

2017-18 Evaluation of the Bilingual/ESL Program

Department of Evaluation and Assessment

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Superintendent of Schools*



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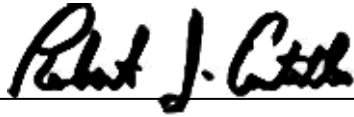
2017-18 Evaluation of the Bilingual/ESL and Immigrant Program

Approved Report of the Department of Evaluation and Assessment

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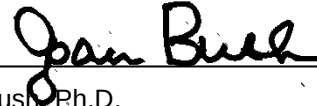
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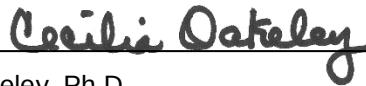
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2017-18 Evaluation of the Bilingual/ESL and Immigrant Program

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

ABSTRACT

In 2017-18, 69,211 students, or 44.3 percent of the total student population (156,224) in grades PK-12, were identified as English Language Learners (ELLs). A total of \$8,577,238 was budgeted for the Title III Bilingual/English as a Second Language and Immigrant programs.

Academic assessments indicated that more than 50 percent of the ELL students who took *TerraNova* scored at or above the 40th percentile for the 2017-18 school year. Seventy percent (70.5%) of kindergarten ELL students were at grade level on reading in 2017-18. This percentage was 56.5 percent for grade one and 53.7 percent for grade two. In mathematics, second grade students showed the highest percentage at grade level (59.4%). District students scored higher than ELL students in both reading and mathematics, except for second grade mathematics. ELLs in all grades improved in reading from 2015-16 to 2016-17, but scores decreased slightly in 2017-18. Most students in kindergarten and first grade scored at grade level in 2015-16, 2016-17, and 2017-18 on *SUPERA*. However, more than half of the second-grade students scored below the 40th percentile on *SUPERA* for the last three years.

On the *State of Texas Assessment of Academic Readiness (STAAR)* reading and mathematics, grades three through five, ELLs had a higher percentage at Approaches Grade Level or Above (Approaches+) than non-ELLs. Differences in percentage points (pps) between ELLs and the district on reading ranged from 0.8 pps (grade 4) to 3.9 pps (grade 5) and ranged from 1.7 pps (grade 4) and 2.2 pps (grade 3) on mathematics; ELL students outperformed the district in all comparison.

Non-ELLs in grades six to eight outperformed ELLs on *STAAR* reading. For mathematics, ELLs performed similarly to non-ELLs in grades six and eight but performed slightly lower (3.6 pps) in grade 7. The differences between ELLs and the district on reading ranged from 5.9 pps (grade 7) to 12.0 pps (grade 6) with district students outperforming ELLs in all comparisons. For mathematics, ELLs and district students performed similarly in grades 6 and 8, whereas the district students slightly outperformed ELL students in grade 7 (3.0 pps).

STAAR EOC results showed that most ELL students met the Approaches+ standard for Algebra I (73.6%), Biology (76.8%), and U.S. History (82.2%), whereas less than half of ELL students met Approaches+ on English I (38.6%) and English II (35.9%). Differences in percentage points (pps) between ELL and district students were highest for English II (21.9 pps) and lowest for Algebra I (2.1 pps). Percentage points differences for English 1, U.S. History, and Biology were 12.7, 9.9 and 6.8, respectively.

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.

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 grades PK-5 and ESL programs to ELLs in grades PK-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 three high schools. 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 135 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.

An 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.

General ESL

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 for the remaining content areas.

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 Language Proficiency Assessment Committee (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). Then the district decided to implement its own version of the sheltered instructional strategies based on teachers' accumulated experiences. 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 designed 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.

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 Language Proficiency Assessment Committee (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).

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. *Texas English Language Proficiency Assessment System (TELPAS)* data were not available at the time this report was completed and will be reported in a separate report.

MAJOR EVALUATION QUESTIONS AND RESULTS

What was the program budget for the current school year?

Methodology

Final 2017-18 Title III budget information for the Bilingual/ESL and Immigrant programs was obtained from the Special Revenue Funds Management Office.

Results

A total of \$8,577,238 was budgeted for the Title III, Bilingual/ESL and Immigrant programs (Table 1).

Table 1: 2017-18 Total Budget from Bilingual/ESL and Immigrant Program

Budget Category Description	Amount
ELL Bilingual & ESL Programs	6,715,585
ELL Community & Family Engagement	412,527
Translations-Recent Immigrant Support	176,732
ELL Bilingual & ESL Immigrant Programs	1,077,992
Campus	194,402
Grand Total	\$8,577,238

Source: Special Revenue Funds Management.

What were the characteristics of the students in the program?

Methodology

Data were obtained from October 30, 2017 Chancery data file. Data were cross tabulated by grade and student category.

Results

Table 2 shows that of the total student population for grades PK-12, 44.3 percent were identified as ELLs, 49.7 percent as non-ELLs and 6.0 percent as Exited ELLs. At the middle and high school levels, grades six and nine had the largest ELL enrollments (49.3% and 40.0%, respectively) because 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 2: Identified ELL, Exited ELL and Non-ELL Students by Grade and School Level

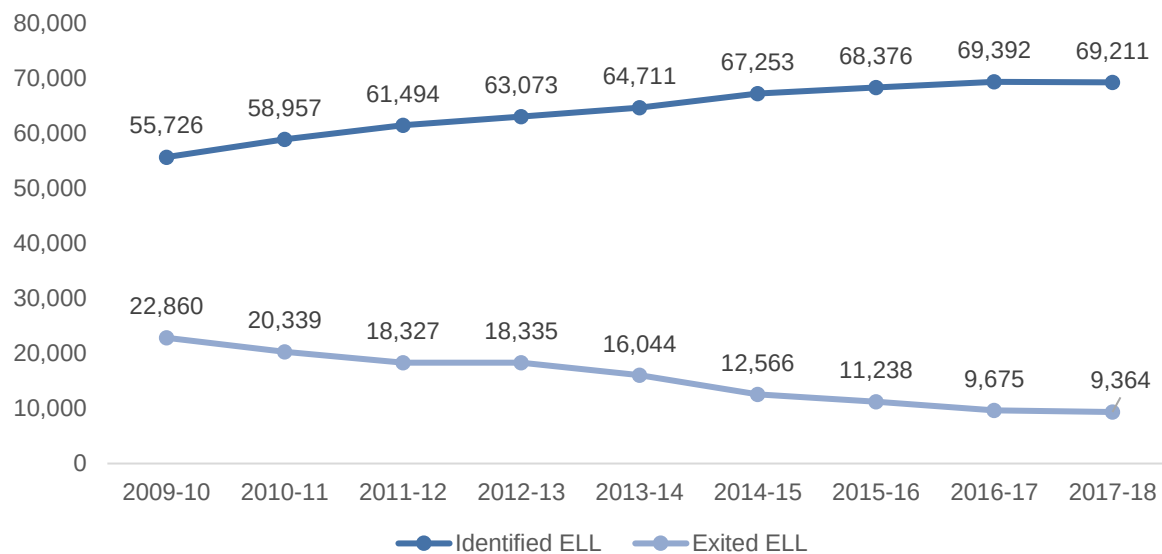
Grade	Non-ELL		Exited ELL		Current ELL		Total
	N	%	N	%	N	%	
Elementary							
PK	6,033	49.6	0	0.0	6,120	50.4	12,153
KN	5,581	50.4	0	0.0	5,489	49.6	11,070
1	5,662	48.9	0	0.0	5,928	51.1	11,590
2	5,909	49.7	0	0.0	5,985	50.3	11,894
3	6,412	51.0	0	0.0	6,153	49.0	12,565
4	6,443	50.7	0	0.0	6,257	49.3	12,700
5	6,296	50.3	0	0.0	6,212	49.7	12,508
Total	42,336	50.1	0	0.0	42,144	49.9	84,480
Middle							
6	5,296	48.9	196	1.8	5,384	49.3	10,876
7	5,163	48.1	436	4.1	5,138	47.8	10,737
8	4,734	47.0	655	6.5	4,685	46.5	10,074
Total	15,193	48.0	1,287	4.1	15,207	47.9	31,687
High							
9	5,616	47.4	1,504	12.6	4,773	40.0	11,893
10	5,109	48.7	2,129	20.3	3,266	31.0	10,504
11	4,884	51.8	2,367	25.0	2,188	23.2	9,439
12	4,511	54.9	2,077	25.2	1,633	19.9	8,221
Total	20,120	50.3	8,077	20.1	11,860	29.6	40,057
	77,649	49.7	9,364	6.0	69,211	44.3	156,224

Source: Chancery file October 30, 2017.

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. Figure 1, shows that the number of students exited has declined substantially from 2009-10 to 2017-18 while the ELL population has increased.

Figure 1: 2010-18 Exited and Identified ELLs



Over half of the 2017-18 Elementary ELL students in the Bilingual/ESL program were male (51.1%), Hispanic (95.7%), spoke Spanish at home (79.5%), were born in the United States (89.2%), were not identified as Talented and Gifted (89.2%), and were not eligible for the TAG program (89.3%). Current ELLs had been, as an average, five years in the program. Slightly over five percent (5.4%) were classified as special education students (Table 3).

Table 3: Demographic Characteristics of Students in Elementary School by ELL Group

Demographic Characteristics	Non-ELL		Exited ELL		Current ELL		Total	
	N	%	N	%	N	%	N	%
Gender								
Female	20,701	48.9	0	0.0	20,588	48.9	41,289	48.9
Male	21,635	51.1	0	0.0	21,556	51.1	43,191	51.1
Total	42,336	100.0	0	0.0	42,144	100.0	84,480	100.0
Ethnicity								
Asian	352	0.9	0	0.0	797	1.9	1,149	1.4
African American	18,904	44.7	0	0.0	463	1.1	19,367	23.0
Hispanic	18,084	42.7	0	0.0	40,326	95.7	58,410	69.1
American Indian	100	0.2	0	0.0	88	0.2	188	0.2
Pacific Islander	18	0.0	0	0.0	6	0.0	24	0.0
Two or More Races	841	2.0	0	0.0	25	0.1	866	1.0
White	4,027	9.5	0	0.0	438	1.0	4,465	5.3
Not Available	10	0.0	0	0.0	1	0.0	11	0.0
Total	42,336	100.0	0	0.0	42,144	100.0	84,480	100.0
Language Spoken at Home*								
English	38,573	91.0	0	0.0	2,791	6.6	41,364	49.0
Spanish	2,267	5.4	0	0.0	33,493	79.5	35,760	42.2
English/Spanish	1,224	2.9	0	0.0	4,650	11.0	5,874	7.0
Other	272	0.7	0	0.0	1,210	2.9	1,482	1.8
Total	42,336	100.0	0	0.0	42,144	100.0	84,480	100.0
Country of Birth								
United States	41,214	97.3	0	0.0	37,596	89.2	78,810	93.3
Other Country	1,122	2.7	0	0.0	4,548	10.8	5,670	6.7
Total	42,336	100.0	0	0.0	42,144	100.0	84,480	100.0
TAG Participant								
Not TAG	36,842	87.0	0	0.0	37,614	89.2	74,456	88.1
TAG	5,494	13.0	0	0.0	4,530	10.8	10,024	11.9
Total	42,336	100.0	0	0.0	42,144	100.0	84,480	100.0
TAG Eligible								
Not Eligible	36,841	87.0	0	0.0	37,614	89.3	74,455	88.1
Eligible	5,495	13.0	0	0.0	4,530	10.7	10,025	11.9
Total	42,336	100.0	0	0.0	42,144	100.0	84,480	100.0
Special Education								
No	38,509	91.0	0	0.0	39,875	94.6	78,384	92.4
Yes	3,827	9.0	0	0.0	2,269	5.4	6,096	7.6
Total	42,336	100.0	0	0.0	42,144	100.0	84,480	100.0

Source: Chancery file October 30, 2017. Note: *This is one of two questions on the Home Language Survey.

Over half of the 2017-18 Secondary ELL students in the Bilingual/ESL program were male (53.2%), Hispanic (96.1%), spoke Spanish at home (81.5%), were born in the United States (78.8%), were not identified as Talented and Gifted (90.0%), and were not eligible for the TAG program (89.9%). Current ELLs had been, as an average, five years in the program. Slightly over eight percent (8.4%) were classified as special education students. More than half of Exited students were female (54.6%), Hispanic (97.7%), spoke Spanish at home (82.4%), were born in the United States (85.5%), were not identified as Talented

and Gifted (69.6%), and were not eligible for the TAG program (69.4%). Only 0.8 percent of Exited ELLs were in Special Education (Table 4).

Table 4: Demographic Characteristics of Students in Secondary School by ELL Group

Demographic Characteristics	Non-ELL		Exited ELL		Current ELL		Total	
	N	%	N	%	N	%	N	%
Gender								
Female	17,554	49.7	5,113	54.6	12,658	46.8	35,325	49.2
Male	17,759	50.3	4,251	45.4	14,409	53.2	36,419	50.8
Total	35,313	100.0	9,364	100.0	27,067	100.0	71,744	100.0
Ethnicity								
Asian	373	1.1	91	1.0	511	1.9	975	1.4
African American	15,341	43.4	53	0.6	286	1.1	15,680	21.9
Hispanic	15,909	45.0	9,155	97.7	26,011	96.1	51,075	71.2
American Indian	97	0.3	20	0.2	47	0.2	164	0.2
Pacific Islander	34	0.1	4	0.0	8	0.0	46	0.1
Two or More Races	491	1.4	7	0.1	12	0.0	510	0.7
White	3,042	8.6	34	0.4	184	0.7	3,260	4.5
Not Available	26	0.1	0	0.0	8	0.0	34	0.0
Total	35,313	100.0	9,364	100.0	27,067	100.0	71,744	100.0
Language Spoken at Home*								
English	30,137	85.4	494	5.3	1,568	5.8	32,199	44.9
Spanish	3,191	9.0	7,721	82.4	22,059	81.5	32,971	46.0
English/Spanish	1,830	5.2	1,016	10.9	2,619	9.7	5,465	7.6
Other	155	0.4	133	1.4	821	3.0	1,109	1.5
Total	35,313	100.0	9,364	100.0	27,067	100.0	71,744	100.0
Country of Birth								
United States	34,164	96.7	8,008	85.5	21,328	78.8	63,500	88.5
Other Country	1,149	3.3	1,356	14.5	5,739	21.2	8,244	11.5
Total	35,313	100.0	9,364	100.0	27,067	100.0	71,744	100.0
TAG Participant								
Not TAG	29,230	82.8	6,513	69.6	24,365	90.0	60,108	83.8
TAG	6,083	17.2	2,851	30.4	2,702	10.0	11,636	16.2
Total	35,313	100.0	9,364	100.0	27,067	100.0	71,744	100.0
TAG Eligible								
Not Eligible	29,181	82.6	6,494	69.4	24,334	89.9	60,009	83.6
Eligible	6,132	17.4	2,870	30.6	2,733	10.1	11,735	16.4
Total	35,313	100.0	9,364	100.0	27,067	100.0	71,744	100.0
Special Education								
No	31,285	88.6	9,285	99.2	24,805	91.6	65,375	91.1
Yes	4,028	11.4	79	0.8	2,262	8.4	6,369	8.9
Total	35,313	100.0	9,364	100.0	27,067	100.0	71,744	100.0

Source: Chancery file October 30, 2017. Note: *This is one of two questions on the Home Language Survey.

Most of the elementary students in the Bilingual/ESL program were registered in One-Way Dual Language (34,898). Ninety-nine percent (99.2%) of these students were Hispanic, eighty-six percent (86.1%) spoke Spanish, ninety percent (90.4%) were born in the United States, eleven percent (11.3%) were TAG and only 3.8 percent were in Special Education (Table 5). The second largest group in the Bilingual/ESL program at the Elementary level were in Two-Way Dual Language (2,857). Over half of these

students were female (50.4%), were Hispanic (98.4%), spoke Spanish (79.5%), were born in the United States (92.9%), were not TAG or TAG Eligible (91.1%) and were not in Special Education (94.9%).

As seen in Table 6, secondary ELL students in sheltered courses was the largest group (N=21,495). Over half of sheltered students were male (52.8%), Hispanic (97.2%), spoke Spanish at home (84.6%), were born in the United States (85.4%), were not TAG (89.5%) or TAG eligible (89.4%), and were not in Special Education (93.8%). There were 5,042 ESL students who were late entry students, many coming from other countries. ESL students were mostly male (53.6%), Hispanic (63.9%), spoke Spanish at home (59.2%), were born outside of the United States (68.0%), were not TAG or TAG eligible (97.0%), and were not in Special Education (97.3%). There were 1,122 ELLs in Pre-AP and AP (AP stands for Advanced Placement) classes. Last school year, there were only 994 ELLs in Advanced Placement classes, which indicates that there was an increase of 128 students in one year.

Table 5: Demographic Characteristics of Identified Elementary School Students by Program Status

Demographic Characteristic	One-Way Dual Lang.		Two-Way Dual Lang.		ESL		Not Served		Unservable Special Education		Parent Denied		Newcomer		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender																
Female	17,225	49.4	1,439	50.4	749	48.4	4	50.0	135	30.1	1,022	43.2	27	41.5	20,601	48.8
Male	17,673	50.6	1,418	49.6	797	51.6	4	50.0	314	69.9	1,346	56.8	38	58.5	21,590	51.2
Total	34,898	100.0	2,857	100.0	1,546	100.0	8	100.0	449	100.0	2,368	100.0	65	100.0	42,191	100.0
Ethnicity																
Asian	14	0.0	1	0.0	736	47.6	0	0.0	3	0.7	3	0.1	40	61.5	797	1.9
African American	20	0.1	6	0.2	411	26.6	1	12.5	7	1.6	6	0.3	15	23.1	466	1.1
Hispanic	34,606	99.2	2,811	98.4	179	11.6	7	87.5	436	97.1	2,328	98.3	2	3.1	40,369	95.7
Native American	69	0.2	10	0.4	5	0.3	0	0.0	1	0.2	3	0.1	0	0.0	88	0.2
Pacific Islander	1	0.0	0	0.0	3	0.2	0	0.0	0	0.0	0	0.0	2	3.1	6	0.0
Two or More Races	5	0.0	2	0.1	16	1.0	0	0.0	0	0.0	1	0.0	1	1.5	25	0.1
White	182	0.5	27	0.9	196	12.7	0	0.0	2	0.4	27	1.2	5	7.7	439	1.0
Not Available	1	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.0
Total	34,898	100.0	2,857	100.0	1,546	100.0	8	100.0	449	100.0	2,368	100.0	65	100.0	42,191	100.0
Language Spoken at Home*																
English	1,468	4.2	217	7.6	302	19.5	1	12.5	45	10.0	761	32.1	3	6.0	2,797	7.4
Spanish	30,036	86.1	2,270	79.5	108	7.0	2	25.0	311	69.3	796	33.6	0	0.0	33,523	77.4
English/Spanish	3,364	9.6	365	12.8	35	2.3	4	50.0	85	18.9	804	34.0	0	0.0	4,657	11.4
Other	30	0.1	5	0.1	1,101	71.2	1	12.5	8	1.8	7	0.3	62	94.0	1,214	3.9
Total	34,898	100.0	2,857	100.0	1,546	100.0	8	100.0	449	100.0	2,368	100.0	65	100.0	42,191	100.0
Country of Birth																
United States	31,563	90.4	2,657	92.9	671	43.4	8	100.0	422	94.0	2,310	97.6	7	7.5	37,638	84.0
Other Country	3,335	9.6	200	7.1	875	56.6	0	0.0	27	6.0	58	2.4	58	92.5	4,553	16.0
Total	34,898	100.0	2,857	100.0	1,546	100.0	8	100.0	449	100.0	2,368	100.0	65	100.0	42,191	100.0
TAG Participant																
Not TAG	30,943	88.7	2,598	91.1	1,430	92.5	8	100.0	445	99.1	2,170	91.7	64	98.5	37,658	90.4
TAG	3,955	11.3	259	8.9	116	7.5	0	0.0	4	0.9	198	8.3	1	1.5	4,533	9.6
Total	34,898	100.0	2,857	100.0	1,546	100.0	8	100.0	449	100.0	2,368	100.0	65	100.0	42,191	100.0
TAG Eligible																
Not Eligible	30,943	88.7	2,598	91.1	1,430	92.5	8	100.0	445	99.1	2,170	91.7	64	98.5	37,658	90.4
Eligible	3,955	11.3	259	8.9	116	7.5	0	0.0	4	0.9	198	8.3	1	1.5	4,533	9.6
Total	34,898	100.0	2,857	100.0	1,546	100.0	8	100.0	449	100.0	2,368	100.0	65	100.0	42,191	100.0
Special Education																
No	33,587	96.2	2,710	94.9	1,483	95.9	5	62.5	13	2.9	2,022	85.4	64	98.5	39,884	93.0
Yes	1,311	3.8	147	5.1	63	4.1	3	37.5	436	97.1	346	14.6	1	1.5	2,307	7.0
Total	34,898	100.0	2,857	100.0	1,546	100.0	8	100.0	449	100.0	2,368	100.0	65	100.0	42,191	100.0

Source: Chancery file October 30, 2017. Note: *This is one of two questions on the Home Language Survey.

Table 6: Demographic Characteristics of Identified Secondary School Students by Program Status

	ESL		AP/PAP		Sheltered		Not Served		Secondary Dual Lang.		Parent Denied		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender														
Female	2,340	46.4	607	54.1	10,143	47.2	13	43.3	209	50.6	2,052	42.2	15,364	46.6
Male	2,702	53.6	515	45.9	11,352	52.8	17	56.7	204	49.4	2,806	57.8	17,596	53.4
Total	5,042	100.0	1,122	100.0	21,495	100.0	30	100.0	413	100.0	4,858	100.0	32,960	100.0
Ethnicity														
Asian	933	18.5	40	3.6	318	1.5	0	0.0	0	0.0	7	0.1	1,298	3.9
African American	559	11.1	19	1.7	133	0.6	0	0.0	0	0.0	13	0.3	724	2.2
Hispanic	3,223	63.9	1,060	94.4	20,890	97.2	29	96.7	412	99.8	4,783	98.4	30,397	92.3
Native American	10	0.2	0	0.0	40	0.2	0	0.0	0	0.0	9	0.2	59	0.2
Pacific Islander	5	0.1	0	0.0	8	0.0	0	0.0	0	0.0	0	0.0	13	0.0
Two or More Races	21	0.4	0	0.0	8	0.0	0	0.0	0	0.0	3	0.1	32	0.1
White	283	5.6	3	0.3	98	0.5	1	3.3	1	0.2	43	0.9	429	1.3
Not Available	8	0.2	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	8	0.0
Total	5,042	100.0	1,122	100.0	21,495	100.0	30	100.0	413	100.0	4,858	100.0	32,960	100.0
Language Spoken at Home*														
English	402	8.0	53	4.7	975	4.5	7	23.3	9	2.2	1,386	28.5	2,832	8.6
Spanish	2,984	59.2	934	83.3	18,176	84.6	14	46.7	361	87.4	1,895	39.0	24,364	73.9
English/Spanish	172	3.4	82	7.3	1,893	8.8	8	26.7	43	10.4	1,569	32.3	3,767	11.4
Other	1,484	29.4	53	4.7	451	2.1	1	3.3	0	0.0	8	0.2	1,997	6.1
Total	5,042	100.0	1,122	100.0	21,495	100.0	30	100.0	413	100.0	4,858	100.0	32,960	100.0
Country of Birth														
United States	1,613	32.0	913	81.4	18,349	85.4	28	93.3	355	86.0	4,685	96.4	25,943	78.7
Other Country	3,429	68.0	209	18.6	3,146	14.6	2	6.7	58	14.0	173	3.6	7,017	21.3
Total	5,042	100.0	1,122	100.0	21,495	100.0	30	100.0	413	100.0	4,858	100.0	32,960	100.0
TAG Participant														
Not TAG	4,893	97.0	733	65.3	19,247	89.5	27	90.0	340	82.3	4,500	92.6	29,740	90.2
TAG	149	3.0	389	34.7	2,248	10.5	3	10.0	73	17.7	358	7.4	3,220	9.8
Total	5,042	100.0	1,122	100.0	21,495	100.0	30	100.0	413	100.0	4,858	100.0	32,960	100.0
TAG Eligible														
Not Eligible	4,893	97.0	733	65.3	19,217	89.4	27	90.0	339	82.1	4,500	92.6	29,709	90.1
Eligible	149	3.0	389	34.7	2,278	10.6	3	10.0	74	17.9	358	7.4	3,251	9.9
Total	5,042	100.0	1,122	100.0	21,495	100.0	30	100.0	413	100.0	4,858	100.0	32,960	100.0
Special Education														
No	4,904	97.3	1,108	98.8	20,159	93.8	25	83.3	392	94.9	3,957	81.5	30,545	92.7
Yes	138	2.7	14	1.2	1,336	6.2	5	16.7	21	5.1	901	18.5	2,415	7.3
Total	5,042	100.0	1,122	100.0	21,495	100.0	30	100.0	413	100.0	4,858	100.0	32,960	100.0

Source: Chancery file October 30, 2017. Note: *This is one of two questions on the Home Language Survey.

Table 7 displays the languages most commonly spoken by Dallas ISD ELL students. Clearly, the most likely language spoken by an ELL was Spanish.

Table 7: 10 Top Most Frequently Spoken at Home Languages among ELL Students

2016-17		2017-18	
Language	N	Language	N
Spanish	64,113	Spanish	68,391
English	4,514	English	5,411
English/Spanish	8,259	English/Spanish	9,123
Burmese	570	Burmese	661
Nepali	264	Arabic	320
Arabic	254	Nepali	265
Afroasiatic	172	Swahili	189
Swahili	157	Amharic	160
Amharic	126	Afroasiatic	158
Vietnamese	118	Vietnamese	133

Source: Chancery file October 30, 2017.

Table 8 shows the number of years ELLs have been in the Bilingual/ESL program. The Bilingual/ESL program does not follow an early exit model. The goal of the program is bilingualism, biliteracy and biculturalism; therefore, it is not a relevant issue if students exit the program sooner. As a result, as students reach high school the concentration of ELLs in the seven or more years category tends to increase.

Table 8: ELLs by Years in the Program and Grade Level

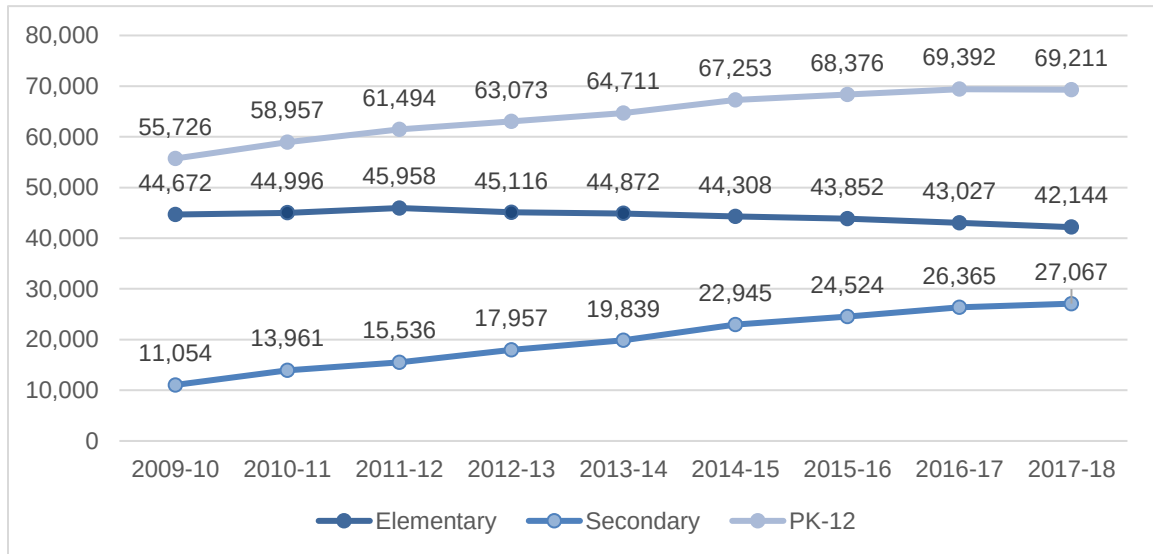
Years as ELL	PK-5		6-8		9-12		Total	
	N	%	N	%	N	%	N	%
Year 1	8,471	20.1	457	3.0	735	6.2	9,663	14.0
Year 2	7,249	17.2	806	5.3	1,340	11.3	9,395	13.6
Years 3-4	11,800	28.0	1,092	7.2	1,648	13.9	14,540	21.0
Years 5-6	10,831	25.7	790	5.2	949	8.0	12,570	18.1
Seven or more years	3,793	9.0	12,062	79.3	7,188	60.6	23,043	33.3
Total	42,144	60.9	15,207	22.0	11,860	17.1	69,211	100.0

Source: Chancery file October 30, 2017.

ELL Enrollment in 2017-18

The enrollment trend for all ELLs increased from 2010 (55,726) to 2017 (69,392) and slightly declined in 2018 (69,211) (Figure 2). The overall increase could be due to a pattern of increase at the secondary level as elementary ELL enrollment has decreased over time.

Figure 2: 2010-18 ELL Enrollment by School Level



Source: Chancery files 2009-2017

Table 9 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 Dual Language or ESL for a period of two years with the purpose of evaluating their academic success in general education. If students do not show improvement in their academic performance, measured by mastering grade appropriate TEKS,¹ 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 are reclassified as ELLs and placed into ESL to receive additional support in extended day/week accelerated instruction or another special language program to address their linguistic and academic needs (2017-18 LPAC Manual).

¹ TEKS stands for Texas Essential Knowledge and Skills.

Table 9: Number and Percentage of Program Exited ELLs in First and Second Year of Monitoring by Grade

Grade	First year of Monitoring		Second year of Monitoring	
	N	%	N	%
6	170	2.3	0	0.0
7	267	4.5	233	12.8
8	336	13.1	235	12.9
9	703	27.4	216	11.9
10	697	27.2	445	24.5
11	336	13.1	502	27.6
12	57	2.2	186	10.2
Total	2,566	58.6	1,817	41.4

Source: Chancery file October 30, 2017.

What were the characteristics of the teachers in the program?

Methodology

Data were obtained from the personnel data base as of November 12, 2017. Teachers were selected based on designated job codes. Teachers were classified by years of experience in Dallas ISD and outside the district. Teachers were also classified according to their gender, ethnicity, and highest degree obtained. Similarly, teachers from the Alternative Certification program were identified.

Results

As seen Table 10, teachers in the program (N=3,465) were most often female (74.3%), Hispanic (57.4%), with an average of 7 years of teaching experience, and earned a Bachelor's degree (71.7%). Most of the teachers were in the Dual Language program (55.7%) and ESL elementary school (13.4%).

Table 10: Demographic Characteristics of Dallas ISD Teachers by Area of Teaching

Demographic Characteristics	Elementary								Secondary										Total	
	Dual Lang.		NC/ELI		ESL		ESL		Shltrd. English		Shltrd. Math		Shltrd. Science		Shltrd. Soc. Stud.		Reg. ELA			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Gender																				
Female	1,440	74.5	8	88.9	425	91.4	31	81.6	173	80.5	155	42.9	133	65.8	57	53.8	151	62.7	2,573	74.3
Male	492	25.5	1	11.1	40	8.6	7	18.4	42	19.5	102	57.1	69	34.2	49	46.2	90	37.3	892	25.7
Total	1,932	100.0	9	100.0	465	100.0	38	100.0	215	100.0	257	100.0	202	100.0	106	100.0	241	100.0	3,465	100.0
Ethnicity																				
Asian	7	0.4	2	22.2	21	4.9	1	2.6	5	2.3	9	3.5	15	7.4	5	4.7	4	1.7	69	2.0
Native American	20	1.0	0	0.0	4	0.9	0	0.0	2	0.9	1	0.4	0	0.0	0	0.0	2	0.8	29	0.8
African American	26	1.3	2	22.2	153	32.8	4	10.5	91	42.3	103	40.1	76	37.6	49	46.2	121	50.2	625	18.0
Hispanic	1,736	89.9	0	0.0	67	14.3	13	34.2	33	15.4	47	18.3	36	17.8	19	17.9	37	15.4	1,988	57.4
Pacific Islander	2	0.1	0	0.0	1	0.2	1	2.6	0	0.0	0	0.0	0	0.0	0	0.0	1	0.4	5	0.2
White	141	7.3	5	55.6	219	46.9	19	50.1	84	39.1	97	37.7	75	37.2	33	31.2	76	31.5	749	21.6
Total	1,932	100.0	9	100.0	465	100.0	38	100.0	215	100.0	257	100.0	202	100.0	106	100.0	241	100.0	3,465	100.0
Highest Degree																				
AA	12	0.6	1	11.1	1	0.2	0	0.0	2	0.9	0	0.0	0	0.0	0	0.0	0	0.0	16	0.5
BA/BS	1,362	70.5	6	66.7	340	73.1	18	47.4	160	74.4	193	75.0	154	76.2	82	77.4	168	69.7	2,483	71.7
MA/MS	362	18.7	1	11.1	96	20.7	13	34.2	38	17.7	46	17.9	34	16.8	16	15.1	53	22.0	659	19.0
Ph.D.	21	1.1	1	11.1	1	0.2	0	0.0	1	0.5	3	1.2	2	1.1	1	0.9	0	0.0	30	0.8
No Data	175	9.1	0	0.0	27	5.8	7	18.4	14	6.5	15	5.9	12	5.9	7	6.6	20	8.3	277	8.0
Total	1,932	100.0	9	100.0	465	100.0	38	100.0	215	100.0	257	100.0	202	100.0	106	100.0	241	100.0	3,465	100.0

Source: Personnel database November 12, 2017. Note: Dual Lang=Dual Language, NC/ELI=Newcomer/English Language Institute, ESL=English as a Second Language, Shltrd=Sheltered, Reg ELA=Regular English Language Arts.

There were 3,465 teachers in the Bilingual/ESL program. Of these, 2,404 were elementary school teachers (1,930 were Dual Language teachers, 9 teachers were Newcomer/ELI, and 465 were ESL teachers). There were 726 teachers in the program at middle schools; 2 taught in the Dual Language program, 35 taught general ESL, 186 taught sheltered English, 138 taught sheltered mathematics, 128 taught sheltered science, and 78 taught sheltered social studies. In regular English Language Arts, there were 159 teachers. In grades 9-12, there were 335 teachers of which three were general ESL teachers, 29 taught sheltered English, 119 taught sheltered mathematics, 74 taught sheltered science, 28 taught sheltered social studies and 82 taught regular English Language Arts classes (Table 11).

Table 11: Number of Teachers Working Directly with ELLs in Grades PK-12 by Program

	DL	NC/ELI	ESL	Shltrd English	Shltrd Math	Shltrd Science	Shltrd Social Studies	Regular Eng/LA	
Grade Level	N	N	N	N	N	N	N	N	Total
PK-5	1,930	9	465	0	0	0	0	0	2,404
6-8	2	0	35	186	138	128	78	159	726
9-12	0	0	3	29	119	74	28	82	335
Total	1,932	9	503	215	257	202	106	241	3,465

Source: Personnel database November 12, 2017. Note: DL=Dual Language, NC/ELI=Newcomer/English Language Institute, ESL=English as a Second Language, Shltrd=Sheltered.

Professional Development in 2017-18

As a continual effort to improve quality of instruction and fidelity of implementation, there were 51 PD sessions offered to Dual Language teachers during the year in which the total number of 958 Dual Language teachers participated. Similarly, there were 80 sessions offered to ESL teachers with a total of 793 ESL teachers attending (Appendices A-F).

What version of the one-way and two-way Dual (Immersion (70/30)/Enrichment (30/70)) Language Program was implemented by schools?

Methodology

Information about the models applied in the schools was obtained from the Director of Dual Language. There were 135 elementary schools implementing the one-way model and 54 schools used the two-way model.² Schools were given the choice between the 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 obtained the best results.

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

Results

According to the Director of Dual Language, there were 135 elementary schools implementing the one-way Dual Language program. Most of them were PK-5 campuses (Appendix G). Two-way elementary schools implemented either the immersion or the enrichment program, as listed in Appendix H. Thirty-seven schools implemented the immersion approach while six schools used the enrichment approach. As mentioned above, the immersion approach uses Spanish as the most prevalent language of instruction and the enrichment approach uses English.

What were the academic assessment results for ELLs on *TerraNova* and *SUPERA*?

Methodology

Data were obtained from the Dallas ISD Chancery student data file for October 30, 2017. As test information became available, variables were merged into this file. *TerraNova* and *SUPERA* were used to measure student achievement in grades KN, 1 and 2. *TerraNova* was the English language version of the test, while *SUPERA* was the Spanish language. Mathematics tests (grades KN, 1 and 2) were given in English (*TerraNova*) and reading tests were administered in both English and Spanish (determined by the Language Proficiency Assessment Committee LPAC). The percentage of students who scored at or above the 40th percentile was used as the passing criteria for these tests.

Results

TerraNova* & *SUPERA

Results of *TerraNova* showed that more than 50 percent of the ELL students scored at or above the 40th percentile for the 2017-18 school year. The 40th percentile is considered at grade level in both content areas of the test. Seventy percent (70.5%) of kindergarten ELL students were at grade level on Reading in 2017-18. This percentage was 56.5 percent for grade one and 53.7 percent for grade two. In mathematics, second grade students showed the highest percentage at grade level (59.4%). District students scored higher than ELL students in both reading and mathematics, except for second grade mathematics (Table 12). Three years of data are provided for comparison purposes. ELLs in all grades improved in reading from 2015-16 to 2016-17, but decreased in 2017-18. As for mathematics, ELLs in all grades improved from 2015-16 to 2017-18.

Table 12: Number and Percentage of Students Scoring at or above 40th Percentile on *TerraNova* by Grade, Content Area and Year

Content	Grade											
	KN				1				2			
	ELLs		District		ELLs		District		ELLs		District	
	N	%	N	%	N	%	N	%	N	%	N	%
2015-16												
Reading	348	64.4	6,272	81.4	282	49.7	7,054	66.6	291	45.8	7,267	61.2
Math	5,211	55.9	11,751	59.5	5,511	49.1	12,928	56.2	6,004	55.2	13,079	56.0
2016-17												
Reading	288	71.2	5,732	77.8	273	64.3	6,392	63.3	335	58.5	6,956	60.0
Math	6,319	56.3	10,982	59.7	5,907	52.3	11,792	54.4	6,992	56.5	12,508	57.9
2017-18												
Reading	377	70.5	5,203	80.6	370	56.5	5,463	64.7	373	53.7	5,817	61.1
Math	4,055	58.3	10,737	61.3	5,776	54.7	11,187	57.2	5,818	59.4	11,462	58.8

Source: *TerraNova* databases for 2016, 2017, and 2018.

On *SUPERA* reading, most students in kindergarten and grade one scored at or above the 40th percentile for all three years (Table 13). However, less than half of second grade students scored at or above the 40th percentile.

Table 13: Number and Percentage of Students Scoring at or above 40th Percentile on *SUPERA* by Grade and Year

	Grade					
	KN		1		2	
	N	%	N	%	N	%
2015-16						
Reading	5,626	87.2	5,907	87.0	5,897	43.7
2016-17						
Reading	5,632	85.3	4,862	87.8	5,637	46.5
2017-18						
Reading	5,159	85.1	5,132	85.9	5,305	45.7

Source: *SUPERA* databases for 2016, 2017, and 2018.

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 30, 2017. As test information became available, variables were merged into the file. Scores for Approaches Grade Level or Above (Approaches +) were used as the satisfactory level for *STAAR* and *STAAR EOC*. Although all *STAAR* scores are included, some students' test scores may have been adversely affected by online testing issues. Crosstab analyses were conducted for *STAAR* and *STAAR EOC* by content area, grade levels, ELL status (ELL, Exited ELL, and Non-ELL), and monitoring status.

Results

STAAR and *STAAR EOC*

STAAR results for reading and mathematics are presented in Table 14. Exited ELLs had higher percentages at Approaches + in 2015-16, 2016-17 and 2017-18 in reading and mathematics than current ELLs and Non-ELLs. On *STAAR* reading and mathematics, grades three through five, ELLs had a higher

percentage at Approaches + than non-ELLs. Differences in percentages points (pps) between ELLs and the district on reading ranged from 0.8 pps (grade 4) to 3.9 pps (grade 5) and ranged from 1.7 pps (grade 4) and 2.2 pps (grade 3) on mathematics; ELL students outperformed the district in all comparisons.

Non-ELLs in grades six to eight outperformed ELLs on *STAAR* reading. For mathematics, ELLs performed similarly to non-ELLs in grades six and eight but performed slightly lower (3.6 pps) in grade 7 (Table 14). The differences between ELLs and the district on reading ranged from 5.9 pps (grade 7) to 12.0 pps (grade 6); district students outperformed ELLs in all comparisons. For mathematics, ELLs and district students performed similarly in grades 6 and 8, whereas the district students outperformed ELL students in grade 7 (3.0 pps).

Table 14: STAAR Approaches + by Grade, ELL Status and Year for Reading and Mathematics

	2015-16				2016-17				2017-18			
	Reading		Mathematics		Reading		Mathematics		Reading		Mathematics	
	N	%	N	%	N	%	N	%	N	%	N	%
Grade 3												
ELLs	6,354	63.8	6,354	68.7	6,368	64.2	6,369	72.5	6,032	74.6	6,031	77.6
Non-ELLs	6,251	60.1	6,251	62.8	6,335	62.3	6,335	69.1	6,014	69.9	6,005	73.2
District	12,605	62.0	12,605	65.8	12,703	63.3	12,704	70.8	12,046	72.3	12,036	75.4
Grade 4												
ELLs	6,099	60.9	6,960	67.9	6,285	62.5	6,284	72.4	6,125	66.2	6,126	77.5
Non-ELLs	5,846	64.0	5,845	60.0	6,201	58.6	6,210	65.7	6,093	64.6	6,094	74.1
District	11,945	62.4	11,941	64.0	12,486	60.6	12,494	69.1	12,218	65.4	12,220	75.8
Grade 5												
ELLs	6,059	76.3	6,057	81.8	6,126	82.5	6,125	84.2	6,124	84.6	6,124	89.4
Non-ELLs	5,576	72.0	5,575	77.7	5,826	72.7	5,825	78.0	6,058	76.8	6,061	85.2
District	11,635	74.2	11,633	79.8	11,952	77.7	11,950	81.2	12,182	80.7	12,185	87.3
Grade 6												
Exited ELLs	124	82.3	124	85.5	181	89.5	181	91.2	191	94.8	191	94.8
ELLs	5,212	47.4	5,212	59.7	5,317	46.4	5,303	63.8	5,253	51.4	5,243	67.6
Non-ELLs	4,625	56.3	4,613	56.8	4,941	60.1	4,925	66.1	4,990	59.4	4,988	66.9
District	9,961	52.0	9,949	58.7	10,439	53.6	10,409	65.3	10,434	56.0	10,422	67.8
Grade 7												
Exited ELLs	654	89.1	626	84.8	335	93.7	335	89.9	426	95.1	423	94.6
ELLs	4,689	46.6	4,668	49.9	4,949	53.9	4,949	56.5	4,979	57.5	4,978	62.2
Non-ELLs	4,517	59.9	4,503	54.4	4,574	63.6	4,573	58.6	4,827	66.7	4,823	65.8
District	9,860	55.5	9,797	54.2	9,858	59.7	9,857	58.6	10,232	63.4	10,224	65.2
Grade 8												
Exited ELLs	1,069	97.9	552	87.5	722	98.9	359	95.8	645	97.8	215	93.5
ELLs	4,093	70.4	3,533	64.7	4,478	69.5	3,839	75.4	4,565	68.5	3,888	80.8
Non-ELLs	4,708	79.2	3,403	64.5	4,235	78.7	3,365	75.8	4,377	79.0	3,266	79.5
District	9,870	77.6	7,488	66.3	9,435	75.9	7,563	76.6	9,587	75.3	7,369	80.6

Source: STAAR database. Note: N=Total Tested.

Table 15 shows that most students in the Dual Language program (grades 3-5) tested in Spanish (83.9%). Since the goals of the program are bilingualism, biculturalism and biliteracy, the Language Proficiency Assessment 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. ELL students who tested in Spanish outperformed ELL students who were tested in English on reading for grades 3, 4 and 5.

Table 15: Number and Percentage of Dual Language ELLs at STAAR Approaches + in Reading by Test Version and Grade

	Reading English		Reading Spanish		Total
	N	%	N	%	N
Grade 3					
One-way	434	70.7	4,645	77.1	5,079
Two-way	86	67.4	267	68.9	353
Total	520	70.2	4,912	76.7	5,432
Grade 4					
One-way	539	60.7	4,562	68.1	5,101
Two-way	141	60.3	212	71.2	353
Total	680	60.6	4,774	68.2	5,454
Grade 5					
One-way	1,333	81.2	3,857	82.8	5,190
Two-way	96	81.3	114	92.8	210
Total	1,429	81.2	3,971	88.5	5,400
Total 3-5	2,629	73.7	13,657	77.1	16,286

Source: STAAR database. Note: N=Total Tested.

Grade five ESL students had a higher percentage at the Approaches + standard than ESL students in other grades in reading and mathematics. Percentages at Approaches + were higher for Sheltered ELLs than for ESL students (Tables 16 and 17). ESL students in grade five had the highest percentage at Approaches + (72.7%) in reading. Similarly, ESL students in grade five had the highest percentage at Approaches + (80.1%) in mathematics (Table 16). Eighth grade sheltered students had the highest percentage of scoring Approaches + in both reading and mathematics (Table 17).

Table 16: Percentage of ESL Students at Approaches + on STAAR by Grade and Content

STAAR Reading		
Grade	N Tested	% Passing
3	171	62.0
4	171	55.0
5	161	72.7
6	525	29.7
7	523	31.4
8	505	37.8
All Grades	2,056	40.3
STAAR Mathematics		
Grade	N Tested	% Passing
3	171	69.0
4	171	70.8
5	161	80.1
6	523	48.6
7	522	42.9
8	505	67.9
All Grades	2,053	57.9

Source: STAAR database. Note: N=Total Tested.

Table 17: Percentage of Sheltered Students at Approaches + on STAAR by Grade and Content

STAAR Reading		
Grade	N Tested	% Passing
6	4,150	52.2
7	3,814	58.8
8	3,354	71.8
All Grades	11,318	60.3
STAAR Mathematics		
Grade	N Tested	% Passing
6	4,150	63.9
7	3,814	63.1
8	3,353	70.7
All Grades	11,317	67.6

Source: STAAR database. Note: N=Total Tested.

Table 18 shows STAAR results for first and second-year monitored exited students by content area. First-year monitored exited students in grade eight scored Approaches + in reading at higher percentages than in other grades, similar to second-year exited students. First-year monitored students scored Approaches + at a higher percentage (97.2%) than second-year monitored students (90.4%) in grade seven.

Table 18: Exited ELLs at Approaches + on STAAR by Monitoring Status and Grade

	1st Year Monitoring		2nd Year Monitoring		Total	
	N	%	Reading N	%	N	%
Grade 6	148	96.6	0	0.0	148	96.6
Grade 7	253	97.2	219	90.4	472	94.1
Grade 8	329	98.5	227	99.1	556	98.7
Total 6-8	730	97.7	466	94.8	1,176	96.6

Source: STAAR 3-8 database. Note: (N) number tested.

Table 19 shows results for Algebra I, Biology, English I, English II, and US History *STAAR EOCs*. Most ELL students met the Approaches+ standard for Algebra I (73.6%), Biology (76.8%), and U.S. History (82.2%), whereas less than half of ELL students met Approaches+ on English I (38.6%) and English II (35.9%). Differences in percentage points (pps) between ELL and district students were highest for English II (21.9 pps) and lowest for Algebra I (2.1 pps). Percentage points differences for English I, U.S. History, and Biology were 12.7, 9.9 and 6.8, respectively. Exited ELLs had the highest percentage that attained the Approaches + standard in all subjects for the three years examined.

It is important to highlight that there were differences among the two groups of students (ELLs in ESL and ELLs in sheltered courses) who took *STAAR EOCs*. In general, current ELL students have been in the Bilingual program for several years and they have not met the requirements to exit the program and integrate into general education. Students served in sheltered courses most likely were in the Dual Language 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 weigh these differences when interpreting the data presented in Table 19.

Table 19: Number and Percentage of ELL Students at Approaches + on STAAR EOC by Content, ELL Status, and Year

	Algebra I		English I		English II		Biology		U.S. History	
	N	%	N	%	N	%	N	%	N	%
2017-18										
Exited ELLs	1,346	89.7	1,536	87.2	2,469	86.0	1,525	97.9	2,436	99.0
ELLs	5,385	73.6	6,844	38.6	5,152	35.9	4,444	76.8	2,405	82.2
Non-ELLs	5,879	74.5	6,748	56.0	6,517	64.5	5,280	85.1	4,990	93.6
District	12,610	75.7	15,128	51.3	14,138	57.8	11,249	83.6	9,831	92.1
2016-17										
Exited ELLs	1,387	91.2	1,777	83.2	2,546	80.8	1,387	96.8	2,033	97.8
ELLs	5,410	74.8	6,555	37.2	4,664	31.6	4,025	77.0	1,968	80.5
Non-ELLs	5,753	76.2	7,302	57.0	6,436	61.7	5,222	82.9	4,534	92.4
District	12,550	77.2	15,634	51.7	13,646	55.0	10,634	82.4	8,535	91.0
2015-16										
Exited ELLs	1,756	84.5	2,178	79.3	2,783	70.0	1,620	96.9	2,789	96.8
ELLs	4,988	62.5	5,923	34.7	3,891	25.3	3,657	69.0	1,863	74.4
Non-ELLs	6,092	70.7	7,027	59.3	6,455	60.6	5,154	83.6	4,998	90.1
District	12,836	69.4	15,128	52.6	13,129	52.1	10,431	80.6	9,650	89.0

Source: STAAR EOC and Chancery SMS databases.

SUMMARY AND RECOMMENDATIONS

Summary

In 2017-18, 69,211 students, or 44.3 percent of the total student population (156,224) in grades PK-12, were identified as ELLs. A total of \$8,577,238 was budgeted for the Title III Bilingual/ESL and Immigrant programs.

Most of the elementary students in the Bilingual/ESL program were registered in One-Way Dual Language (34,898). Ninety-nine percent (99.2%) of these students were Hispanic, eighty-six percent (86.1%) spoke Spanish, ninety percent (90.4%) were born in the United States, eleven percent (11.3%) were TAG and only 3.8 percent were in Special Education. The second largest group in the Bilingual/ESL program at the Elementary level were in Two-Way Dual Language (2,857). Over half of these students were female (50.4%), were Hispanic (98.4%), spoke Spanish (79.5%), were born in the United States (92.9%), were not TAG or TAG Eligible (91.1%) and were not in Special Education (94.9%).

Secondary ELL students in sheltered courses was the largest group (N=21,495). Over half of sheltered students were male (52.8%), Hispanic (97.2%), spoke Spanish at home (84.6%), were born in the United States (85.4%), were not TAG (89.5%) or TAG eligible (89.4%), and were not in Special Education (93.8%). There were 5,042 ESL students who were late entry students, many coming from other countries. ESL students were mostly male (53.6%), Hispanic (63.9%), spoke Spanish at home (59.2%), were born outside of the United States (68.0%), were not TAG or TAG eligible (97.0%), and were not in Special Education (97.3%). There were 1,122 ELLs in Pre-AP and AP (AP stands for Advanced Placement) classes. Last school year, there were only 994 ELLs in Advanced Placement classes, which indicates that there was an increase of 128 students in one year.

Academic assessments indicated that more than 50 percent of the ELL students who took *TerraNova* scored at or above the 40th percentile for the 2017-18 school year. Seventy percent (70.5%) of kindergarten ELL students were at grade level on reading in 2017-18. This percentage was 56.5 percent for grade one and 53.7 percent for grade two. In mathematics, second grade students showed the highest percentage at grade level (59.4%). District students scored higher than ELL students in both reading and mathematics, except for second grade mathematics. ELLs in all grades improved in reading from 2015-16 to 2016-17, but scores decreased slightly in 2017-18. Most students in kindergarten and first grade scored at grade level in 2015-16, 2016-17, and 2017-18 on *SUPERA*. However, more than half of the second-grade students scored below the 40th percentile on *SUPERA* for the last three years.

On the *State of Texas Assessment of Academic Readiness (STAAR)* reading and mathematics, grades three through five, ELLs had a higher percentage at Approaches Grade Level or Above (Approaches+) than non-ELLs. Differences in percentages points (pps) between ELLs and the district on reading ranged from 0.8 pps (grade 4) to 3.9 pps (grade 5) and ranged from 1.7 pps (grade 4) and 2.2 pps (grade 3) on mathematics; ELL students outperformed the district.

Non-ELLs in grades six to eight outperformed ELLs on *STAAR* reading. For mathematics, ELLs performed similarly to non-ELLs in grades six and eight but performed slightly lower (3.6 pps) in grade 7. The differences between ELLs and the district on reading ranged from 5.9 pps (grade 7) to 12.0 pps (grade 6) with district students outperforming ELLs in all comparisons. For mathematics, ELLs and district students performed similarly in grades 6 and 8, whereas the district students slightly outperformed ELL students in grade 7 (3.0 pps).

STAAR EOC results showed that most ELL students met the Approaches+ standard for Algebra I (73.6%), Biology (76.8%), and U.S. History (82.2%), whereas less than half of ELL students met Approaches+ on English I (38.6%) and English II (35.9%). Differences in percentage points (pps) between ELL and district students were highest for English II (21.9 pps) and lowest for Algebra I (2.1 pps). Percentage points differences for English 1, U.S. History, and Biology were 12.7, 9.9 and 6.8, respectively.

Recommendations

- **Focus on decreasing the gap in student achievement between ELL and district students on *STAAR EOCs*, especially English I and II.** Less than half of ELL students met the Approaches+ standard on English I (38.6%) or English II (35.9%), and gaps between ELL and district students for those two *EOCs* were 12.7 and 21.9 percentage points, respectively.
- **Review data collection and data entry processes across district databases to ensure consistency.** Beginning in 2018-19, federal law (Every Student Success Act) requires that ELL students be monitored for four years after exit rather than for two years. As a result, it will be important that processes are in place to collect and enter data consistently at the start of the 2018-19 school year. It will also be important that processes are in place to make sure ELL status changes from Current ELL to Exited ELL are completed and match across district databases.

REFERENCES

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APPENDICES

Appendix A: Dual Language Summer 2017 Professional Development

Session	Date	Number of Participants
Ciencias en español	6/19/2017	22
Great Start	6/20/2017	18
Day DLT	6/20/2017	19
Success in the Multi-Grade DL Classroom	6/21/2017	13
3-Day DLT	6/21/2017	18
Biliterate I Am	6/21/2017	11
Biliteracy Thru PBL & BRC	6/21/2017	27
Estudio de Palabras	6/22/2017	22
3 Day DLT	6/22/2017	19
Recursos K-2nd	6/22/2017	18
Estudios sociales en español	6/26/2017	21
Two Day Exemplar DL Training	6/26/2017	19
Two Day Exemplar DL Training	6/27/2017	16
Gramática y ortografía en español	6/28/2017	18
BLC	6/29/2017	16
DL Fundamentals	6/29/2017	10
Gramática y ortografía en español	7/17/2017	16
Criterios de la escritura eficaz	7/18/2017	13
BLC	7/18/2017	17
Biliterate I Am!	7/18/2017	13
ELPS	7/19/2017	16
A Great Start	7/19/2017	13
Success in the Multi-Grade DL Classroom	7/19/2017	8
PBL/BRC	7/20/2017	11
Recursos 3-5	7/20/2017	14
DL Fundamentals	7/20/2017	8
Total Participants		416

Source: Bilingual/ESL Program Director.

Appendix B: ESL Summer 2017 Professional Development

Session	Date	Number of Participants
Sheltered Instruction Modules I	6/19/2017	3
Help! My Students Can't Read	6/19/2017	12
A Great Start	6/19/2017	8
Newcomers	6/20/2017	11
ESL Essentials AM	6/20/2017	5
ESL Essentials	6/20/2017	2
Writing Strategies for ELs	6/20/2017	11
Newcomers	6/20/2017	6
You Can't Just Say It Louder	6/21/2017	9
Great Instruction by Design	6/21/2017	0
Sheltered Instruction Modules II	6/21/2017	2
Too Many Words, Not Enough Time	6/22/2017	4
ESL Essentials AM	6/22/2017	6
ESL Essentials PM	6/22/2017	1
Newcomers AM	6/22/2017	2
Newcomers PM	6/22/2017	4
ESL Institute	6/23/2017	181
SIMS	6/26/2017	3
Help! My Students Can't Read	6/27/2017	15
Writing Strategies	6/27/2017	11
ESL Essentials AM	6/27/2017	12
ESL Essentials PM	6/27/2017	2
Using a Writer's Notebook	6/27/2017	3
SIM 4-6	6/28/2017	2
Tech Up!	6/28/2017	13
Great Instruction by Design	6/28/2017	14
Too Many Word, Not Enough Time	6/29/2017	11
The Art of the Mini Lesson	6/29/2017	6
Interactive Notebook	6/29/2017	21
Help! My Students Can't Read	7/17/2017	20
ESL Essentials AM	7/17/2017	2
ESL Essentials PM	7/17/2017	8
Too Many Words, Not Enough Time	7/18/2017	9
You Can't Just Say It Louder	7/18/2017	12
SIMS (1-3)	7/19/2017	9
Tech Up!	7/19/2017	11
The Art of the Mini Lesson	7/19/2017	11
A Great Start	7/20/2017	18
SIMS 4-6	7/20/2017	3
Great Instruction	7/20/2017	5
Writer's Notebook	7/20/2017	12
Meeting the Needs of Long Term ELs	7/20/2017	0
Interactive Notebook	6/29/2017	21
Total Participants		521

Source: Bilingual/ESL Program Director.

Appendix C: Dual Language Fall 2017 Professional Development

Session Title	Date	Number of Participants
A Great Start	9/16/2017	15
BLC Handbook	9/16/2017	12
Balanced Literacy	9/16/2017	2
Gramática y ortografía	9/16/2017	14
Biliterate I Am!	9/16/2017	17
Technology for Second Lang Acquisition	9/16/2017	6
Success in the Multi-Grade	9/16/2017	15
Estudios Sociales en español	9/23/2017	8
Success in the Multi-Grade Classroom	10/20/2017	21
Brain Targeted Teaching	10/20/2017	25
Academic Rigor	10/28/2017	17
Academic Rigor & Instruction	10/28/2017	5
Total Participants		157

Source: Bilingual/ESL program Director.

Appendix D: ESL Fall 2017 Professional Development

Session Title	Date	Number of Participants
A Great Start	9/09/2017	8
Getting to Know Your ELs	9/14/2017	4
A Great Start	9/16/2017	3
Scaffolded Writing	9/16/2017	18
TELPAS	9/19/2017	2
Getting to Know Your ELs	9/21/2017	2
A Great Start-VPLC	9/21/2017	2
Newcomers	9/26/2017	3
TELPAS	10/07/2017	5
Achieve 3000	10/07/2017	16
Nearpod	10/07/2017	14
Academic Vocabulary	10/12/2017	5
Supporting Long Term ELs	10/14/2017	7
Newcomers	10/24/2017	1
Peer Interactions	10/28/2017	6
You Can't Say It Louder	10/28/2017	9
Total Participants		105

Source: Bilingual/ESL Program Director.

Appendix E: Dual Language Spring 2018 Professional Development

Session	Date	Number of Participants
Technology in the DL Classroom	1/06/2018	11
Ready-Made BLC	1/17/2018	14
Interactive Notebook	1/22/2018	165
Recursos	1/29/2018	29
Ready-Made BLC	1/31/2018	30
Implementation of Gomez & Gomez Secondary DLE Model	2/09/2018	12
Implementation of Gomez & Gomez Secondary DLE Model	2/10/2018	3
Sheltered Instruction Strategies	2/12/2018	22
Bridging for Biliteracy-NDLTA	2/28/2018	24
PBL/BRC	3/02/2018	5
PBL/BRC	3/03/2018	4
Gomez and Gomez BLC	5/15/2018	38
Gomez and Gomez BLC	5/16/2018	28
Total Participants		385

Source: Bilingual/ESL Program Director.

Appendix F: ESL Spring 2018 Professional Development

Session Title	Date	Number of Participants
Test Taking Tips	1/13/2018	10
ESL Cohort	1/13/2018	8
Strategies for ELs-Part 1	1/18/2018	9
Cyberspacing for ELs	1/20/2018	7
Building Academic Vocabulary	1/23/2018	2
Revising and Editing	2/3/2018	12
ESL Cohort	2/3/2018	7
Strategies for ELs-Part 2	2/8/2018	10
Supporting Long Term ELs	2/10/2018	5
SIM 3-4	2/13/2018	2
Comprehensible Input	2/27/2018	2
Cultural Connection	3/03/2018	7
ESL Cohort	3/03/2018	8
Supporting Long Term ELs	3/24/2018	3
Bringing it All Together	3/29/2018	2
Increase Your Engagement	4/07/2018	19
ESL Cohort	4/07/2018	6
ESL Prep	4/21/2018	1
Summer Reading Kickoff	5/05/2018	21
Summer Reading Kickoff	5/12/2018	21
ESL Prep	5/12/2018	5
Total Participants		167

Source: Bilingual/ESL Program Director.

Appendix G: 2017-18 One-Way Dual Language Schools

Feeder Pattern	School	Grades
ACE	Annie Webb Blanton Elementary	PK-5
ACE	C. F. Carr	PK, 2-5
ACE	Umpfrey Lee Elementary	PK-5
ACE	Roger Q. Mills Elementary	PK-5
ACE	J. N. Ervin Elementary	PK-5
ACE	Onesimo Hernandez Elementary	K-5
ACE	Edward Titche Elementary	PK-5
Adams	Bayles Elementary	PK-5
Adams	Casa View Elementary	PK-5
Adams	Charles A. Gill Elementary	PK-5
Adams	Victor H. Hexter Elementary	PK-5
Adams	Edwin J. Kiest Elementary	PK-5
Adams	Martha Turner Reilly	PK-5
Adams	Reinhardt Elementary	PK-5
Adams	Sanger Elementary	PK-5
Adams	Larry G. Smith Elementary	PK-5
Adamson/Wilmer-Hutchins	Felix G. Botello Elementary	PK-5
Adamson/Wilmer-Hutchins	James Bowie Elementary	PK-5
Adamson/Wilmer-Hutchins	James S. Hogg	PK-5
Adamson Wilmer-Hutchins	John F. Peeler Elementary	PK-5
Adamson Wilmer-Hutchins	John H. Reagan	PK-5
Adamson/Wilmer-Hutchins	Wilmer-Hutchins Elementary	K-5
Carter	Birdie Alexander Elementary	PK-5
Carter	Ronald Erwin McNair Elementary	PK-5
Carter	T.G. Terry	PK-5
Carter	Adelle Turner Elementary	PK-5
Carter	Mark Twain Leadership Vanguard	PK-5
Carter	Martin Weiss Elementary	PK-5
Conrad/Hillcrest	Anne Frank Elementary	PK-5
Conrad Hillcrest	L. L. Hotchkiss Elementary	PK-5
Conrad Hillcrest	Highland Meadows Elementary	PK-5
Conrad/Hillcrest	Jack Lowe Sr. Elementary	PK-5
Conrad Hillcrest	Lee A. McShan Elementary	PK-5
Conrad Hillcrest	John J. Pershing Elementary	PK-5
Conrad/Hillcrest	Preston Hollow	PK-5
Conrad Hillcrest	Dan D. Rogers Elementary	PK-5
Conrad/Hillcrest	Jill Stone Elementary School at Vickery Meadow	PK-5
ISN	John Neely Bryan Elementary	PK-5
ISN	Joseph J. Rhoads Learning Center	PK-5
ISN	Oran M. Roberts Elementary	PK-5
ISN	Daniel Webster Elementary /	PK-5
ISN	Paul L. Dunbar Learning Center	PK-5
ISN	Rufus C. Burleson Elementary	PK-5
ISN	Martin Luther King Jr. Learning Center	PK-5
ISN	George W. Truett Elementary	PK-5
Jefferson	David G. Burnet Elementary	PK-5
Jefferson	Leonides Gonzalez Cigarroa M.D. Elementary	PK-5
Jefferson	Tom W. Field Elementary	K-4
Jefferson	Stephen C. Foster Elementary	PK-5
Jefferson	Jose "Joe" May Elementary	PK-5
Jefferson	K.B. Polk Center for Academic Talented and Gifted	PK-5
Jefferson	Julian T. Saldivar Elementary	PK-5
Jefferson	Walnut Hill Elementary	PK-3
Jefferson	Sudie L. Williams Elementary	PK-5

(Appendix G continues)

Appendix G Continued

Feeder Pattern	School	Grades
Kimball	Jimmie Tyler Brashear Elementary	5
Kimball	John W. Carpenter Elementary	PK-5
Kimball	L.O. Donald Elementary	PK-5
Kimball	Lenore Kirk Hall Elementary	PK-5
Kimball	Margaret B. Henderson Elementary	PK-5
Kimball	Marfa Moreno Elementary	PK-5
Kimball	Leslie A. Stemmons Elementary	PK-5
Kimball	Thomas Tolbert Elementary	PK-5
Molina	Mary Mcleod Bethune Elementary	PK-5
Molina	Nancy J. Cochran Elementary	PK-5
Molina	Leila P. Cowart Elementary	PK-5
Molina	Arturo Salazar Elementary	PK-5
Molina	Celestino Mauricio Soto Jr. Elementary	PK-5
North Dallas	Cesar Chavez Learning Center	PK-5
North Dallas	Sam Houston Elementary	PK-5
North Dallas	John F. Kennedy Learning Center	PK-5
North Dallas	Obadiah Knight Elementary	PK-5
North Dallas	Maple Lawn Elementary	PK-5
North Dallas	Esperanza "Hope" Medrano Elementary	PK-5
North Dallas	Ben Milam Elementary	PK-5
North Dallas	Zaragoza Elementary	PK-5
Pinkston	Gabe P. Allen Charter Elementary School	PK-5
Pinkston	Arcadia Park Elementary	PK-5
Pinkston	Lorenzo De Zavala Elementary	PK-5
Pinkston	Sidney Lanier Expressive Arts Vanguard	PK-5
Pinkston	Eladia R. Martinez Learning Center	PK-5
Pinkston	Stevens Park Elementary	PK-5
Roosevelt	Harrell Budd Elementary	PK-5
Roosevelt	N. W. Harlee Elementary	PK-1
Roosevelt	Albert 5. Johnston Elementary	PK-5
Roosevelt	William Brown Miller Elementary	PK-5
Samuell	John Ireland Elementary	PK-5
Samuell	John Q. Adams Elementary	PK-5
Samuell	John W. Runyon Elementary	PK-5
Samuell	Nathaniel Hawthorne Elementary	PK-5
Samuell	Pleasant Grove Elementary	PK-5
Samuell	San Jacinto Elementary	PK-5
Samuell	Thelma Elizabeth Page Richardson Elementary	PK-5
Seagoville	Central Elementary	PK-5
Seagoville	Ebby Halliday Elementary	PK-5
Seagoville	Kleberg Elementary	PK-5
Seagoville	Seagoville North Elementary	PK-5
Seagoville	Seagoville Elementary	PK-5
Skyline	Adelfa Botello Callejo Elementary	PK-5
Skyline	S. S. Conner Elementary	PK-5
Skyline	Frank Guzik Elementary	PK-5
Skyline	Edna Rowe Elementary	PK-5
Skyline	Ascher Siberstein Elementary	PK-5
Skyline	C. A. Tatum Jr. Elementary	K-5
Skyline	Urban Park Elementary	PK-5
South Oak Cliff	W.W. Bushman Elementary	PK-5
South Oak Cliff	H. I. Holland Elementary School at Lisbon	PK-5
South Oak Cliff	Dr. Barbara Jordan Elementary	PK- 5
South Oak Cliff	Thomas L. Marsalis Elementary	PK- 5
South Oak Cliff	Clara Oliver Elementary	PK-5
South Oak Cliff	Clinton P. Russell Elementary	PK-5
South Oak Cliff	Whitney M. Young Jr. Elementary	PK- 5

(Appendix G Continues)

Appendix G Continued

Feeder Pattern	School	Grades
Spruce	William Anderson Elementary	PK-5
Spruce	William A. Blair Elementary	PK-5
Spruce	Gilbert Cuellar Sr . Elementary	PK-5
Spruce	B. H. Macon Elementary	PK-5
Spruce	Julius Dorsey Elementary	PK-5
Spruce	Frederick Douglass Elementary	PK-5
Spruce	Henry B. Gonzalez Elementary	PK-5
Spruce	Richard Lagow Elementary	PK-5
Spruce	Nancy Moseley Elementary	PK-5
Sunset	Lida Hooe Elementary	PK-5
Sunset	Anson Jones Elementary	PK- 5
Sunset	Louise Wolff Kahn Elementary	PK-5
Sunset	George Peabody Elementary	PK-5
Sunset	Rosemont Primary and Elementary	PK
Sunset	Winnetka Elementary	PK-5
White	Nathan Adams Elementary	PK-5
White	George Herbert Walker Bush Elementary	PK-5
White	William L. Cabell Elementary	PK-5
White	F. P. Caillet Elementary	PK-5
White	Tom C. Gooch Elementary	PK- 5
White	Jerry R. Junkins Elementary	PK-5
White	Herbert Marcus Elementary	PK- 5
Wilson/Townview	William Lipscomb Elementary	PK-5
Wilson/Townview	Mount Auburn Elementary	PK-5

Source: Bilingual/ESL, Dual Language Program Director.

Appendix H: 2017-18 Two-Way Dual Language Schools

Feeder Pattern	Approach	School Name	Grades
Adams	Immersion	Alex Sanger	K-5
Adams	Immersion	Edwin J. Kiest	K-4
Adams	Immersion	Martha Turner Reilly	K
Adamson	Immersion	James S. Hogg	PK-1
Adamson	Immersion	John H. Reagan	PK-K
Carter	Enrichment	T. G. Terry	K
Hillcrest	Immersion	Anne Frank	PK-1
Hillcrest	Enrichment	Arthur Kramer	K
Hillcrest	Immersion	Preston Hollow	K
Jefferson	Immersion	K. B. Polk	K
Jefferson	Immersion	Stephen C. Foster	K
Jefferson	Immersion	Walnut Hill	K
Kimball	Immersion	Jimmie Tyler Brashear	PK-3
Kimball	Enrichment	L. O. Donald	K
Kimball	Immersion	Margaret B. Henderson	PK-1
Madison	Immersion	Oran M. Roberts	K
Transf. & Innovation	Immersion	Solar Preparatory School for Girls	K
North Dallas	Immersion	Ben Milan	2
Pinkston OSN	Immersion	C.F. Carr	K
Pinkston	Immersion	Sidney Lanier Vanguard	PK-1
Pinkston	Immersion	Stevens Park	K
Roosevelt	Immersion	N. W. Harlee Early Childhood	K
Samuell (ACE)	Immersion	Annie Webb Blanton	K
Samuell (ISN)	Immersion	Edward Titcher	K
Samuell	Immersion	John Ireland	K
Samuell	Immersion	John W. Runyon	K-2
Samuell	Immersion	Nathaniel Hawthorne	K
Samuell	Immersion	Pleasant Grove	K
Samuell	Immersion	San Jacinto	K
Samuell	Immersion	Thelma Elizabeth Page Richardson	K
Seagoville	Immersion	Ebby Halliday	K
Seagoville	Immersion	Kleberg	K
Seagoville	Immersion	Seagoville North	K
Skyline	Immersion	Edna Rowe	K-1
South Oak Cliff	Immersion	Clinton P. Russell	K-1
South Oak Cliff	Immersion	Whitney M. Young Jr.	K-1
Spruce	Immersion	William M. Anderson	K-1
Spruce	Immersion	B. H. Macon	K-1
Sunset	Enrichment	Rosemont	3-5
Sunset	Enrichment	Rosemont Primary Chris Semos	K-2
Sunset	Immersion	Winnetka	PK-5
White	Immersion	Everette L. DeGolyer	PK-5
White	Enrichment	F. P. Caillet	PK-5

Source: Bilingual/ESL Program Director.