	42.9	523	20.1	279	41.9
	3 to 5	28,202	45.0	15,215	40.9	12,987	49.8	538	57.2			2,680	48.1	1,123	38.0
	6 to 8	27,259	43.3	14,149	37.9	13,110	49.2	628	7.3	11,034	37.1	1,698	19.1	885	33.6
STAAR EOC															
Algebra I	8 to 12	13,447	38.8	6,970	38.6	6,476	38.9	938	20.4	4,831	39.8	1,033	27.9	430	32.8
English I	9 to 12	14,934	33.9	7,681	24.9	7,252	43.5	1,056	2.5	5,117	23.9	1,121	9.1	443	24.2
English II	9 to 12	12,302	42.8	5,968	30.3	6,334	54.6	768	9.8	3,993	27.5	853	15.7	347	32.3

Source: District STAAR data file dated 06/26/22 and STAAR EOC data file dated 06/26/22. PEIMS snapshot demographic data file dated 11/03/21.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included.

^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as “untestable.” Shading denotes grades that are not applicable for that program/classification.

Appendix O, Table 9: 2022 STAAR/EOC Rates at Masters Grade Level Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District		All EBs		District NonEBs ^a		ESL		Sheltered		Immigrant		Parent Denials	
		Tested N	Mast %	Tested N	Mast %	Tested N	Mast %	Tested N	Mast %	Tested N	Mast %	Tested N	Mast %	Tested N	Mast %
STAAR															
Mathematics	3	9,362	18.2	4,950	18.5	4,412	17.9	185	30.3			908	15.6	298	10.4
	4	9,462	18.7	5,082	19.1	4,380	18.2	188	30.3			996	19.0	370	11.4
	5	9,387	24.0	5,189	25.6	4,198	22.0	164	37.2			776	22.0	457	15.5
	6	8,865	11.1	4,548	8.9	4,317	13.3	131	4.6	3,212	8.8	616	6.8	297	5.1
	7	3,802	1.5	1,970	1.4	1,832	1.5	89	0.0	1,671	1.4	251	0.4	151	0.7
	8	10,729	12.4	5,643	11.7	5,086	13.2	350	3.1	4,592	10.7	693	8.4	330	6.7
	3 to 5	28,211	20.3	15,221	21.1	12,990	19.3	537	32.4			2,680	18.7	1,125	12.8
	6 to 8	23,396	10.1	12,161	9.0	11,235	11.3	570	3.0	9,475	8.4	1,560	6.5	778	4.9
Reading	3	9,358	23.9	4,950	20.4	4,408	27.9	185	33.0			908	28.4	298	14.8
	4	9,457	24.4	5,081	22.3	4,376	26.8	189	31.2			995	28.1	369	14.6
	5	9,387	29.9	5,184	24.6	4,203	36.4	164	44.5			777	31.8	456	27.6
	6	8,882	16.4	4,550	11.6	4,332	21.5	132	4.5	3,213	10.6	614	8.0	298	7.7
	7	9,241	30.2	4,886	24.6	4,355	36.5	166	1.8	4,056	23.1	561	11.1	308	20.8
	8	9,136	30.0	4,713	24.2	4,423	36.1	330	6.1	3,765	22.8	523	11.9	279	22.2
	3 to 5	28,202	26.0	15,215	22.4	12,987	30.3	538	35.9			2,680	29.3	1,123	19.9
	6 to 8	27,259	25.6	14,149	20.3	13,110	31.4	628	4.6	11,034	19.3	1,698	10.2	885	16.8
STAAR EOC															
Algebra I	8 to 12	13,447	24.7	6,970	24.2	6,476	25.2	938	11.7	4,831	24.4	1,033	17.2	430	18.8
English I	9 to 12	14,934	5.8	7,681	2.0	7,252	9.8	1,056	0.1	5,117	1.6	1,121	2.0	443	1.4
English II	9 to 12	12,302	4.9	5,968	1.5	6,334	8.1	768	0.5	3,993	0.9	853	1.8	347	2.3

Source: District STAAR data file dated 06/26/22 and STAAR EOC data file dated 06/26/22. PEIMS snapshot demographic data file dated 11/03/21.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included.

^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as “untestable.”

Mast = Masters. Shading denotes grades that are not applicable for that program/classification.

Appendix O, Table 10: 2019 STAAR/EOC Rates at Approaches Grade Level or Above Standard by English Learner Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District		All ELs		District NonEBs ^a		ESL		Sheltered		Immigrant		Parent Denials	
		Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %
STAAR															
Mathematics	3	10,969	76.5	5,709	78.7	5,196	74.2	202	73.8			390	69.2	367	68.4
	4	11,666	76.0	5,888	78.6	5,720	73.2	181	77.3			325	65.5	366	70.5
	5	11,805	88.6	5,985	89.8	5,766	87.4	188	87.2			311	72.7	428	87.9
	6	10,568	75.0	5,224	73.7	5,090	75.5	501	57.1	3,582	74.2	293	45.4	364	65.9
	7	7,168	59.6	3,683	59.8	3,309	57.8	468	43.2	2,842	62.1	266	39.1	240	57.5
	8	10,454	88.0	5,071	86.9	4,733	87.8	541	68.6	3,810	88.9	336	60.7	341	83.3
	3 to 5	34,440	80.5	17,582	82.5	16,682	78.4	571	79.3			1,026	69.1	1,161	76.2
	6 to 8	28,190	75.9	13,978	74.8	13,132	75.5	1,510	56.9	10,234	76.3	895	49.3	945	70.1
Reading	3	10,974	71.8	5,708	73.7	5,202	69.9	202	63.9			389	78.4	367	59.4
	4	11,667	68.6	5,888	67.9	5,721	69.3	181	67.4			325	70.8	366	59.6
	5	11,805	84.8	5,984	87.3	5,767	82.4	188	75.0			311	78.5	428	75.7
	6	10,574	58.3	5,224	52.7	5,096	62.5	499	31.1	3,585	52.4	293	22.5	363	46.6
	7	9,959	66.1	4,826	60.3	4,647	69.1	511	31.9	3,659	62.0	292	29.1	296	58.4
	8	9,895	79.2	4,623	74.0	4,510	81.5	514	39.1	3,496	77.9	323	33.7	333	73.3
	3 to 5	34,446	75.2	17,580	76.3	16,690	74.0	571	68.7			1,025	76.0	1,161	65.5
	6 to 8	30,428	67.6	14,673	61.9	14,253	70.7	1,524	34.1	10,740	64.0	908	28.6	992	59.1
STAAR EOC															
Algebra I	8 to 12	11,358	83.7	5,197	82.5	5,194	82.8	813	67.0	3,523	86.0	585	68.0	361	76.5
English I	9 to 12	15,137	54.8	7,299	44.0	6,666	60.2	1,113	15.6	5,029	48.1	743	19.0	513	41.3
English II	9 to 12	13,342	58.5	5,443	40.9	6,046	65.1	928	17.3	3,571	43.1	664	21.2	389	44.0

Source: District STAAR data files dated 06/13/19 and STAAR EOC data files dated 06/04/19. PEIMS snapshot demographic data file dated 02/26/19.

Note: Rates include scores for the first and second administrations of STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date of 10/26/18. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status and do not include students who were coded as “untestable.” Appr+ = Approaches Grade Level or Above. Shading denotes grades that are not applicable for that program/classification.

Appendix O, Table 11: 2019 STAAR/EOC Rates at Meets Grade Level or Above Standard by English Learner Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District		All ELs		District NonEBs ^a		ESL		Sheltered		Immigrant		Parent Denials	
		Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %
STAAR															
Mathematics	3	10,740	43.6	5,646	45.1	5,077	41.9	200	42.0			388	33.0	357	31.4
	4	11,408	45.3	5,816	47.1	5,582	43.5	179	54.7			322	34.5	360	35.3
	5	11,561	56.0	5,913	58.4	5,637	53.5	186	64.5			307	39.1	421	47.3
	6	10,344	38.5	5,159	36.9	4,977	38.8	498	22.1			290	19.0	355	26.8
	7	6,937	21.0	3,621	20.7	3,194	20.4	464	14.0	3,575	35.5	265	15.5	237	16.5
	8	10,262	55.6	5,018	51.1	4,634	56.6	539	33.4	2,833	21.9	290	19.0	355	26.8
	3 to 5	33,709	48.4	17,375	50.3	16,296	46.4	565	53.5	3,802	52.0	333	28.5	332	46.7
6 to 8	27,543	40.5	13,798	37.8	12,805	40.7	1,501	23.7			1,017	35.3	1,138	38.5	
										10,210	37.9	888	21.5	924	31.3
Reading	3	10,745	41.1	5,645	43.0	5,083	39.0	200	29.5			387	78.5	357	22.4
	4	11,409	38.2	5,816	37.2	5,583	39.3	179	34.1			322	40.4	360	25.8
	5	11,561	53.1	5,912	57.7	5,638	48.4	186	42.5			307	55.4	421	35.2
	6	10,350	26.9	5,159	20.7	4,983	31.8	496	11.3	3,578	19.5	290	11.7	354	16.9
	7	9,728	38.1	4,764	30.1	4,532	42.7	507	14.6	3,650	30.0	291	16.2	293	23.9
	8	9,704	41.7	4,570	31.4	4,411	46.2	512	12.3	3,488	31.9	320	14.4	324	30.9
	3 to 5	33,715	44.2	17,373	46.0	16,304	42.4	565	35.2			1,016	50.0	1,138	28.2
6 to 8	29,782	35.4	14,493	27.2	13,926	39.9	1,515	12.7	10,716	27.1	901	14.1	971	23.7	
STAAR EOC															
Algebra I	8 to 12	11,202	62.2	5,161	58.9	5,118	61.4	810	38.1	3,519	62.1	580	39.3	357	53.2
English I	9 to 12	14,977	37.3	7,261	24.6	6,589	43.8	1,109	6.9	5,025	25.8	737	10.2	509	24.4
English II	9 to 12	13,167	38.9	5,411	20.2	5,964	47.3	924	5.5	3,566	19.6	661	10.6	385	24.2

Source: District STAAR data files dated 06/13/19 and STAAR EOC data files dated 06/04/19. PEIMS snapshot demographic data file dated 02/26/19.

Note: Rates include scores for the first and second administrations of STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date of 10/26/18. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status and do not include students who were coded as "untestable." Shading denotes grades that are not applicable for that program/classification.

Appendix O, Table 12: 2019 STAAR/EOC Rates at Masters Grade Level Standard by English Learner Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District		All ELs		District NonEBs ^a		ESL		Sheltered		Immigrant		Parent Denials	
		Tested N	Mast %	Tested N	Mast %	Tested N	Mast %	Tested N	Mast %	Tested N	Mast %	Tested N	Mast %	Tested N	Mast %
STAAR															
Mathematics	3	10,969	21.2	5,709	20.8	5,196	21.5	202	22.3			390	14.4	367	14.7
	4	11,666	25.8	5,888	26.6	5,720	25.1	181	33.7			325	17.2	366	21.3
	5	11,805	34.7	5,985	36.4	5,766	33.0	188	35.1			311	21.9	428	27.6
	6	10,568	16.7	5,224	14.6	5,090	18.0	501	7.8	3,582	12.3	293	9.9	364	7.1
	7	7,168	5.6	3,683	4.8	3,309	5.8	468	4.1	2,842	4.3	266	3.8	240	2.5
	8	10,454	15.6	5,071	12.4	4,733	16.6	541	6.7	3,810	11.6	336	6.5	341	12.3
	3 to 5	34,440	27.4	17,582	28.1	16,682	26.7	571	30.1			1,026	17.5	1,161	21.5
	6 to 8	28,190	13.5	13,978	11.2	13,132	14.4	1,510	6.2	10,234	9.8	895	6.8	945	7.8
Reading	3	10,974	24.8	5,708	25.0	5,202	24.7	202	16.3			389	34.7	367	11.2
	4	11,667	18.6	5,888	17.6	5,721	19.8	181	17.1			325	20.6	366	10.4
	5	11,805	26.9	5,984	26.8	5,767	27.1	188	18.6			311	28.0	428	15.7
	6	10,574	12.0	5,224	7.7	5,096	15.7	499	4.4	3,585	7.0	293	4.4	363	5.2
	7	9,959	21.9	4,826	15.4	4,647	25.3	511	6.8	3,659	14.5	292	8.9	296	12.5
	8	9,895	18.7	4,623	10.5	4,510	23.2	514	3.3	3,496	9.8	323	5.9	333	9.9
	3 to 5	34,446	23.4	17,580	23.1	16,690	23.8	571	17.3			1,025	28.2	1,161	12.6
	6 to 8	30,428	17.4	14,673	11.1	14,253	21.2	1,524	4.9	10,740	10.5	908	6.4	992	9.0
STAAR EOC															
Algebra I	8 to 12	11,358	40.7	5,197	36.0	5,194	41.2	813	20.0	3,523	37.1	585	22.7	361	33.8
English I	9 to 12	15,137	7.0	7,299	1.7	6,666	10.7	1,113	0.3	5,029	1.3	743	2.0	513	2.3
English II	9 to 12	13,342	4.8	5,443	1.1	6,046	7.8	928	0.1	3,571	0.6	664	1.7	389	1.0

Source: District STAAR data files dated 06/13/19 and STAAR EOC data files dated 06/04/19. PEIMS snapshot demographic data file dated 02/26/19.

Note: Rates include scores for the first and second administrations of STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date of 10/26/18. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status and do not include students who were coded as "untestable." Mast = Masters Grade Level. Shading denotes grades that are not applicable for that program/classification.

Appendix P

Appendix P, Table 1: 2022-23 to 2023-24 One-Year STAAR/EOC Trends in Rates at Approaches Grade Level or Above Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District	All EBs	District NonEBs ^a	EB One-Way Dual Lang	EB Two-Way Dual Lang	NonEB Two-Way Dual Lang	EB Secondary Dual Lang	NonEB Secondary Dual Lang	ESL	Sheltered	Immigrant	Parent Denials
		1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts
STAAR													
Mathematics	3	-5.9	-9.3	-2.2	-10.1	-7.4	-0.9			-8.0		-7.5	-5.3
	4	-6.7	-9.2	-3.8	-9.1	-4.8	-3.8			-20.8		-7.1	-8.2
	5	-6.9	-8.2	-5.2	-8.1	-9.1	-1.5			-4.5		1.4	-10.3
	6	-6.3	-8.1	-4.3				-37.9	12.1	-11.2	-6.1	-1.0	-12.3
	7	-12.7	-14.2	-11.2				-93.8	-83.3	-0.2	-12.1	5.0	-24.7
	8	-7.1	-7.8	-5.9				-6.1	-4.5	-10.4	-7.4	-1.9	-4.4
	3 to 5	-6.6	-8.9	-3.7	-9.2	-6.8	-2.0			-11.5		-4.1	-8.6
	6 to 8	-6.2	-7.2	-4.9				-16.9	0.7	-9.9	-5.9	-0.3	-7.4
Reading	3	-4.4	-6.2	-2.4	-6.2	-0.5	0.5			-19.2		-5.4	-10.0
	4	2.2	1.3	3.4	0.5	6.3	0.7			-3.2		-2.1	6.3
	5	-0.4	1.0	-2.1	2.2	-1.9	1.9			-6.5		9.8	-2.5
	6	-0.5	-1.8	1.0				-19.0	13.0	-4.6	0.1	14.0	-10.6
	7	-4.3	-5.2	-1.8				-2.1	-1.0	-13.6	-5.0	12.3	-0.9
	8	-1.4	-2.3	-0.6				-4.6	-2.1	-4.0	-0.5	9.2	-2.1
	3 to 5	-0.9	-1.3	-0.5	-1.3	1.6	1.0			-9.8		1.3	-1.8
	6 to 8	-2.1	-3.2	-0.4				-6.7	2.6	-6.5	-2.2	12.1	-5.2
STAAR EOC													
Algebra I	8 to 12	5.6	5.7	5.4				0.6	-1.9	11.6	3.7	12.7	8.5
English I	9 to 12	1.1	0.8	1.9				-0.4	1.1	0.3	-0.9	10.9	-0.5
English II	9 to 12	4.0	4.3	4.4				3.8	-2.9	2.3	7.0	10.2	8.9

Source: District STAAR data files dated 08/14/23 and 06/18/24. STAAR EOC data files dated 08/14/23 and 06/18/24. District PEIMS snapshot demographic files dated 11/01/22 and 11/01/23.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the respective PEIMS snapshot dates. STAAR Alternate 2 scores are not included. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as "untestable." Dual Lang = Dual Language. Shading denotes grades that are not applicable for that program/classification. * = fewer than five students tested in this category at least one of the years. - = no students tested in this category at least one of the years.

Appendix P, Table 2: 2022-23 to 2023-24 One-Year STAAR/EOC Trends in Rates at Meets Grade Level or Above Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District	All EBs	District NonEBs ^a	EB One-Way Dual Lang	EB Two-Way Dual Lang	NonEB Two-Way Dual Lang	EB Secondary Dual Lang	NonEB Secondary Dual Lang	ESL	Sheltered	Immigrant	Parent Denials
		1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts
STAAR													
Mathematics	3	-5.6	-8.3	-2.7	-8.6	-4.7	-4.9			-16.7		-1.1	-7.2
	4	-5.1	-6.7	-3.2	-7.0	-2.0	-7.7			-14.6		-0.3	-5.0
	5	-5.0	-7.2	-2.4	-8.0	-3.4	-1.7			-10.7		3.6	-6.0
	6	-2.8	-3.7	-1.7				-56.6	19.8	-6.2	-1.6	1.9	-5.0
	7	-6.1	-5.8	-6.5				-56.3	-33.3	-1.0	-5.3	0.6	-6.0
	8	-6.7	-8.6	-4.1				3.8	-20.2	-5.6	-8.7	0.6	-6.0
	3 to 5	-5.3	-7.4	-2.7	-8.0	-3.0	-4.8			-14.3		1.1	-6.2
	6 to 8	-4.5	-5.6	-3.0				-16.2	-3.8	-5.5	-4.7	1.5	-4.4
Reading	3	-6.2	-9.5	-2.8	-9.3	-10.1	-4.5			-14.6		9.8	-8.1
	4	2.3	1.7	3.1	1.2	9.7	6.3			-7.1		1.2	2.6
	5	-1.8	-1.4	-2.3	-1.7	-0.8	1.4			-4.8		1.2	0.3
	6	4.8	3.5	6.3				-34.9	40.7	-1.1	5.8	14.8	-5.9
	7	1.6	1.5	3.0				2.7	-7.2	-7.1	1.5	12.4	6.7
	8	0.7	-0.2	1.5				-1.9	6.2	1.2	-0.7	11.5	-2.7
	3 to 5	-2.0	-3.0	-0.6	-3.4	0.2	0.9			-9.0		-1.3	-1.7
	6 to 8	2.3	1.6	3.6				-8.1	9.7	-2.1	2.0	12.9	-1.0
STAAR EOC													
Algebra I	8 to 12	0.7	0.2	1.4				-1.3	6.8	6.9	-3.0	9.6	4.3
English I	9 to 12	2.3	2.4	2.6				6.3	1.5	0.9	0.5	6.7	4.5
English II	9 to 12	6.8	8.2	6.1				22.9	7.2	3.6	11.8	9.9	8.9

Source: District STAAR data files dated 08/14/23 and 06/18/24. STAAR EOC data files dated 08/14/23 and 06/18/24. District PEIMS snapshot demographic files dated 11/01/22 and 11/01/23.
 Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the respective PEIMS snapshot dates. STAAR Alternate 2 scores are not included. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as “untestable.” Dual Lang = Dual Language. Shading denotes grades that are not applicable for that program/classification. * = fewer than five students tested in this category at least one of the years. - = no students tested in this category at least one of the years.

Appendix P, Table 3: 2022-23 to 2023-24 One-Year STAAR/EOC Trends in Rates at Masters Standard by Emergent Bilingual Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District	All EBs	District NonEBs ^a	EB One-Way Dual Lang	EB Two-Way Dual Lang	NonEB Two-Way Dual Lang	EB Secondary Dual Lang	NonEB Secondary Dual Lang	ESL	Sheltered	Immigrant	Parent Denials
		1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts	1 Yr Δ %pts
STAAR													
Mathematics	3	-3.4	-3.6	-3.2	-3.3	-4.6	-7.8			-7.8		0.2	-6.1
	4	-1.5	-2.8	-0.1	-2.5	-0.3	-0.7			-8.8		-0.3	-3.9
	5	-3.7	-4.2	-3.0	-3.8	-7.0	-9.3			-7.4		1.6	-2.8
	6	-1.8	-1.6	-2.0				-26.2	25.7	-2.9	-1.0	1.9	-3.0
	7	-1.3	-1.4	-1.0				-12.5	-16.7	0.0	-1.4	-0.9	-1.4
	8	-2.7	-3.4	-1.3				-4.7	-19.3	-3.4	-3.3	-0.9	-0.7
	3 to 5	-2.8	-3.6	-2.0	-3.2	-4.0	-6.0			-8.1		0.7	-4.0
	6 to 8	-1.9	-2.3	-1.3				-10.2	-1.8	-3.0	-1.9	0.3	-1.5
Reading	3	-2.8	-5.6	0.3	-6.2	-5.4	-8.8			-4.4		-4.9	-1.5
	4	1.6	1.0	2.2	1.1	4.4	5.4			-7.1		-0.5	2.1
	5	-1.1	-2.3	0.4	-4.0	3.8	2.0			0.7		-2.9	0.4
	6	4.0	2.7	5.6				-22.9	40.7	-1.5	3.2	7.2	-0.4
	7	3.2	2.9	4.8				3.8	-7.2	-3.4	3.0	7.0	3.3
	8	1.2	0.1	2.1				-7.7	6.2	1.2	-1.2	7.6	0.1
	3 to 5	-0.8	-2.2	1.0	-3.1	1.5	-0.8			-3.8		-2.7	0.2
	6 to 8	2.8	1.9	4.0				-7.2	9.7	-1.0	1.6	7.2	1.1
STAAR EOC													
Algebra I	8 to 12	1.3	0.3	2.6				-3.5	6.2	5.2	-1.5	6.1	-1.3
English I	9 to 12	3.6	2.6	5.0				3.1	20.9	0.2	2.1	1.0	2.2
English II	9 to 12	0.4	1.1	-0.1				11.0	-3.6	0.3	1.2	1.4	0.0

Source: District STAAR data files dated 08/14/23 and 06/18/24. STAAR EOC data files dated 08/14/23 and 06/18/24. District PEIMS snapshot demographic files dated 11/01/22 and 11/01/23.
 Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the respective PEIMS snapshot dates. STAAR Alternate 2 scores are not included. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as “untestable.” Dual Lang = Dual Language. Shading denotes grades that are not applicable for that program/classification. * = fewer than five students tested in this category at least one of the years. - = no students tested in this category at least one of the years.

Appendix Q

Appendix Q, Table 1: 2024 STAAR/EOC Rates of Reclassified Emergent Bilinguals at Approaches Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

Subject	Grade Level(s)	Reclassified Emergent Bilingual Monitor Year													
		EBs		NonEBs/Not Monitored		Year One		Year Two		Year Three		Year Four		All Monitored	
		Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %
STAAR															
Mathematics	3	4,765	60.8	4,332	65.8	*	*	73	89.0	*	*	-	-	79	87.3
	4	4,810	63.5	4,144	63.5	21	90.5	6	100.0	*	*	*	*	30	93.3
	5	4,930	74.3	3,983	72.6	14	100.0	*	*	-	-	18	83.3	36	91.7
	6	4,494	65.2	3,578	69.6	47	100.0	*	*	*	*	*	*	52	98.1
	7	608	25.7	559	29.9	-	-	*	*	-	-	*	*	*	*
	8	5,771	66.3	4,427	68.8	26	100.0	15	100.0	*	*	9	100.0	51	98.0
	3 to 5	14,505	66.3	12,459	67.2	38	94.7	83	90.4	5	60.0	19	84.2	145	89.7
	6 to 8	10,873	63.6	8,564	66.6	73	100.0	17	100.0	*	*	13	92.3	105	98.1
Reading	3	4,769	57.0	4,334	69.3	*	*	73	91.8	*	*	-	-	79	89.9
	4	4,809	65.6	4,136	78.0	21	95.2	6	100.0	*	*	*	*	30	96.7
	5	4,931	74.9	3,985	75.7	14	100.0	*	*	-	-	18	100.0	36	100.0
	6	4,505	64.8	3,588	75.4	47	100.0	*	*	*	*	*	*	52	98.1
	7	4,542	61.3	3,431	74.2	26	100.0	14	100.0	-	-	8	100.0	48	100.0
	8	4,402	71.8	3,945	81.1	34	100.0	6	100.0	13	92.3	6	100.0	59	98.3
	3 to 5	14,509	65.9	12,455	74.3	38	97.4	83	92.8	5	60.0	19	100.0	145	93.8
	6 to 8	13,449	65.9	10,964	77.1	107	100.0	21	100.0	14	92.9	17	94.1	159	98.7
STAAR EOC															
Algebra I	8 to 12	6,931	78.2	5,930	40.5	39	100.0	7	100.0	16	87.5	15	100.0	77	97.4
English I	9 to 12	7,445	53.1	5,845	67.6	57	100.0	7	100.0	13	100.0	37	94.6	114	98.2
English II	9 to 12	6,791	60.2	5,688	75.2	63	100.0	11	100.0	11	100.0	43	95.3	128	98.4

Source: District STAAR data file dated 06/18/24 and STAAR EOC data file dated 06/18/24. PEIMS snapshot demographic data file dated 11/01/23.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included. Monitored students include those who were reclassified after program participation, parent denial, or unserved status. Appr+ = Approaches Grade Level or Above. * = fewer than five students tested in this category. - = no data in this category.

Appendix Q, Table 2: 2024 STAAR/EOC Rates of Reclassified Emergent Bilinguals at Meets Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

Subject	Grade Level(s)	Reclassified Emergent Bilingual Monitor Year													
		EBs		NonEBs/Not Monitored		Year One		Year Two		Year Three		Year Four		All Monitored	
		Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %
STAAR															
Mathematics	3	4,765	32.5	4,332	38.6	*	*	73	60.3	*	*	-	-	79	58.2
	4	4,810	40.2	4,144	41.7	21	85.7	6	83.3	*	*	*	*	30	80.0
	5	4,930	45.8	3,983	45.4	14	71.4	*	*	-	-	18	55.6	36	63.9
	6	4,494	31.6	3,578	36.5	47	85.1	*	*	*	*	3	66.7	52	82.7
	7	608	7.4	559	8.4	-	-	*	*	-	-	*	*	*	*
	8	5,771	32.6	4,427	38.0	26	84.6	15	86.7	*	*	9	100.0	51	86.3
	3 to 5	14,505	39.6	12,459	41.8	38	76.3	83	62.7	5	40.0	19	52.6	145	64.1
	6 to 8	10,873	30.8	8,564	35.5	73	84.9	17	82.4	*	*	13	84.6	105	82.9
Reading	3	4,769	26.8	4,334	44.4	*	*	73	72.6	*	*	-	-	79	69.6
	4	4,809	41.4	4,136	47.4	21	95.2	6	100.0	*	*	*	*	30	90.0
	5	4,931	45.5	3,985	52.0	14	100.0	*	*	-	-	18	61.1	36	77.8
	6	4,505	44.5	3,588	56.9	47	100.0	*	*	*	*	*	*	52	96.2
	7	4,542	40.7	3,431	53.7	26	100.0	14	100.0	-	-	8	100.0	48	100.0
	8	4,402	43.8	3,945	56.5	34	100.0	6	83.3	13	92.3	6	100.0	59	96.6
	3 to 5	14,509	38.0	12,455	47.8	38	92.1	83	74.7	5	40.0	19	57.9	145	75.9
	6 to 8	13,449	43.0	10,964	55.7	107	100.0	21	95.2	14	85.7	17	94.1	159	97.5
STAAR EOC															
Algebra I	8 to 12	6,931	36.9	5,930	40.5	39	82.1	7	85.7	16	62.5	15	53.3	77	72.7
English I	9 to 12	7,445	34.1	5,845	47.8	57	98.2	7	100.0	13	92.3	37	94.6	114	96.5
English II	9 to 12	6,791	40.3	5,688	58.1	63	100.0	11	100.0	11	81.8	43	93.0	128	96.1

Source: District STAAR data file dated 06/18/24 and STAAR EOC data file dated 06/18/24. PEIMS snapshot demographic data file dated 11/01/23.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included. Monitored students include those who were reclassified after program participation, parent denial, or unserved status. * = fewer than five students tested in this category. - = no data in this category.

Appendix Q, Table 3: 2024 STAAR/EOC Rates of Reclassified Emergent Bilinguals at Masters Standard by Year of Monitoring, Subject, and Grade Level

Subject	Grade Level(s)	Reclassified Emergent Bilingual Monitor Year													
		EBs		NonEBs/Not Monitored		Year One		Year Two		Year Three		Year Four		All Monitored	
		Tested N	Mast %	Tested N	Mast %	Tested N	Mast %	Tested N	Mast %	Tested N	Mast %	Tested N	Mast %	Tested N	Mast %
STAAR															
Mathematics	3	4,765	10.0	4,332	14.6	*	*	73	30.1	*	*	-	-	79	29.1
	4	4,810	17.0	4,144	18.8	21	66.7	6	66.7	*	*	*	*	30	63.3
	5	4,930	15.0	3,983	15.9	14	57.1	*	*	-	-	18	22.2	36	41.7
	6	4,494	8.6	3,578	12.4	47	44.7	*	*	*	*	*	*	52	44.2
	7	608	0.2	559	0.5	-	-	*	*	-	-	*	*	*	*
	8	5,771	8.2	4,427	13.3	26	65.4	15	53.3	*	*	9	44.4	51	56.9
	3 to 5	14,505	14.0	12,459	16.4	38	57.9	83	34.9	5	40.0	19	21.1	145	39.3
	6 to 8	10,873	7.9	8,564	12.1	73	52.1	17	47.1	*	*	13	46.2	105	49.5
Reading	3	4,769	11.7	4,334	19.9	*	*	73	45.2	*	*	-	-	79	43.0
	4	4,809	18.8	4,136	22.8	21	76.2	6	83.3	*	*	*	*	30	73.3
	5	4,931	19.9	3,985	29.2	14	92.9	*	*	-	-	18	38.9	36	61.1
	6	4,505	16.8	3,588	28.4	47	87.2	*	*	*	*	*	*	52	82.7
	7	4,542	18.0	3,431	31.0	26	96.2	14	92.9	-	-	8	75.0	48	91.7
	8	4,402	18.1	3,945	30.5	34	79.4	6	66.7	13	69.2	6	100.0	59	78.0
	3 to 5	14,509	16.9	12,455	23.8	38	76.3	83	48.2	5	40.0	19	36.8	145	53.8
	6 to 8	13,449	17.6	10,964	30.0	107	86.9	21	85.7	14	64.3	17	76.5	159	83.6
STAAR EOC															
Algebra I	8 to 12	6,931	17.6	5,930	21.7	39	74.4	7	57.1	16	37.5	15	33.3	77	57.1
English I	9 to 12	7,445	6.7	5,845	15.6	57	73.7	7	42.9	13	53.8	37	37.8	114	57.9
English II	9 to 12	6,791	3.0	5,688	9.2	63	41.3	11	27.3	11	9.1	43	23.3	128	31.3

Source: District STAAR data file dated 06/18/24 and STAAR EOC data file dated 06/18/24. PEIMS snapshot demographic data file dated 11/01/23.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included. Monitored students include those who were reclassified after program participation, parent denial, or unserved status. Mast = Masters. * = fewer than five students tested in this category. - = no data in this category.

Appendix Q, Table 4: 2023 STAAR/EOC Rates of Reclassified Emergent Bilinguals at Approaches Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

Subject	Grade Level(s)	Reclassified Emergent Bilingual Monitor Year													
		EBs		NonEBs/Not Monitored		Year One		Year Two		Year Three		Year Four		All Monitored	
		Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %
STAAR															
Mathematics	3	4,774	70.1	4,395	68.4	*	*	*	*	*	*	-	-	8	75.0
	4	4,867	72.7	4,234	67.5	*	*	-	-	19	84.2	*	*	22	86.4
	5	5,049	82.5	4,140	78.0	*	*	-	-	*	*	*	*	6	83.3
	6	4,635	73.3	3,701	74.1	15	100.0	-	-	8	100.0	-	-	23	100.0
	7	1,018	39.9	835	41.2	*	*	*	*	*	*	*	*	8	50.0
	8	5,922	74.1	5,585	74.9	8	87.5	13	100.0	10	100.0	-	-	31	96.8
	3 to 5	14,690	75.2	12,769	71.2	8	100.0	*	*	22	86.4	*	*	36	83.3
	6 to 8	11,575	70.8	10,121	71.8	25	92.0	16	87.5	20	100.0	*	*	62	91.9
Reading	3	4,769	63.2	4,407	72.1	*	*	*	*	*	*	-	-	8	87.5
	4	4,876	64.3	4,239	74.7	*	*	-	-	19	89.5	*	*	22	86.4
	5	5,045	73.9	4,143	78.1	*	*	-	-	*	*	*	*	6	100.0
	6	4,636	66.6	3,704	74.5	15	100.0	-	-	8	100.0	-	-	23	100.0
	7	4,504	66.5	4,156	76.3	7	100.0	14	85.7	7	100.0	*	*	29	93.1
	8	4,637	74.1	4,098	81.7	7	100.0	12	91.7	35	100.0	*	*	55	98.2
	3 to 5	14,690	67.2	12,789	74.9	8	87.5	*	*	22	90.9	*	*	36	88.9
	6 to 8	13,777	69.1	11,958	77.6	29	100.0	26	88.5	50	100.0	*	*	107	97.2
STAAR EOC															
Algebra I	8 to 12	7,271	72.5	6,467	39.2	8	100.0	17	94.1	45	91.1	46	71.7	116	84.5
English I	9 to 12	8,331	52.3	6,794	65.5	9	100.0	12	91.7	44	100.0	133	93.2	198	94.9
English II	9 to 12	7,202	55.9	6,398	69.8	8	100.0	76	100.0	52	98.1	250	94.8	386	96.4

Source: District STAAR data file dated 08/14/23 and STAAR EOC data file dated 08/14/23. PEIMS snapshot demographic data file dated 11/01/22.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included. Monitored students include those who were reclassified after program participation, parent denial, or unserved status. Appr+ = Approaches Grade Level or Above. * = fewer than five students tested in this category. - = no data in this category.

Appendix Q, Table 5: 2023 STAAR/EOC Rates of Reclassified Emergent Bilinguals at Meets Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

Subject	Grade Level(s)	EBs		NonEBs/Not Monitored		Reclassified Emergent Bilingual Monitor Year									
		Tested N	Meets+ %	Tested N	Meets+ %	Year One		Year Two		Year Three		Year Four		All Monitored	
						Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %
STAAR															
Mathematics	3	4,774	40.8	4,395	41.6	*	*	*	*	*	*	-	-	8	50.0
	4	4,867	46.9	4,234	45.0	*	*	-	-	19	68.4	*	*	22	72.7
	5	5,049	53.0	4,140	47.9	*	*	-	-	*	*	*	*	6	83.3
	6	4,635	35.3	3,701	38.5	15	100.0	-	-	8	87.5	-	-	23	95.7
	7	1,018	13.2	835	14.9	*	*	*	*	*	*	*	*	8	25.0
	8	5,922	41.2	5,585	42.6	8	75.0	13	76.9	10	50.0	-	-	31	67.7
	3 to 5	14,690	47.0	12,769	44.8	8	87.5	*	*	22	68.2	*	*	36	69.4
	6 to 8	11,575	36.4	10,121	38.8	25	88.0	16	62.5	20	65.0	*	*	62	72.6
Reading	3	4,769	36.3	4,407	47.6	*	*	*	*	*	*	-	-	8	62.5
	4	4,876	39.7	4,239	44.5	*	*	-	-	19	63.2	*	*	22	59.1
	5	5,045	46.9	4,143	54.5	*	*	-	-	*	*	*	*	6	66.7
	6	4,636	41.0	3,704	50.9	15	93.3	-	-	8	100.0	-	-	23	95.7
	7	4,504	39.2	4,156	51.1	7	85.7	14	78.6	7	100.0	*	*	29	86.2
	8	4,637	44.0	4,098	55.0	7	100.0	12	91.7	35	88.6	*	*	55	90.9
	3 to 5	14,690	41.0	12,789	48.8	8	75.0	*	*	22	63.6	*	*	36	61.1
	6 to 8	13,777	41.4	11,958	52.3	29	93.1	26	84.6	50	92.0	*	*	107	90.7
STAAR EOC															
Algebra I	8 to 12	7,271	36.7	6,467	39.2	8	87.5	17	76.5	45	73.3	46	34.8	116	59.5
English I	9 to 12	8,331	31.7	6,794	45.1	9	100.0	12	66.7	44	90.9	133	82.0	198	83.8
English II	9 to 12	7,202	32.1	6,398	50.8	8	87.5	76	92.1	52	88.5	250	84.0	386	86.3

Source: District STAAR data file dated 08/14/23 and STAAR EOC data file dated 08/14/23. PEIMS snapshot demographic data file dated 11/01/22.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included. Monitored students include those who were reclassified after program participation, parent denial, or unserved status. * = fewer than five students tested in this category. - = no data in this category.

Appendix Q, Table 6: 2023 STAAR/EOC Rates of Reclassified Emergent Bilinguals at Masters Standard by Year of Monitoring, Subject, and Grade Level

Subject	Grade Level(s)	EBs		NonEBs/Not Monitored		Reclassified Emergent Bilingual Monitor Year									
		Tested N	Mast %	Tested N	Mast %	Year One		Year Two		Year Three		Year Four		All Monitored	
						Tested N	Mast %	Tested N	Mast %	Tested N	Mast %	Tested N	Mast %	Tested N	Mast %
STAAR															
Mathematics	3	4,774	13.6	4,395	18.0	*	*	*	*	*	*	-	-	8	25.0
	4	4,867	19.8	4,234	19.1	*	*	-	-	19	36.8	*	*	22	31.8
	5	5,049	19.2	4,140	19.0	*	*	-	-	*	*	*	*	6	66.7
	6	4,635	10.2	3,701	14.7	15	60.0	-	-	8	50.0	-	-	23	56.5
	7	1,018	1.6	835	1.4	*	*	*	*	*	*	*	*	8	12.5
	8	5,922	11.6	5,585	14.9	8	50.0	13	46.2	10	40.0	-	-	31	45.2
	3 to 5	14,690	17.6	12,769	18.7	8	50.0	*	*	22	40.9	*	*	36	36.1
	6 to 8	11,575	10.2	10,121	13.7	25	56.0	16	37.5	20	40.0	*	*	62	45.2
Reading	3	4,769	17.3	4,407	19.9	*	*	*	*	*	*	-	-	8	50.0
	4	4,876	17.8	4,239	20.7	*	*	-	-	19	52.6	*	*	22	45.5
	5	5,045	22.2	4,143	29.0	*	*	-	-	*	*	*	*	6	66.7
	6	4,636	14.1	3,704	23.2	15	86.7	-	-	8	75.0	-	-	23	82.6
	7	4,504	15.1	4,156	26.6	7	85.7	14	64.3	7	100.0	*	*	29	75.9
	8	4,637	18.0	4,098	28.6	7	57.1	12	75.0	35	65.7	*	*	55	67.3
	3 to 5	14,690	19.1	12,789	23.1	8	75.0	*	*	22	54.5	*	*	36	50.0
	6 to 8	13,777	15.7	11,958	26.2	29	79.3	26	69.2	50	72.0	*	*	107	72.9
STAAR EOC															
Algebra I	8 to 12	7,271	17.3	6,467	19.4	8	25.0	17	58.8	45	40.0	46	15.2	116	31.9
English I	9 to 12	8,331	4.1	6,794	10.9	9	44.4	12	33.3	44	27.3	133	30.1	198	30.3
English II	9 to 12	7,202	1.9	6,398	9.8	8	25.0	76	3.9	52	15.4	250	11.2	386	10.6

Source: District STAAR data file dated 08/14/23 and STAAR EOC data file dated 08/14/23. PEIMS snapshot demographic data file dated 11/01/22.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included. Monitored students include those who were reclassified after program participation, parent denial, or unserved status. Mast = Masters. * = fewer than five students tested in this category. - = no data in this category.

Appendix Q, Table 7: 2022 STAAR/EOC Rates of Reclassified Emergent Bilinguals at Approaches Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

Subject	Grade Level(s)	EBs		NonEBs/Not Monitored		Reclassified Emergent Bilingual Monitor Year									
		Tested N	Appr+ %	Tested N	Appr+ %	Year One		Year Two		Year Three		Year Four		All Monitored	
						Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %
STAAR															
Mathematics	3	4,950	69.3	4,386	63.6	*	*	21	90.5	*	*	*	*	26	84.6
	4	5,082	69.6	4,374	62.9	-	-	*	*	*	*	*	*	6	83.3
	5	5,189	77.0	4,190	72.9	-	-	8	100.0	-	-	-	-	8	100.0
	6	4,548	67.6	4,290	67.9	16	87.5	7	100.0	*	*	*	*	27	77.8
	7	1,970	35.1	1,827	34.3	*	*	*	*	-	-	-	-	5	40.0
	8	5,643	66.4	5,004	69.3	10	80.0	44	88.6	25	80.0	*	*	82	85.4
	3 to 5	15,221	72.0	12,950	66.3	*	*	32	93.8	*	*	*	*	40	87.5
	6 to 8	12,161	61.8	11,121	63.0	27	81.5	55	87.3	26	76.9	6	50.0	114	81.6
Reading	3	4,950	63.2	4,382	70.1	*	*	21	90.5	*	*	*	*	26	84.6
	4	5,081	62.0	4,370	72.1	-	-	*	*	*	*	*	*	6	66.7
	5	5,184	74.0	4,195	77.5	-	-	8	100.0	-	-	-	-	8	100.0
	6	4,550	57.2	4,305	67.2	16	87.5	7	100.0	*	*	*	*	27	85.2
	7	4,886	67.6	4,306	75.4	7	85.7	40	97.5	*	*	-	-	49	95.9
	8	4,713	72.2	4,247	81.3	5	100.0	41	100.0	124	98.4	6	66.7	176	97.7
	3 to 5	15,215	66.5	12,947	73.2	*	*	32	93.8	*	*	*	*	40	85.0
	6 to 8	14,149	65.8	12,858	74.6	28	89.3	88	98.9	127	98.4	9	55.6	252	96.0
STAAR EOC															
Algebra I	8 to 12	6,970	67.3	6,142	37.9	6	50.0	58	91.4	194	84.0	76	67.1	334	80.8
English I	9 to 12	7,681	43.6	6,693	57.7	27	92.6	48	93.8	256	89.5	228	89.5	559	90.0
English II	9 to 12	5,968	48.1	5,590	65.8	76	97.4	129	96.9	281	91.1	258	96.1	744	94.5

Source: District STAAR data file dated 06/26/22 and STAAR EOC data file dated 06/26/22. PEIMS snapshot demographic data file dated 11/03/21.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included. Monitored students include those who were reclassified after program participation, parent denial, or unserved status. Appr+ = Approaches Grade Level or Above. * = fewer than five students tested in this category. - = no data in this category.

Appendix Q, Table 8: 2022 STAAR/EOC Rates of Reclassified Emergent Bilinguals at Meets Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

Subject	Grade Level(s)	Reclassified Emergent Bilingual Monitor Year													
		EBs		NonEBs/Not Monitored		Year One		Year Two		Year Three		Year Four		All Monitored	
		Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %
STAAR															
Mathematics	3	4,950	40.2	4,386	35.8	*	*	21	61.9	*	*	*	*	26	57.7
	4	5,082	39.5	4,374	34.9	-	-	*	*	*	*	*	*	6	66.7
	5	5,189	49.3	4,190	44.5	-	-	8	100.0	-	-	-	-	8	100.0
	6	4,548	31.4	4,290	33.7	16	56.3	7	85.7	*	*	*	*	27	55.6
	7	1,970	8.4	1,827	7.7	*	*	*	*	-	-	-	-	5	0.0
	8	5,643	35.6	5,004	38.3	10	30.0	44	65.9	25	48.0	*	*	82	57.3
	3 to 5	15,221	43.0	12,950	38.3	*	*	32	75.0	*	*	*	*	40	67.5
	6 to 8	12,161	29.6	11,121	31.5	27	44.4	55	63.6	26	46.2	6	50.0	114	54.4
Reading	3	4,950	35.5	4,382	45.5	*	*	21	66.7	*	*	*	*	26	65.4
	4	5,081	40.1	4,370	49.5	-	-	*	*	*	*	*	*	6	50.0
	5	5,184	46.7	4,195	54.4	-	-	8	100.0	-	-	-	-	8	100.0
	6	4,550	28.9	4,305	39.6	16	68.8	7	100.0	*	*	*	*	27	66.7
	7	4,886	41.3	4,306	51.4	7	85.7	40	87.5	*	*	-	-	49	87.8
	8	4,713	43.2	4,247	54.6	5	60.0	41	90.2	124	85.5	6	50.0	176	84.7
	3 to 5	15,215	40.9	12,947	49.8	*	*	32	78.1	*	*	*	*	40	70.0
	6 to 8	14,149	37.9	12,858	48.5	28	71.4	88	89.8	127	85.0	9	33.3	252	83.3
STAAR EOC															
Algebra I	8 to 12	6,970	38.6	6,142	37.9	6	50.0	58	77.6	194	64.4	76	28.9	334	58.4
English I	9 to 12	7,681	24.9	6,693	40.5	27	92.6	48	85.4	256	80.9	228	74.1	559	79.1
English II	9 to 12	5,968	30.3	5,590	50.4	76	96.1	129	91.5	281	81.1	258	87.2	744	86.6

Source: District STAAR data file dated 06/26/22 and STAAR EOC data file dated 06/26/22. PEIMS snapshot demographic data file dated 11/03/21.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included. Monitored students include those who were reclassified after program participation, parent denial, or unserved status. * = fewer than five students tested in this category. - = no data in this category.

Appendix Q, Table 9: 2022 STAAR/EOC Rates of Reclassified Emergent Bilinguals at Masters Standard by Year of Monitoring, Subject, and Grade Level

Subject	Grade Level(s)	EBs		NonEBs/Not Monitored		Reclassified Emergent Bilingual Monitor Year									
		Tested	Mast	Tested	Mast	Year One		Year Two		Year Three		Year Four		All Monitored	
		N	%	N	%	Tested N	Mast %	Tested N	Mast %	Tested N	Mast %	Tested N	Mast %	Tested N	Mast %
STAAR															
Mathematics	3	4,950	18.5	4,386	17.9	*	*	21	19.0	*	*	*	*	26	19.2
	4	5,082	19.1	4,374	18.2	-	-	*	*	*	*	*	*	6	16.7
	5	5,189	25.6	4,190	21.9	-	-	8	75.0	-	-	-	-	8	75.0
	6	4,548	8.9	4,290	13.3	16	12.5	7	42.9	*	*	*	*	27	18.5
	7	1,970	1.4	1,827	1.5	*	*	*	*	-	-	-	-	5	0.0
	8	5,643	11.7	5,004	13.0	10	20.0	44	29.5	25	16.0	*	*	82	24.4
	3 to 5	15,221	21.1	12,950	19.3	*	*	32	34.4	*	*	*	*	40	30.0
	6 to 8	12,161	9.0	11,121	11.2	27	14.8	55	29.1	26	15.4	6	16.7	114	21.9
Reading	3	4,950	20.4	4,382	27.8	*	*	21	38.1	*	*	*	*	26	34.6
	4	5,081	22.3	4,370	26.7	-	-	*	*	*	*	*	*	6	50.0
	5	5,184	24.6	4,195	36.3	-	-	8	100.0	-	-	-	-	8	100.0
	6	4,550	11.6	4,305	21.4	16	31.3	7	71.4	*	*	*	*	27	37.0
	7	4,886	24.6	4,306	36.1	7	85.7	40	62.5	*	*	-	-	49	67.3
	8	4,713	24.2	4,247	35.0	5	60.0	41	75.6	124	59.7	6	33.3	176	62.5
	3 to 5	15,215	22.4	12,947	30.2	*	*	32	59.4	*	*	*	*	40	50.0
	6 to 8	14,149	20.3	12,858	30.8	28	50.0	88	69.3	127	59.8	9	22.2	252	60.7
STAAR EOC															
Algebra I	8 to 12	6,970	24.2	6,142	24.4	6	33.3	58	60.3	194	42.3	76	18.4	334	39.8
English I	9 to 12	7,681	2.0	6,693	9.2	27	14.8	48	14.6	256	16.4	228	18.9	559	17.2
English II	9 to 12	5,968	1.5	5,590	7.5	76	10.5	129	17.1	281	7.8	258	15.9	744	12.5

Source: District STAAR data file dated 06/26/22 and STAAR EOC data file dated 06/26/22. PEIMS snapshot demographic data file dated 11/03/21.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included. Monitored students include those who were reclassified after program participation, parent denial, or unserved status. Mast = Masters. * = fewer than five students tested in this category. - = no data in this category.

Appendix Q, Table 10: 2019 STAAR/EOC Rates of Reclassified English Learners at Approaches Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

Subject	Grade Level(s)	Reclassified English Learner Monitor Year													
		EBs		NonEBs/Not Monitored		Year One		Year Two		Year Three		Year Four		All Monitored	
		Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %
STAAR															
Mathematics	6	5,224	73.7	5,090	75.5	196	96.4							199	96.5
	7	3,683	59.8	3,309	57.8	63	93.7	50	88.0					113	91.2
	8	5,071	86.9	4,733	87.8	330	98.8	202	98.5	71	98.6			603	98.7
	6 to 8	13,978	74.8	13,132	75.5	589	97.5	255	96.5	71	98.6			915	97.3
Reading	6	5,224	52.7	5,096	62.5	196	90.8							199	91.0
	7	4,826	60.3	4,647	69.1	254	97.6	168	95.2					422	96.7
	8	4,623	74.0	4,510	81.5	304	99.7	240	98.8	172	97.7			716	98.9
	6 to 8	14,673	61.9	14,253	70.7	754	96.7	411	97.3	172	97.7			1,337	97.0
STAAR EOC															
Algebra I	8 to 12	5,197	82.5	5,194	82.8	391	98.5	264	96.2	202	96.0	56	82.1	913	96.3
English I	9 to 12	7,299	44.0	6,666	60.2	395	91.1	356	93.8	234	94.4	129	90.7	1,114	92.6
English II	9 to 12	5,443	40.9	6,046	65.1	411	85.9	719	87.9	218	91.7	436	93.3	1,784	89.2

Source: District STAAR data file dated 06/13/19 and STAAR EOC data file dated 06/04/19. PEIMS snapshot demographic data file dated 02/26/19.

Note: Rates include scores for first and second administrations of STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date. With few exceptions, ELs in 2019 were not reclassified until after grade five at the earliest. Monitored students include those who were reclassified after program participation, parent denial, or unserved status. * = fewer than five students tested in this category. Appr+ = Approaches Grade Level or Above. Shading denotes grades that are not applicable for that year.

Appendix Q, Table 11: 2019 STAAR/EOC Rates of Reclassified English Learners at Meets Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

Subject	Grade Level(s)	Reclassified English Learner Monitor Year														
		EBs		NonEBs/Not Monitored		Year One		Year Two		Year Three		Year Four		All Monitored		
		Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	
STAAR																
Mathematics	6	5,159	36.9	4,977	38.8	196	73.5								199	72.4
	7	3,621	20.7	3,194	20.4	63	58.7	50	48.0						113	54.0
	8	5,018	51.1	4,634	56.6	330	87.3	202	85.6	71	69.0				603	84.6
	6 to 8	13,798	37.8	12,805	40.7	589	79.6	255	77.3	71	69.0				915	78.1
Reading	6	5,159	20.7	4,983	31.8	196	61.2								199	61.3
	7	4,764	30.1	4,532	42.7	254	81.5	168	79.2						422	80.6
	8	4,570	31.4	4,411	46.2	304	76.3	240	85.0	172	82.0				716	80.6
	6 to 8	14,493	27.2	13,926	39.9	754	74.1	411	82.5	172	82.0				1,337	77.7
STAAR EOC																
Algebra I	8 to 12	5,161	58.9	5,118	61.4	391	88.7	264	86.4	202	84.2	56	58.9	913	85.2	
English I	9 to 12	7,261	24.6	6,589	43.8	395	80.0	356	80.9	234	86.8	129	79.8	1,114	81.7	
English II	9 to 12	5,411	20.2	5,964	47.3	411	57.2	719	65.5	218	72.0	436	78.9	1,784	67.7	

Source: District STAAR data file dated 06/13/19 and STAAR EOC data file dated 06/04/19. PEIMS snapshot demographic data file dated 02/ 26/19.

Note: Rates include scores for first and second administrations of STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date. Students taking the *Alternate 2* version of STAAR are not evaluated on the Meets performance level; sample sizes will be slightly lower for the Meets+ level than for the Approaches+ level. With few exceptions, ELs in 2019 were not reclassified until after grade five at the earliest. Monitored students include those who were reclassified after program participation, parent denial, or unserved status. * = fewer than five students tested in this category. Shading denotes grades that are not applicable for that year.

Appendix Q, Table 12: 2019 STAAR/EOC Rates of Reclassified English Learners at Masters Grade Level Standard by Year of Monitoring, Subject, and Grade Level

Subject	Grade Level(s)	ELs		NonELs/Not Monitored		Reclassified English Learner Monitor Year									
		Tested N	Mast %	Tested N	Mast %	Year One		Year Two		Year Three		Year Four		All Monitored	
						Tested N	Mast %	Tested N	Mast %	Tested N	Mast %	Tested N	Mast %	Tested N	Mast %
STAAR															
Mathematics	6	5,224	14.6	5,090	18.0	196	34.7							199	34.2
	7	3,683	4.8	3,309	5.8	63	12.7	50	14.0					113	13.3
	8	5,071	12.4	4,733	16.6	330	33.9	202	38.1	71	11.3			603	32.7
	6 to 8	13,978	11.2	13,132	14.4	589	31.9	255	32.9	71	11.3			915	30.6
Reading	6	5,224	7.7	5,096	15.7	196	28.1							199	27.6
	7	4,826	15.4	4,647	25.3	254	59.8	168	58.9					422	59.5
	8	4,623	10.5	4,510	23.2	304	37.2	240	48.3	172	44.2			716	42.6
	6 to 8	14,673	11.1	14,253	21.2	754	42.4	411	52.3	172	44.2			1,337	45.7
STAAR EOC															
Algebra I	8 to 12	5,197	36.0	5,194	41.2	391	63.9	264	67.0	202	69.8	56	42.9	913	64.8
English I	9 to 12	7,299	1.7	6,666	10.7	395	13.7	356	19.9	234	23.9	129	24.0	1,114	19.0
English II	9 to 12	5,443	1.1	6,046	7.8	411	2.4	719	3.9	218	7.3	436	8.7	1,784	5.2

Source: District STAAR data file dated 06/13/19 and STAAR EOC data file dated 06/04/19. PEIMS snapshot demographic data file dated 02/26/19.

Note: Rates include scores for first and second administrations of STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date. With few exceptions, ELs in 2019 were not reclassified until after grade five at the earliest. Monitored students include those who were reclassified after program participation, parent denial, or unserved status. Mast = Masters Grade Level. Shading denotes grades that are not applicable for that year.

Appendix R

Appendix R, Table 1: 2022-23 to 2023-24 One-Year STAAR/EOC Trends in Rates of Reclassified Emergent Bilinguals at Approaches Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

Subject	Grade Level(s)	All EBs 1 Yr Δ %pts	All NonEBs/ Not Monitored 1 Yr Δ %pts	Reclassified Emergent Bilingual Monitor Year				All Monitored 1 Yr Δ %pts	
				Year One 1 Yr Δ %pts	Year Two 1 Yr Δ %pts	Year Three 1 Yr Δ %pts	Year Four 1 Yr Δ %pts		
STAAR									
Mathematics	3	-9.3	-2.6	*	*	*	-	12.3	
	4	-9.2	-4.0	*	-	*	*	6.9	
	5	-8.2	-5.4	*	*	*	*	8.4	
	6	-8.1	-4.5	0.0	*	*	*	-1.9	
	7	-14.2	-11.3	*	*	*	*	*	
	8	-7.8	-6.1	12.5	0.0	*	-	1.2	
	3 to 5	-8.9	-4.0	-5.3	*		-26.4	*	6.4
	6 to 8	-7.2	-5.2	8.0	12.5	*	*	*	6.2
Reading	3	-6.2	-2.8	*	*	*	-	2.4	
	4	1.3	3.3	*	-	*	*	10.3	
	5	1.0	-2.4	*	*	*	*	0.0	
	6	-1.8	0.9	0.0	*	*	-	-1.9	
	7	-5.2	-2.1	0.0	14.3	-	*	6.9	
	8	-2.3	-0.6	0.0	8.3	-7.7	*	0.1	
	3 to 5	-1.3	-0.6	9.9	*		-30.9	*	4.9
	6 to 8	-3.2	-0.5	0.0	11.5	-7.1	*	*	1.5
STAAR EOC									
Algebra I	8 to 12	5.7	1.3	0.0	5.9	-3.6	28.3	12.9	
English I	9 to 12	0.8	2.1	0.0	8.3	0.0	1.4	3.3	
English II	9 to 12	4.3	5.4	0.0	0.0	1.9	0.5	2.0	

Source: District STAAR data files dated 08/14/23 and 06/18/24. STAAR EOC data files dated 08/14/23 and 06/18/24. District PEIMS snapshot demographic files dated 11/01/22 and 11/01/23.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the respective PEIMS snapshot dates. STAAR Alternate 2 scores are not included. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as “untestable.” Dual Lang = Dual Language. Shading denotes grades that are not applicable for that program/classification. * = fewer than five students tested in this category at least one of the years. - = no students tested in this category at least one of the years.

Appendix R, Table 2: 2022-23 to 2023-24 One-Year STAAR/EOC Trends in Rates of Reclassified Emergent Bilinguals at Meets Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

Subject	Grade Level(s)	All EBs 1 Yr Δ %pts	All NonEBs/ Not Monitored 1 Yr Δ %pts	Reclassified Emergent Bilingual Monitor Year				All Monitored 1 Yr Δ %pts
				Year One 1 Yr Δ %pts	Year Two 1 Yr Δ %pts	Year Three 1 Yr Δ %pts	Year Four 1 Yr Δ %pts	
STAAR								
Mathematics	3	-8.3	-3.0	*	*	*	-	8.2
	4	-6.7	-3.3	*	-	*	*	7.3
	5	-7.2	-2.5	*	*	*	*	-19.4
	6	-3.7	-2.0	-14.9	*	*	-	-13.0
	7	-5.8	-6.5	*	*	*	*	*
	8	-8.6	-4.6	9.6	9.8	*	-	18.6
	3 to 5	-7.4	-3.0	-11.2	*	-28.2	*	-5.3
	6 to 8	-5.6	-3.3	-3.1	19.9	*	*	10.3
Reading	3	-9.5	-3.2	*	*	*	-	7.1
	4	1.7	2.9	*	-	*	*	30.9
	5	-1.4	-2.5	*	*	*	*	11.1
	6	3.5	6.0	6.7	*	*	*	0.5
	7	1.5	2.6	14.3	21.4	-	*	13.8
	8	-0.2	1.5	0.0	-8.4	3.7	*	5.7
	3 to 5	-3.0	-1.0	17.1	*	-23.6	*	14.8
	6 to 8	1.6	3.4	6.9	10.6	-6.3	*	6.8
STAAR EOC								
Algebra I	8 to 12	0.2	1.3	-5.4	9.2	-10.8	18.5	13.2
English I	9 to 12	2.4	2.7	-1.8	33.3	1.4	12.6	12.7
English II	9 to 12	8.2	7.3	12.5	7.9	-6.7	9.0	9.8

Source: District STAAR data files dated 08/14/23 and 06/18/24. STAAR EOC data files dated 08/14/23 and 06/18/24. District PEIMS snapshot demographic files dated 11/01/22 and 11/01/23.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the respective PEIMS snapshot dates. STAAR Alternate 2 scores are not included. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as “untestable.” Dual Lang = Dual Language. Shading denotes grades that are not applicable for that program/classification. * = fewer than five students tested in this category at least one of the years. - = no students tested in this category at least one of the years.

Appendix R, Table 3: 2022-23 to 2023-24 One-Year STAAR/EOC Trends in Rates of Reclassified Emergent Bilinguals at Masters Grade Level Standard by Year of Monitoring, Subject, and Grade Level

Subject	Grade Level(s)	All EBs 1 Yr Δ %pts	All NonEBs/ Not Monitored 1 Yr Δ %pts	Reclassified Emergent Bilingual Monitor Year				All Monitored 1 Yr Δ %pts
				Year One 1 Yr Δ %pts	Year Two 1 Yr Δ %pts	Year Three 1 Yr Δ %pts	Year Four 1 Yr Δ %pts	
STAAR								
Mathematics	3	-3.6	-3.4	*	*	*	-	4.1
	4	-2.8	-0.3	*	-	*	*	31.5
	5	-4.2	-3.1	*	*	*	*	-25.0
	6	-1.6	-2.3	-15.3	*	*	*	-12.3
	7	-1.4	-0.9	*	*	*	*	*
	8	-3.4	-1.6	15.4	7.1	*	-	11.7
	3 to 5	-3.6	-2.3	7.9	*	-0.9	*	3.2
	6 to 8	-2.3	-1.6	-3.9	9.6	*	*	4.3
Reading	3	-5.6	0.0	*	*	*	-	-7.0
	4	1.0	2.1	*	-	*	*	27.8
	5	-2.3	0.2	*	*	*	*	-5.6
	6	2.7	5.2	0.5	*	*	*	0.1
	7	2.9	4.4	10.5	28.6	-	*	15.8
	8	0.1	1.9	22.3	-8.3	3.5	*	10.7
	3 to 5	-2.2	0.7	1.3	*	-14.5	*	3.8
	6 to 8	1.9	3.8	7.6	16.5	-7.7	*	10.7
STAAR EOC								
Algebra I	8 to 12	0.3	2.3	49.4	-1.7	-2.5	18.1	25.2
English I	9 to 12	2.6	4.7	29.3	9.6	26.5	7.7	27.6
English II	9 to 12	1.1	-0.6	16.3	23.4	-6.3	12.1	20.7

Source: District STAAR data files dated 08/14/23 and 06/18/24. STAAR EOC data files dated 08/14/23 and 06/18/24. District PEIMS snapshot demographic files dated 11/01/22 and 11/01/23.

Note: Rates include scores for STAAR and December and May administrations of EOC for students enrolled on the respective PEIMS snapshot dates. STAAR Alternate 2 scores are not included. ^a = NonEBs include students who have opted-in to dual language programs and former EBs who are in monitored status but do not include students who were coded as “untestable.” Dual Lang = Dual Language. Shading denotes grades that are not applicable for that program/classification. * = fewer than five students tested in this category at least one of the years. - = no students tested in this category at least one of the years.

Appendix S

Appendix S, Table 1: 2022, 2023, and 2024 Dual Language STAAR Reading by Grade Level, Emergent Bilingual Status, and Test Language – Approaches Grade Level or Above Performance Standard

Grade Level	EB Status	Test Language	2022		2023		2024		1 Yr Δ %pts	2 Yr Δ %pts
			Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %		
One-Way Dual Language										
3	EB	English	637	73.3	687	76.0	628	69.1	-6.9	-4.2
		Spanish	3,121	60.7	3,028	59.2	3,121	53.5	-5.7	-7.2
	NonEB	English	47	70.2	60	88.3	54	77.8	-10.5	7.6
		Spanish	34	58.8	34	79.4	51	60.8	-18.6	2.0
4	EB	English	808	75.9	1,086	73.6	920	79.8	6.2	3.9
		Spanish	3,057	57.0	2,638	59.2	2,727	58.5	-0.7	1.5
	NonEB	English	33	90.9	59	78.0	57	86.0	8.0	-4.9
		Spanish	37	73.0	26	65.4	27	70.4	5.0	-2.6
5	EB	English	937	82.2	1,231	79.7	1,232	77.7	-2.0	-4.5
		Spanish	2,958	71.7	2,600	70.2	2,468	74.4	4.2	2.7
	NonEB	English	38	84.2	47	91.5	50	76.0	-15.5	-8.2
		Spanish	24	91.7	20	90.0	17	94.1	4.1	2.4
6	EB	English	575	59.0	594	63.8	580	60.3	-3.5	1.3
	NonEB	Spanish	*	*	*	*	14	92.9	*	*
3 to 6	EB	English	2,957	74.0	3,598	74.5	3,360	73.7	-0.8	-0.3
		Spanish	9,136	63.0	8,266	62.7	8,316	61.3	-1.4	-1.7
	NonEB	English	122	80.3	170	85.9	175	81.1	-4.8	0.8
		Spanish	95	72.6	80	77.5	95	69.5	-8.0	-3.1
Two-Way Dual Language										
3	EB	English	261	77.0	281	80.1	248	79.8	-0.3	2.8
		Spanish	428	57.2	251	55.4	275	57.1	1.7	-0.1
	NonEB	English	355	91.3	337	91.1	336	91.4	0.3	0.1
		Spanish	21	47.6	30	50.0	29	51.7	1.7	4.1
4	EB	English	304	83.2	366	79.2	352	88.1	8.9	4.9
		Spanish	323	54.2	258	59.7	209	59.8	0.1	5.6
	NonEB	English	343	91.3	330	93.6	321	93.5	-0.1	2.2
		Spanish	20	45.0	11	45.5	12	75.0	29.5	30.0
5	EB	English	337	83.1	357	88.0	454	83.0	-5.0	-0.1
		Spanish	292	68.5	260	72.7	222	72.5	-0.2	4.0
	NonEB	English	317	91.2	321	93.1	318	93.1	0.0	1.9
		Spanish	14	85.7	14	28.6	6	50.0	21.4	-35.7
6	EB	English	*	*	*	*	*	*	*	*
	NonEB	Spanish	10	100.0	14	92.9	124	98.4	5.5	-1.6
3 to 6	EB	English	903	81.4	1,005	82.6	1,057	83.9	1.3	2.5
		Spanish	1,043	59.4	769	62.7	706	62.7	0.0	3.3
	NonEB	English	1,025	91.3	1,002	92.6	1,099	93.3	0.7	2.0
		Spanish	55	56.4	55	43.6	47	57.4	13.8	1.0

Source: District STAAR data files dated 06/26/22, 08/14/23, and 06/18/24. PEIMS demographic data files dated 11/03/21, 11/01/22, and 11/01/23. Note: Rates include STAAR scores for students enrolled on the PEIMS snapshot date for each year. STAAR Alternate 2 scores were not included; thus, Approaches+ data differ from those presented in prior evaluations. NonEBs include students who opted-in to dual language programs but do not include students who coded as “untestable.” Results include only records for which data included a test language; totals for each grade level may not equal those shown for that category in other analyses. Appr+ = Approaches Grade Level or Above. 1 Yr Δ %pts = percentage-point change from 2023 to 2024. 2 Yr Δ %pts = percentage-point change from 2022 to 2024. Shading denotes grades that are not applicable for that program/classification. * = fewer than five students tested in this category.

Appendix S, Table 2: 2022, 2023, and 2024 Dual Language STAAR Reading by Grade Level, Emergent Bilingual Status, and Test Language – Meets Grade Level or Above Performance Standard

Grade Level	EB Status	Test Language	2022		2023		2024		1 Yr Δ %pts	2 Yr Δ %pts
			Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %		
One-Way Dual Language										
3	EB	English	637	49.1	687	51.5	628	41.2	-10.3	-7.9
		Spanish	3,121	31.2	3,028	31.5	3,121	22.8	-8.7	-8.4
	NonEB	English	47	46.8	60	70.0	54	59.3	-10.7	12.5
		Spanish	34	23.5	34	32.4	51	35.3	2.9	11.8
4	EB	English	808	48.6	1,086	40.1	920	44.6	4.5	-4.0
		Spanish	3,057	36.9	2,638	40.2	2,727	40.4	0.2	3.5
	NonEB	English	33	72.7	59	42.4	57	64.9	22.5	-7.8
		Spanish	37	59.5	26	38.5	27	51.9	13.4	-7.6
5	EB	English	937	58.1	1,231	51.2	1,232	49.4	-1.8	-8.7
		Spanish	2,958	42.0	2,600	43.9	2,468	42.2	-1.7	0.2
	NonEB	English	38	76.3	47	68.1	50	50.0	-18.1	-26.3
		Spanish	24	54.2	20	75.0	17	58.8	-16.2	4.6
6	EB	English	575	29.7	594	38.0	580	39.0	1.0	9.3
		Spanish								
	NonEB	English	*	*	*	*	14	78.6	*	*
		Spanish								
3 to 6	EB	English	2,957	48.1	3,598	45.7	3,360	44.8	-0.9	-3.3
		Spanish	9,136	36.6	8,266	38.2	8,316	34.3	-3.9	-2.3
	NonEB	English	122	63.9	170	60.6	175	60.0	-0.6	-3.9
		Spanish	95	45.3	80	45.0	95	44.2	-0.8	-1.1
Two-Way Dual Language										
3	EB	English	261	55.9	281	54.8	248	44.8	-10.0	-11.1
		Spanish	428	29.9	251	29.9	275	22.2	-7.7	-7.7
	NonEB	English	355	79.2	337	80.1	336	75.9	-4.2	-3.3
		Spanish	21	33.3	30	36.7	29	27.6	-9.1	-5.7
4	EB	English	304	59.5	366	44.3	352	58.0	13.7	-1.5
		Spanish	323	32.2	258	38.8	209	41.1	2.3	8.9
	NonEB	English	343	75.5	330	73.9	321	80.1	6.2	4.6
		Spanish	20	35.0	11	45.5	12	58.3	12.8	23.3
5	EB	English	337	59.1	357	59.1	454	56.6	-2.5	-2.5
		Spanish	292	41.4	260	45.8	222	44.6	-1.2	3.2
	NonEB	English	317	79.2	321	81.9	318	81.1	-0.8	1.9
		Spanish	14	64.3	14	7.1	6	33.3	26.2	-31.0
6	EB	English	*	*	*	*	*	*	*	*
		Spanish								
	NonEB	English	10	100.0	14	71.4	124	94.4	23.0	-5.6
		Spanish								
3 to 6	EB	English	903	58.4	1,005	52.4	1,057	54.2	1.8	-4.2
		Spanish	1,043	33.8	769	38.2	706	34.8	-3.4	1.0
	NonEB	English	1,025	78.1	1,002	78.5	1,099	80.7	2.2	2.6
		Spanish	55	41.8	55	30.9	47	36.2	5.3	-5.6

Source: District STAAR data files dated 06/26/22, 08/14/23, and 06/18/24. PEIMS demographic data files dated 11/03/21, 11/01/22, and 11/01/23. Note: Rates include STAAR scores for students enrolled on the PEIMS snapshot date for each year. STAAR Alternate 2 scores were not included; thus, Approaches+ data differ from those presented in prior evaluations. NonEBs include students who opted-in to dual language programs but do not include students who coded as “untestable.” Results include only records for which data included a test language; totals for each grade level may not equal those shown for that category in other analyses. Meets+ = Meets Grade Level or Above. 1 Yr Δ %pts = percentage-point change from 2023 to 2024. 2 Yr Δ %pts = percentage-point change from 2022 to 2024. Shading denotes grades that are not applicable for that program/classification. * = fewer than five students tested in this category.

Appendix S, Table 3: 2022, 2023, and 2024 Dual Language STAAR Reading by Grade Level, Emergent Bilingual Status, and Test Language – Masters Grade Level Performance Standard

Grade Level	EB Status	Test Language	2022		2023		2024		1 Yr Δ %pts	2 Yr Δ %pts
			Tested N	Masters %	Tested N	Masters %	Tested N	Masters %		
One-Way Dual Language										
3	EB	English	637	25.3	687	16.9	628	14.0	-2.9	-11.3
		Spanish	3,121	18.6	3,028	17.9	3,121	11.1	-6.8	-7.5
	NonEB	English	47	23.4	60	33.3	54	33.3	0.0	9.9
		Spanish	34	11.8	34	23.5	51	19.6	-3.9	7.8
4	EB	English	808	24.5	1,086	14.3	920	17.5	3.2	-7.0
		Spanish	3,057	21.9	2,638	19.4	2,727	19.5	0.1	-2.4
	NonEB	English	33	33.3	59	22.0	57	36.8	14.8	3.5
		Spanish	37	45.9	26	11.5	27	29.6	18.1	-16.3
5	EB	English	937	36.1	1,231	21.8	1,232	23.7	1.9	-12.4
		Spanish	2,958	18.5	2,600	21.8	2,468	14.8	-7.0	-3.7
	NonEB	English	38	65.8	47	40.4	50	32.0	-8.4	-33.8
		Spanish	24	29.2	20	55.0	17	17.6	-37.4	-11.6
6	EB	English	575	13.4	594	10.1	580	11.7	1.6	-1.7
		Spanish								
	NonEB	English	*	*	*	*	14	42.9	*	*
		Spanish								
3 to 6	EB	English	2,957	26.2	3,598	16.6	3,360	18.1	1.5	-8.1
		Spanish	9,136	19.7	8,266	19.6	8,316	15.0	-4.6	-4.7
	NonEB	English	122	39.3	170	32.4	175	34.9	2.5	-4.4
		Spanish	95	29.5	80	27.5	95	22.1	-5.4	-7.4
Two-Way Dual Language										
3	EB	English	261	29.5	281	19.9	248	16.9	-3.0	-12.6
		Spanish	428	20.1	251	19.9	275	12.4	-7.5	-7.7
	NonEB	English	355	54.6	337	51.9	336	43.8	-8.1	-10.8
		Spanish	21	28.6	30	26.7	29	10.3	-16.4	-18.3
4	EB	English	304	28.0	366	18.9	352	28.1	9.2	0.1
		Spanish	323	20.1	258	21.7	209	18.2	-3.5	-1.9
	NonEB	English	343	52.5	330	46.7	321	52.3	5.6	-0.2
		Spanish	20	25.0	11	36.4	12	33.3	-3.1	8.3
5	EB	English	337	38.9	357	26.9	454	33.7	6.8	-5.2
		Spanish	292	18.5	260	24.2	222	21.2	-3.0	2.7
	NonEB	English	317	65.9	321	62.3	318	62.9	0.6	-3.0
		Spanish	14	35.7	14	7.1	6	16.7	9.6	-19.0
6	EB	English	*	*	*	*	*	*	*	*
		Spanish								
	NonEB	English	10	70.0	14	57.1	124	79.0	21.9	9.0
		Spanish								
3 to 6	EB	English	903	32.4	1,005	22.0	1,057	27.9	5.9	-4.5
		Spanish	1,043	19.7	769	22.0	706	16.9	-5.1	-2.8
	NonEB	English	1,025	57.6	1,002	53.6	1,099	55.8	2.2	-1.8
		Spanish	55	29.1	55	23.6	47	17.0	-6.6	-12.1

Source: District STAAR data files dated 06/26/22, 08/14/23, and 06/18/24. PEIMS demographic data files dated 11/03/21, 11/01/22, and 11/01/23. Note: Rates include STAAR scores for students enrolled on the PEIMS snapshot date for each year. STAAR Alternate 2 scores were not included; thus, Approaches+ data differ from those presented in prior evaluations. NonEBs include students who opted-in to dual language programs but do not include students who coded as “untestable.” Results include only records for which data included a test language; totals for each grade level may not equal those shown for that category in other analyses. Masters = Masters Grade Level. 1 Yr Δ %pts = percentage-point change from 2023 to 2024. 2 Yr Δ %pts = percentage-point change from 2022 to 2024. Shading denotes grades that are not applicable for that program/classification. * = fewer than five students tested in this category.

Appendix T

Appendix T, Table 1: 2024 Long-Term Emergent Bilingual TELPAS Composite Proficiency Levels by Grade Level

Grade Level(s)	Tested <i>N</i>	2024 TELPAS English Proficiency Composite Rating							
		Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Long-term EBs									
K	0	0	0.0	0	0.0	0	0.0	0	0.0
1	7	5	71.4	2	28.6	0	0.0	0	0.0
2	7	3	42.9	4	57.1	0	0.0	0	0.0
3	61	10	16.4	37	60.7	10	16.4	4	6.6
4	913	60	6.6	354	38.8	364	39.9	135	14.8
5	3,286	77	2.3	1,042	31.7	1,424	43.3	743	22.6
6	3,317	92	2.8	1,263	38.1	1,611	48.6	351	10.6
7	3,497	88	2.5	1,350	38.6	1,600	45.8	459	13.1
8	3,511	56	1.6	1,478	42.1	1,604	45.7	373	10.6
9	4,058	211	5.2	2,028	50.0	1,268	31.2	551	13.6
10	3,789	220	5.8	1,828	48.2	1,086	28.7	655	17.3
11	2,951	170	5.8	1,325	44.9	843	28.6	613	20.8
12	2,766	214	7.7	1,383	50.0	803	29.0	366	13.2
K to 2	14	8	57.1	6	42.9	0	0.0	0	0.0
3 to 5	4,260	147	3.5	1,433	33.6	1,798	42.2	882	20.7
6 to 8	10,325	236	2.3	4,091	39.6	4,815	46.6	1,183	11.5
9 to 12	13,564	815	6.0	6,564	48.4	4,000	29.5	2,185	16.1
K to 5	4,274	155	3.6	1,439	33.7	1,798	42.1	882	20.6
6 to 12	23,889	1,051	4.4	10,655	44.6	8,815	36.9	3,368	14.1
All Grades	28,163	1,206	4.3	12,094	42.9	10,613	37.7	4,250	15.1

Source: District TELPAS data file dated 06/17/24. District PEIMS snapshot demographic data files dated 11/01/23.
Note: Includes long-term EBs enrolled on the PEIMS snapshot date. Results are not included for students who took TELPAS-Alternate. Long-term EBs are EBs who have been classified as EBs for seven or more years. * = fewer than five students tested in this category. - = no data in this category.

Appendix T, Table 2: 2024 Rates of Long-Term Emergent Bilinguals at STAAR and EOC Approaches+, Meets+, and Masters Performance Standards by Subject and Grade Level

Subject	Grade Level(s)	Tested N	Approaches+ %	Meets+ %	Masters %
STAAR					
Mathematics	3	61	45.9	18.0	4.9
	4	915	65.5	42.8	18.9
	5	3,281	77.4	49.5	16.9
	6	3,322	70.6	35.0	9.6
	7	445	27.2	7.6	0.2
	8	4,401	69.9	35.5	8.8
	3 to 5	4,257	74.3	47.6	17.2
	6 to 8	8,168	67.9	33.8	8.7
Reading	3	59	47.5	16.9	3.4
	4	914	67.3	42.3	19.6
	5	3,283	75.8	47.8	21.4
	6	3,327	72.0	50.7	19.2
	7	3,516	68.5	46.0	20.6
	8	3,487	79.8	49.7	20.8
	3 to 5	4,256	73.6	46.2	20.7
	6 to 8	10,330	73.4	48.8	20.2
STAAR EOCs					
Algebra I	8 to 12	5,139	79.9	39.6	19.2
English I	9 to 12	5,611	61.3	39.8	8.0
English II	9 to 12	5,086	69.7	47.9	3.9

Source: District STAAR data file dated 06/18/24. District STAAR EOC data file dated 06/18/24. District PEIMS demographic file dated 11/01/23.

Note: Rates include STAAR scores for students enrolled on the PEIMS snapshot date. STAAR Alternate 2 scores are not included.

Appendix T, Table 3: 2024 Long-Term Emergent Bilingual STAAR Mathematics Performance by TELPAS Proficiency Composite Level by Grade Level

	Grade Level(s)	Tested N	Approaches+ %	Meets+ %	Masters %
Grade Three	Beginning	9	0.0	0.0	0.0
	Intermediate	37	40.5	13.5	0.0
	Advanced	10	90.0	30.0	10.0
	Advanced High	4	100.0	75.0	50.0
Grade Four	Beginning	60	11.7	1.7	0.0
	Intermediate	354	48.6	22.9	6.8
	Advanced	364	80.5	54.1	21.7
	Advanced High	135	93.3	83.7	51.9
Grade Five	Beginning	75	18.7	4.0	0.0
	Intermediate	1,038	57.2	23.7	5.6
	Advanced	1,421	84.9	53.3	14.3
	Advanced High	742	97.0	83.4	39.8
Grade Six	Beginning	91	18.7	2.2	0.0
	Intermediate	1,260	49.0	14.2	1.8
	Advanced	1,607	85.0	43.8	9.9
	Advanced High	350	97.7	78.6	39.1
Grade Seven	Beginning	21	4.8	0.0	0.0
	Intermediate	257	18.7	2.7	0.0
	Advanced	148	41.2	13.5	0.7
	Advanced High	14	78.6	50.0	0.0
Grade Eight	Beginning	110	25.5	0.9	0.0
	Intermediate	1,896	55.2	18.5	3.0
	Advanced	1,901	81.4	45.7	10.5
	Advanced High	465	94.8	72.9	28.4
Grades Three to Five	Beginning	144	14.6	2.8	0.0
	Intermediate	1,429	54.7	23.2	5.7
	Advanced	1,795	84.0	53.3	15.8
	Advanced High	881	96.5	83.4	41.7
Grades Six to Eight	Beginning	222	20.7	1.4	0.0
	Intermediate	3,413	50.2	15.7	2.3
	Advanced	3,656	81.3	43.6	9.8
	Advanced High	829	95.8	74.9	32.4
All Grades	Beginning	366	18.3	1.9	0.0
	Intermediate	4,842	51.5	17.9	3.3
	Advanced	5,451	82.2	46.8	11.8
	Advanced High	1,710	96.1	79.3	37.2

Source: District TELPAS data file dated 06/17/24. District STAAR data file dated 06/18/24. District PEIMS demographic file dated 11/01/23.

Note: Rates include students enrolled on the PEIMS snapshot date with both STAAR and TELPAS scores. STAAR Alternate 2 scores are not included. * = fewer than five students tested in this category.

Appendix T, Table 4: 2024 Long-Term Emergent Bilingual STAAR Reading Performance by TELPAS Proficiency Composite Level by Grade Level

	Grade Level(s)	Tested N	Approaches+ %	Meets+ %	Masters %
Grade Three	Beginning	8	12.5	0.0	0.0
	Intermediate	36	38.9	5.6	0.0
	Advanced	10	90.0	40.0	0.0
	Advanced High	4	100.0	100.0	50.0
Grade Four	Beginning	60	1.7	1.7	0.0
	Intermediate	353	45.0	18.4	6.8
	Advanced	364	88.2	55.8	19.0
	Advanced High	135	99.3	87.4	63.7
Grade Five	Beginning	75	10.7	1.3	0.0
	Intermediate	1,038	49.5	18.7	5.5
	Advanced	1,422	86.4	50.3	17.7
	Advanced High	743	99.2	88.7	52.9
Grade Six	Beginning	92	5.4	2.2	0.0
	Intermediate	1,261	45.7	20.4	4.1
	Advanced	1,609	90.6	67.3	21.9
	Advanced High	351	100.0	97.7	66.4
Grade Seven	Beginning	87	3.4	0.0	0.0
	Intermediate	1,349	43.0	18.9	5.3
	Advanced	1,599	85.3	58.2	23.3
	Advanced High	458	99.1	93.4	61.6
Grade Eight	Beginning	56	17.9	5.4	1.8
	Intermediate	1,474	61.9	25.3	7.1
	Advanced	1,586	94.3	64.8	24.5
	Advanced High	350	100.0	94.3	66.6
Grades Three to Five	Beginning	143	7.0	1.4	0.0
	Intermediate	1,427	48.1	18.3	5.7
	Advanced	1,796	86.8	51.3	17.8
	Advanced High	882	99.2	88.5	54.5
Grades Six to Eight	Beginning	235	7.7	2.1	0.4
	Intermediate	4,084	50.7	21.7	5.6
	Advanced	4,794	90.1	63.4	23.2
	Advanced High	1,159	99.7	95.0	64.5
All Grades	Beginning	378	7.4	1.9	0.3
	Intermediate	5,511	50.0	20.8	5.6
	Advanced	6,590	89.2	60.1	21.7
	Advanced High	2,041	99.5	92.2	60.2

Source: District TELPAS data file dated 06/17/24. District STAAR data file dated 06/18/24. District PEIMS demographic file dated 11/01/23.

Note: Rates include students enrolled on the PEIMS snapshot date with both STAAR and TELPAS scores. STAAR Alternate 2 scores are not included. * = fewer than five students tested in this category.