



The Dual Language/English as a Second Language (DL/ESL) Department focuses on increasing student achievement by addressing the academic, linguistic, and social needs of Emergent Bilinguals (EBs). To accomplish this goal, the DL/ESL department oversees the DL and ESL instructional programs, sheltered instruction, summer programs, parent engagement and education, and campus Language Proficient Assessment Committees (LPACs), which are responsible for (a) identifying and reclassifying EBs and (b) monitoring reclassified EBs.

Key Findings

Implementation

- 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 two-way DL campuses had lower percentages of African American opt-in students and economically disadvantaged students than at the campus overall.

Stakeholder Feedback

- 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.

Student Outcomes

TELPAS

- 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 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.

MAP Growth

- 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.
- 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.

STAAR/EOCs

- 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).
- 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.
- 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.

Magnet Participation

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

State/other district comparisons

- 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.



Recommendations

- **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.