

2018-19 Evaluation of the Immigrant Services Program

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At-a-Glance

The Bilingual Education/English as a Second Language (BE/ESL) Department aimed to provide supplemental assistance to immigrant students and families in order to increase language proficiency and academic achievement that will help prepare them to become active participants in education and the community. Title III defines immigrant children and youth as those aged three to 21 who were not born in any state and have not been enrolled in any United States schools for more than three full academic years. The Immigrant Services program within the Dallas Independent School District (ISD) had a total budget of \$846,223 from Title III funds for program year 2018-19, a decrease from \$1,077,992 in 2017-18.

Purpose of the Evaluation

This evaluation report includes description of services for district immigrant students in 2018-19 and student characteristics and outcome data and trends for immigrant students.

What were district services for immigrant students in 2018-19?

Methodology

The evaluators interviewed program administrators and reviewed program documents to summarize services for immigrants in 2018-19.

Program Description

Because a large proportion of immigrants typically are also English Learners (ELs; 92% in 2018-19),¹ the BE/ESL department has a pivotal role in the integration of immigrant students and their families into the District and community. The department aimed to 1) provide supplemental instructional resources; 2) assist in development of tutoring plans for improved English proficiency and academic achievement; 3) develop supplemental summer enrichment opportunities; 4) connect parents with needed referrals to services; and 5) deliver classes for ELs and their parents, including district information sessions and ESL classes.

Immigrants who have never attended US schools are welcomed to the district at the Margaret and Gilbert

Herrera Student Intake Center. This center supports these students and their families. Along with registration and assessment services, the center provides orientation services for families as they transition into the district and community and follow-up support to students through providing professional development and instructional coaching for teachers of ELs, literacy fairs on select Saturdays throughout the year, and summer enrichment programs for newcomer students.

To prepare immigrant students in the first year in US schools who do not speak Spanish or English for academic success, the district also offers a one-year Newcomer Program at five designated Dallas ISD campuses.² This program for mixed grade levels focuses on English acquisition by using sheltered instruction methods and strategies. Because the students served by the Newcomer Program in 2018-19 were a small subsection of immigrant students, they were not highlighted as a separate group in analyses and were included in results for the general immigrant student population.

What were immigrant student characteristics in 2018-19?

Methodology

The evaluators conducted frequency analyses to summarize participant characteristics and enrollment rates using the district Public Education Information Management System (PEIMS) demographic data files.³

Results

Most of the 6,143 immigrant students enrolled in the district in 2018-19 (approximately 4% of enrollment) were Hispanic (76%), followed by African American (9%) and Asian (8%). Immigrants were from 130 different countries, with about 64 percent of immigrants considered at-risk and 86 percent economically disadvantaged. The rate of immigrant students enrolled in the Dallas ISD has remained relatively stable in recent years, with an increase of one percent (+32 students) since 2017-18 and four percent (+209 students) since 2016-17.

¹ EL Immigrant students: 2016-17: 89%; 2017-18: 91%.

² McShan, Lowe, Hotchkiss, Rodgers, and Gill. All campuses had one teacher allocation for the newcomers' program, except for McShan, which had two teachers allocated.

³ District PEIMS snapshot dates were October 28, 2016 (2016-17; file date October 31, 2016), October 27, 2017 (2017-18; file date October 30, 2017), and October 26, 2018 (2018-19; file date February 26, 2019).

What were the academic achievement outcomes for immigrant students?

Methodology

The first academic outcome examined was the *Texas English Language Proficiency Assessment System (TELPAS)*. The evaluators used frequency analyses to determine the percentage of students who 1) earned each English proficiency rating (beginning, intermediate, advanced, advanced high) and 2) progressed, stayed the same, or regressed at least one level among composite ratings from 2018 to 2019.

The second academic outcome examined was *TerraNova (TN)*; reading and mathematics) and *SUPERA (SUP)*; reading). Frequency analyses were computed to determine the percentage of K to grade two students scoring at or above grade level on *TerraNova* and *SUPERA*. The evaluators also calculated one- and two-year trends in attainment rates.

The third academic outcome examined was *State of Texas Assessments of Academic Readiness (STAAR)* and *End-of-Course (EOC)*. The evaluators calculated rates of students at Approaches Grade Level or Above (Approaches+) and Meets Grade Level or Above (Meets+) for 2019 and two-year trends.

Results

TELPAS

English proficiency ratings for immigrant students generally lagged all ELs and clustered at the beginner and intermediate levels, with the highest rates of students proficient at the beginner level in K to grade five (47%) and the highest rates of students proficient at the intermediate level in grades six to eight (50%) and grades nine to 12 (49%). From 53 to 60 percent of immigrant students remained at the same proficiency level in 2019 as in 2018. Progression rates decreased (40% grades 1 to 5; 31% grades 6 to 8; 20% grades 9 to 12) and regression rates increased (7% grades 1 to 5; 13% grades 6 to 8; 20% grades 9 to 12) as grade level increased. At all grade levels, progression rates for immigrant students exceeded those for all ELs by six to 20 percentage points, and regression rates were lower than for all ELs by four to 19 percentage points.

TerraNova/SUPERA

TN and *SUP* rates of 2019 students at or above grade level ranged from 58 (*TN* mathematics) to 90 percent (*SUP* reading; Table 1). Immigrant students scored at or above grade level at higher rates than all ELs and nonELs on *TN* reading and *SUP* reading, but they were at or above grade level at comparable rates to all ELs and at lower rates than all nonELs in *TN* mathematics.

Table 1: 2018-19 Percentage of K-2 Immigrant and District Students At or Above Grade Level on *TerraNova* and *SUPERA*

Grade	Immigrant		All EL		All nonEL	
	Test N	GL %	Test N	GL %	Test N	GL %
TerraNova						
Mathematics	1,625	58	15,657	58	14,766	62
Reading	413	71	1,987	62	14,071	69
SUPERA						
Reading	1,270	90	13,805	82	750	79

Source: *TerraNova* and *SUPERA* district data files dated July 02, 2019. District PEIMS demographic file dated February 26, 2019. Note: K = kindergarten. EL = English learner. GL = at or above grade level/40th percentile. Includes students enrolled on the PEIMS snapshot date of October 26, 2018. PEIMS = Public Education Information Management System.

Two-year trends for immigrant students varied, ranging from flat (*SUP* reading) to an increase of nine percentage points (*TN* reading; Table 2) in students at or above grade level. These trends were more favorable for immigrant students than all ELs and all nonELs for both *TN* reading and *SUP* reading, but they were within one percentage point of both all ELs and all nonELs on *TN* mathematics.

Table 2: 2017 to 2019 K Grade Two *TerraNova*/*SUPERA* Trends in Rates of Students At or Above Grade Level by Classification and Subject

Grade	Immigrant	All EL	All nonEL
	2 Yr Δ %pts	2 Yr Δ %pts	2 Yr Δ %pts
TerraNova			
Mathematics	2.6	2.8	1.7
Reading	9.0	5.8	0.6
SUPERA			
Reading	-0.4	-3.3	-6.1

Source: District *TerraNova* data files dated November 1, 2017 (2017) and July 2, 2019 (2019). District *SUPERA* data files dated July 12, 2019 (2017) and July 2, 2019 (2019). District PEIMS demographic files dated October 31, 2016 (2017) and February 26, 2018 (2019). Note: K = kindergarten. EL = English learner. 2 Yr Δ = percentage point change from 2017 to 2019. %pts = percentage points. PEIMS = Public Education Information Management System. Includes students enrolled on the PEIMS snapshot date for each year.

STAAR/EOC

Rates of immigrant students in grades three to five at Approaches+ on the 2019 *STAAR* ranged from 56 percent (science) to 76 percent (reading; Table 3) and rates of immigrant students at Meets+ ranged from 30 percent (science) to 50 percent (reading; Table 4). Differences between immigrant student and all EL and nonEL rates at both Approaches+ and Meets+ ranged from 15 percentage points lower (science 5, Approaches+ and mathematics 3 to 5, Meets+ compared to all ELs) to 17 percentage points higher (writing 4, Meets+ compared to all nonELs). Rates at both Approaches+ and Meets+ were lower than for both all ELs and all nonELs in both mathematics and science and, with one exception (writing 4, Approaches+

compared to all ELs), comparable or higher than for all ELs and all nonELs in both reading and writing.

Immigrant students in grades six to eight did not fare as well on the STAAR as for grade three to five STAAR, in general, with Approaches+ rates ranging from 24 (writing) to 49 percent (mathematics; Table 3) and rates at Meets+ ranging from 11 percent (writing) to 22 percent (mathematics; Table 4). Notably, Approaches+ rates were lowest for reading and writing, and Meets+ rates were lowest for reading, social studies, and writing. Immigrant student rates at both Approaches+ and Meets+ were lower than for all ELs and nonELs.

Results for immigrant students on 2019 EOCs were mixed, with rates at Approaches+ ranging from 19 (English I) to 78 percent (US History; Table 3) and rates at Meets+ ranging from 10 (English I) to 45 percent (US History; Table 4). Rates of immigrant students at Approaches+ and Meets+ on EOCs were lowest for the English I and English II EOCs. Immigrant students at both Approaches+ and Meets+ on all EOCs were lower than for all ELs and nonELs.

Table 3: 2018-19 Percentage of Immigrant, All EL, and All NonEL Students at Approaches Grade Level or Above on STAAR and STAAR EOC

Grade	Immigrant		All EL		All nonEL ^a	
	Test N	App+ %	Test N	App+ %	Test N	App+ %
Grades Three to Five STAAR						
Mathematics 3-5	1,026	69.1	17,582	82.5	16,682	78.4
Reading 3-5	1,025	76.0	17,580	76.3	16,690	74.0
Writing 4	325	69.2	5,879	71.5	5,725	59.6
Science 5	308	55.5	5,970	69.0	5,725	70.4
Grades Six to Eight STAAR						
Mathematics 6-8	895	49.3	13,978	74.8	13,132	75.5
Reading 6-8	908	28.6	14,673	61.9	14,253	70.7
Writing 7	293	23.9	4,840	52.8	4,659	62.2
Science 8	327	38.2	4,932	69.6	4,708	77.4
Soc. Studies 8	318	31.8	4,565	53.8	4,534	66.3
STAAR EOCs						
Algebra I	585	68.0	5,197	82.5	5,194	82.8
English I	743	19.0	7,299	44.0	6,666	60.2
English II	664	21.2	5,443	40.9	6,046	65.1
Biology	528	61.7	4,634	77.2	4,899	85.5
US History	370	77.6	2,904	85.0	5,101	93.9

Source. District STAAR data files dated June 13, 2019 and STAAR EOC data files dated June 4, 2019. PEIMS snapshot demographic data files dated February 26, 2019.

Note: STAAR = State of Texas Assessments of Academic Readiness. EOC = End-of-Course. Rates include scores for first and second administrations of STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date of October 26, 2018. App+ = Approaches grade level or above performance standard. EL = English learner. US = United States. PEIMS = Public Education Information Management System. ^a = nonELs include students who have opted-in to dual language programs and former ELs who are in monitored status and do not include students who were coded as "untestable."

Table 4: 2018-19 Percentage of Immigrant, All EL, and All NonEL Students at Meets Grade Level or Above on STAAR and STAAR EOC

Grade	Immigrant		All EL		All nonEL ^a	
	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %
Grades Three to Five STAAR						
Mathematics 3-5	1,017	35.3	17,375	50.3	16,296	46.4
Reading 3-5	1,016	50.0	17,373	46.0	16,304	42.4
Writing 4	322	46.3	5,807	44.8	5,587	28.9
Science 5	304	30.3	5,898	40.7	5,596	42.3
Grades Six to Eight STAAR						
Mathematics 6-8	888	21.5	13,798	37.8	12,805	40.7
Reading 6-8	901	14.1	14,493	27.2	13,926	39.9
Writing 7	292	11.0	4,778	22.4	4,544	35.3
Science 8	324	15.7	4,879	30.1	4,609	41.3
Soc. Studies 8	315	11.7	4,512	17.6	4,435	31.0
STAAR EOCs						
Algebra I	580	39.3	5,161	58.9	5,118	61.4
English I	737	10.2	7,261	24.6	6,589	43.8
English II	661	10.6	5,411	20.2	5,964	47.3
Biology	524	24.8	4,598	41.0	4,820	58.8
US History	367	45.2	2,887	52.7	5,029	77.4

Source. District STAAR data files dated June 13, 2019 and STAAR EOC data files dated June 4, 2019. PEIMS snapshot demographic data file dated February 26, 2019.

Note: STAAR = State of Texas Assessments of Academic Readiness. EOC = End-of-Course. Rates include scores for first and second administrations of STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date of October 26, 2018. Students taking the Alternate 2 version of STAAR are not evaluated on the Meets+ performance level; sample sizes will be slightly lower for the Meets+ level than for the Approaches+ and Masters level. Meets+ = Meets grade level or above performance standard. EL = English learner. PEIMS = Public Education Information Management System. ^a = nonELs include students who have opted-in to dual language programs and former ELs who are in monitored status and do not include students who were coded as "untestable."

Two-year trends at Meets+ for grade three to eight immigrant students were positive for all subjects and grade levels (range: +3 percentage points, writing 7 to +13 percentage points, writing 4; Table 5). With a few exceptions (reading 3 to 5 and writing 4), two-year trends were mostly comparable or at least slightly lower for immigrant students than for both all ELs and all nonELs.

Two-year EOC trends for immigrant students at Meets+ were flat or positive for all subjects and grade levels (range: flat, English II to +20 percentage points, Algebra I). Two-year trends for immigrant students were comparable or lower than for all ELs and all nonELs on Algebra I, English I, and English II. For the Biology and US History EOCs, however, rates of immigrant students at Meets+ were lower than for all ELs, but higher than for all nonELs.

Table 5: 2017 to 2019 Two-Year STAAR/EOC Trends in Rates at Meets+ by English Learner Program/Classification, Subject, and Grade Level

Grade	Immigrant	All EL	All nonEL ^a
	Meets+ 2 Yr Δ %pts	Meets+ 2 Yr Δ %pts	Meets+ 2 Yr Δ %pts
Grades Three to Five STAAR			
Mathematics 3-5	6.0	7.4	7.1
Reading 3-5	8.9	7.3	5.8
Writing 4	12.6	5.1	0.3
Science 5	6.7	11.1	7.5
Grades Six to Eight STAAR			
Mathematics 6-8	8.0	12.9	11.5
Reading 6-8	4.3	7.5	6.0
Writing 7	3.1	5.3	3.6
Science 8	4.8	4.4	5.7
Soc. Studies 8	3.5	4.2	3.0
STAAR EOCs			
Algebra I	19.8	24.6	20.4
English I	2.1	9.0	4.8
English II	0.1	8.4	2.1
Biology	5.8	6.2	2.7
US History	8.1	15.9	5.7

Source: District STAAR data files dated June 22, 2017 (2017) and June 13, 2019 (2019). STAAR EOC data files dated April 30, 2017 (2017) and June 4, 2019 (2019). District PEIMS snapshot demographic files dated October 31, 2016 (2017) and February 26, 2019 (2019).
 Note: STAAR = State of Texas Assessments of Academic Readiness. EOC = End-of-Course. Rates include scores for first and second administrations of STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date for each year. EL = English learner. Meets+ = Meets grade level or above performance standard. US = United States. 2 Yr Δ = percentage point change from 2017 to 2019. %pts = percentage points. PEIMS = Public Education Information Management System. ^a = nonELs include students who have opted-in to dual language programs and former ELs who are in monitored status and do not include students who were coded as "untestable."

Recommendations

See the Title III Evaluation of Bilingual Education and English as a Second Language At-A-Glance (EA19-126-4A) for a consolidated list of recommendations pertaining to English Learners.

An electronic version of this report as well as the full report can be found at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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