



The Special Education for Emergent Bilinguals (EBSPED) Program aimed to support and assist EBSPED students and their teachers. Because EB and SPED services are not mutually exclusive, improving student identification and providing services and targeted support to EBSPED students continued to be an important focus for the district in 2023-24. The Dual Language/English as a Second Language (DL/ESL) Department collaborated with the Reading/Language Arts, Social Studies, and SPED Departments to provide services for EBSPED students.

Key Findings

Implementation

- Most EBSPED-related PD participants (92%) reported that the PD session(s) met their needs (Goal: 85%).

Stakeholder Feedback

- 76% of surveyed staff who worked with an EBSPED instructional specialist reported that the differentiated Dual Language or ESL curriculum was very or extremely effective at meeting the needs of EBSPED students (Goal: 65%).
- Most survey respondents (84%) rated the supports provided by EBSPED specialists as helpful (Goal: 90%).

Student Outcomes

TELPAS

- In 2024, EBSPED students tended to cluster in the intermediate level of English proficiency on the *TELPAS* composite.
- From 2022 to 2024 on the *TELPAS* composite, the rate of EBSPED students at the beginning level trended upward, and the rate at the intermediate and advanced levels trended downward.
- 24% of EBSPED students progressed at least one proficiency level on the *TELPAS* composite from 2023 to 2024 (Goal: 34%), compared to 21% in 2023.

TELPAS Alternate

- 21% of EBSPED students earned the highest proficiency rating (basic fluency) on the 2024 *TELPAS Alt*, which was lower than the previous two years.
- 38% of EBSPED students progressed to a higher proficiency level on the 2024 *TELPAS Alt*, which was lower than the previous two years.

MAP Growth

- For 2024 *MAP BOY* to *EOY* growth quintiles, EBSPED students clustered at the Low quintile on all subtests.
- From 2023 to 2024, the rate of EBSPED students on the mathematics subtest generally (a) trended upward on the Low quintile and (b) trended downward on the High quintile.
- From 2023 to 2024, the rate of EBSPED students on the reading subtest generally (a) trended downward on the Low quintile and (b) were mixed on the High quintile across grade level groups.

STAAR/EOC

- STAAR and EOC EBSPED student rates from 2023 to 2024 were generally mixed at Approaches+ and Meets+, and the same or higher at Masters. However, these comparisons should be interpreted with caution due to changes made to the STAAR and EOC tests in 2023 by the TEA.

STAAR/EOC Alternate 2

- For 2024 STAAR and EOC *Alt 2*, rates of EBSPED students at the Approaches+ performance standard were considerably higher than the standard version on all tests and grade levels and ranged from 85 to 96 percent.

State/Other Texas District Comparisons

- Compared to the state and other large, urban Texas districts in 2024, Dallas ISD EBSPED students:
 - Performed generally comparable or higher on TELPAS-Alt (grades 2 and 3-12 at Developing Independence and Basic Fluency),
 - Performed generally comparable or higher on STAAR, EOCs, and STAAR Alt 2,
 - Had mixed results for EOC Alt 2, and
 - Performed generally comparable or lower on TELPAS (grades K-2 and 3-12 at Advanced and Advanced High).



Recommendations

- **Continue efforts to improve the percentage of EBSPED students earning the highest English proficiency ratings.**

Overall, 24 percent of EBSPED students progressed at least one proficiency level on the TELPAS composite from 2023 to 2024, which did not meet the DL/ESL Department's goal of 34 percent. Additionally, district rates of EBSPED students performing at the higher English proficiency levels on the TELPAS were comparable to or lower than the state and all other large urban Texas districts for grades K to two and grades three to 12. DL/ESL program staff members should continue their efforts to improve the rates of students progressing at least one level a year to narrow the gap with statewide results at the highest English proficiency levels.

- **Bolster efforts to improve assessment outcomes of EBSPED students.**

EBSPED students generally clustered in the Low quintile for 2024 MAP BOY to EOY growth quintiles, and from 2023 to 2024, EBSPED student STAAR and EOC rate trends were mixed at Approaches+ and Meets+. When compared to the state and other large urban Texas districts, Dallas ISD EBSPED rate comparisons on TELPAS for grades K to two and grades three to 12, and EOC Alt 2 were either mixed or lower than the state or other regional comparison groups. Thus, DL/ESL program staff members should continue their current efforts to improve the assessment ratings of EBSPED students to identify areas for improvement and better support EBSPED students.