

2016-17 Evaluation of the Bilingual/ESL Program

Department of Evaluation and Assessment

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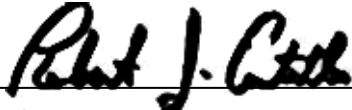
2016-17 Evaluation of the Bilingual/ESL Program

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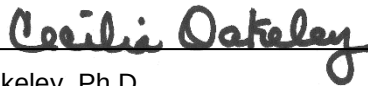
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2016-17 Evaluation of the Bilingual/ESL Program

Project Evaluator: Leonardo R. Ledezma, Ph.D.

ABSTRACT

The evaluation highlights the context of program components, English Language Learner (ELL) student demographics, credential status of program teachers, and student outcomes. In 2016-17, 69,392 students, or 45 percent of the total student population (154,207) in grades PK-12, were identified as ELLs. The total budget for the Bilingual/ESL Department was \$6,524,836, a decrease from the previous year budget of \$7,543,000. Following federal, state, and local mandates concerning the education of ELLs, the Dallas Independent School District's Bilingual/ESL Program provided bilingual education to ELLs in grades PK-5 and ESL programs to ELLs in grades prekindergarten through 12. The 2016-17 Dual Language (DL) instructional models implemented at elementary schools included both one- and two-way programs for grades PK-5. ESL instruction was provided to ELLs who spoke a language other than Spanish (grades PK-12).

Academic performance in reading, writing, mathematics, science and social studies was measured by the *State of Texas Assessments of Academic Readiness (STAAR)* for students in grades 3 through 8, and at the high school level, ELLs in grades 9 through 12 were assessed with the *STAAR End-of-Course (EOC)* assessments. ELL performance was compared for exited ELLs and non-ELLs. English language proficiency was measured with the *Texas English Language Proficiency Assessment System (TELPAS)* and the *IDEA Proficiency Test (IPT)*. ELLs' academic performance in reading language arts and mathematics for grades kindergarten through two was measured by the *TerraNova* and/or *SUPERA* tests.

Key findings are as follows:

- Overall, more Exited ELLs scored at Approaching Grade Level on *STAAR* than ELLs and Non-ELLs. Non-ELLs in grades six, seven and eight outperformed ELLs on *STAAR* Reading. When reviewed by DL model, the highest passing rates were for one-way students who tested in Spanish.
- For Algebra I *STAAR EOC* results, except grade 10, Exited ELLs had the highest percentage who obtained Approaching Grade Level. ELLs served in sheltered courses obtained the highest percentage of those scoring at Approaching Grade Level for grade 10.
- On *STAAR EOC* Biology, Exited ELL students obtained the highest percentages in grades 9 and 11. ELL students served in sheltered courses scored in higher percentages at the Approaching Grade Level in grades 10 and 12.

- On *STAAR EOC* English II, ELLs served in sheltered courses had higher passing rates than Exited ELLs and ESL students in grades 9 and 12. Exited ELL students had higher percentages in grades 10 and 11. For grades 9 to 11, exited ELLs scored at Approaching Grade Level on *STAAR EOC* US History in higher percentages than sheltered ELLs and ESL students. ELLs served in sheltered courses had a higher percentage at Approaching Grade Level in grade 12 than Exited ELLs and ESL students.
- One-way and two-way DL students had similar outcomes in *TELPAS* progress from 2016 to 2017. About 40 percent of one-way DL students progressed while 43.6 percent of the two-way DL students showed improvement in *TELPAS*.
- At the elementary school level, 40 percent of the students who took *TELPAS* in 2016 and retested in 2017 made progress from the previous year score. Overall, 22.5 percent of students in middle school showed progress, and almost a third of the students (29.7%) at the high school level progressed at least one level on *TELPAS* from the previous year. High school students who regressed to lower levels may be showing a problem other than linguistics and may be candidates for special education intervention.
- In general, about half (50.6%) of elementary students progressed on *IPT* from 2016 to 2017, whereas the majority of middle school and high school students either stayed the same or regressed. The lack of progress at the secondary level is of concern.
- Results of *TerraNova* showed that most students scored at or above the 40th percentile, that is to say, at grade level in both content areas of the test. Seventy-eight percent of kindergarten students were at grade level on Reading. This percentage declined by grade one (64.2%) and even further at grade two (60.6%). In Mathematics, kindergarten students showed the highest percentage at grade level. More students tested on *SUPERA* than tested on *TerraNova* and scored at or above the 40th percentile in Reading for grades kindergarten and first. Very few students tested in Mathematics on *SUPERA* because this subject is normally tested in English.
- Results of classroom observations showed that sheltered instructional strategies were inconsistently used throughout the sample of 92 classrooms. No strategies had averages that rounded to the highly evident level, which showed that teachers need more training and/or to be held accountable for using the sheltered instructional strategies.

Given these results, it is recommended that the district determine the cause of students regressing on *TELPAS* and *IPT*, conduct a detailed analysis of student learning objectives, and provide more training and accountability for sheltered teachers.

PROGRAM DESCRIPTION

Background Information

The Texas Education Commissioner's Rules, Title 19 Texas Administrative Code (TAC) section 89, Subchapter BB, states that each school district with an enrollment of 20 or more English Language Learners (ELLs), in any language classification in the same grade level, shall offer a bilingual education (BE) program in prekindergarten through the elementary grades (PK-5). All ELLs for whom the district was not required to offer a BE program shall be provided an English as a Second Language (ESL) program regardless of the students' grade levels, home languages, or number of such students.

Title III of the *No Child Left Behind Act* (NCLB, 2001) ensured the civil rights of ELLs regarding the accessibility of school curriculum while learning English. Supporting a comprehensive approach to meet the needs of ELLs, NCLB held campuses, districts, and states accountable for the achievement of ELLs. It required all ELLs to participate annually in the state's academic skills test and English language proficiency assessments.

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the federal education law with a longstanding commitment to equal opportunity for all students. In 2010, the Obama administration joined a call from educators and families to create a better law that focused on the clear goal of fully preparing all students for success in college and careers.

In addition to continuing to focus federal education resources on students from low-income families through the Title I, Part A College and Career-Ready Students program, the administration's ESEA reauthorization plan would retain longstanding programs designed to meet the needs of special populations, including English language learners, migrant students, neglected and delinquent students, Native Americans, and homeless children and youth.

Following federal, state, and local mandates concerning the education of ELLs, the Dallas ISD's Bilingual/ESL Program provided bilingual education to ELLs in grade PK-5 and ESL programs to ELLs in grades prekindergarten through 12. The 2016-17 Dual Language (DL) instructional models implemented at elementary schools included both one- and two-way programs for grades PK-5. ESL instruction was provided to ELLs who spoke a language other than Spanish (grades PK-12). Spanish speaking ELLs were placed into the ESL program of nine district elementary schools due to low enrollment. In these schools there were not enough ELLs to employ a bilingual certified teacher needed for a DL program, according to the board approved staffing formula. The campuses were George B. Dealey, Elisha M. Pease, J.W. Ray, Charles Rice, J.P. Starks, Harry Stone, William B. Travis, Robert L. Thornton and Adele Turner.

The DL program's two-way instructional model was implemented in 54 elementary schools, four middle schools and one high school. In this model, students from two language groups (Spanish and English) received instruction in both languages. Similarly, in the one-way model, one language group of students received instruction in two languages (English and Spanish). The one-way model was

implemented in 148 elementary schools. ELLs in the secondary schools (grades 6-12) were served in two-way, ESL or Sheltered courses.

The Newcomer instructional model focused on the English acquisition of recent immigrant students specifically for one year. Certified ESL teachers provided instructional services in a multi-age setting using sheltered instructional methods and strategies. Recent immigrant students in grades 6 through 12 were placed in an English Language Institute (ELI) course at some middle and high school campuses.

Dual Language (DL) Program

The purpose of the BE program was to meet the affective, linguistic and academic needs of ELLs. The goals of DL education in the Dallas ISD include high linguistic proficiency in two languages, high academic proficiency in two languages, positive cross-cultural attitudes, biculturalism, and higher academic achievement.

Texas Educational Agency (TEA), requires teachers in DL programs to be qualified for instruction in both English and a specific targeted foreign language. Training was also required for these teachers so they would be aware of the latest and best instructional practices. It was also required that updated materials be available to ELL students.

The main educational goal of the DL education program was that students should reach biliteracy by grade 5. This meant that students had to achieve proficiency (perform at or above grade level in both languages) in reading and writing by the end of grade 5.

The DL program used the Gomez and Gomez Dual Language one- and two-way instructional models, which were adopted as the Dallas ISD's bilingual program for identified Spanish speaking ELLs at the elementary school level in August 2006. The one-way model, implemented in grades PK-5, is recognized as one of the most effective programs for teaching ELLs. The two-way model, an enrichment program, has been introduced at 54 elementary campuses, four middle schools, and one high school. This program integrated ELLs and non-ELLs (bilingual pairs, ideally 50/50) in the classroom with the goal of academic excellence and bilingual proficiency.

Consistent Language of Instruction (LOI) provided a framework for developing and maintaining the student's native language, while learning the second language. This was critical to the success of the Dallas ISD DL instructional models.

English-as-a-Second Language (ESL) Program

The purpose of the Dallas ISD ESL program was to provide intensive instruction to develop proficiency in the English language in listening, reading, speaking and writing. This instruction takes place in the process of developing academic language and content knowledge. ESL teachers in elementary and secondary schools used language acquisition strategies through differentiated instruction and flexible grouping of their students based on both linguistic and cognitive levels.

ESL and sheltered language arts teachers in grades 6 through 8 were required to be ESL certified. ELLs received ESL instruction or sheltered instruction during the language arts period. Sheltered instruction consisted of strategies used for English language arts, mathematics, science and social studies to facilitate content knowledge while simultaneously promoting second language acquisition. At the high school level, ELLs received language arts instruction from an ESL certified teacher or by way of sheltered instruction. All other content area instruction was delivered by way of sheltered instruction. Dallas ISD used state adopted ESL instructional materials and supplementary materials as curriculum tools.

ESL/pull-out was an English language program that served students identified as limited English proficient. A certified teacher was assigned to provide English language arts instruction. The student stayed in a mainstream instructional arrangement in the remaining content areas.

The ESL program includes courses for the following English proficiency levels: Beginning (ELI), Intermediate, Advanced, Transitional, and Post-Transitional. The district followed the TEA guidelines for the identification, placement, review, and reclassification of ELL students eligible for the ESL program.

Identification

The LPAC oversees and/or determines matters related to student identification, placement, review, and reclassification. The identification and placement process begins if languages other than English were recorded on the Home Language Survey. Based on the information provided, these students were administered the *IDEA Proficiency Test (IPT)*. All results were referred to the LPAC for identification and appropriate program placement of ELL students.

Placement

In addition to *IPT* test results, the LPAC reviewed an ELL's academic history, *Texas English Language Proficiency Assessment System (TELPAS)*, standardized test results, special needs, and previous instructional programs when determining instructional placement. It was the responsibility of the LPAC to properly place ELL students once they had been identified. Continuing ELL students entered at the Intermediate, Advanced or Transitional/Post-Transitional level.

Parental approval was required for the student's participation in the required ESL classes until the student met the exit criteria, graduated from high school or the parent requested a change in program placement. Schools were required to notify parents in writing when students were exited from the program.

If the parent denied permission for the student to be enrolled in the state-required ESL classes as recommended by the LPAC, a conference was scheduled with the LPAC administrator, the parent, and another member of the LPAC to ensure that the parent understood the purpose and content of the recommended ESL program. If the parent continued to deny permission, the denial had to be stated explicitly in writing and the original letter retained in the student's cumulative record. The district or campus could not solicit parent denial or provide a denial form for parent signature.

Review

The LPAC monitors and reviews the academic progress of all students classified as ELL including:

- Students enrolled in ESL classes and Sheltered classes,
- ELL students denied placement in ESL classes by their parents,
- ELL students eligible for special education services, and
- Exited ELL students (for two academic years).

Newcomer Program

The goal of the Newcomer program was to prepare recent immigrant students with the academic language skills necessary for success. Newcomer teachers utilized research-based second language acquisition strategies for daily instruction including differentiated instruction. Identified students participate for a total of one year, after which they are recommended for placement into appropriate grade level ESL classrooms.

The Newcomer Program was part of the ESL program designed for recent immigrant ELLs. Recent immigrant students were defined as students who had lived outside of the United States for two consecutive years or more. Identification, placement, assessment, and monitoring of ELLs enrolled in the Newcomer Program were the responsibility of the campus LPAC. The Newcomer teacher was responsible for reviewing individual progress of Newcomer students to determine if the students were prepared for transitioning into an ESL classroom.

Sheltered Instruction

Sheltered instruction consists of a variety of strategies to help ELL students' language acquisition. Originally, the district had implemented the Sheltered Instruction Observation Protocol (SIOP) developed by Echeverría, Vogt and Short (2008). Later, the district decided to implement its own version of the sheltered instructional strategies based on teachers' accumulated experiences. In any case, the sheltered instruction used in the district included aspects such as Lesson Preparation, Building Background, Comprehensive Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review and Assessment. These strategies were aimed to contribute to ELL content knowledge and language acquisition at different linguistic levels. Courses were described as General Education/Sheltered to include ELL students. Teachers were required to be ESL certified and trained in sheltered strategies.

Reclassification

ELL students were reclassified/exited from the ESL Program by the LPAC when they met the specific criteria established by TEA as stated in the LPAC Manual and showed "mastery in listening, speaking, reading, writing and comprehension to successfully exit Dual Language or ESL/Sheltered programs." (LPAC Manual on Curriculum Central, pp. 138-139.).

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of the evaluation was to highlight the context of program components, ELL student demographics, credentials of program teachers, and level of program effectiveness. English language proficiency was measured with the *IDEA Proficiency Test (IPT)* and the *Texas English Language*

Proficiency Assessment System (TELPAS). ELLs' academic performance in reading language arts and mathematics for grades kindergarten through two was measured by the *TerraNova* and/or *SUPERA*. Academic performance in reading, writing, mathematics, science and social studies was measured by the *State of Texas Assessments of Academic Readiness (STAAR)* for students in grades 3 through 8. At the high school level, ELLs in grades 9 through 12 were assessed with the *STAAR End-of-Course (EOC)* assessments. ELL performance was compared with exited ELLs and non-ELLs.

MAJOR EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for this program?

Methodology

Data was obtained from the Title III, Part A 2016-17, workscope. The document included budget categories, purpose, and amounts designated for each line item. Information is shown in Table 1.

Results

The BE department's budget for 2016-17 included five areas: personnel, contracted services, supplies and materials, other operating costs, and capital purchases. Expenses in personnel were 61.7 percent of the budget for the year. Contracted services represented 5.5 percent of the budget. Supplies and materials were 27.3 percent, other operating costs were 2.4 percent, and capital purchases were 3.1 percent of the budget for the year. The total budget was \$6,524,836, a decrease from the previous year's budget of \$7,543,000.

Table 1: 2016-17: Budget Description for the Bilingual/ESL Program

Budget Category	Account	Description	By Item	Total
Personnel	6100	Specialist II (1)	57,571	\$4,028,331
		Specialist III (3)	223,915	
		Specialist IV (5)	416,349	
		Instructional Specialist (23)	1,920,018	
		Teacher Assistant (6)	201,616	
		Student Interns (PT) (40)	83,176	
		Extra Duty Pay	1,123,500	
		Substitutes	2,186	
Contracted Services	6200	Region 10	67,500	\$360,000
		Dual Language Training Inst.	60,000	
		Dallas County (Transp. & Field trips)	150,000	
		Graphics	42,500	
Supplies & Materials	6300	General Supplies (6399)	682,505	\$1,782,505
		Reading Materials (6329)	1,100,000	
Other Operating Costs	6400	Employee Travel, Conferences & Workshops for Inst. Specialists, Specialists, Bilingual/ESL teachers	118,000	\$154,000
		Local Mileage	33,000	
		Miscellaneous (food students, parents)	3,000	
Capital Purchases	6600	Technology Related Equip. (6396)	200,000	\$200,000
Total Expenses				\$6,524,836

Source: Title III, Part A 2016-17, Federal Funding Work scope.

What were the characteristics of the teachers in the program?

Methodology

Data were obtained from the personnel data base as of November 27, 2016. Teachers were selected based on the designated job codes. Teachers were classified by years of experience in Dallas ISD and recoded into five different categories: newly hired, one-two years, three-five years, six-10 years, and more than 10 years. Teachers were also classified according to their highest degree obtained. Similarly, teachers from the Alternative Certification program were identified. Tables for each school level were generated to display teacher demographic characteristics.

Results

There were 5,229 teachers in the Bilingual/ESL program. Of these, 2,704 were elementary school teachers (2,139 were Dual Language teachers, 11 teachers were Newcomer/ELI, and 554 were ESL teachers). There were 1,327 teachers in the program at middle schools; 470 were teaching ESL students, 73 taught sheltered language arts classes, and 784 taught other sheltered classes. In grades 9-12, there were 1,198 teachers of which 527 were ESL teachers, 59 taught sheltered language arts classes, and 612 taught other sheltered classes.

Table 2: 2016-17: Number of Teachers Working Directly with ELLs in Grades PK to 12 by Program

Grade Group	DL	NC/ELI	ESL Eng/Rdg	Sheltered Lang Arts	Other Sheltered	Total
PK-5	2,139	11	554	0	0	2,704
6-8	0	0	470	73	784	1,327
9-12	0	0	527	59	612	1,198
Total	2,139	11	1,551	132	1,396	5,229

Source: Dallas ISD personnel database, November 27, 2016.

Note: DL=Dual Language. NC/ELI=Newcomer/English Language Institute.

Most teachers were female (75.1%), Hispanic (74.2%), had taught five years or less (56.7%), and had a bachelor's degree (54.8%). Approximately eight percent (8.4%) of the elementary bilingual teachers were in the Alternative Certification program, as shown in Table 3.

Table 3: 2016-17: Demographic Characteristics of Elementary School Teachers in the Program

	Dual Language		NC/ELI		ESL		Total	
	N	%	N	%	N	%	N	%
Gender								
Female	1,529	71.5	11	100.0	492	88.8	2,032	75.1
Male	610	28.5	0	0.0	62	11.2	672	24.9
Ethnicity								
Asian	8	0.4	3	27.3	37	6.7	48	1.8
Native American	22	1.0	0	0.0	4	0.7	26	0.9
African American	17	0.8	3	27.3	208	37.5	228	8.4
Hispanic	1,930	90.2	0	0.0	76	13.7	2,006	74.2
Pacific Islander	2	0.1	0	0.0	2	0.4	4	0.2
White	160	7.5	5	45.4	227	41.0	392	14.5
Dallas ISD Experience								
Newly hired	283	13.2	1	9.1	85	15.3	369	13.7
1-2 years	548	25.6	3	27.3	136	24.6	687	25.4
3-5 years	393	18.4	2	18.2	81	14.6	476	17.6
6-10 years	460	21.5	4	36.3	56	10.1	520	19.2
More than 10 years	455	21.3	1	9.1	196	35.4	652	24.1
Highest Degree								
Bachelor's Degree	1,187	55.5	3	27.3	291	52.5	1,481	54.8
Master's Degree	391	18.3	3	27.3	108	19.5	502	18.6
No Data	561	26.2	5	45.4	155	28.0	721	26.6
Alternative Certification program								
In AC Program	187	8.7	0	0.0	40	7.2	227	8.4

Source: Dallas ISD personnel database, November 27, 2016.

Note: DL=Dual Language. NC/ELI=Newcomer/English Language Institute.

There were 1,327 middle school teachers in the program (Table 4). Of these, 470 were ESL teachers, 73 teachers taught sheltered language arts, 401 taught sheltered mathematics, 283 taught sheltered science, and 100 taught sheltered social studies. Most teachers were female (68.1%), African-American (47.8%) or White (32.4%), with an experience level of five years or less (67.0%), and a bachelors' degree (52.6%). Approximately 18 percent (18.2%) of the middle school bilingual teachers were in the Alternative Certification program.

Table 4: 2016-17 Demographic Characteristics of Middle School Teachers in the Program

	ESL		Sheltered Language Arts		Sheltered Mathematics		Sheltered Science		Sheltered Social Studies		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Gender												
Female	359	76.4	61	83.6	255	63.6	185	65.4	44	44.0	904	68.1
Male	111	23.6	12	16.4	146	36.4	98	34.6	56	56.0	423	31.9
Ethnicity												
Asian	9	1.9	3	4.1	31	7.7	10	3.5	2	2.0	55	4.1
Native American	4	0.9	0	0.0	1	0.3	2	0.7	0	0.0	7	0.5
African American	242	51.4	37	50.7	173	43.1	143	50.5	39	39.0	634	47.8
Hispanic	45	9.6	12	16.4	85	21.2	41	14.6	16	16.0	199	15.0
Pacific Islander	1	0.2	0	0.0	1	0.3	0	0.0	0	0.0	2	0.2
White	169	36.0	21	28.8	110	27.4	87	30.7	43	43.0	430	32.4
DISD Experience												
Newly hired	113	24.0	12	16.4	93	23.2	58	20.5	21	21.0	297	22.4
1-2 years	117	24.9	22	30.1	133	33.2	69	24.4	37	37.0	378	28.5
3-5 years	75	16.0	17	23.3	66	16.4	40	14.1	15	15.0	213	16.1
6-10 years	67	14.3	7	9.6	46	11.5	45	15.9	12	12.0	177	13.3
More than 10 years	98	20.8	15	20.5	63	15.7	71	25.1	15	15.0	262	19.7
Highest Degree												
Bachelor's Degree	279	59.4	43	58.9	175	43.6	143	50.5	59	59.0	699	52.6
Master's Degree	119	25.3	13	17.8	67	16.7	59	20.9	19	19.0	277	20.9
No Data	72	15.3	17	23.3	159	39.7	81	28.6	22	22.0	351	26.5
Alternative Certification program												
In AC Program	88	18.7	11	15.1	79	19.7	45	15.9	19	19.0	242	18.2

Source: Dallas ISD personnel database, November 27, 2016.

Note: Some percentages may not add to 100 due to rounding.

There were 1,198 high school teachers in the program. Of these, 527 were ESL teachers, 59 teachers taught sheltered language arts, 228 taught sheltered mathematics, 209 taught sheltered science, and 175 taught sheltered social studies. The majority of these teachers were female (57.0%), African-American (34.1%) or White (43.1%), with an experience level of five years or less (64.8%), and with a bachelors' degree (50.9%). Approximately 14 percent (14.1%) of the high school bilingual teachers were in the Alternative Certification program, as shown in Table 5.

Table 5: 2016-17 Demographic Characteristics of High School Teachers in the Program

	ESL		Sheltered Language Arts		Sheltered Mathematics		Sheltered Science		Sheltered Social Studies		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Gender												
Female	345	65.5	36	61.0	104	45.6	133	63.6	65	37.1	683	57.0
Male	182	34.5	23	39.0	124	54.4	76	36.4	110	62.9	515	43.0
Ethnicity												
Asian	17	3.2	2	3.4	30	13.2	23	11.0	1	0.6	73	6.1
Native American	10	1.9	0	0.0	1	0.4	3	1.4	2	1.1	16	1.3
African American	181	34.4	23	39.0	76	33.3	75	35.9	54	30.9	409	34.1
Hispanic	77	14.6	10	16.9	35	15.4	37	17.7	23	13.1	182	15.2
Pacific Islander	1	0.2	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
White	240	45.5	24	40.7	86	37.7	71	34.0	95	54.3	516	43.1
No Data	1	0.2	0	0.0	0	0.0	0	0.0	0	0.0	1	0.1
DISD Experience												
Newly hired	127	24.1	5	8.5	51	22.4	60	28.7	29	16.6	272	22.7
1-2 years	150	28.5	4	6.8	60	26.3	48	23.0	44	25.1	306	25.5
3-5 years	81	15.4	18	30.5	36	15.7	34	16.3	30	17.1	199	16.6
6-10 years	54	10.2	18	30.5	30	13.2	31	14.8	25	14.3	158	13.2
More than 10 years	115	21.8	14	23.7	51	22.4	36	17.2	47	26.9	263	22.0
Highest Degree												
Bachelor's Degree	288	54.6	32	54.2	110	48.2	73	34.9	107	61.1	610	50.9
Master's Degree	127	24.1	22	37.3	35	15.4	39	18.7	38	21.8	261	21.8
No Data	112	21.3	5	8.5	83	36.4	97	46.4	30	17.1	327	27.3
Alternative Certification program												
In AC Program	76	14.4	1	1.7	31	13.6	43	20.6	18	10.3	169	14.1

Source: Personnel 11/27/2016.

What were the demographic characteristics of grades PK-12 English Language Learners, including ELL status and program?

Methodology

Current year enrollment data were extracted from the Dallas ISD student database on October 31, 2016. Historical data on ELL enrollment were collected from previous year evaluation reports. For purposes of this report: Bilingual Education encompasses the Dual Language (DL: one- and two- way) instructional models, and English Language Learners (ELLs) refers to identified Limited English Proficient (LEP) students. Only students currently enrolled, that is, not in transition (TEA code 997) were considered in the report.

Results

Identification and Placement of ELLs

In 2016-17, 69,392 or 45 percent of the total student population (154,207), in grades PK-12, were identified as ELLs. The identification process started with a student's initial enrollment into the Dallas ISD. A Home Language Survey (HLS) was administered to students new to the district, if a survey was never completed in Texas, or one was not available with the school records. The survey was completed by a parent or legal guardian and if the responses specified a language other than English was spoken in the home, the student was classified as a potential ELL. According to state law, all potential ELLs in grades prekindergarten through 12 were tested with a language assessment within four weeks of their initial enrollment in the district. Potential ELLs who transferred from within the state were tested only if student records regarding English proficiency status were not provided by the previous campus within the four week testing period. TEA regulations mandated documentation of all attempts made by LPAC to obtain this information for each potential ELL.

The language proficiency assessment, *IPT*, was administered to potential ELLs in grades PK-12. Potential ELLs in grades prekindergarten through five whose first language was Spanish and had scored at a broad ability level of one, two or three on the *IPT* English were classified as ELLs. Potential ELLs in prekindergarten and grade one with English broad ability levels four, five or six were classified as non-ELLs. Potential ELLs in grades two through 12, however, with English broad ability levels of four, five or six were also administered a norm referenced test. Students who scored below the 40th percentile on the reading and language arts subsets on this assessment were classified as ELLs, and those who scored at or above the 40th percentile were classified as non-ELLs.

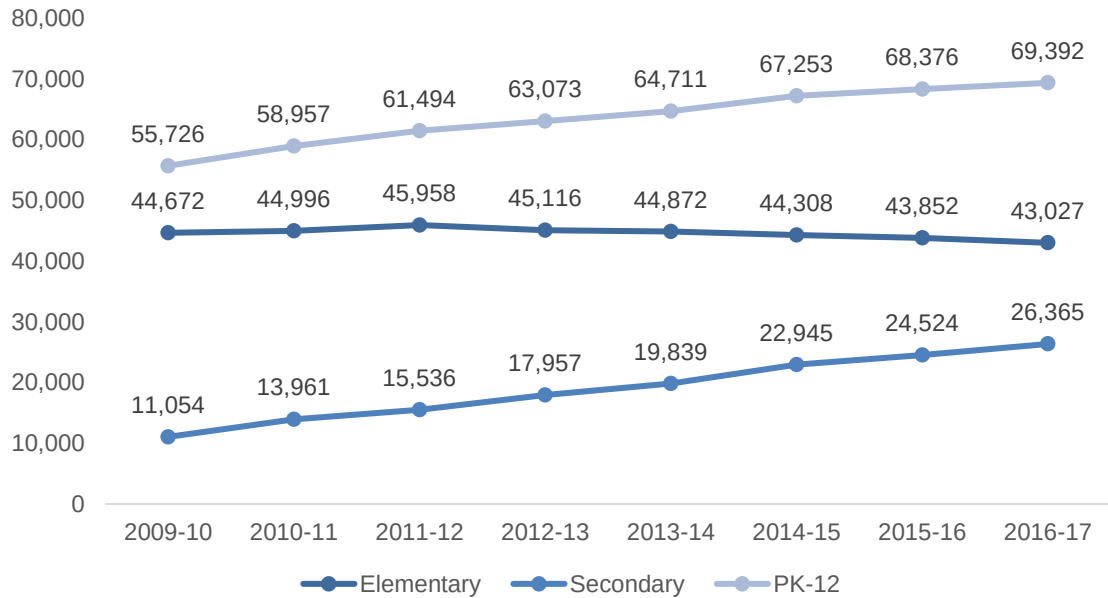
Final program placement was made by the LPAC with parental approval. Parents were informed that the expectation for ELLs to transition from the DL or ESL education programs into the general education program would occur within five to seven years. At the elementary school level, identified ELLs were placed in a DL, ESL or Newcomer instructional program. Secondary school level ELLs were placed in an ESL program (Sheltered content or ESL courses). Newly enrolled immigrants were placed in an ESL course.

ELLs in all grades (PK-12), whose parents denied their child's placement in a BE or ESL programs, were placed in general education classes.

ELL Enrollment in 2016-17

The enrollment trend for all ELLs has increased from 2010 (55,726) to 2017 (69,392). Elementary school enrollment of ELL students has decreased by approximately 1,600 students during the same period. Secondary enrollment has increased by approximately 15,000 students.

Figure 1: 2010-17 ELL Enrollment by School Level



2016-17 ELL Identification Status by Grade

Table 6 shows that of the total student population for grades PK-12, 45.0 percent were identified as ELLs, 48.7 percent as non-ELLs and 6.3 percent Exited ELLs. At the middle and high school levels, grades six and nine had the largest ELL enrollments (50.5% and 39.9%, respectively) due to the fact that all new students coming from other countries are placed either in grade six or in grade nine, depending on their home country school level. This is a generalized practice, which has the purpose of giving the students an opportunity to learn English before facing the academic rigors of upper level content.

Table 6: 2016-17 Number and Percentage of ELLs and Non-ELLs by Grade

Grade	Identified ELL		Student Classifications		Non-ELL		Total N
	N	%	Exited ELL		N	%	
			N	%			
Elementary							
PK	5,472	50.1			5,457	49.9	10,929
K	5,828	53.6			5,039	46.4	10,867
1	6,200	52.3			5,647	47.7	11,847
2	6,358	50.9			6,144	49.1	12,502
3	6,520	51.0			6,263	49.0	12,783
4	6,417	50.9			6,190	49.1	12,607
5	6,232	51.8			5,792	48.2	12,024
Middle							
6	5,482	50.5	183	1.7	5,185	47.8	10,850
7	5,149	49.8	337	3.3	4,861	47.0	10,347
8	4,649	46.0	793	7.9	4,659	46.1	10,101
High							
9	4,831	39.9	1,522	12.6	5,769	47.6	12,122
10	3,076	29.0	2,184	20.6	5,358	50.5	10,618
11	1,934	21.4	2,270	25.2	4,816	53.4	9,020
12	1,244	16.4	2,386	31.4	3,960	52.2	7,590
PK-12 Total	69,392	45.0	9,675	6.3	75,140	48.7	154,207

Source: Dallas ISD student database October 31, 2016.

Note: Percentages are reported by grade level. Includes all LEP students, served and not served.

Starting in grade five, ELLs were eligible to exit the bilingual or ESL program if they met the state mandated criteria. All program exits were made at the end of the academic school year and all placement decisions were reflected at the beginning of the following school year. ELLs who were exited from the BE programs were reclassified as non-ELLs, placed in general education classes, and monitored by the LPAC for two years to evaluate their academic success. In some cases, ELLs needed additional bilingual instruction before they could be mainstreamed into general education classes. Teacher input influenced whether an ELL was exited or not during the mandatory LPAC determination meeting. Since the goal of the program is bilingualism, biliteracy and biculturalism, only students who met the requirements exited the program. The requirements were to obtain Advanced or Advanced High on the *TELPAS* composite rating and to score satisfactory in all subjects of the *STAAR* (English version). Some students took the *STAAR* in Spanish, which is a decision of the LPACs, until they were ready to take the exam in English. Students can meet the requirements any time but they only can be reclassified at the end of the academic school year. As seen in Figure 2, the number of students exited has declined substantially from 2009-10 to 2016-17 while the ELL population has increased.

Figure 2: 2010-17 Exited and Identified ELLs

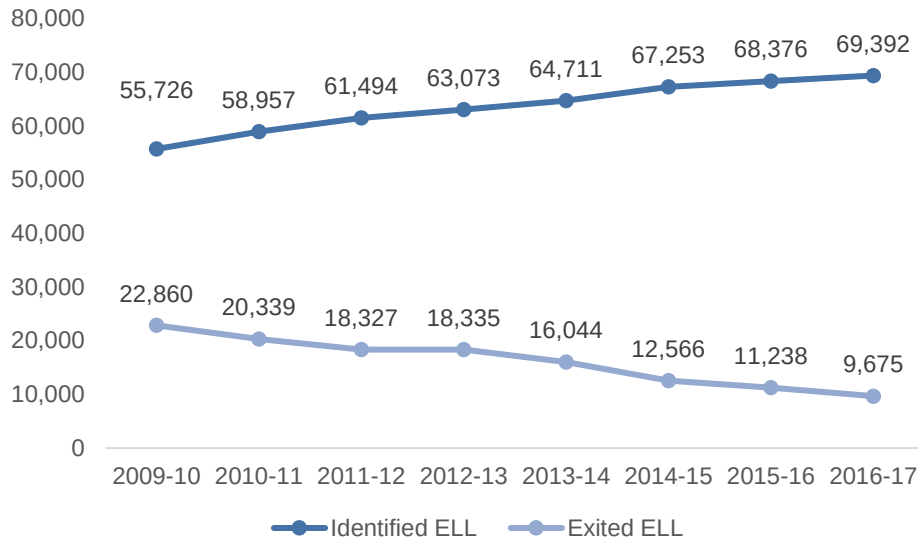


Table 7 shows the number and percentage of Exited ELLs in the first and second year of monitoring. LPACs are responsible for monitoring the academic progress of students who exited or were reclassified from DL or ESL for a period of two years with the purpose of evaluating their academic success in general education. If students show improvement in their academic performance, measured by mastering grade appropriate TEKS¹, meeting *STAAR* standards for the appropriate grade level, participating equally with non-ELLs in the general education program, and passing all grade core subjects, they do not need to be reclassified as ELLs. Otherwise, they are recoded as ELLs. Students who show progress might need additional support in extended day/week accelerated instruction or another special language program to address their linguistic and academic needs (2016-17 LPAC Manual).

Table 7: 2016-17 Number and Percentage of Program Exited ELLs in First and Second Year of Monitoring by Grade

Grade	1 st year monitored		2 nd year monitored	
	N	%	N	%
6	171	1.6	1	0.0
7	223	2.2	107	1.0
8	162	1.6	458	4.5
9	393	3.2	429	3.5
10	436	4.1	270	2.5
11	165	1.8	344	3.8
12	43	0.6	170	2.2
Total	1,593	2.3	1,779	2.5

Source: Dallas ISD student database October 31, 2016. Note: Percentages are calculated using total number of students per grade.

¹ TEKS stands for Texas Essential Knowledge and Skills.

Demographic Characteristics of ELLs in 2016-17

The average of the three school levels indicates that the majority of all identified ELLs were male (52.0%). Hispanic students (95.9%) continued to represent the largest ethnic group within the district's ELL population. More than seventy-four percent (74.4%) of ELLs were from families with annual income below \$44,123. The data showed that about 99 percent were at risk students, and 85.4 percent of the district's identified ELLs were born in the United States.

Table 8: 2016-17 Demographic Characteristics of ELLs by School Level

	Elementary		School level Middle		High	
	N	%	N	%	N	%
Gender						
Female	20,952	48.7	7,211	47.4	5,121	46.2
Male	22,076	51.3	8,012	52.6	5,962	53.8
Total	43,028	100.0	15,223	100.0	11,083	100.0
Ethnicity						
Asian	784	1.8	248	1.6	301	2.7
Black or African American	411	1.0	121	0.8	157	1.4
Hispanic/Latino	41,257	95.9	14,735	96.8	10,528	95.0
American Indian or Alaska Native	120	0.3	24	0.2	22	0.2
Native Hawaiian or Other Pacific Islander	8	0.0	9	0.1	2	0.0
Two or More Races	19	0.0	5	0.0	4	0.0
White	428	1.0	79	0.5	69	0.6
Total	43,028	100.0	15,223	100.0	11,083	100.0
At Risk						
Yes	42,377	98.5	15,219	99.9	11,045	99.7
Country of Birth						
US	38,892	90.4	12,864	84.5	7,454	67.3
Other	4,136	9.6	2,359	15.5	3,629	32.7
Total	43,028	100.0	15,223	100.0	11,083	100.0
Annual Family Income						
\$ 0 - 21,590	18,561	43.0	4,619	30.4	3,901	35.2
\$ 21,591 - 29,101	7,727	18.0	2,221	14.6	2,250	20.3
\$ 29,102 - 36,612	4,718	11.0	1,301	8.6	1,507	13.6
\$ 36,613 - 44,123	2,844	6.6	808	5.3	1,097	9.9
\$ 44,124 - 51,634	1,887	4.4	523	3.4	698	6.3
\$ 51,635 - 59,145	1,016	2.4	279	1.8	355	3.2
\$ 59,146 - 66,656	436	1.0	136	0.9	188	1.7
\$ 66,657 - 74,167	484	1.1	138	0.9	188	1.7
\$ 74,168 - 81,678	414	1.0	138	0.9	155	1.4
\$ 81,679 - 89,189	291	0.7	85	0.6	100	0.9
\$ 89,190 - 96,700	216	0.5	66	0.4	78	0.7
\$ 96,701 - 104,211	313	0.7	102	0.7	111	1.0
\$104,212 - 111,722	206	0.5	61	0.4	55	0.5
\$111,723 - 119,233	119	0.3	41	0.3	44	0.4
\$119,234 - 126,744	169	0.4	35	0.2	33	0.3
\$126,745 and above	1,604	3.7	386	2.5	321	2.9
No Income data	2,023	4.7	4,284	28.1	2	0.0
Total	43,028	100.0	15,223	100.0	11,083	100.0

Source: Dallas ISD student database October 31, 2016. Note: There were 58 students with missing data.

Service Program Distribution of ELLs

At the elementary school level (PK-5), 90.4 percent of ELLs received one-way instruction and 6.1 percent received two-way instruction. The ESL program accounted for 3.3 percent of ELLs in elementary school. The remainder of the students in elementary school were in the Newcomer program (0.2%). At the

secondary level, more middle and high school ELLs were enrolled in sheltered courses than in ESL (Table 9).

Table 9: 2016-17 Number and Percentage of ELLs by Service Program and Grade Group

Served	Grades PK-5		Grades 6-8		Grades 9-12		Total	
	N	%	N	%	N	%	N	%
Newcomer program	90	0.2	0	0.0	0	0.0	90	0.1
One-way Immersion	36,342	90.4	3	0.0	0	0.0	36,345	56.7
Two-way Immersion	2,438	6.1	0	0.0	0	0.0	2,438	3.8
Second. ELL AP/PAP	0	0.0	626	4.5	368	3.7	994	1.6
Second. Dual Lang.	0	0.0	372	2.7	31	0.3	403	0.6
ESL program	1,314	3.3	1,602	11.5	1,912	19.0	4,828	7.5
Sheltered courses	0	0.0	11,299	81.3	7,739	77.0	19,038	29.7
Total	40,184	100.0	13,902	100.0	10,050	100.0	64,136	100.0

Source: Student database, October 31, 2016. Note: Percentages are reported by Grade Group except for Total. Table excludes LEP students classified as Parental Denial DL/ESL, LEP students not served, LEP student unservable Special Education, and Parent denied all services, which add to 5,256 missing. Second.=Secondary.

What version of the two-way Dual Language program was implemented in elementary schools?

Methodology

Information about the models applied in the schools was obtained from the Director of Dual Language. There were 148 elementary schools implementing the one-way model and 54 schools using the two-way model². Schools were given the choice between two-way immersion approach (in which 70 percent of instruction is conducted in Spanish and 30 percent is conducted in English) and enrichment (in which 30 percent of instruction is conducted in Spanish and 70 percent is conducted in English). Program managers requested that the evaluation include a comparison of the different approaches to determine which approach obtains the best results.

Results

Identification of the Approach

According to the Director of Dual Language, two-way elementary schools implemented either the immersion or the enrichment program, as listed in Table 10. Forty-three schools implemented the immersion approach while ten schools used the enrichment approach. Only one school used the 50/50 approach, (instruction is 50 percent in English and 50 percent in Spanish). As mentioned above, the immersion approach uses Spanish as the most prevalent language of instruction and the enrichment approach uses English.

² Additionally, four middle schools and one high school implemented the dual language program. This section is limited to the elementary two-way DL program.

Table 10: 2016-17 Two-Way Dual Language Schools by Feeder Pattern & Program

Feeder	Program	School
Adams	Immersion	Alex Sanger Elementary
Adams	Immersion	Edwin J. Kiest Elementary
Adams	Immersion	Martha Turner Reilly Elementary
Adamson	Immersion	James S.Hogg Elementary
Adamson	Immersion	John H. Reagan Elementary
Hillcrest	Immersion	Anne Frank Elementary
Hillcrest	Immersion	Preston Hollow Elementary
Jefferson	Immersion	K. B. Polk Elementary
Jefferson	Immersion	Stephen C. Foster Elementary
Jefferson	Immersion	Walnut Hill Elementary
Kimball	Immersion	Jimmie Tyler Brashear Elementary
Kimball	Immersion	L. O. Donald Elementary
Madison	Immersion	Oran M. Roberts Elementary School
Transformation and	Immersion	Solar Preparatory School for Girls
North Dallas	Immersion	Ben Milam Elementary
Pinkston (OSN)	Immersion	CF Carr Elementary
Pinkston	Immersion	Sidney Lanier Vanguard
Pinkston	Immersion	Stevens Park Elementary
Roosevelt	Immersion	N. W. Harlee Early Childhood Center
Samuell (ACE)	Immersion	Annie Webb Blanton Elementary
Samuell (ISN)	Immersion	Edward Titche Elementary
Samuell	Immersion	John Ireland Elementary
Samuell	Immersion	John Q. Adams Elementary
Samuell	Immersion	John W. Runyon Elementary
Samuell	Immersion	Nathaniel Hawthorne
Samuell	Immersion	Pleasant Grove Elementary
Samuell	Immersion	San Jacinto Elementary
Samuell	Immersion	Thelma Elizabeth Page Richardson
Seagoville	Immersion	Ebby Halliday Elementary
Seagoville	Immersion	Kleberg Elementary
Seagoville	Immersion	Seagoville North Elementary
Skyline	Immersion	Edna Rowe Elementary
South Oak Cliff	Immersion	Clinton P.Russell Elementary
South Oak Cliff	Immersion	Whitney M. Young Jr. Elementary
Spruce	Immersion	William M. Anderson Elementary
Spruce	Immersion	B. H. Macon Elementary
Sunset	Immersion	Winnetka Elementary
White	Immersion	Everette L.DeGolyer Elementary
White	Immersion	G.H.W. Bush Elementary
Wilson	Immersion	Lakewood Elementary
Wilson	Immersion	Robert E. Lee Elementary
Wilson	Immersion	Stonewall Jackson Elementary
Wilson	Immersion	William Lipscomb Elementary
Carter	Enrichment	T. G.Terry Elementary
Hillcrest	Enrichment	Arthur Kramer Elementary
Kimball	Enrichment	Margaret B. Henderson Elementary
Sunset	Enrichment	Rosemont Elementary
Sunset	Enrichment	Rosemont Primary Chris V. Semos Campus
White	Enrichment	F. P. Caillet Elementary
White	Enrichment	Harry C. Withers Elementary
White	Enrichment	Jerry R. Junkins Elementary
White	Enrichment	Tom C. Gooch Elementary
Wilson	Enrichment	Eduardo Mata Elementary
White	50/50	Nathan Adams Elementary

What was the academic performance of ELLs on *STAAR* and *STAAR EOC*?

Methodology

Data were obtained from the Dallas ISD Chancery student data file for October 31, 2016. As test information became available, variables were merged into the file. Scores for “Approaching Grade Level” were used as the satisfactory level for *STAAR*. Students’ *IDEA Proficiency Test (IPT)* scores were compared from the first administration to the second administration, from 2016 to 2017, to determine if there was any change.

Results

STAAR* and *STAAR EOC

STAAR results for each content area are presented in Table 11. For *STAAR* Reading, grades three through five, ELLs had higher percentage at Approaching Grade Level than Non-ELLs (64.2%, 62.5%, and 82.6%, respectively). For grades six to eight, Exited ELLs had the highest percentage at Approaching Grade Level (89.4%, 94.0%, and 97.8%, respectively). Overall, more Exited ELLs scored at Approaching Grade Level on *STAAR* than ELLs and Non-ELLs. Non-ELLs in grades six, seven and eight outperformed ELLs on *STAAR* Reading.

For *STAAR* Mathematics, grades three through five, ELLs had a higher percentage at Approaching Grade Level than non-ELLs (72.5%, 72.4%, and 84.3%, respectively). Exited ELLs had the highest percentage at Approaching Grade Level on *STAAR* Mathematics in grades six and seven (91.1% and 90.1%, respectively). In grade eight ELLs had the highest percentage at Approaching Grade Level (64.8%) on *STAAR* Mathematics. Exited ELLs in grade eight had the lowest percentage at Approaching Grade Level (46.9%) on *STAAR* Mathematics. Non-ELLs in grades six and seven outperformed ELLs on *STAAR* Mathematics.

On *STAAR* Writing, ELLs performed better than non-ELLs at grade four (66.5% compared to 57.7%). Exited ELLs had at a higher percentage at Approaching Grade Level than ELLs and non-ELLs at grade seven (91.6%, 48.4% and 60.6%, respectively). On *STAAR* Social Studies, in grade eight, Exited ELLs had the highest percentage at Approaching Grade Level (84.5%).

The majority of non-ELL students scored at Approaching Grade Level on *STAAR* Science in grade 5 (67.1%), outperforming ELLs (65.2%); ELLs did better than Non-ELLs in grade eight (Table 11).

Table 11: 2016-17 STAAR Approaching Grade Level by Grade and ELL Status for All Content Areas

	Reading		Mathematics		Writing		Social Studies		Science	
	N	%	N	%	N	%	N	%	N	%
Grade 3										
ELLs	4,069	64.2	4,599	72.5						
Non ELLs	3,898	62.5	4,326	69.4						
Total	7,967	63.3	8,925	71.0						
Grade 4										
ELLs	3,914	62.5	4,530	72.4	4,172	66.5				
Non ELLs	3,608	58.9	4,041	65.9	3,541	57.7				
Total	7,522	60.7	8,571	69.2	7,713	62.2				
Grade 5										
ELLs	5,041	82.6	5,141	84.3					3,961	65.2
Non ELLs	4,184	73.0	4,492	78.4					3,806	67.1
Total	9,225	78.0	9,633	81.4					7,767	66.1
Grade 6										
Exited ELLs	160	89.4	163	91.1						
ELLs	2,462	46.4	3,384	63.8						
Non ELLs	2,927	60.3	3,224	66.4						
Total	5,549	53.6	6,771	65.5						
Grade 7										
Exited ELLs	314	94.0	301	90.1	304	91.6				
ELLs	2,650	53.6	2,784	56.3	2,386	48.4				
Non ELLs	2,885	63.3	2,657	58.3	2,743	60.6				
Total	5,849	59.5	5,742	58.4	5,433	55.5				
Grade 8										
Exited ELLs	711	97.8	341	46.9			661	84.5	364	46.5
ELLs	3,090	69.4	2,879	64.8			1,983	44.4	2,101	47.1
Non ELLs	3,289	78.0	2,518	59.8			2,636	59.9	2,002	45.5
Total	7,090	75.4	5,738	61.1			5,280	54.7	4,467	46.4
Total 3-8	43,202	65.1	45,380	68.4	13,146	68.4	5,280	44.0	12,234	57.2

Source: STAAR database.

Note: Highest scores are indicated in blue. Includes English version only.

Most students in the DL program (grades three-five) tested in Spanish (85.0%). When reviewed by DL model, the highest passing rates were for one-way students who tested in Spanish. Since the goals of the program are bilingualism, biculturalism and biliteracy, the Language Proficiency Committee (LPAC) makes recommendations related to which students should test in English and which students test in Spanish. The recommendation is based on the level of student proficiency in English. Students test in the language in which they can best show their level of knowledge (Table 12).

Table 12: 2016-17 Number and Percentage of Dual Language ELLs who Attained STAAR Approaching Grade Level in Reading by Grade

	Reading English		Reading Spanish		Total
	N	%	N	%	N
Grade 3					
One-way	164	4.7	3,297	95.3	3,461
Two-way	99	28.1	253	71.9	352
Total	263	6.9	3,550	93.1	3,813
Grade 4					
One-way	398	11.6	3,031	88.4	3,429
Two-way	56	27.6	147	72.4	203
Total	454	12.5	3,178	87.5	3,632
Grade 5					
One-way	992	22.8	3,349	77.2	4,341
Two-way	85	40.7	124	59.3	209
Total	1,077	23.6	3,473	76.4	4,550
Total 3-8	1,794	15.0	10,201	85.0	11,995

Source: STAAR database. Note: Highest scores are indicated in blue.

Very few students who took the *STAAR Alt 2* met the Approaching Grade Level among the three groups included in the analysis (Exited, ESL and Sheltered ELLs). When considered by group, grade eight students more consistently met the standard than all other grades. Percentages at Approaching Grade Level were higher for Exited ELLs than for ESL and Sheltered ELLs (Tables 13 and 14). ESL students in grade eight had the largest percentage at Approaching Grade Level (27.4%) in Reading. Similarly, ESL students in grade eight had the largest percentage at Approaching Grade Level (27.4%) in Mathematics. Grade seven ESL students had the highest percentage at Approaching Grade Level (67.6%) in Writing. Grade eight ESL students had the highest percentage at Approaching Grade level (70.0%) in Science (Table 13).

Table 13: Percentage of ESL Students at the Approaching Grade Level (Satisfactory) Standard on STAAR by Grade and Test Version

	STAAR		STAAR Alt 2		All Versions	
	N	%	N	%	N	%
Reading						
Grade 3	102	9.9	0	0.0	102	9.8
Grade 4	96	9.3	0	0.0	96	9.3
Grade 5	123	11.9	0	0.0	123	11.9
Grade 6	227	22.0	3	60.0	230	22.2
Grade 7	201	19.5	0	0.0	201	19.4
Grade 8	282	27.4	2	40.0	284	27.4
All Grades	1,031	100.0	5	100.0	1,036	100.0
Mathematics						
Grade 3	102	9.9	0	0.0	102	9.8
Grade 4	96	9.3	0	0.0	96	9.3
Grade 5	123	11.9	0	0.0	123	11.9
Grade 6	227	22.0	3	60.0	230	22.2
Grade 7	201	19.5	0	0.0	202	19.4
Grade 8	282	27.4	2	40.0	284	27.4
All Grades	1,031	100.0	5	100.0	1,036	100.0
Writing						
Grade 4	97	32.4	0	0.0	97	32.4
Grade 7	202	67.6	0	0.0	202	67.6
All Grades	299	100.0	0	0.0	299	100.0
Science						
Grade 5	121	30.2	0	0.0	121	30.0
Grade 8	280	69.8	2	100.0	282	70.0
All Grades	401	100.0	2	100.0	403	100.0
Social Studies						
Grade 8	281	100.0	2	100.0	283	100.0

Table 14 shows the percentages of sheltered students who attained the Approaching Grade Level standard by grade and test version. Sheltered students who scored Approaching Grade Level on STAAR Reading and Mathematics were almost evenly distributed from grades six to eight. Most sheltered students took the STAAR test version. Most sheltered students who scored at Approaching Grade Level on STAAR Writing were in grade seven. Most sheltered students who scored Approaching Grade Level on STAAR Science were in grade eight. Most sheltered students who scored Approaching Grade Level on STAAR Social Studies were in grade eight. There were very few sheltered students taking the STAAR Alt 2 version.

Table 14: Percentage of Sheltered Students at the Approaching Grade Level (Satisfactory) Standard on STAAR by Grade and Test Version

	STAAR		STAAR Alt 2		All Versions	
	N	%	N	%	N	%
Reading						
Grade 6	2,594	33.2	6	60.0	2,600	33.2
Grade 7	2,378	30.4	2	20.0	2,380	30.4
Grade 8	2,845	36.4	2	20.0	2,847	36.4
All Grades	7,817	100.0	10	100.0	7,827	100.0
Mathematics						
Grade 6	2,594	33.2	6	60.0	2,600	33.2
Grade 7	2,379	30.4	2	20.0	2,381	30.4
Grade 8	2,845	36.4	2	20.0	2,847	36.4
All Grades	7,818	100.0	10	100.0	7,828	100.0
Writing						
Grade 7	2,369	99.9	2	100.0	2,371	99.9
Science						
Grade 8	2,854	83.5	2	100.0	2,856	100.0
Social Studies						
Grade 8	2,854	83.5	2	100.0	2,856	100.0

Tables 15 displays information about STAAR results for first and second-year monitored exited students by content. First-year monitored exited students in grade eight scored Approaching Grade Level in Reading at higher percentages than in other grades, similar to second-year exited students. First-year monitored students score Approaching Grade Level at higher percentages than second-year monitored students in grade seven.

STAAR Mathematics results are similar to results in Reading. Higher percentages of first-year monitored students score Approaching Grade Level in grades six and seven, while the opposite is true in grade eight.

In STAAR Writing, more first-year monitored students score Approaching Grade Level than second-year monitored students. The majority in each group, first or second-year monitoring students, scored Approaching Grade Level. In Social Studies and Science first-year monitored exited students did better than second-year exited students.

Table 15: Exited ELLs Who Scored Approaching Grade Level on STAAR by Monitoring Status and Grade

	1 st Year Monitoring		2 nd Year Monitoring		Total
	n (N)	Reading %	n (N)	%	n (N)
		Grade 6			
Approach Grade Level	184 (210)	87.6	0	0.0	184 (211)
		Grade 7			
Approach Grade Level	221 (229)	96.5	159 (182)	87.4	380 (411)
		Grade 8			
Approach Grade Level	147 (152)	96.7	433 (440)	98.4	580 (592)
Grades 6-8 Total	552 (591)	93.4	593 (623)	95.2	1,145 (1,214)
		Mathematics			
	n (N)	%	n (N)	%	n (N)
		Grade 6			
Approach Grade Level	186 (210)	88.6	0	0.0	186 (211)
		Grade 7			
Approach Grade Level	210 (229)	91.7	155 (182)	85.2	365 (411)
		Grade 8			
Approach Grade Level	74 (152)	48.7	220 (440)	50.0	294 (592)
Grades 6-8 Total	470 (591)	79.5	375 (623)	60.2	845 (1,214)
		Writing			
	n (N)	%	n (N)	%	n (N)
		Grade 7			
Approach Grade Level	214 (229)	93.5	157 (180)	87.2	371 (409)
		Social Studies			
	n (N)	%	n (N)	%	n (N)
		Grade 8			
Approach Grade Level	141 (164)	86.0	392 (474)	82.7	533 (638)
		Science			
	n (N)	%	n (N)	%	n (N)
		Grade 8			
Approach Grade Level	96 (164)	58.5	210 (474)	44.3	306 (638)

Source: STAAR 3-8 database. Note: n stands for number passing and (N) number tested.

It is important to highlight that there were differences among the three groups of students (Exited ELLs, ELLs in ESL and ELLs in sheltered courses) who took STAAR EOCs. Exited students have been in the Bilingual program and met the requirements to exit the program and integrate into general education. Some of these students have been in the DL program for several years. Students served in sheltered courses most likely were in the DL program but were not able to exit because they did not meet the requirements when they were in fifth grade or later. Students served in ESL were mostly students with one to three years in U.S. schools. It is important to consider these differences when interpreting the following tables.

Results for Approaching Grade Level (Satisfactory) by content area are presented in Tables 16 through 20. Table 16 shows the Algebra I results. Except for grade 10, Exited ELLs had the highest percentage that attained the Approaching Grade Level standard (99.5%, 90.2%, 72.1% and 90.0%, respectively). ELLs served in sheltered courses had the highest percentage of those scoring at Approaching Grade Level for grade 10 (61.0%).

Table 16: 2016-17 Number and Percentage of ELL Students Who Attained Approaching Grade Level on Algebra I STAAR EOC by ELL Status and Grade

Grade	Exited ELLs		Served in ESL		Served in Sheltered Course		District	
	N	%	N	%	N	%	N	%
8	427	99.5	15	1.6	454	48.7	1,091	98.6
9	707	90.2	836	20.1	2,527	60.9	2,590	73.4
10	85	58.2	210	23.2	553	61.0	306	39.5
11	31	72.1	65	22.8	173	60.7	143	42.1
12	9	90.0	9	10.5	54	62.8	53	49.5

Source: STAAR EOC and Chancery SMS databases. Note: N stands for Total Tested.

Table 17 shows the results of STAAR EOC Biology. Exited ELL students had the highest percentages at grades nine and 11. ELL students served in sheltered courses had higher percentages at Approaching Grade Level in grades 10 and 12.

Table 17: 2016-17 Number and Percentage of ELL Students Who Attained Approaching Grade Level on Biology STAAR EOC by ELL Status and Grade

Grade	Exited ELLs		Served in ESL		Served in Sheltered Course		District	
	N	%	N	%	N	%	N	%
9	1,264	96.2	418	10.3	2,309	57.0	3,766	83.6
10	41	42.3	199	29.1	389	56.8	245	44.3
11	22	71.0	72	25.7	178	63.6	69	44.5
12	2	33.3	17	29.3	34	58.6	20	41.7

Source: STAAR EOC and Chancery SMS databases. Note: N stands for Total Tested.

Table 18 shows the results of STAAR EOC English I. Of those students who took the STAAR EOC Exited ELLs in grade nine had the highest percentage at Approaching Grade Level (86.4%). More grade 10 to 12 ELLs served in sheltered courses scored at Approaching Grade Level than Exited ELLs and ESL students.

Table 18: 2016-17 Number and Percentage of ELL Students Who Attained Approaching Grade Level on English I STAAR EOC by ELL Status and Grade

Grade	Exited ELLs		Served in ESL		Served in Sheltered Course		District	
	N	%	N	%	N	%	N	%
9	1,241	86.4	818	15.8	2,901	56.2	3,006	60.6
10	114	62.3	210	12.1	1,335	77.1	447	33.5
11	37	52.9	55	9.8	427	75.7	168	31.3
12	4	30.8	12	6.3	152	79.1	44	29.3

Source: STAAR EOC and Chancery SMS databases. Note: N stands for Total Tested.

Table 19 shows results of STAAR EOC English II. ELLs served in sheltered courses met the Approaching Grade Level standard at higher percentages than Exited ELLs and ESL students in grades nine and 12. Exited ELL students had higher percentages in grades 10 and 11.

Table 19: 2016-17 Number and Percentage of ELL Students Who Attained Approaching Grade Level on English II STAAR EOC by ELL Status and Grade

Grade	Exited ELLs		Served in ESL		Served in Sheltered Course		District	
	N	%	N	%	N	%	N	%
9	33	57.9	91	27.3	196	58.9	338	32.0
10	1,686	82.7	339	7.5	2,127	47.1	4,586	66.6
11	241	70.5	211	14.7	862	59.9	1,051	39.2
12	45	60.0	86	14.9	374	64.8	361	37.7

Source: STAAR EOC and Chancery SMS databases. Note: N stands for Total Tested.

Table 20 shows results of STAAR EOC US History. For grades nine to 11, Exited ELLs scored at Approaching Grade Level in higher percentages than sheltered ELLs and ESL students. More ELLs served in sheltered courses met the Approaching Grade Level standard in grade 12 than Exited ELLs and ESL students.

Table 20: 2016-17 Number and Percentage of ELL Students Who Attained Approaching Grade Level on US History STAAR EOC by ELL Status and Grade

Grade	Exited ELLs		Served in ESL		Served in Sheltered Course		District	
	N	%	N	%	N	%	N	%
9	4	80.0	2	9.1	15	68.2	38	57.9
10	164	90.6	52	10.6	265	54.2	768	82.0
11	1,762	97.3	200	6.3	1,124	35.5	3,441	93.0
12	7	53.8	43	23.6	109	59.9	112	52.7

Source: STAAR EOC and Chancery SMS databases. Note: N stands for Total Tested.

What were the characteristics and academic performances of special education ELL students?³

Methodology

The enrollment data for the 2016-17 school year were extracted from the district's student database, specifically the May 1, 2017 Chancery student database. Descriptive statistics for special education ELL students enrolled in the district in the 2016-17 school year are presented by grade, race/ethnicity, gender, grade level, and disability type. Enrollment totals may vary slightly across tables due to missing data for some variables (e.g. primary disability). The 2016-17 STAAR assessment (grades three through eight) and STAAR EOC data were merged with enrollment data. Descriptive analyses were conducted on the data and comparisons were made to other student subgroups. Refer to Appendix B for a breakdown of special education ELL STAAR test results by grade level and test version.

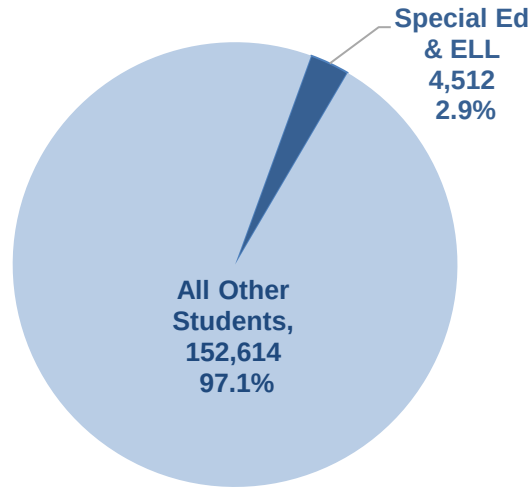
Results

On May 1, 2017, there were 69,742 students in the district (44.4%) who were identified as English Language Learners (ELLs). There were 12,972 (8.3%) students who were identified in the district's student database as receiving special education services. As shown in Figure 3, altogether there were 4,512

³ This section was taken from the 2016-17 Evaluation of Special Education Program report (EA17-519-2).

students (2.9%) who were identified as ELL students who received special education services in the 2016-17 school year.

Figure 3: Number and Percentage of Special Education and ELL Students in Dallas ISD: SY 2016-17



The ethnic makeup of ELL students who received special education services was nearly identical to non-special education ELL students (Table 21). Almost 70 percent (68.7%) of special education ELL students were male while 31.3 percent were female. Virtually all (99.3%) special education ELL students were designated at-risk.

Table 21: Special Education ELL Student Characteristics: SY 2016-17

Student Characteristics	SPED ELL		ELL		SPED	
	N	%	N	%	N	%
Race/Ethnicity						
Hispanic	4,406	97.7	66,826	95.8	7,957	61.3
African American	27	0.6	728	1.0	4,097	31.6
White	28	0.6	615	0.9	689	5.3
Asian	46	1.0	1,361	2.0	101	0.8
Other	5	0.1	212	0.3	128	1.0
Gender						
Female	1,412	31.3	33,484	48.0	4,222	32.5
Male	3,100	68.7	36,258	52.0	8,750	67.5
Econ Disadvan	4,251	94.2	64,986	93.2	11,677	90.0
At-Risk	4,480	99.3	69,049	99.0	4,004	30.9

Note: SPED = Special Education. Econ Disadvan = Economically Disadvantaged

Table 22 shows the grade level distributions of special education ELL students, special education students, and ELL students. The distributions of special education ELL students were similar to special education students.

Table 22: Grade Levels of Special Education, ELL, and Special Education ELL Students: SY 2016-17

Grade	SPED ELL		SPED		ELL	
	N	%	N	%	N	%
Elementary School						
EC	31	0.7	476	3.7	31	0.0
PK	174	3.9	403	3.1	5,913	8.5
KN	251	5.6	661	5.1	5,897	8.5
1	338	7.5	960	7.4	6,209	8.9
2	376	8.3	1035	8.0	6,369	9.1
3	383	8.5	1062	8.2	6,569	9.4
4	406	9.0	1122	8.6	6,464	9.3
5	425	9.4	1,169	9.0	6,270	9.0
EC-5	2,384	52.8	6,888	53.1	43,722	62.7
Middle School						
6	346	7.7	951	7.3	5,512	7.9
7	380	8.4	968	7.5	5,143	7.4
8	379	8.4	942	7.3	4,684	6.7
Middle Total	1,105	24.5	2,861	22.1	15,339	22.0
High School						
9	355	7.9	1,030	7.9	4,735	6.8
10	265	5.9	824	6.4	2,872	4.1
11	187	4.1	601	4.6	1,753	2.5
12	216	4.8	768	5.9	1,321	1.9
High Total	1,023	22.7	3,223	24.8	10,681	15.3
All Grades	4,512	100.0	12,972	100.0	69,742	100.0

Note: SPED = Special Education. EC-5=Early Childhood through grade 5. Percentages may not equal 100 percent when added together due to rounding.

The primary disabilities of special education ELL students and special education students are fairly similar (Table 23).

Table 23: Primary Disabilities of Special Education and Special Education ELL Students: SY 2016-17

Primary Disabilities	SPED ELL		SPED	
	N	%	N	%
Learning Disability	1,664	36.8	3,825	29.5
Speech Impairment	815	18.1	1,821	14.0
Autism	704	15.6	2,219	17.1
Other Health Impairment	546	12.1	2,034	15.7
Intellectual Disability	444	9.8	1,752	13.5
Auditory Impairment	144	3.2	422	3.3
Orthopedic Impairment	65	1.4	179	1.4
Emotional Disturbance	73	1.6	512	3.9
Visual Impairment	26	0.6	97	0.7
Other	20	0.4	66	0.5
Missing	11	0.2	45	0.3

Note: SPED = Special Education. Percentages may not equal 100 percent when added together due to rounding.

Special Education English Learner Performance on *STAAR*

The performance of special education English language learners on the *STAAR* 3-8 exam is shown in Table 24. The *STAAR A* version of the exam was discontinued for grades three through eight this year. Generally, the percentage of students who reached the Approaching Grade Level (Satisfactory) standard

was higher at the elementary school level than at the middle school level. Special education ELL students at grade five outperformed students at other grade levels on the *STAAR* version of the exam. Students performed the lowest in grade six and grade seven for both *STAAR* and *STAAR Alt 2* combined. Special education ELL students had the highest percentage passing on the mathematics exam (42.8 percent Approaching Grade Level) and lowest on the social studies (21.8 percent Approaching Grade Level) and *STAAR* writing (24.7 percent Approaching Grade Level) exams. The percentage of students who reached the Approaching Grade Level (Satisfactory) on *STAAR Alt 2* exams was higher than 90 percent for all grade levels and subjects.

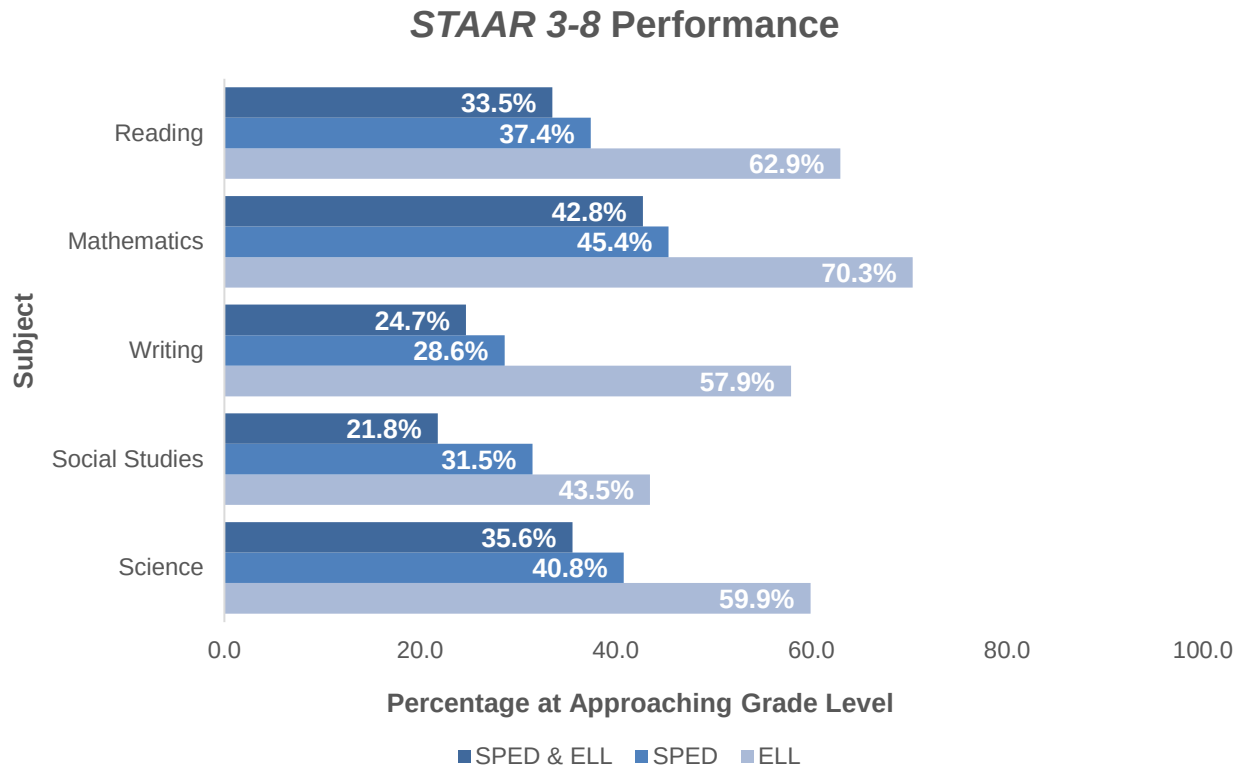
Table 24: Percentage of Special Education ELL Students at the Approaching Grade Level (Satisfactory) Standard on STAAR 3-8 by Grade

	STAAR		STAAR Alt 2		All Versions	
	N	%	N	%	N	%
Reading						
Grade 3	312	23.1	63	96.8	375	35.5
Grade 4	338	23.7	64	95.3	402	35.1
Grade 5	337	39.2	82	96.3	419	50.4
Grade 6	287	9.4	55	96.4	342	23.4
Grade 7	333	15.9	37	91.9	370	23.5
Grade 8	340	22.9	37	97.3	377	30.2
All Grades	1,947	22.7	338	95.9	2,285	33.5
Mathematics						
Grade 3	314	32.5	63	98.4	377	43.5
Grade 4	336	28.9	64	96.9	400	39.8
Grade 5	337	50.7	82	97.6	419	59.9
Grade 6	286	25.9	55	96.4	341	37.2
Grade 7	332	22.0	37	100.0	369	29.8
Grade 8	329	38.3	37	94.6	366	44.0
All Grades	1,934	33.2	338	97.3	2,272	42.8
Writing						
Grade 4	338	19.8	62	95.2	400	31.5
Grade 7	337	9.2	37	91.9	374	17.4
All Grades	675	14.5	99	93.9	774	24.7
Science						
Grade 5	336	28.6	83	96.4	419	42.0
Grade 8	328	20.1	37	100.0	365	28.2
All Grades	664	24.4	120	97.5	784	35.6
Social Studies						
Grade 8	334	13.2	37	100.0	374	21.8

Note: Data reported as of 06/27/17. Updates received after 06/27/17 are not reflected in this report. Data reflects the spring 2017 (through second administration) STAAR results.

Across subject areas, special education ELL students performed at lower levels of achievement on *STAAR* 3-8 exams than district special education students or district ELL students (Figure 4). District ELL students reached higher levels of achievement on *STAAR* 3-8 exams than either special education group. Refer to Appendix B to see scores for all groups by grade level and exam version.

Figure 4: Percentage of Special Education ELL Students at the *STAAR* 3-8 Approaching Grade Level (Satisfactory) by Test Subject: SY 2016-17



Note: SPED = Special Education

A comparison of special education ELL students was examined for progress over a two-year period (Table 25). It should be noted that the *STAAR A* exam was administered for the last time in December of 2016 and has since been discontinued. A significantly higher percentage of special education students was tested with *STAAR* and *STAAR Alt 2* versions of the exam in the 2016-17 school year than previous school years. As such, caution should be taken when directly comparing performance across years. For all test versions and grades combined, a higher percentage of students across all test versions reached the Approaching Grade Level (Satisfactory) standard in the 2016-17 school year than in the 2015-16 school year. However, this could be attributed to the fact that the *STAAR A* exam was eliminated.

Table 25: Percentage of Special Education ELL Students at the STAAR 3-8 Approaching Grade Level (Satisfactory): SY 2015-16 and SY 2016-17

	STAAR			STAAR A			STAAR Alt 2			All Versions 2017 Change		
	2016	2017	Change	2016	2017	Change	2016	2017	Change	2016	2017	Change
Reading												
Grade 3	25.3	23.1	-2.2	11.6	N/A	N/A	94.7	96.8	2.1	35.4	35.5	0.1
Grade 4	21.8	23.7	1.9	6.3	N/A	N/A	97.4	95.3	-2.1	33.5	35.1	1.6
Grade 5	36.2	39.2	3.0	26.3	N/A	N/A	87.3	96.3	9.0	41.5	50.4	8.9
Grade 6	18.4	9.4	-9.0	5.8	N/A	N/A	94.6	96.4	1.8	18.9	23.4	4.5
Grade 7	17.7	15.9	-1.8	2.0	N/A	N/A	97.1	91.9	-5.2	16.7	23.5	6.8
Grade 8	32.8	22.9	-9.9	16.7	N/A	N/A	95.7	97.3	1.6	27.5	30.2	2.7
All Grades	26.0	22.7	-3.3	9.9	N/A	N/A	94.4	95.9	1.5	28.8	33.5	4.7
Mathematics												
Grade 3	30.3	32.5	2.2	10.9	N/A	N/A	94.7	98.4	3.7	37.5	43.5	6.0
Grade 4	35.7	28.9	-6.8	12.7	N/A	N/A	98.7	96.9	-1.8	42.1	39.8	-2.3
Grade 5	53.6	50.7	-2.9	24.0	N/A	N/A	89.1	97.6	8.5	51	59.9	8.9
Grade 6	26.9	25.9	-1.0	13.5	N/A	N/A	92.1	96.4	4.3	26.5	37.2	10.7
Grade 7	34.0	22.0	-12.0	6.5	N/A	N/A	97.1	100.0	2.9	25	29.8	4.8
Grade 8	42.2	38.3	-3.9	16.6	N/A	N/A	100.0	94.6	-5.4	31	44.0	13.0
All Grades	37.7	33.2	-4.5	13.5	N/A	N/A	95.1	97.3	2.2	35.6	42.8	7.2
Writing												
Grade 4	18.7	19.8	1.1	1.5	N/A	N/A	89.6	95.2	5.6	29.8	31.5	1.7
Grade 7	10.1	9.2	-0.9	1.7	N/A	N/A	88.6	91.9	3.3	13.4	17.4	4.0
All Grades	15.2	14.5	-0.7	1.6	N/A	N/A	89.3	93.9	4.6	21.7	24.7	3.0
Science												
Grade 5	30.0	28.6	-1.4	25.0	N/A	N/A	98.2	96.4	-1.8	38.7	42.0	3.3
Grade 8	33.6	20.1	-13.5	8.2	N/A	N/A	100.0	100.0	0.0	23.4	28.2	4.8
All Grades	31.1	24.4	-6.7	13.1	N/A	N/A	98.7	97.5	-1.2	31.6	35.6	4.0
Social Studies												
Grade 8	25.0	13.2	-11.8	5.0	N/A	N/A	100	100.0	0.0	18.3	21.8	3.5

Note: N/A = Not Applicable. STAAR A was administered for the last time in December 2016. The test has since been discontinued. Caution should be taken when comparing STAAR results between years as the tests are not equivalent. Refer to Appendix B for the total number (N) of students who were tested by grade level and test version.

The performances of special education ELL students on the *STAAR EOC* exams are shown in Table 26. Special education ELL students performed best on the U.S. History *EOC* exam (53.1 percent Approaching Grade Level) and the Biology *EOC* exam (47.0 percent Approaching Grade Level). Special education ELL students performed the lowest on the English I *EOC* exam (13.6 percent Approaching Grade Level) and English II *EOC* exam (14.4 percent Approaching Grade Level). Across all test versions, the progress between years is mixed. There were decreases in the percentages of students who reached the Approaching Grade Level (Satisfactory) standard on the *STAAR* versions of every *EOC* with a significant decrease on the *STAAR* version of the U.S. History *EOC* (-27.1 percentage points). It is plausible that this was due to a migration of students who might have been tested on the *STAAR A* version of the exam in the 2015-16 school year being tested with the *STAAR* version in the 2016-17 school year.

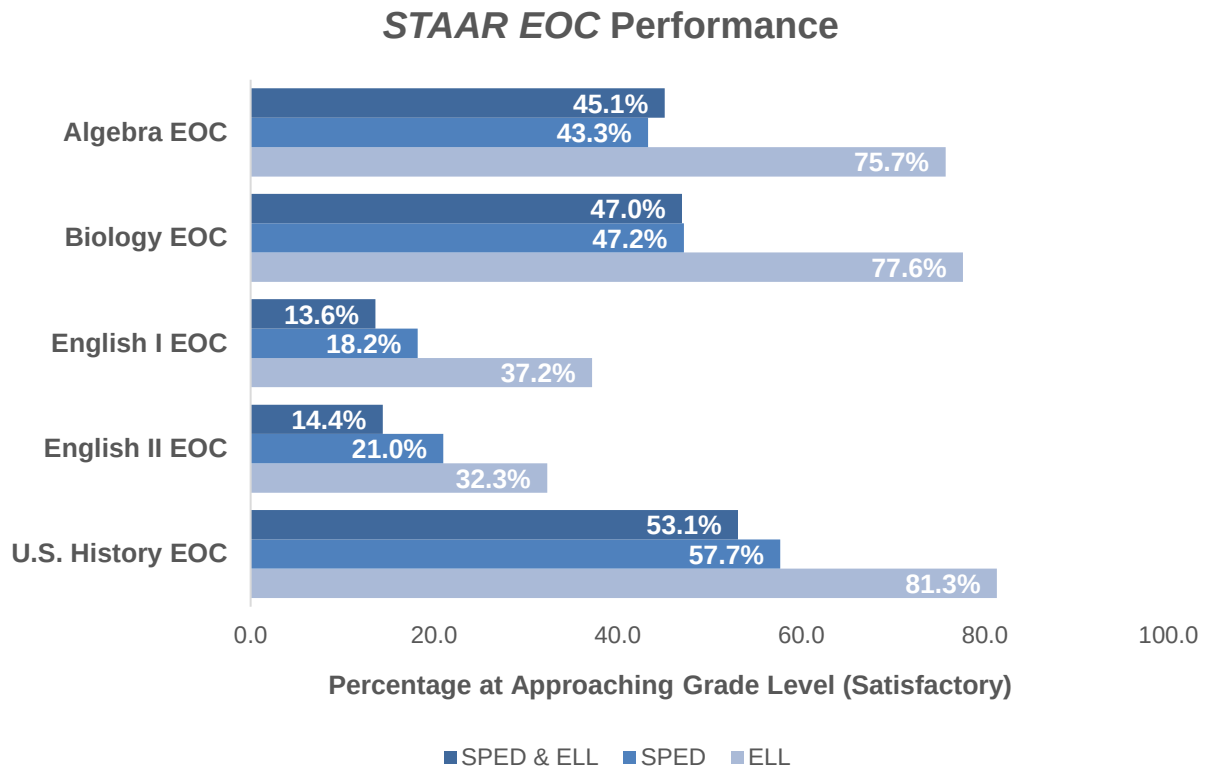
Table 26: Percentage of Special Education ELL Students at the *STAAR EOC* Approaching Grade Level (Satisfactory) Standard by Test Version: SY 2015-16 and SY 2016-17

School Year	<i>STAAR</i>		<i>STAAR A*</i>		<i>STAAR Alt 2</i>		Total	
	N	%	N	%	N	%	N	%
Algebra EOC								
2015-16	137	49.6	288	26.4	27	96.3	450	37.7
2016-17	418	44.0	55	34.5	22	90.9	495	45.1
Difference		-5.6		8.1		-5.4		7.4
English I								
2015-16	230	18.7	287	7.0	30	93.3	547	16.6
2016-17	524	11.6	81	8.6	18	94.4	623	13.6
Difference		-7.1		1.6		1.1		-3.0
English II								
2015-16	159	15.1	200	10.0	35	97.1	394	19.8
2016-17	358	9.5	64	4.7	30	93.3	452	14.4
Difference		-5.6		-5.3		-3.8		-5.4
Biology								
2015-16	97	54.6	234	32.9	30	93.3	362	43.6
2016-17	313	45.0	42	45.2	13	100.0	368	47.0
Difference		-9.6		12.3		6.7		3.4
U.S. History								
2015-16	74	79.7	140	37.1	17	94.1	231	55.0
2016-17	194	52.6	22	9.1	29	89.7	245	53.1
Difference		-27.1		-28.0		-4.4		-1.9

Note: **STAAR A* was administered for the last time in December 2016. The test has since been discontinued. Caution should be taken when comparing *STAAR* results between years as the tests are not equivalent.

Similar to *STAAR* 3-8 performance, special education ELL students performed most comparably to special education students on *STAAR* EOC exams. As seen in Figure 5, a higher percentage of special education ELL students reached the Approaching Grade Level (Satisfactory) standard on the Algebra EOC than general special education students (difference of 1.8 percentage points). In contrast, special education ELL students performed at a lower level compared to special education students on the English II EOC (difference of 6.6 percentage points) and the English I EOC (difference of 4.6 percentage points). The percentage of ELL students in the district who reached the Approaching Grade Level (Satisfactory) standard was significantly higher than both special education and special education ELL students on every subject of the *STAAR* EOC exam. Refer to Appendix B for more detailed performance data by exam version.

Figure 5: Percentage of Special Education ELL, Special Education, and ELL Students at the *STAAR* EOC Approaching Grade Level (Satisfactory) Standard by Test Subject: SY 2016-17



There were 4,512 students in the district (2.9% of enrollment) who were identified as English Language Learners (ELL) and received special education services during the 2016-17 school year. Across subject areas, special education ELL students tended to mimic special education students on *STAAR* which was lower than the performance of ELL students. Across all test versions and grade levels, performance on *STAAR* 3-8 exams increased slightly in all subjects compared to the 2015-16 school year. Across all test versions, the performance of special education ELL students on *STAAR* EOC exams was mixed compared to performance from the 2015-16 school year.

What was the progress of ELLs on *TELPAS*, *TerraNova*, *SUPERA*, and *IPT* by Instructional Model?

Methodology

Demographic and program data were obtained from the Dallas ISD student Chancery data file dated October 31, 2016. As *Texas English Language Proficiency Assessment System (TELPAS)*, *TerraNova*, *SUPERA* and *IPT* files became available, variables were merged into the root database. Scores on *TELPAS* were merged into the data files. The *SUPERA* data file used in this report was dated 8/10/17. Data for first-and second-grade were missing for two schools. Scores for students who took *IPT* were compared from the first administration to the second administration, from 2016 to 2017, to determine if there was any variation. Crosstabs analysis were conducted by subject area, grade level, and instructional model.

Results

TELPAS

TELPAS results are summarized in Tables 27 to 29. Each table contains data corresponding to a school level and the grades within that school level. To be included in these analyses, students must have had *TELPAS* data for two consecutive years. Test results are presented in four levels: Beginning, Intermediate, Advanced and Advanced High.

At the elementary school level (Table 27), 40 percent of the students who took the exam in 2016 and retested in 2017 progressed from 2016 to 2017. The grade with highest degree of progress was second grade, in which 52.3 percent of the students scored at a higher level than in the previous year. Figure 6 shows that grade four students progressed the least (29.1%), had the highest percentage of students who remained at the same level, and had the highest percentage of students that moved down to a lower level.

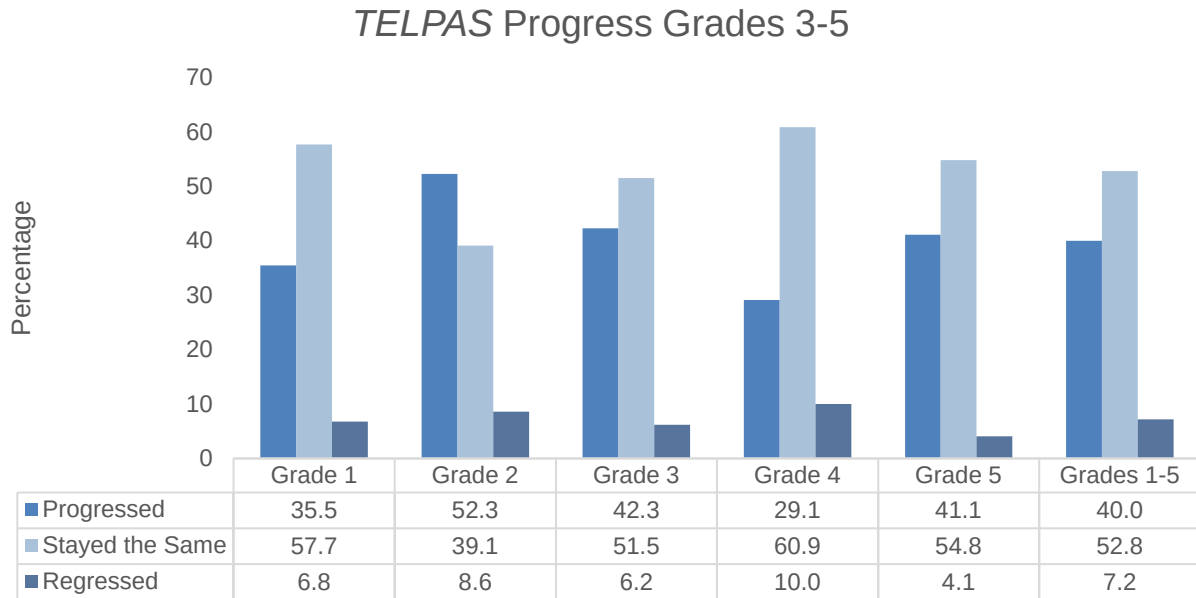
It is possible that some of the ELL students that moved down one or more levels from 2016 to 2017 should receive extra intervention (e.g., candidates for 504 or special education).

Achieving Advanced or Advanced High on *TELPAS* is one of the requirements for ELL students to exit the Bilingual program. Once this requirement is completed, students must be also assessed with a norm-referenced test, which is *IPT*.

Table 27: 2016-17 Texas English Language Proficiency Assessment System (TELPAS) Progression by Grade - Elementary School Level

		TELPAS Composite Rating 2016			
Number Rated Both Years N (%) Progressed	TELPAS Composite Rating 2017	Beginning	Intermediate	Advanced	Advanced High
		N	N	N	N
5,332 1,892 (35.5%)		Grade 1			
	Beginning	2,683	221	37	1
	Intermediate	1,259	302	74	13
	Advanced	344	139	57	21
	Advanced High	51	47	52	31
5,530 2,890 (52.3%)		Grade 2			
	Beginning	859	159	17	1
	Intermediate	1,427	869	204	24
	Advanced	433	607	345	76
	Advanced High	73	164	186	86
5,860 2,481 (42.3%)		Grade 3			
	Beginning	567	191	1	0
	Intermediate	533	1,476	111	2
	Advanced	60	1,137	671	55
	Advanced High	1	142	608	305
5,803 1,689 (29.1%)		Grade 4			
	Beginning	288	56	1	0
	Intermediate	412	1,167	242	9
	Advanced	30	759	1,368	268
	Advanced High	2	29	457	715
5,592 2,297 (41.1%)		Grade 5			
	Beginning	135	30	0	0
	Intermediate	214	686	108	2
	Advanced	39	920	1,184	92
	Advanced High	1	77	1,046	1,058
28,117 11,249 (40.0%)		Total Grades 1 to 5			
	Beginning	4,532	657	55	2
	Intermediate	3,845	4,500	739	50
	Advanced	906	3,562	3,625	512
	Advanced High	128	459	2,349	2,195

Source: TELPAS databases Spring 2016 and Spring 2017. Note: Area in gray indicates progress from 2016 to 2017.

Figure 6: 2016-17 Elementary School Level Progress on *TELPAS*

Note: Some percentages do not add to 100% due to rounding.

In middle school, the highest level progress was shown by students in seventh grade with 27.0 percent scoring at a higher level than the previous year (Table 28). Overall, 22.5 percent of students in middle school progressed from 2016 to 2017. Figure 7 shows that grade six students had the lowest percentage of students who progressed to the next level and the highest percentage of students who either remained at the same level or moved to a lower level.

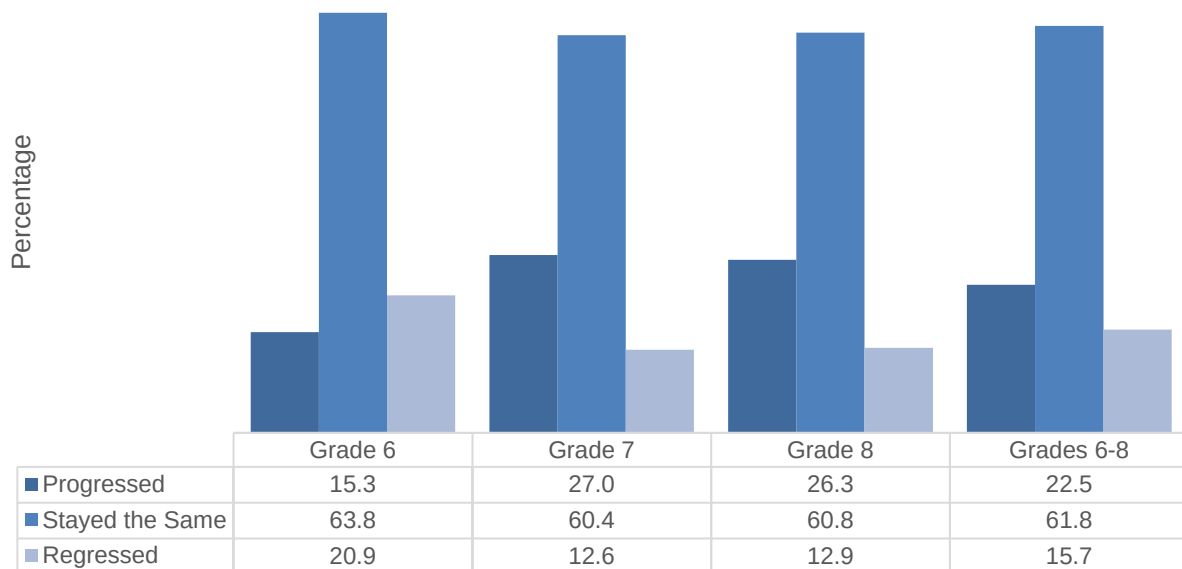
Table 28: 2016- 17 Texas English Language Proficiency Assessment System (TELPAS) Progression by Grade - Middle School Level

Number Rated Both Years N (%) Progressed		TELPAS Composite Rating 2017	TELPAS Composite Rating 2016			
			Beginning	Intermediate	Advanced	Advanced High
			N	N	N	N
4,830 738 (15.3%)	Grade 6					
	Beginning	68	36	3	0	
	Intermediate	116	537	361	29	
	Advanced	15	295	1,366	580	
	Advanced High	1	8	303	1,112	
4,345 1,178 (27.1%)	Grade 7					
	Beginning	46	28	4	0	
	Intermediate	83	500	271	10	
	Advanced	12	431	1187	231	
	Advanced High	1	25	626	890	
3,925 1,033 (26.3%)	Grade 8					
	Beginning	24	15	2	0	
	Intermediate	74	320	201	15	
	Advanced	10	375	1185	274	
	Advanced High	0	25	549	856	
13,100 2,949 (22.5%)	Total Grades 6 to 8					
	Beginning	138	79	9	0	
	Intermediate	273	1,843	833	54	
	Advanced	37	1,101	3,738	1,085	
	Advanced High	2	58	1,478	2,858	

Source: TELPAS databases Spring 2016 and Spring 2017. Note: Area in gray indicates progress from 2016 to 2017.

Figure 7: 2016-17 Middle School Level Progress on TELPAS

TELPAS Progress Grades 6-8

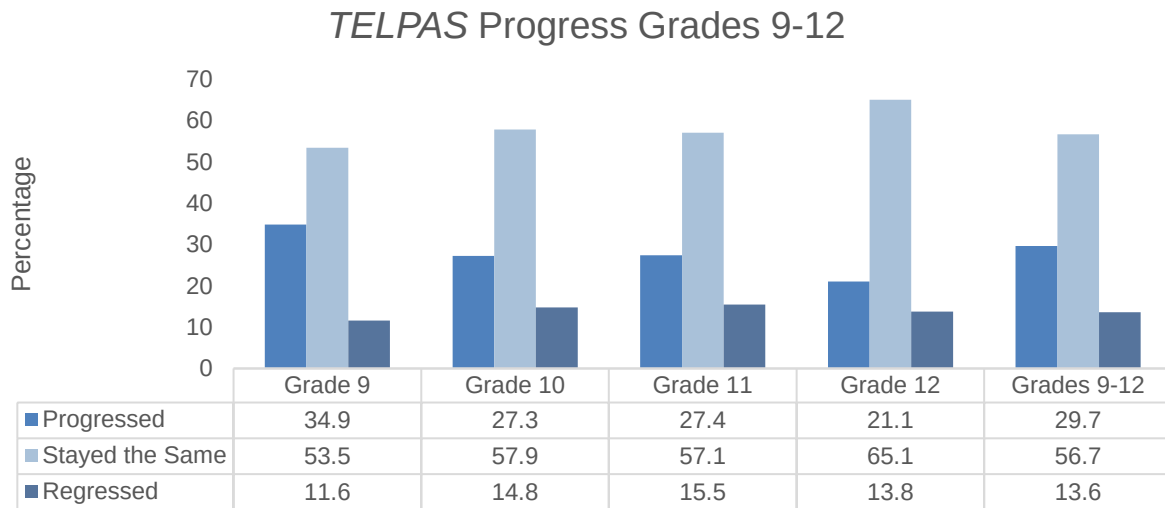


Almost a third of the students (29.7%) at the high school level progressed at least one level from 2016 to 2017 on *TELPAS* (Table 29). Ninth grade students made the most progress at 34.9 percent. Twelfth grade showed the least progress with only 21.1 percent of the students scoring at a higher level than the year before. Figure 8 shows that a higher percentage of grade nine students progressed to the next level while a higher percentage of grade 12 students remained at the same level. Grade 11 students showed the highest percentage of students moving to a lower level.

Table 29: 2016-17 Texas English Language Proficiency Assessment System (TELPAS) Progression by Grade - High School Level

TELPAS Composite Rating 2016						
Number Rated Both Years N (%) Progressed	TELPAS Composite Rating 2017	Beginning	Intermediate	Advanced	Advanced High	
		N	N	N	N	
3,072 1,072 (34.9%)	Grade 9					
	Beginning	46	37	3	0	
	Intermediate	100	248	130	11	
	Advanced	6	344	822	177	
	Advanced High	0	53	569	526	
2,158 588 (27.3%)	Grade 10					
	Beginning	38	17	1	0	
	Intermediate	59	212	125	7	
	Advanced	9	224	620	171	
	Advanced High	0	22	274	379	
1,337 366 (27.4%)	Grade 11					
	Beginning	6	12	0	0	
	Intermediate	25	111	87	6	
	Advanced	1	100	389	102	
	Advanced High	0	9	231	258	
859 181 (21.1%)	Grade 12					
	Beginning	3	2	0	0	
	Intermediate	3	58	27	3	
	Advanced	0	38	250	87	
	Advanced High	0	3	137	248	
7,426 2,207 (29.7%)	Total Grades 9 to 12					
	Beginning	93	68	4	0	
	Intermediate	187	629	369	27	
	Advanced	16	706	2,081	537	
	Advanced High	0	87	1,211	1,411	

Source: *TELPAS* databases Spring 2016 and Spring 2017. Note: Area in gray indicates progress from 2016 to 2017.

Figure 8: 2016-17 High School Level Progress on *TELPAS*

Examining the results of *TELPAS* for students in the two-way DL program, which includes Immersion, Enrichment and 50-50, most DL students were in two-way immersion classes (8,276 students), while only 1,525 were in two-way enrichment classes and 225 were in two-way 50-50 classes. In the two-way immersion schools, second grade (50.7%) and third grade (41.7%) students progressed the most. In general, 39.6 percent of the students in two-way immersion classrooms showed progress on *TELPAS* from 2016 to 2017 (Tables 30 to 32).

Higher percentages of elementary school level students progressed from 2016 to 2017 than at the middle or high school levels. Between 52.0 and 61.8 percent stayed at the same level. More middle and high school students than elementary school students moved down one or more levels.

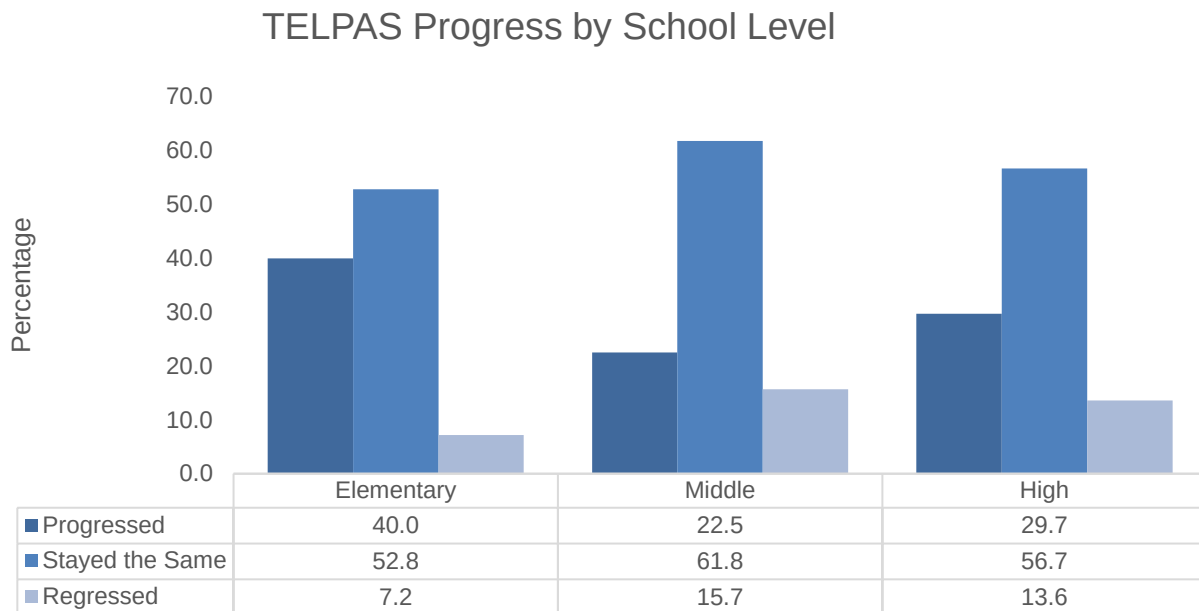
Figure 9: *TELPAS* Progress by School Level

Table 30: Texas English Language Proficiency Assessment System (TELPAS) Progression from 2016 to 2017 by Two-Way Dual Language Program - Immersion

Number Rated Both Years N (%) Progressed		TELPAS Composite Rating 2016				
		TELPAS Composite Rating 2017	Beginning	Intermediate	Advanced	Advanced High
			N	N	N	N
1,505 581 (38.6%)	Grade 1					
	Beginning	695	57	23	1	
	Intermediate	387	89	21	3	
	Advanced	114	36	16	5	
	Advanced High	8	24	12	14	
1,664 844 (50.7%)	Grade 2					
	Beginning	206	59	9	0	
	Intermediate	392	266	86	9	
	Advanced	127	188	123	24	
	Advanced High	22	47	68	38	
1,701 710 (41.7%)	Grade 3					
	Beginning	149	49	0	0	
	Intermediate	147	457	26	0	
	Advanced	24	329	188	20	
	Advanced High	0	34	176	102	
1,731 519 (30.0%)	Grade 4					
	Beginning	80	11	0	0	
	Intermediate	133	337	78	1	
	Advanced	8	235	407	84	
	Advanced High	1	8	134	214	
1,675 619 (37.0%)	Grade 5					
	Beginning	27	12	0	0	
	Intermediate	55	194	39	1	
	Advanced	14	242	391	35	
	Advanced High	0	29	279	357	
8,276 3,273 (39.6%)	Total Grades 1 to 5					
	Beginning	1,157	188	32	1	
	Intermediate	1,114	1,343	250	14	
	Advanced	287	1,030	1,125	168	
	Advanced High	31	142	669	725	

Source: TELPAS databases Spring 2016 and Spring 2017. Note: Areas in gray indicate progress.

At schools opting to use the two-way enrichment approach to DL instruction, second grade had the highest percentage of progress (58.4%). In general, 44.3 percent of the students in two-way enrichment classrooms progressed to a higher level in 2017 than in 2016 (Table 31).

Table 31: Texas English Language Proficiency Assessment System (TELPAS) Progression from 2016 to 2017 by Two-Way Dual Language Program - Enrichment

		TELPAS Composite Rating 2016			
Number Rated Both Years N (%) Progressed	TELPAS Composite Rating 2017	Beginning	Intermediate	Advanced	Advanced High
		N	N	N	N
303 141 (46.5%)		Grade 1			
	Beginning	126	3	1	0
	Intermediate	106	19	6	1
	Advanced	19	12	5	0
	Advanced High	1	1	2	1
293 171 (58.4%)		Grade 2			
	Beginning	40	9	0	0
	Intermediate	81	36	11	3
	Advanced	25	32	15	5
	Advanced High	4	15	14	3
293 127 (43.4%)		Grade 3			
	Beginning	19	5	0	0
	Intermediate	34	62	8	0
	Advanced	3	52	49	2
	Advanced High	0	10	28	21
320 90 (28.1%)		Grade 4			
	Beginning	12	3	0	0
	Intermediate	8	58	8	0
	Advanced	3	46	73	25
	Advanced High	0	2	31	51
281 129 (45.9%)		Grade 5			
	Beginning	6	0	0	0
	Intermediate	10	20	1	0
	Advanced	2	46	51	2
	Advanced High	0	2	69	72
1,525 675 (44.3%)		Total Grades 1 to 5			
	Beginning	203	20	1	0
	Intermediate	239	195	34	4
	Advanced	52	188	211	34
	Advanced High	5	30	161	148

Source: TELPAS databases Spring 2016 and Spring 2017. Note: Areas in gray indicate progress.

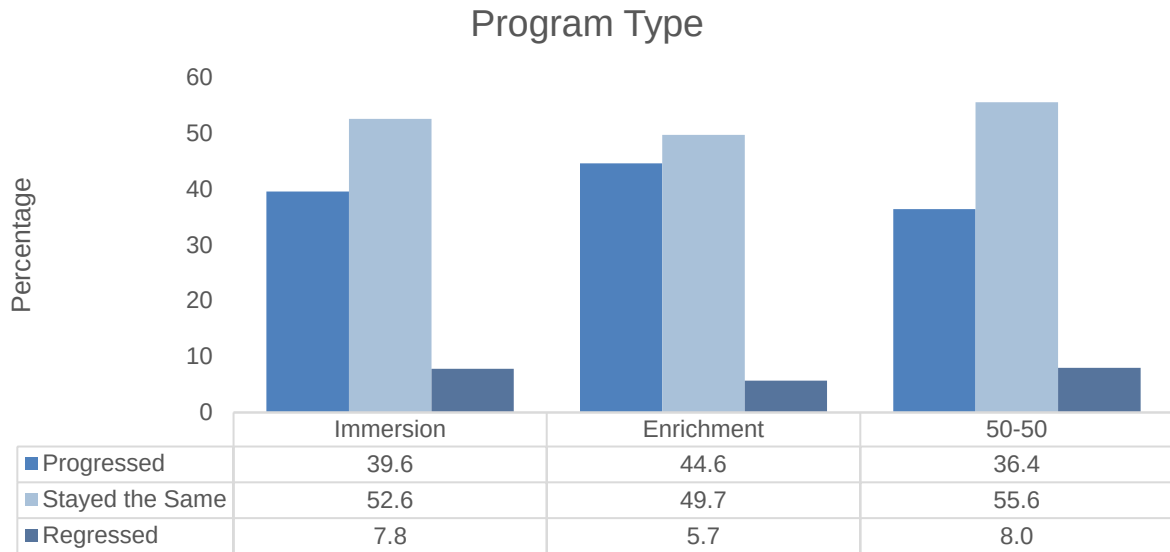
At Nathan Adams elementary school, the only school to implement a 50-50 approach, the highest percentage of progress on TELPAS was observed at first grade (52.9%). In general, 36.4 percent of students in the 50-50 approach progressed in English language acquisition (Table 32).

Table 32: Texas English Language Proficiency Assessment System (TELPAS) Progression from 2016 to 2017 by Two-way Dual Language Program – 50-50

TELPAS Composite Rating 2016					
Number Rated Both Years N (%) Progressed	TELPAS Composite Rating 2017	Beginning	Intermediate	Advanced	Advanced High
		N	N	N	N
34 18 (52.9%)	Grade 1				
	Beginning	14	0	0	0
	Intermediate	9	2	0	0
	Advanced	5	1	0	0
	Advanced High	2	0	1	0
50 11 (22.0%)	Grade 2				
	Beginning	8	4	0	0
	Intermediate	4	12	3	1
	Advanced	3	4	8	2
	Advanced High	0	0	0	1
53 22 (41.5%)	Grade 3				
	Beginning	6	1	0	0
	Intermediate	5	16	0	0
	Advanced	1	8	5	1
	Advanced High	0	2	6	2
46 15 (32.6%)	Grade 4				
	Beginning	2	0	0	0
	Intermediate	4	12	4	0
	Advanced	0	7	10	0
	Advanced High	0	0	4	3
42 16 (38.1%)	Grade 5				
	Beginning	2	0	0	0
	Intermediate	2	2	1	0
	Advanced	0	4	17	1
	Advanced High	0	0	10	3
225 82 (36.4%)	Total Grades 1 to 5				
	Beginning	32	5	0	0
	Intermediate	24	44	8	1
	Advanced	9	24	40	4
	Advanced High	2	2	21	9

Source: TELPAS databases Spring 2016 and Spring 2017. Note: Areas in gray indicate progress.

It is important to note that the group size differs from one approach to another. When comparing the three approaches, 39.6 percent of students in immersion progressed to a higher level on TELPAS, 44.6 percent of students in enrichment and 36.4 percent of students in 50-50 progressed to a higher level of English language acquisition from 2016 to 2017 based on the results of TELPAS (Figure 10).

Figure 10: 2016-17 *TELPAS* Progress by Dual Language Two-Way Program Approach

One-way and two-way DL students had similar outcomes in *TELPAS* progress from 2016 to 2017. About 40 percent of one-way DL students progressed while 43.6 percent of the two-way DL students showed improvement in *TELPAS*. Percentages of students in these two programs who stayed at the same level were similar (53.0% and 48.4%, respectively). Only 6.6 percent of one-way and eight percent of two-way DL students moved down one or more levels (Tables 33 and 34, Figure 11).

Table 33: Texas English Language Proficiency Assessment System (TELPAS) Progression from 2016 to 2017 by One-Way Dual Language Program

Number Rated Both Years	TELPAS Composite Rating 2017	TELPAS Composite Rating 2016			
		Beginning	Intermediate	Advanced	Advanced High
N (%)		N	N	N	N
Grade 1					
4,515 1,549 (34.3%)	Beginning	2,457	176	32	0
	Intermediate	1,100	228	51	3
	Advanced	297	80	13	4
	Advanced High	37	23	12	2
Grade 2					
4,773 2,608 (54.6%)	Beginning	781	138	9	0
	Intermediate	1,310	740	144	10
	Advanced	407	531	259	40
	Advanced High	68	146	146	44
Grade 3					
5,017 2,140 (42.7%)	Beginning	506	171	0	0
	Intermediate	466	1,311	93	1
	Advanced	54	990	540	35
	Advanced High	1	127	502	220
Grade 4					
5,081 1,492 (29.4%)	Beginning	254	50	1	0
	Intermediate	363	1,061	220	9
	Advanced	27	680	1,184	210
	Advanced High	2	28	392	600
Grade 5					
4,788 1,970 (41.1%)	Beginning	111	23	0	0
	Intermediate	178	605	100	2
	Advanced	35	807	1,023	83
	Advanced High	1	65	884	871

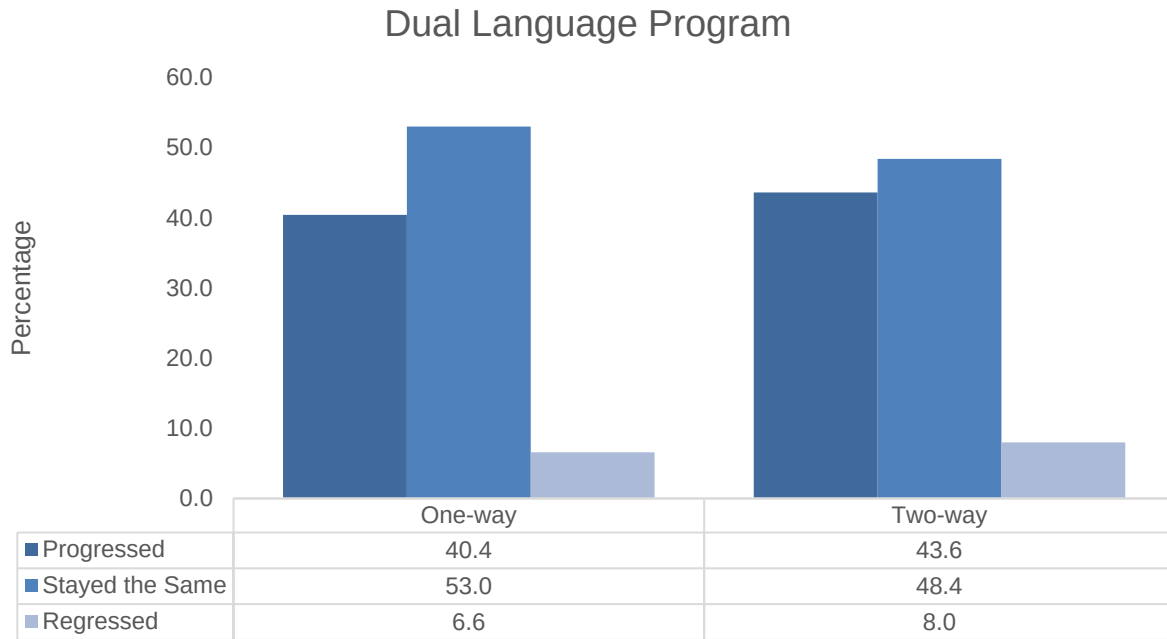
Source: TELPAS databases Spring 2016 and Spring 2017. **Note:** Areas in gray indicate progress.

Table 34: Texas English Language Proficiency Assessment System (TELPAS) Progression from 2016 to 2017 by Two-Way Dual Language Program

Number Rated Both Years N (%) Progressed	TELPAS Composite Rating 2017	Beginning	TELPAS Composite Rating 2016		
		N	Intermediate	Advanced	Advanced High
			N	N	N
Grade 1					
363 162 (44.6%)	Beginning	149	19	1	0
	Intermediate	114	18	5	0
	Advanced	26	13	6	2
	Advanced High	5	3	1	1
Grade 2					
326 162 (49.7%)	Beginning	36	9	2	0
	Intermediate	74	52	27	3
	Advanced	22	34	25	4
	Advanced High	3	13	16	6
Grade 3					
335 162 (48.4%)	Beginning	14	6	0	0
	Intermediate	29	61	2	0
	Advanced	3	71	51	3
	Advanced High	0	11	48	36
Grade 4					
189 49 (25.9%)	Beginning	2	0	0	0
	Intermediate	8	17	6	0
	Advanced	1	20	63	17
	Advanced High	0	0	20	35
Grade 5					
201 81 (40.3%)	Beginning	1	2	0	0
	Intermediate	6	15	1	0
	Advanced	1	28	46	3
	Advanced High	0	3	43	52

Source: TELPAS Spring 2016 and Spring 2017. **Note:** Areas in gray indicate progress.

Figure 11: TELPAS Dual Language Program Comparison



TerraNova & SUPERA

Results of *TerraNova* showed that most students scored at or above the 40th percentile, that is to say, at grade level in both content areas of the test. Seventy-eight percent of kindergarten students were at grade level on Reading. This percentage declined by grade one (64.2%) and even further at grade two (60.6%). In Mathematics, kindergarten students showed the highest percentage at grade level. District students scored slightly lower than ELL students in both Reading and Mathematics (Table 35).

Table 35: 2016-17 Number and Percentage of Students Scoring at or above 40th Percentile on *TerraNova* by Grade and Content Area

Content	Grade											
	KN				1				2			
	ELLs		District		ELLs		District		ELLs		District	
	N	%	N	%	N	%	N	%	N	%	N	%
Reading	4,198	78.4	5,732	77.8	3,809	64.2	6,392	63.3	3,939	60.6	6,956	60.0
Math	6,319	60.5	10,982	59.7	6,215	55.3	11,792	54.4	6,992	58.5	12,508	57.9

Source: *TerraNova* database 2016-17

More students tested on *SUPERA* than tested on *TerraNova* and scored at or above the 40th percentile in Reading for grades kindergarten and first. Very few students tested in Mathematics on *SUPERA* because this subject is normally tested in English. District students scored slightly lower than ELL students. (Table 36).

Table 36: 2016-17 Number and Percentage of Students Scoring at or above 40th Percentile on *SUPERA* by Grade and Content Area

Content	Grade											
	KN				1				2			
	ELLs		District		ELLs		District		ELLs		District	
	N	%	N	%	N	%	N	%	N	%	N	%
Reading	4,603	86.3	5,632	85.8	4,862	87.8	5,543	87.7	2,642	46.5	5,637	46.9
Math	18	46.2	40	45.0	16	26.2	65	24.6	13	26.5	49	26.5

Source: *SUPERA* file dated 8/10/17; first-and second-grade data were missing for two schools.

IDEA Proficiency Test (IPT)

IPT is a norm-referenced test that, similarly to *TELPAS*, determines the mastery of English achieved by students in the district. *IPT* is used for initial placement of ELL students. Students are tested yearly to assess their progress, from grades 5 to 12, if they have not scored at Broad Ability Levels (BAL) 4 or above. To exit the Bilingual program, students must score 4 or above on *IPT*, in addition to scoring Advanced or Advanced High on *TELPAS*.

Table 37 shows the Broad Ability Levels of elementary school students who took the *IDEA Proficiency Test (IPT)* in 2016 and then again in 2017. The variation in score was recorded and compared from one year to the next to determine if any change in score was observable. As seen in the table, 937 elementary school students (25.3%) who took *IPT* in 2016 and attained a BAL score of 1 increased their BAL score to 2. Similarly, 1,513 elementary school students (40.9%) increased their BAL from 1 to 3, 338 elementary school students (9.1%) increased their BAL from 1 to 4, 355 elementary school students (9.6%) increased their BAL from 1 to 5, and 330 elementary school students (8.9%) increased their BAL score from 1 to 6. Elementary school students who attained a BAL score of 2 in 2016 also showed some progress in their BAL. Four hundred and five (26.6%) of the 1,520 students who had attained a BAL of 2 in 2016, were able to increase their BAL to 3 in 2017. More than half of the elementary school students who attained a BAL of 2 in 2016 were able to increase their BAL in 2017. Only 21.6 percent of elementary school students who attained a BAL of 3 in 2016 were able to increase their BAL in 2017. As the BAL reaches above 3, that is from 4 to 6, students show fluency level in English and the test becomes more demanding. This explains why percentages of increase become smaller as the BAL increases from 3 to 4 and so forth.

Table 37: 2016-17 IPT Broad Ability Level - Elementary School

		Broad Ability Level 2016						
Broad Ability Level 2017		1	2	3	4	5	6	Total
1	N	229	255	438	25	33	44	1,024
	% Level 1	6.2	16.8	12.1	19.8	15.7	5.1	10.2
2	N	937	481	1,353	41	34	56	2,902
	% Level 2	25.3	31.6	37.5	32.5	16.2	6.5	28.9
3	N	1,513	405	1,031	27	57	206	3,239
	% Level 3	40.9	26.6	28.6	21.4	27.1	23.8	32.3
4	N	338	145	81	24	28	4	620
	% Level 4	9.1	9.5	2.2	19.0	13.3	0.5	6.2
5	N	355	112	301	9	26	122	925
	% Level 5	9.6	7.4	8.3	7.1	12.4	14.1	9.2
6	N	330	122	401	0	32	434	1,319
	% Level 6	8.9	8.0	11.1	0.0	15.2	50.1	13.2
Total N		3,702	1,520	3,605	126	210	866	10,029

Source: IPT Data File. Note: Area in gray indicates progress from 2016 to 2017. Includes English version only.

Table 38 shows the variation of Broad Ability Level (BAL) for middle school students from 2016 to 2017. Only 37 percent of the students who scored a BAL of 1 were able to increase it to 2 or more. Likewise, only 22.7 percent of the middle school students who scored BAL of 2 were able to increase it to 3 or more. Similarly, only 4.7 percent of the middle school students who scored BAL of 3 were able to reach levels of 4 or more.

Table 38: 2016-17 IPT Broad Ability Level - Middle School

		Broad Ability Level 2016					
Broad Ability Level 2017		1	2	3	5	6	Total
1	N	1,069	430	357	0	2	1,858
	% Level 1	63.0	18.0	13.4	0.0	11.8	27.4
2	N	500	1,415	1,518	2	2	3,437
	% Level 2	29.5	59.3	56.9	50.0	11.8	50.8
3	N	95	487	666	2	9	1,259
	% Level 3	5.6	20.4	25.0	50.0	52.9	18.6
4	N	8	0	0	0	0	8
	% Level 4	0.5	0.0	0.0	0.0	0.0	0.1
5	N	3	21	38	0	0	62
	% Level 5	0.2	0.9	1.4	0.0	0.0	0.9
6	N	21	33	88	0	4	146
	% Level 6	1.2	1.4	3.3	0.0	23.5	2.2
Total N		1,696	2,386	2,667	4	17	6,770

Source: IPT Data File. Area in gray indicates progress from 2016 to 2017. Includes English version only.

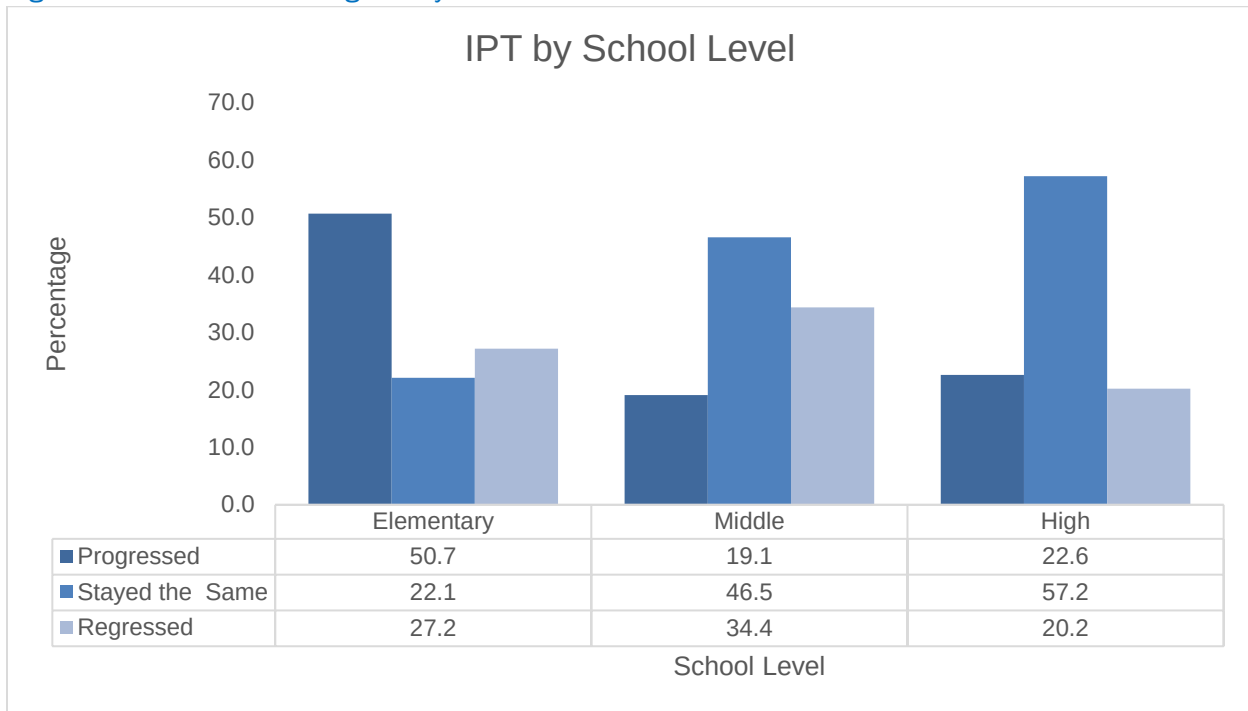
Table 39 shows the variation of Broad Ability Level (BAL) of high school students from 2016 to 2017. Only 27.5 percent of these students increased their BAL from 1 to 2 or more. Thirty percent of high school level students increased their BAL from 2 to a higher level. As the BAL increased, the number of high school students became smaller. Similarly to the other two school levels, this decrease in the number of students being able to reach mastery levels is likely explained by the increased degree of difficulty of the test.

Table 39: 2016-17 *IPT* Broad Ability Level - High School

Broad Ability Level 2017		Broad Ability Level 2016					Total
		1	2	3	4	6	
1	N	1,234	223	35	0	0	1,492
	% Level 1	72.5	13.7	3.8	0.0	0.0	35.0
2	N	408	916	365	0	0	1,689
	% Level 2	24.0	56.3	39.2	0.0	0.0	39.6
3	N	57	429	442	2	0	930
	% Level 3	3.3	26.4	47.5	50.0	0.0	21.8
6	N	4	59	88	2	4	157
	% Level 6	0.2	3.6	9.5	50.0	100.0	3.7
Total N		1,703	1,627	930	4	4	4,268

Source: *IPT* Data File. Area in gray indicates progress from 2016 to 2017. Includes English version only. Note: No scores for levels 4 and 5.

Figure 12 presents the progress in *IPT* results by school level. In general, about half (50.7%) of elementary students progressed on *IPT* from 2016 to 2017, whereas the majority of middle school and high school students either stayed the same or regressed. The lack of progress at the secondary level is of concern.

Figure 12: 2016-17 *IPT* Progress by School Level

A comparison of progress in *IPT* and *TELPAS* is shown in Appendix C at the end of this report.

To what extent were sheltered strategies implemented in 2016-17?

Methodology

Observation of Sheltered Classes

Observation data were collected through direct observation of teachers in a selected group of schools. A random sample of ELL students (n=385) was selected from the entire population of ELL students (N=18,749) registered in sheltered classes; 11,232 were in middle school and 7,517 were in high school. Once this first step was completed, the selection of students, a random sample of schools (n=29) was selected. From the sample of schools, a third stage sampling was completed obtaining a sample of 92 teachers. Information about courses is shown in Table 40.

An observation form was developed using the input from Sheltered Instruction Specialist to include the most salient strategies that would indicate if teachers were applying sheltered instruction (Appendix A). To rate the level of use of the strategies by the teachers, a five point Likert type scale was used ranging from Highly Evident (4) to Not Evident (0) with a midpoint of Somewhat Evident (2). Additionally, the form included space for observers to give comments.

Table 40: Sheltered Classes by Course Name

Course Name	N	%
Sheltered English I	1	6.3
Sheltered Algebra I	3	18.7
Sheltered Biology	2	12.5
Sheltered English II	3	18.7
Sheltered Geometry	2	12.5
Sheltered US History	1	6.3
Sheltered World History	3	18.7
Sheltered World Geography	1	6.3
Total Number of Courses	16	100.0

A total of 92 classes in 29 schools where the students attended were selected for visitations during a three week period beginning March 3rd. Schools were grouped by geographical proximity to ensure that each rater had the shortest distance to drive during the visits. Each visit was one period long to observe the teacher-student interaction and the application of sheltered strategies. The list of schools by group was as follows (Table 41):

Table 41: Selected Schools by Group

Group 1.	Long MS	Spence MS	Dade MS	North Dallas HS	
Group 2.	Carter MS	Holmes MS	Storey MS	Roosevelt HS	
Group 3.	Kimball HS	Stockard MS	Quintanilla MS	García MS	Adamson HS
Group 4.	Franklin MS	Hill MS	Tasby MS	Wilson HS	
Group 5.	White HS	Cary MS	Marsh MS	Walker MS	Jefferson HS
Group 6.	Spruce HS	Skyline HS	Piedmont Global Acad. MS	Samuell HS	
Group 7.	Seagoville MS	Comstock MS	Seagoville HS		

Once the school groups were formed, seven raters were assigned by drawing group numbers. To reduce rater variability, a training session was conducted by two Instructional Specialists from the ESL/Sheltered program. Additionally, literature was provided to the raters for consultation and clarification.

Professional Development Information

In addition to observation data, the evaluator collected and summarized information related to professional development provided to sheltered teachers in 2016-17. Data were collected through interviews and a review of sign-in sheets.

Results

The results of the ratings for the observations are displayed in Table 42. Mean ratings ranged from 1.35 (no evidence) to 3.12 (between somewhat evident and highly evident). No strategies had averages that rounded to the highly evident level, which showed that teachers need more training and/or to be held accountable for using the assessed strategies.

Table 42: 2016-17 Means and Standard Deviations of Observed Factors

Observation Aspect	Average Score	Standard Deviation
Preparation		
Language Objectives clearly defined, displayed, and reviewed with students (<i>might be embedded in lesson plan since not required by district</i>)	2.65	1.38
Building Background		
Key vocabulary emphasized (<i>e.g. introduced, written, repeated, and highlighted for students to see</i>)	2.44	1.31
Comprehensive Input		
A variety of techniques used to make content concepts clear (<i>e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language</i>)	2.48	1.42
Scaffolding techniques were consistently used, assisting and supporting student understanding (<i>e.g. referring to students knowledge to learn new things</i>)	2.24	1.41
Interaction		
Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts	2.91	1.16
Ample opportunities for students to clarify key concepts in first language (L1) as needed with aide, peer, or L1 text	1.35	1.59
Practice/Application		
A variety of questions or tasks that promote higher-order thinking skill were used	2.09	1.34
Hands-on materials and/or manipulatives provided for students to practice using new content knowledge	2.15	1.57
Activities provided for students to apply content and language knowledge in the classroom	2.76	1.26
Activities integrate all language skills (i.e. reading, writing, listening, and speaking)	2.74	1.08
Lesson Delivery		
Content Objectives clearly supported by lesson delivery	2.97	1.37
Pacing of the lesson appropriate to students' ability level	3.12	1.14
Strategies		
Opportunities were provided for students to use learning strategies	2.38	1.29

Summary

Lesson delivery was the most consistently used strategy, followed by interaction among students and student-teacher, and opportunities to integrate language skills and consistently stating DOLs and LOs. The least used strategy was giving students opportunities to clarify key concepts in their first language (L1) which is needed since all classes were conducted strictly in English.

Sheltered Instruction Professional Development

There were 45 professional development sessions provided by the Bilingual/ESL department during 2016-17. Most of the content addressed literacy, vocabulary acquisition and enrichment (Table 43). These professional development sessions were conducted at the H. B. Bell School Support Service Center and at different locations at the request of school leadership.

Table 43: 2016-17 Professional Development Provided to Sheltered Teachers

Date	Location	Content	Number of Participants
09/26/2016	Marsh M.S.	Lesson Preparation for ELLs – Comp. 3	9
10/11/2016	O. W. Holmes	Lesson Preparation for ELLs	35
10/17/2016	Browne M.S.	Lesson Preparation for ELLs	28
10/19/2016	E. H. Cary M.S.	Lesson Preparation for ELLs	25
10/20/2016	Storey M.S.	Lesson Preparation for ELLs	32
10/31/2016	Medrano M.S.	Lesson Preparation for ELLs – Track 2	8
11/01/2016	Medrano M.S.	Lesson Preparation for ELLs – Track 2	7
11/02/2016	Medrano M.S.	Lesson Preparation for ELLs – Track 2	4
11/03/2016	Medrano M.S.	Lesson Preparation for ELLs – Track 2	8
02/16/2017	Jefferson H.S.	Lesson Preparation for ELLs – Track 2	11
03/22/2017	Lincoln H.S.	Lesson Preparation for ELLs – Track 2	22
09/20/2016	Carter H.S.	Building Academic Vocabulary	15
09/20/2016	Carter H. S.	Building Academic Vocabulary	16
09/28/2016	Kimball H.S.	Building Academic Vocabulary	60
09/29/2016	Ann Richards M.S.	Building Academic Vocabulary	43
10/05/2016	Townview H. S.	Building Academic Vocabulary	68
10/05/2016	Alexander M.S.	Building Academic Vocabulary	10
10/06/2016	Skyline H.S.	Building Academic Vocabulary	27
10/11/2016	Carter H. S.	Building Academic Vocabulary	5
10/12/2016	Carter H. S.	Building Academic Vocabulary	7
10/13/2016	Bell Room 502	Building Academic Vocabulary	9
10/13/2016	Skyline H.S.	Building Academic Vocabulary	5
10/18/2016	Roosevelt H.S.	Language acquisition & the ELPS	34
10/18/2016	Medrano M.S.	Developing Oral Language Fluency – Track 2	1
10/24/2016	Madison H. S.	Building Academic Vocabulary	39
10/25/2016	Richards M. S.	The Language Rich Classroom	43
10/31/2016	Lang M. S.	Building Academic Vocabulary SIM 1	17
10/31/2016	Lincoln H. S.	Building Academic Vocabulary	7
11/03/2016	Skyline H. S.	Print Language Rich Classroom	2
11/07/2016	Lang M. S.	Building Academic Vocabulary	18
11/09/2016	Kimball H. S.	Language Rich Classroom	84
11/10/2016	Skyline H. S.	Language Rich Classroom	6
11/13/2016	Skyline H. S.	Building Academic Vocabulary SIM 1 Part 2	10
01/21/2017	Bell	Accelerating Academic Vocabulary	24
02/20/2017	Edison M. S.	Language Acquisition & the ELPS	6
02/20/2017	White H. S.	Building Academic Vocabulary	32
02/20/2017	White H. S.	Building Academic Vocabulary	19
02/20/2017	White H. S.	Building Academic Vocabulary	23
02/20/2017	White H. S.	Building Academic Vocabulary	22
10/04/2016	Atwell M. S.	SIM 1 and 2	42
10/18/2016	Mash M. S.	SIM 1 and 2	37
11/10/2016	Bell	Language Rich Classrooms	11
11/12/2016	Bell	Building Language Fluency Through Writing	23
11/29/2016	Ray E. S.	The Language Rich Classroom	7
04/22/2017	Bell	Revising, Editing and ELLs	20
Total Number of Participants			981

SUMMARY AND RECOMMENDATIONS

The evaluation highlights the context of program components, ELL student demographics, credential status of program teachers, and student outcomes. In 2016-17, 69,392 students, or 45 percent of the total student population (154,207) in grades PK-12, were identified as ELLs. The total budget for the Bilingual/ESL Department was \$6,524,836, a decrease from the previous year budget of \$7,543,000. Following federal, state, and local mandates concerning the education of ELLs, the Dallas ISD's Bilingual/ESL Program provided bilingual education to ELLs in grades PK-5 and ESL programs to ELLs in grades prekindergarten through 12. The 2016-17 Dual Language (DL) instructional models implemented at elementary schools included both one- and two-way programs for grades PK-5. ESL instruction was provided to ELLs who spoke a language other than Spanish (grades PK-12).

Academic performance in reading, writing, mathematics, science and social studies was measured by the *State of Texas Assessments of Academic Readiness (STAAR)* for students in grades 3 through 8, and at the high school level, ELLs in grades 9 through 12 were assessed with the *STAAR End-of-Course (EOC)* assessments. ELL performance was compared for exited ELLs and non-ELLs. English language proficiency was measured with the *Texas English Language Proficiency Assessment System (TELPAS)* and the *IDEA Proficiency Test (IPT)*. ELLs' academic performance in reading language arts and mathematics for grades kindergarten through two was measured by the *TerraNova* and/or *SUPERA*.

For *STAAR* reading, grades three through five, ELLs had a higher percentage at Approaching Grade Level than non-ELLs (64.2%, 62.5%, and 82.6%, respectively). For grades six to eight, Exited ELLs had the highest percentage at Approaching Grade Level (89.4%, 94.0%, and 97.8%, respectively). Overall, Exited ELLs scored at Approaching Grade Level in higher percentages on *STAAR* reading than ELLs and non-ELLs. For *STAAR* mathematics, grades three through five, ELLs had a higher percentage at Approaching Grade Level than non-ELLs (72.5%, 72.4%, and 84.3%, respectively). Exited ELLs had the highest percentage at Approaching Grade Level on *STAAR* mathematics in grades six and seven (91.1% and 90.1%, respectively). In grade eight, ELLs obtained the highest percent at Approaching Grade Level (64.8%) on *STAAR* mathematics. It was noticeable that Exited ELLs in grade eight had the lowest percentage at Approaching Grade Level (46.9%) on *STAAR* mathematics. On *STAAR* writing, ELLs performed better than non-ELLs in grade four (66.5% compared to 57.7%). Exited ELLs had at a higher percentage at Approaching Grade Level than ELLs and non-ELLs in grade seven (91.6%, 48.4% and 60.6%, respectively). On *STAAR* social studies, in grade eight, Exited ELLs had the highest percent at Approaching Grade Level (84.5%). While the majority of non-ELL students scored at Approaching Grade Level on *STAAR* science in grade five (67.1%), ELLs did better than non-ELLs in grade eight.

For Algebra I results, except for grade 10, Exited ELLs had the highest percentage at Approaching Grade Level (99.5%, 90.2%, 72.1% and 90.0%, respectively). ELLs served in sheltered courses had the highest percent at Approaching Grade Level for grade 10. Results of *STAAR EOC* Biology indicated that Exited ELLs had higher percentages of students at Approaching Grade Level in grades 9 and 11 while sheltered students had higher percentages at Approaching Grade Level in grades 10 and 12. Exited ELL

students had the highest percentages at Approaching Grade Level in grades nine and 11. More ELL students in sheltered courses scored at the Approaching Grade Level in grades 10 and 12. Results of *STAAR EOC* English II showed that more ELLs served in sheltered courses passed than Exited ELLs and ESL students in grades nine and 12. Exited ELL students had higher percentages than grades 10 and 11. Results of *STAAR EOC* US History showed that for grades nine to 11, more Exited ELLs scored at Approaching Grade Level than sheltered ELLs and ESL students. More ELLs served in sheltered courses met Approaching Grade Level in grade 12 than Exited ELLs and ESL students.

One-way and two-way DL students had similar outcomes in *TELPAS* progress from 2016 to 2017. About 40 percent of one-way DL students progressed while 43.6 percent of the two-way DL students showed improvement in *TELPAS*. Forty percent of the students who took *TELPAS* in 2016 and retested in 2017 showed progress from the previous year score. Overall, 22.5 percent of students in middle school showed progress, and almost a third of the students (29.7%) at the high school level increased their score and progressed at least one level on *TELPAS* from the previous year. High school students who are regressing to lower levels may be showing a problem other than linguistics and may be candidates for special education intervention.

Examining the results of *TELPAS* by two-way DL program approach, which includes Immersion, Enrichment, and 50-50, more students were in two-way immersion classes (8,276 students), while only 1,525 were in two-way enrichment classes and 225 were in two-way 50-50 classes. In the two-way immersion schools, the largest progress was for second grade (50.7%) and the second highest progress was for third grade (41.7%). In general, 39.6 percent of the students in two-way immersion classrooms showed progress in *TELPAS* during the 2016-17 school year. For schools opting to use the two-way DL enrichment approach, second grade students had the highest percent of progress (58.4%). In general, 44.3 percent of the students in two-way enrichment classrooms were able to progress to a higher level from 2015-16 to 2016-17. At Nathan Adams elementary school, the only school to implement a 50-50 approach, the highest percent of progress in *TELPAS* was observed in second grade (58.4%). In general, 44.3 percent of students in the 50-50 approach showed progress in their English language acquisition.

Broad Ability Levels (BAL) of students who took *IDEA Proficiency Test (IPT)* in 2016 and then again in 2017 were also examined. The variation in score was recorded and compared from one year to the next to determine if any increase in score was observable. A quarter of elementary school students (25.3%) who took *IPT* in 2016 and obtained a BAL score of 1 were able to increase their BAL to 2. Similarly, 1,513 elementary school students (40.9%) increased their BAL from 1 to 3, 338 elementary school students (9.1%) increased their BAL from 1 to 4, 355 elementary school students (9.6%) increased their BAL from 1 to 5 and 330 elementary school students (8.9%) were able to increase their BAL score from 1 to 6. Elementary school students who obtained a BAL score of 2 in 2016 also showed some progress. Four hundred and five (26.6%) of the 1,520 students who had obtained a BAL of 2 in 2016, increased their BAL to 3 in 2017. More than half of the elementary school students who obtained a BAL of 2 in 2016 increased their BAL in 2017. Only 21.6 percent of elementary school students who obtained a BAL of 3 in 2016 were

able to increase their BAL in 2017. As the BAL reached above 3, that is from 4 to 6, students showed fluency level in English and the test became more demanding. This explains why percentages of increase became smaller as the BAL increased from 3 to 4, 5, and 6. The variation of Broad Ability Level (BAL) for middle school students from 2016 to 2017 was also considered in the analysis. Only 37 percent of the middle school students who scored a BAL of 1 increased to 2 or more. Likewise, only 22.7 percent of the middle school students who scored a BAL of 2 increased to 3 or more. Similarly, only 4.7 percent of the middle school students who scored a BAL of 3 reached levels of 4 or more. Only 27.5 percent of high school students increased their BAL from 1 to 2 or more. Thirty percent of those high school level students increased their BAL from 2 to a higher level. As the BAL increased, the number of high school students became smaller. Similar to the other two school levels, this decrease in the number of students being able to reach mastery levels might be explained by the degree of difficulty of the test. As students moved from one school level to the next, the percentage of students who scored the same increased and the percentage of students who regressed increased from elementary to middle school but decreased for high school.

Results of *TerraNova* indicated that most students scored at or above the 40th percentile, that is to say, at grade level in both content areas of the test. Seventy-eight percent of kindergarten students were at grade level on Reading. This percentage declined by grade one (64.2%) and even further at grade two (60.6%). In Mathematics, kindergarten students showed the highest percentage at grade level. Students testing on *SUPERA* were able to score at or above the 40th percentile in slightly higher percentages in Reading than students testing on *TerraNova* for grades kindergarten and first. Very few students tested in Mathematics on *SUPERA* because this subject is normally tested in English.

Results of classroom observations showed that sheltered instructional strategies were inconsistently used throughout the sample of 92 classrooms. No strategies had averages that rounded to the highly evident level, which showed that teachers need more training and/or to be held accountable for using the sheltered instructional strategies.

Recommendations

Given these results, it is recommended that the district:

- **Determine the causes of students regressing on TELPAS and IPT.** Since results of *TELPAS* and *IPT* showed that students regressed the most at the secondary level, especially in middle school, it is recommended that staff members determine if lack of instructional or linguistic support might be the reasons for these decreases, or if other reasons are responsible for the lack of progress so that corresponding adjustments and corrections can be made. It is also recommended that the Bilingual/ESL department ascertain if further interventions such as 504 or special education services are needed for struggling students.
- **A detailed analysis of the Student Learning Objectives should be conducted to identify individual student weaknesses and trends in student performance.** This analysis could help

determine if re-teaching these students during the school year and during summer school is necessary. The analysis would also identify if teachers need to be retrained to reinforce their teaching practices in the objectives that students missed.

- **More training and/or accountability is needed for teachers who teach in sheltered courses.** Results of classroom observations showed inconsistent use of sheltered strategies across the classes observed.

REFERENCES

- Echevarría, J., & all (2008). *Making content comprehensible for English learners: the SIOP model*, 3rd Ed. Allyn & Bacon, Boston, MA.
- Grimberg, Nicholas. (2016). *2016-17 Evaluation of Special Education Program (EA17-519-2)*, pp. 41-48.
- Bilingual ESL Department (2016-17). *Dallas ISD LPAC Manual*, p. 138.

APPENDICES

Appendix A

Observation Form

The purpose of this instrument is to determine if a teacher is using Sheltered Instruction strategies with ELLs. To ascertain if the sheltered strategies were being used it is important, at least, to see the aspects included in this form.

Please check the box of that corresponds to your observation.

Observation Aspect	Highly Evident		Somewhat Evident		Not Evident
Preparation	4	3	2	1	0
Language Objectives clearly defined, displayed, and reviewed with students (<i>might be embedded in lesson plan since not required by district</i>)					
Building Background					
Key vocabulary emphasized (<i>e.g. introduced, written, repeated, and highlighted for students to see</i>)					
Comments:					
Comprehensive Input					
A variety of techniques used to make content concepts clear (<i>e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language</i>)					
Comments:					
Scaffolding techniques were consistently used, assisting and supporting student understanding (<i>e.g. referring to students knowledge to learn new things</i>)					
Interaction					
Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts					
Ample opportunities for students to clarify key concepts in first language (L1) as needed with aide, peer, or L1 text					
Comments:					

Note: L1 stands for first language. Students are trying to learn a second language.

Observation Aspect	Highly Evident		Somewhat Evident		Not Observed
	4	3	2	1	0
Practice/Application					
A variety of questions or tasks that promote higher-order thinking skill were used					
Comments:					
Hands-on materials and/or manipulatives provided for students to practice using new content knowledge					
Comments:					
Activities provided for students to apply content and language knowledge in the classroom					
Comments:					
Activities integrate all language skills (i.e. reading, writing, listening, and speaking)					
Comments:					
Lesson Delivery					
Content Objectives clearly supported by lesson delivery					
Pacing of the lesson appropriate to students' ability level					
Comments:					
Strategies					
Opportunities were provided for students to use learning strategies					
Comments:					
Questions for Teachers					
Have you participated in Sheltered Instruction professional development offered by the Bilingual/ESL program? How many years ago?					
How many ELLs do you have in your classes? (list each class separately)					
How long have you been teaching ELLs in the district?					
What content area do you teach?					

Appendix B

Appendix B Table 1: Percentage of Special Education ELL Students at the STAAR 3-8 Approaching Grade Level (Satisfactory) Standard: SY 2016-17

	STAAR		STAAR Alt 2		All Versions	
	N	%	N	%	N	%
Reading						
Grade 3	312	23.1	63	96.8	375	35.5
Grade 4	338	23.7	64	95.3	402	35.1
Grade 5	337	39.2	82	96.3	419	50.4
Grade 6	287	9.4	55	96.4	342	23.4
Grade 7	333	15.9	37	91.9	370	23.5
Grade 8	340	22.9	37	97.3	377	30.2
All Grades	1,947	22.7	338	95.9	2,285	33.5
Mathematics						
Grade 3	314	32.5	63	98.4	377	43.5
Grade 4	336	28.9	64	96.9	400	39.8
Grade 5	337	50.7	82	97.6	419	59.9
Grade 6	286	25.9	55	96.4	341	37.2
Grade 7	332	22.0	37	100.0	369	29.8
Grade 8	329	38.3	37	94.6	366	44.0
All Grades	1,934	33.2	338	97.3	2,272	42.8
Writing						
Grade 4	338	19.8	62	95.2	400	31.5
Grade 7	337	9.2	37	91.9	374	17.4
All Grades	675	14.5	99	93.9	774	24.7
Science						
Grade 5	336	28.6	83	96.4	419	42.0
Grade 8	328	20.1	37	100.0	365	28.2
All Grades	664	24.4	120	97.5	784	35.6
Social Studies						
Grade 8	334	13.2	37	100.0	374	21.8

Note: Data reported as of 06/26/17. Data reflects the spring 2017 (including first-time tests from fall 2016) STAAR results. STAAR A was administered for the last time in December 2016. The test has since been discontinued.

Appendix B Table 2: Percentage of Special Education Students at the STAAR 3-8 Approaching Grade Level (Satisfactory) Standard: SY 2016-17

	STAAR		STAAR Alt 2		All Versions	
	N	%	N	%	N	%
Reading						
Grade 3	819	26.5	211	93.4	1,030	40.2
Grade 4	866	21.4	234	92.7	1,100	36.5
Grade 5	901	34.9	253	91.7	1,154	47.3
Grade 6	722	14.8	202	92.6	924	31.8
Grade 7	762	15.4	169	87.6	931	28.5
Grade 8	745	24.7	184	90.8	929	37.8
All Grades	4,815	23.3	1,253	91.6	6,068	37.4
Mathematics						
Grade 3	821	33.6	211	93.8	1,032	45.9
Grade 4	865	26.0	234	97.0	1,099	41.1
Grade 5	900	46.7	253	94.1	1,153	57.1
Grade 6	722	31.2	200	94.5	922	44.9
Grade 7	763	21.1	168	90.5	931	33.6
Grade 8	723	37.2	184	88.6	907	47.6
All Grades	4,794	32.9	1,250	93.4	6,044	45.4
Writing						
Grade 4	869	17.5	231	92.6	1,100	33.3
Grade 7	770	10.1	169	82.8	939	23.2
All Grades	1,639	14.0	400	88.3	2,039	28.6
Science						
Grade 5	891	30.4	254	94.1	1,145	44.5
Grade 8	704	20.2	185	96.2	889	36.0
All Grades	1,595	25.9	439	95.0	2,034	40.8
Social Studies						
Grade 8	722	15.8	185	92.4	908	31.5

Note: Data reported as of 06/26/17. Data reflects the spring 2017 (including first-time tests from fall 2016) STAAR results. STAAR A was administered for the last time in December 2016. The test has since been discontinued.

Appendix B Table 3: Percentage of ELL Students at the STAAR 3-8 Approaching Grade Level (Satisfactory) Standard: SY 2016-17

	STAAR		STAAR Alt 2		All Versions	
	N	%	N	%	N	%
Reading						
Grade 3	6,471	63.5	63	96.8	6,534	63.8
Grade 4	6,368	61.8	64	95.3	6,432	62.1
Grade 5	6,155	82.0	82	96.3	6,237	82.2
Grade 6	5,395	45.3	55	96.4	5,450	45.8
Grade 7	5,040	52.5	37	91.9	5,077	52.8
Grade 8	4,559	68.2	37	97.3	4,596	68.4
All Grades	33,988	62.6	338	95.9	34,326	62.9
Mathematics						
Grade 3	6,471	71.5	63	98.4	6,534	71.7
Grade 4	6,366	71.3	64	96.9	6,430	71.6
Grade 5	6,151	83.2	82	97.6	6,233	83.4
Grade 6	5,382	62.8	55	96.4	5,437	63.1
Grade 7	5,031	55.2	37	100.0	5,068	55.5
Grade 8	3,919	74.2	37	94.6	3,956	74.4
All Grades	33,320	70.1	338	97.3	33,658	70.3
Writing						
Grade 4	6,359	65.8	62	95.2	6,421	66.1
Grade 7	5,042	47.1	37	91.9	5,079	47.4
All Grades	11,401	57.5	99	93.9	11,500	57.9
Science						
Grade 5	6,137	64.1	83	96.4	6,220	64.6
Grade 8	4,004	52.4	37	100.0	4,041	52.8
All Grades	10,141	59.5	120	97.5	10,261	59.9
Social Studies						
Grade 8	4,554	43.1	37	100.0	4,591	43.5

Note: Data reported as of 06/26/17. Data reflects the spring 2017 (including first-time tests from fall 2016) STAAR results. STAAR A was administered for the last time in December 2016. The test has since been discontinued.

Appendix B Table 4: Percentage of Special Education ELL Students at the STAAR 3-8 Approaching Grade Level (Satisfactory)
Standard: SY 2015-16

	STAAR		STAAR A		STAAR Alt 2		All Versions	
	N	%	N	%	N	%	N	%
Reading								
Grade 3	233	25.3	43	11.6	57	94.7	333	35.4
Grade 4	234	21.8	80	6.3	77	97.4	391	33.5
Grade 5	257	36.2	46	26.3	55	87.3	388	41.5
Grade 6	147	18.4	207	5.8	37	94.6	391	18.9
Grade 7	141	17.7	202	2.0	35	97.1	378	16.7
Grade 8	119	32.8	204	16.7	23	95.7	346	27.5
All Grades	1131	26.0	812	9.9	284	94.4	2,227	28.8
Mathematics								
Grade 3	211	30.3	64	10.9	57	94.7	333	37.5
Grade 4	213	35.7	102	12.7	77	98.7	392	42.1
Grade 5	233	53.6	100	24.0	55	89.1	388	51
Grade 6	156	26.9	193	13.5	38	92.1	388	26.5
Grade 7	144	34.0	200	6.5	34	97.1	380	25
Grade 8	116	42.2	199	16.6	23	100	339	31
All Grades	1073	37.7	858	13.5	284	95.1	2220	35.6
Writing								
Grade 4	246	18.7	66	1.5	77	89.6	389	29.8
Grade 7	169	10.1	177	1.7	35	88.6	381	13.4
All Grades	415	15.2	243	1.6	112	89.3	770	21.7
Science								
Grade 5	250	30.0	80	25.0	55	98.2	385	38.7
Grade 8	116	33.6	194	8.2	23	100	333	23.4
All Grades	366	31.1	274	13.1	78	98.7	718	31.6
Social Studies								
Grade 8	116	25.0	199	5.0	23	100	338	18.3

Note: Data reported as of 6/27/2017. Data reflects the spring 2016 (including first-time tests from fall 2016) STAAR results.

Appendix B Table 5: Percentage of Special Education, ELL, and Special Education ELL Students at the STAAR EOC Approaching Grade Level (Satisfactory) Standard: SY 2016-17

	SPED & ELL		SPED		ELL	
	N	%	N	%	N	%
Algebra EOC						
STAAR	418	44.0	1,132	39.9	5,331	75.6
STAAR A	55	34.5	166	23.5	60	38.3
STAAR Alt 2	22	90.9	154	89.6	22	90.9
All Versions	495	45.1	1,452	43.3	5,413	75.7
Biology EOC						
STAAR	313	45.0	890	42.6	3,940	77.9
STAAR A	42	45.2	130	30.0	44	43.2
STAAR Alt 2	13	100.0	132	95.5	13	100
All Versions	368	47.0	1,152	47.2	3,997	77.6
English I EOC						
STAAR	524	11.6	1,401	12.8	6,447	37.4
STAAR A	81	8.6	212	8.0	83	9.6
STAAR Alt 2	18	94.4	143	86.7	18	94.4
All Versions	623	13.6	1,756	18.2	6,548	37.2
English II EOC						
STAAR	358	9.5	997	14.9	4,464	32.3
STAAR A	64	4.7	162	4.3	64	4.7
STAAR Alt 2	30	93.3	121	93.4	30	93.3
All Versions	452	14.4	1,280	21.0	4,558	32.3
U.S. History EOC						
STAAR	194	52.6	58	19.0	25	16.0
STAAR A	22	9.1	562	55.7	1,909	82.0
STAAR Alt 2	29	89.7	122	85.2	29	89.7
All Versions	245	53.1	742	57.7	1,963	81.3

Note: Data reported as of 06/26/17. STAAR L results have been omitted from this table for comparative purposes.

Appendix C

Comparison of *IPT* and *TELPAS* Outcomes

The *IDEA Proficiency Tests* were designed to evaluate proficiency in English for children from the age of 3 years through the 12th grade. Several domains of language acquisition are assessed with *IPT*. The Reading/Writing test may be given independently of the Oral test, but both tests are needed for an overall assessment of language ability.

The oral tests given in English, were designed to determine the proficiency level of students who are native speakers of other languages and who are being considered for placement in Limited English Proficient programs. These tests are administered individually using an easel-style book with pictures which correspond to test questions. The domains tested are Syntax, Morphological Structure, Lexical Items, Phonological Structure, Comprehension, and Oral Production.

The Reading and Writing tests, also given in English, are used to assess the reading and writing skills of children with other native languages for placement purposes. These Reading tests include multiple-choice items in several domains:

- 1) Vocabulary, in which one of four words is chosen to describe a picture,
- 2) Vocabulary in Context, in which one of four words is chosen to complete a sentence,
- 3) Reading and Understanding, in which a prose passage is followed by related comprehension questions like those in Vocabulary in Context,
- 4) Reading for Life Skills, which has the same format as Reading and Understanding, but uses product labels, street signs, and popular print, and
- 5) Language Usage which emphasizes grammar and punctuation used in writing. Scoring may be done by hand or by machine.

The Writing tests have three sections:

- 1) Conventions, in which a multiple-choice sentence completion task is used to assess knowledge in writing conventions like capitalization, punctuation, and abbreviations,
- 2) Write a Story, in which the examinee writes a few sentences to describe a picture story, and
- 3) Write Your Own Story, in which the examinee writes a brief argumentative essay or a short narrative paragraph, depending on the level. Examinees taking both the Reading and the Writing test may be given either the Language Usage portion of the Reading test or the Conventions portion of the Writing test, but not both.

The Reading/Writing tests have three levels: The *IPT 1* (grades 2,3), the *IPT 2* (grades 4-6), and the *IPT 3* (grades 7-12). Scoring of the writing samples is done using a set of rubrics and examples of student writing for each level of scoring. Norming studies and estimates of reliability and validity are available for all of the tests.

TELPAS was designed to assess the progress that ELLs make in learning the English language. The test is administered to kindergarten through grade 12 students in four language domains: listening,

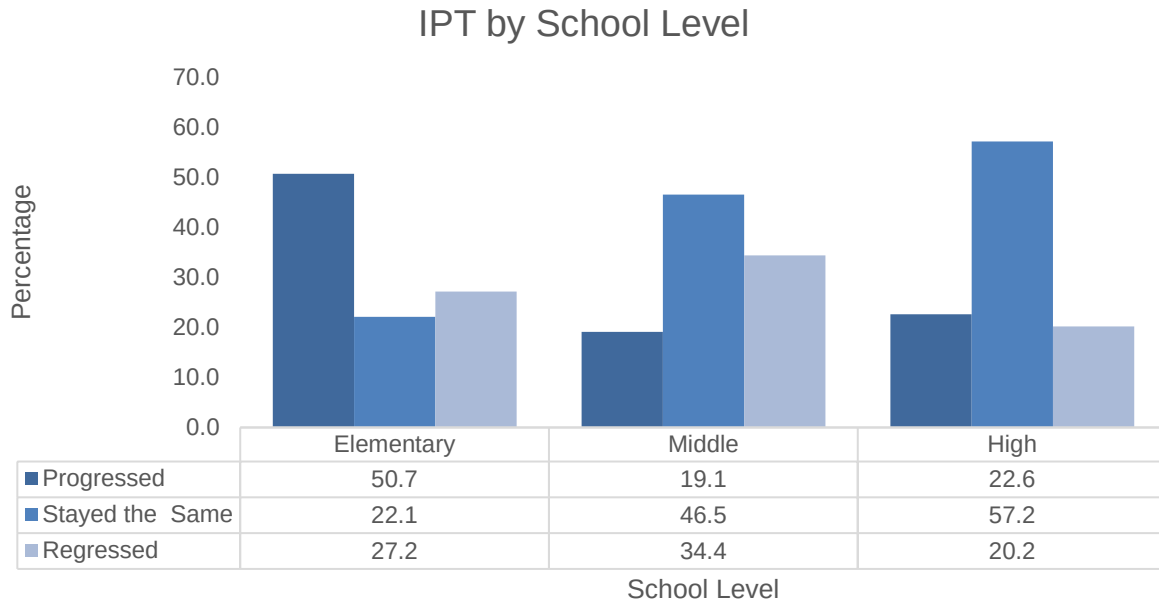
speaking, reading, and writing. Domain scores are combined into a composite rating. The composite results indicate the student's overall level of English language proficiency.

The composite score ranges from 1 to 4 being 1- beginning in all language areas, 2- intermediate in all language areas, 3- advanced in all language areas and 4- advanced High in all language areas. The student's reading proficiency rating is given the greatest weight in determining composite results. Only students rated in all four language areas received composite results.

This comparison was based on the graphs included in this appendix and not on technical details of the tests. No scale considerations or dimensions are compared. Rather the indicators Progressed, Stayed the Same and Regressed are displayed. A comparison of the graphs showed that at the elementary school level, most students showed progress in *IPT* (50.7%) while only 40.0 percent showed progress in *TELPAS*. Nevertheless, the percentages were not significantly different. While *IPT* only showed 22.1 percent of the elementary school students as Stayed the Same, *TELPAS* indicated 52.8 percent of elementary school children Stayed the Same. This difference seems a very important one. The Regressed group also had a large difference of 27.2 percent on *IPT* versus 7.2 percent on *TELPAS*.

Nineteen percent of middle school level students showed progress in their *IPT* scores and twenty-two percent showed progress in *TELPAS*. Meanwhile, 46.5 percent and 61.8 percent stayed the same on both *IPT* and *TELPAS*, respectively. Thirty-four percent (34.4) of middle school level students regressed on *IPT* and only 15.7 percent regressed in *TELPAS*. High school scores were similar, with 22.6 percent and 29.7 percent showing progress on *IPT* and *TELPAS*, respectively. Fifty-seven percent of high school level students (57.2%) and 56.7 percent scored the same as the previous year on *IPT* and *TELPAS*, respectively. Twenty percent (20.2%) and 13.6 percent of high school students regressed in their scores on *IPT* and *TELPAS*, respectively.

Appendix C Figure 1: Appendix C IPT Progress by School Level



Appendix C Figure 2: Appendix C TELPAS Progress by School Level

