

2018-19 Evaluation of Bilingual Education and English as a Second Language Programs

Department of Evaluation and Assessment

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Superintendent of Schools*



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2018-19 Evaluation of Bilingual Education and English as a Second Language Programs

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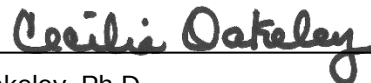
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2018-19 Evaluation of Bilingual Education and English as a Second Language Programs

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ABSTRACT

The mission of the Bilingual Education/English as a Second Language (BE/ESL) department is to increase student achievement by addressing the academic, linguistic, and social needs of English Learners (ELs; $N = 69,419$; 45% of district). The department oversees Dual Language (DL), ESL, and sheltered instructional programs, immigrant student services, tutoring, summer programs, and Language Proficiency Assessment Committees (LPACs), and works with the Special Education (SPED) department to provide services for ELs who require special education (ELSPED). This evaluation reports description and outcomes for all EL-related programs in the district. Programs evaluated in this report were supported by \$10,118,136 from Title III, Title I, and general operating funds, a decrease of \$301,523 from 2017-18.

Outcomes. Overall. 2019 English proficiency progression rates varied among programs/classifications and grade levels. From 2018 to 2019, over half of ELs overall remained at the same proficiency level, and most often, progression rates decreased and regression rates increased as grade level increased. Elementary school achievement outcomes varied by program/classification, with ELs overall mostly underperforming nonELs on *TerraNova*, but mostly outperforming nonELs on *State of Texas Assessments of Academic Readiness (STAAR)*. Secondary outcomes also varied by program/classification, with ELs mostly underperforming nonELs overall. Parent denials underperformed both ELs and nonELs overall on most subjects at both the elementary and secondary levels. Immigrant. Elementary school immigrant students mostly outperformed all ELs and nonELs on *TerraNova*, *SUPERA*, and *STAAR* reading and writing. Secondary school immigrant students generally underperformed both all ELs and nonELs in all *STAAR/End-Of-Course* subjects. ELSPED. Achievement outcomes for ELSPED students tended to be closer to comparison groups including SPED students than those that did not.

Other Findings. Evidence suggested a need for more education about ELSPED services. Stronger English proficiency was related to stronger *STAAR* performance. *STAAR* mathematics and reading performance decreased between grades five and six, especially for some Spanish test takers. ELs lagged nonELs in magnet programs, some advanced courses, and secondary talented and gifted participation.

Recommendations. Stakeholders should 1) review data structures and processes, 2) include more process data in future evaluations, 3) focus on English proficiency progression, 4) explore reasons for lower EL participation in advanced opportunities, 5) reduce number of underserved students, 6) focus on transition years, 7) review English proficiency performance by skill, 8) increase districtwide awareness of the needs of ELSPED students, and 9) explore reasons for low ELSPED differentiation ratings.

PROGRAM DESCRIPTION¹

This section provides legislative background relevant to the establishment of Bilingual Education/English as a Second Language (BE/ESL) programs in the Dallas Independent School District (Dallas ISD) as well as brief summaries of the programs and services provided to district students served by the BE/ESL Department in 2018-19.

Background

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

In 2010, the Obama administration joined a call from educators and families to create an improved law that focused on the clear goal of fully preparing all students for success in college and careers. The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. This bipartisan measure reauthorized the 50-year-old Elementary and Secondary Education Act (ESEA), the federal education law with a longstanding commitment to equal opportunity for all students. Finally, 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 ESEA reauthorization plan retained longstanding programs designed to meet the needs of special populations, including ELs.

On the state level, 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 ELs, in any language classification in the same grade level, shall offer a Bilingual Education (BE) program in prekindergarten (PK) through grade five/six.² All ELs for whom the district is not required to offer a BE program shall be provided an English as a Second Language (ESL) program regardless of grade level, home language, or number of such students.

Following federal, state, and local mandates concerning the education of ELs, the Dallas ISD BE/ESL Department provides BE to ELs in PK to grade five/six and ESL programs to ELs in PK to grade 12. The 2018-19 Dual Language (DL)³ instructional models, implemented at most Dallas ISD elementary school campuses, includes both one- and two-way programs⁴ for students in PK to grade five/six. ESL instruction is provided to ELs who speak a language other than Spanish in grades PK to five, and

¹ Portions of this report were adapted from Ledezma, 2018.

² Through grade six when grade six was housed at a campus with other elementary school grade levels.

³ The Dallas ISD most often refers to Bilingual Education programs as Dual Language programs, despite the formal name of the department. These programs were referenced as Dual Language or Bilingual Education programs interchangeably throughout this document. The acronym BE/ESL was used in this document to describe the Bilingual Education/English as a Second Language Department as a district administrative unit.

⁴ Generally, one-way DL programs primarily serve ELs, whereas two-way DL programs serve both ELs and nonELs. Both programs provide instruction in both English and Spanish. These programs will be described in greater detail in subsequent sections.

ESL/Sheltered programs are provided for all ELs in grades six to 12. The department also oversees DL programs at some secondary grade level campuses, as well as several related programs and services for ELs and immigrants, as outlined in the following section.

Programs and Services

The mission of BE/ESL Department programs in the Dallas ISD, a district with 69,419 ELs in 2018-19, is to increase student achievement by effectively addressing the academic, linguistic, and social needs of ELs through research-based DL and ESL programs that embrace student diversity. The department oversees DL and ESL programs for ELs and coordinates related services relevant to ELs and newcomers to United States schools. Major services provided in addition to overseeing classroom instructional models and curricula for ELs to improve academic and linguistic proficiency include 1) identification and reclassification of district ELs, 2) monitoring staffing to ensure certified BE/ESL teachers serve ELs, 3) services for immigrant students new to the United States, 4) services for students dually-identified as both EL and requiring special education services (ELSPED), and 5) ensuring tutoring and special assistance are provided to ELs and their families. The following section outlines the programs and services for district ELs and immigrants included in this evaluation.

Dual Language Programs

Dual Language (DL) programs in the Dallas ISD aim to promote dual literacy in English and Spanish. Districtwide DL programs began in 2006. Before 2006, bilingual instruction opportunities available to students were decentralized and were implemented with low coherence. In addition, the district employed an insufficient number of teachers qualified to instruct in a bilingual classroom.⁵ After a slight plateau of program implementation and student performance in the early 2010s, the district focused more intently on DL programs by 2016, resulting in an increased number of campuses offering two-way programs, improved implementation fidelity, and the first cohort of students poised to graduate with the Seal of Biliteracy.⁶

Through participation in DL programs, students learn a second language through content-based instruction while maintaining their dominant languages to promote and embrace cultural diversity among all students. All one-way and almost all two-way DL programs use a 70 percent (Spanish)/30 percent (English) instructional model in PK through grade one. Starting in grade two, all DL programs transition into a 50 percent (Spanish)/50 percent (English) model. Research has shown that using these models in DL classrooms results in higher academic and linguistic achievement for both ELs and nonELs (Collier & Thomas, 2009).⁷ Figure 1 summarizes the needs of English- and Spanish-dominant speakers when working toward bilingualism.

⁵ Texas Education Agency (TEA) requires DL teachers to be qualified for instruction in both English and, in the case of Dallas ISD, Spanish. Information on DL and ESL teacher qualifications and training is provided later in this report.

⁶ The Seal of Biliteracy is awarded by a school, district, or state to recognize students who have demonstrated proficiency in two or more languages by graduation from high school. See sealofbiliteracy.org for more information.

⁷ According to the program director, the Dallas ISD uses the Gomez and Gomez model for one-way dual language programs and a modified Gomez and Gomez model for two-way dual language programs. The Gomez and Gomez model is based on research suggesting the fastest and most efficient way to learn academic English is through a strong education in the student's dominant language. For more information on Gomez and Gomez, see gomezandgomez.com.

Figure 1: Unique Needs of Language Learners

English-Dominant Speakers	Spanish-Dominant Speakers
• Need extensive exposure to the L2 (Spanish) • Need gradual increase of instruction in the L1 (English)	• Need extensive exposure to the L1 (Spanish) • Need gradual increase of instruction time in the L2 (English)

Source: Documentation provided by dual language program department.
Note: L1 = dominant language. L2 = partner language/language being learned.

Available at most 2018-19 elementary school campuses,⁸ the Dallas ISD offered three DL program models for students: one-way DL (OWDL; elementary school level), two-way DL (TWDL; elementary school level), and secondary DL (SECDL; middle school and high school levels). For a list of dual language programs offered by campus, see Appendix A.

One-Way Dual Language

The OWDL program is a biliteracy program serving identified ELs in PK to grade five (or grade six when housed at an elementary school campus) with academic instruction in English and Spanish. The one-way program was offered at 140 campuses in the Dallas ISD in 2018-19 and is the largest of district DL programs, despite a decrease from 150 campuses in 2015.

Instruction time in the OWDL program in PK to grade one is conducted mostly in Spanish [70%; science, social studies, all of reading/language arts (R/LA)], with mathematics conducted in English (30%). Starting in grade two through grade five/six, instruction time is half in Spanish (science, social studies, and half of R/LA) and half in English (mathematics and half of R/LA). To encourage biliteracy in all subjects, students are provided “bridge time” in the schedule to translate their knowledge into the other language.

The sole requirement for EL participation in OWDL is Language Proficiency Assessment Committee (LPAC) documentation. Identified ELs are eligible to participate in OWDL programs at the recommendation of the LPAC from PK to grade five/six. NonELs enrolled at campuses without TWDL programs may opt to participate by parent application in kindergarten (K)⁹ or grade one if space is available in the program after accommodating all ELs. Spaces available for nonELs in the OWDL program are for one year and are subject to reapplication each year. NonEL students who have received previous DL education may apply to the program from grade two to grade five/six, with parental understanding that space availability is not guaranteed each year.

⁸ Nine elementary school level campuses with limited English learner populations lack DL programs and instead served both Spanish- and other language-speaking English learners through the ESL program. These campuses were Pease, Rice, Thornton, Turner, Starks, Dealey Montessori, Stone Montessori, Travis Talented and Gifted (TAG), and Williams TAG.

⁹ Prekindergarten students could participate in DL if they met state PK eligibility guidelines (EL identification, homeless, free/reduced lunch, parent in armed forces, foster care).

Two-Way Dual Language

The TWDL program is a biliteracy program for PK to grade five (or grade six, when housed at an elementary school campus) students with two student populations learning a second language through content instruction while maintaining their dominant languages. Ideally, TWDL classrooms are comprised of half ELs and half nonELs. TWDL was offered in 2018-19 at 58 campuses in the Dallas ISD, a number that has grown from 27 in 2015, a period of the strongest growth since program inception.

TWDL in the Dallas ISD uses one of two instructional approaches: immersion (both dominant English- and dominant Spanish-speaking students learn to read in Spanish first) and enrichment (both dominant English- and dominant Spanish-speaking students learn to read in the earliest elementary grades first in their own dominant languages, increasing instruction in the partner language as grade level increases).¹⁰ Most students in TWDL programs were enrolled in programs using an immersion model. Similarly to OWDL, instruction time in the TWDL immersion program in PK to grade one is conducted mostly in Spanish (70%; science, social studies, all of R/LA), with mathematics conducted in English (30%). Starting in grade two through grade five/six, instruction is half in Spanish (science, social studies, and half of R/LA) and half in English (mathematics and half of R/LA). For students at one of the four campuses with a TWDL program using the enrichment model, R/LA in K to grade one is conducted in the dominant language of the student. To encourage biliteracy in all subjects throughout the program, students are provided “bridge time” in the schedule to translate their knowledge into the other language.

Identified ELs are eligible to participate in TWDL programs at the recommendation of the LPAC from PK to grade five/six. NonELs may participate by parent application in K¹¹ or grade one by committing to the program through grade five/six and signing an opt-in letter. NonELs with previous DL education may enroll in the program from grade two to grade five/six.

Secondary Dual Language

The SECDL program is a biliteracy pathway with instruction in both English and Spanish that provides students in grades six to 12 with the opportunity to graduate with the Seal of Biliteracy. In 2018-19, nine campuses (five middle schools/four high schools) offered the SECDL program, an increase from five campuses offering the program in 2015.

All SECDL campuses offer at least two courses taught in Spanish from grades six to 12. The SECDL program is primarily meant for students continuing from the one- and two-way DL programs. Both nonEL students and students who have been reclassified as nonELs after grade five may opt-in to the

¹⁰ Four campuses use the enrichment TWDL model, and the rest use the immersion model. See Appendix B for list of TWDL models by campus. According to the program director, the district is moving toward universal use of the immersion model in all one- and two-way DL programs.

¹¹ PK students could participate in dual language if they met state PK eligibility guidelines (EL identification, homeless, free/reduced lunch, parent in armed forces, foster care).

program with parent permission.¹² NonEL students who have not participated in elementary-level DL previously may apply to participate in the SECDL program with evidence of English/Spanish biliteracy.

English as a Second Language Program

The purpose of the ESL program is to provide intensive instruction to develop English proficiency in listening, reading, speaking, and writing, all in the process of developing academic language and content knowledge. ESL teachers at all grade levels use language acquisition strategies through differentiated instruction and flexible grouping of students based upon both linguistic and cognitive levels.

ELs at the elementary school grade level for whom Spanish is not the dominant language or who are Spanish speakers enrolled at a campus without a DL program participate in ESL instruction. At most campuses, ESL students are placed in classrooms with nonELs.¹³

ESL at the secondary level is for students in the first three years in United States (US) schools. Students are served through ESL reading and language arts through a pull-out program and are enrolled in sheltered instruction for other content areas. EL students who have been enrolled in US schools for three or more years are transitioned to content-based sheltered instruction for reading and language arts as well.

Sheltered Instruction

Secondary students who have been enrolled in US schools for more than three years and have not yet met criteria for reclassification are enrolled in sheltered classes for R/LA.¹⁴ The objective of sheltered instruction is to promote English-language development while providing supports to make grade-level standards-based content more accessible to ELs.¹⁵ An ideal sheltered classroom will mimic a standard classroom with the incorporation of explicit language instruction for ELs that is tapered as a student becomes more language-proficient and closer to readiness for transition to a nonsheltered classroom. In the Dallas ISD, most sheltered classrooms include both ELs and nonELs.¹⁶

Immigrant Services

Students who have been enrolled in US schools fewer than three years are classified as immigrants. In 2018-19, approximately four percent of the Dallas ISD student population was immigrants ($N = 6,143$). Because a large proportion of immigrants typically are also ELs (92% in 2018-19), the BE/ESL

¹² The sole current exception to the opt-in rule is at Long, where rising middle school students who participated in DL programs in elementary school are automatically enrolled in the SECDL program. Parents must opt-out if they no longer wish their children to participate.

¹³ At campuses with large populations of ESL students, all teachers were likely to be ESL certified and students could be placed anywhere, but ESL students were usually grouped together as much as possible. At campuses with smaller populations of ESL students (especially where not all teachers were ESL certified), students tended to be grouped together, but may have shared a classroom with nonELs.

¹⁴ R/LA classes at the secondary level are differentiated for student English language proficiency levels (beginning, intermediate, advanced, transitional, post-transitional) and grade level. Sheltered R/LA courses are typically designed for students at the transitional and post-transitional levels. For more information, see the Dallas ISD LPAC Manual (2018).

¹⁵ Short, Vogt, & Echevarria, 2008 and interviews with program stakeholders, 2019.

¹⁶ Jefferson High School has sheltered classrooms with solely ELs. All other high school campuses employ sheltered classrooms that are dually-described in the course catalogue for both ELs and nonELs.

department plays a pivotal role in the integration of immigrant students and their families into the District and community.¹⁷ With awarded 2018-19 supplemental Title III funds, the department aimed to 1) provide supplementation 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 are new to the country in K to grade 12 and 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 to bolster academic success. Along with registration and assessment services, the center provides orientation services for immigrant families as they transition into the district and community. The intake center also provides 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.¹⁸ This program focuses on English acquisition and is for students at mixed grade levels. Certified teachers provide instructional services to identified students in a multi-age setting 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 in this report. Instead, they were included in results for the general immigrant student population.

Tutoring for Dual Language ELs

The BE/ESL Department administered a supplemental academic tutoring program in 2018-19 for ELs served by DL programs through the Title III Tutoring Scholarship Program at 95 Dallas ISD campuses. The program aimed to provide tutoring using selected supplemental online reading intervention or language kits targeted to increase *Texas English Language Proficiency Assessment System (TELPAS)* proficiency levels.

Tutoring for ELs

The Department of Communications administered an academic tutoring program in 2018-19 for ELs through the Translation Services Department at six Dallas ISD campuses.^{19,20} The program aimed to provide tutoring, translations, and interpretation for ELs throughout the course of the academic year.

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

¹⁸ McShan, Lowe, Hotchkiss, Rodgers, and Gill. All campuses have one teacher allocation for the newcomer program, except for McShan, which has two teachers allocated.

¹⁹ Elementary Schools: McShan, Rodgers, N. Adams, Gill. Middle Schools: Lang, Tasby.

²⁰ Although coordinated through the Communications Department, this tutoring program was included in this evaluation because it was of service to ELs in the Dallas ISD.

Services for ELs Requiring Special Education (SPED) Services

When a student is dually-identified (DI) as requiring both EL and SPED services, the campus Admission, Review, and Dismissal (ARD) committee and LPAC must collaborate to ensure issues related to both the disability and language proficiency are carefully considered. An important focus for the district in 2018-19 was improving student identification and provision of services to ELSPED students. Title I funds supported a boost in multi-departmental leadership and instructional specialists to support this effort at 21 targeted campuses²¹ requiring enhanced attention to ELSPED students. Personnel supported by these funds were tasked with developing a differentiated curriculum²² for Reading and Language Arts (K to grade 12) and Social Studies (K to grade 5) for ELSPED students, as well as providing support to campuses most in need for services related to ELSPED students.

Summer Programs

Several summer programs served ELs at a variety of grade levels in summer 2018, including 1) a camp for incoming PK students;²³ 2) a science discovery camp for DL students in grades three to seven; 3) a newcomers' language enrichment camp for students in their first three years in the US; and 4) Teaching and Coaching for Accelerated Language Learning (T-CALL), a program for secondary level ESL students.

Language Proficiency Assessment Committee (LPAC)

State of Texas Administrative Code mandates that districts required to provide BE and/or ESL programs maintain campus LPACs. Each campus in the Dallas ISD operates an LPAC²⁴ serving as a liaison between home and campus and as an advocate for ELs. The responsibilities of LPACs include 1) identification, placement, assessment, and document review; 2) instructional methodologies and/or interventions; 3) annual review of student progress; 4) linguistic accommodation and assessment decisions; 6) parental notification; and 7) maintaining updated and accurate documentation.

At a minimum, LPAC membership must consist of a campus administrator (must be principal or assistant principal), bilingual certified (elementary school campuses with DL programs) or ESL certified (elementary and secondary with ESL programs) teachers who work directly with ELs, and a parent of an EL currently enrolled at the campus who is not employed at the district. Members cannot serve both the LPAC and the Admission, Review, and Dismissal (ARD) committee. The LPAC must meet at least six documented times per academic year, ideally every six weeks.²⁵

²¹ The 21 campuses targeted for the full 2018-19 academic year included 10 campuses at the elementary school level (May, Blanton, Caillet, Gill, Maple Lawn, Seagoville, Truett, Salazar, Seagoville North, and Bush), two campuses at the middle school level (Stockard and Seagoville), and nine at the high school level (Adams, Adamson, Jefferson, Samuell, Sunset, White, Wilson, Skyline, and Conrad).

²² Differentiated curriculum was written for DL, ESL, sheltered, special education, and ELSPED.

²³ The Early Learning department coordinates this program; it is included in this report because it was of service to Dallas ISD ELs.

²⁴ It is possible for campuses with over 500 ELs to qualify for a funded co-chair and a dedicated LPAC planning period.

²⁵ For an LPAC meeting to be considered official, at least the minimally required members must be present.

Identification Process

The identification and placement of identified ELs must be completed within 20 school days of initial student enrollment.²⁶ The LPAC is responsible for this process, using criteria mandated by the Texas Education Agency (TEA). A parent-signed and dated home language survey requesting the primary language spoken at home and the most frequently spoken language by the student is administered to all incoming students.²⁷ If the response is a language other than English for either question, the student is considered a potential EL, and the student will undergo English language proficiency, Spanish language proficiency (Spanish speakers only), and norm-referenced language assessments, as appropriate for grade level, to determine whether EL designation is required.

Figure 2 is an illustration of the flow of EL identification and placement in appropriate programs by scenario.²⁸ Generally, all potential ELs are administered an oral language proficiency test [LPT; *IDEA Proficiency Test (IPT)*].²⁹ Potential ELs in grades two to 12 who score advanced on the *IPT* also will be administered a norm-referenced language arts assessment (*TerraNova*).³⁰ It is the responsibility of the campuses to ensure these assessments are administered during the required timeframe. Based upon student grade level and scores on these assessments, students are either designated as ELs and placed in the appropriate available campus program or designated as nonELs and placed in general education classrooms. Documentation of EL placement in the form of a notification letter signed and dated by the parent must be secured before placing an EL student in a program.³¹ If parent permission for enrollment is not secured after an additional conference to ensure understanding of the purpose and benefits of participation, explicit parental denial must be documented in writing. Identified EL students whose parents deny services are placed in general education and are ineligible for specialized language supports. Campus LPACs review the academic progress of all identified ELs, including parent denials, every six weeks.³²

²⁶ Missing this deadline may impact staffing and funding for a campus, and potentially may negatively affect student success.

²⁷ The home language survey is completed for a student once during his/her educational career. This document is a legal document that cannot be changed.

²⁸ For more detailed information on identification, see the District LPAC website: www.dallasisd.org/Page/28773.

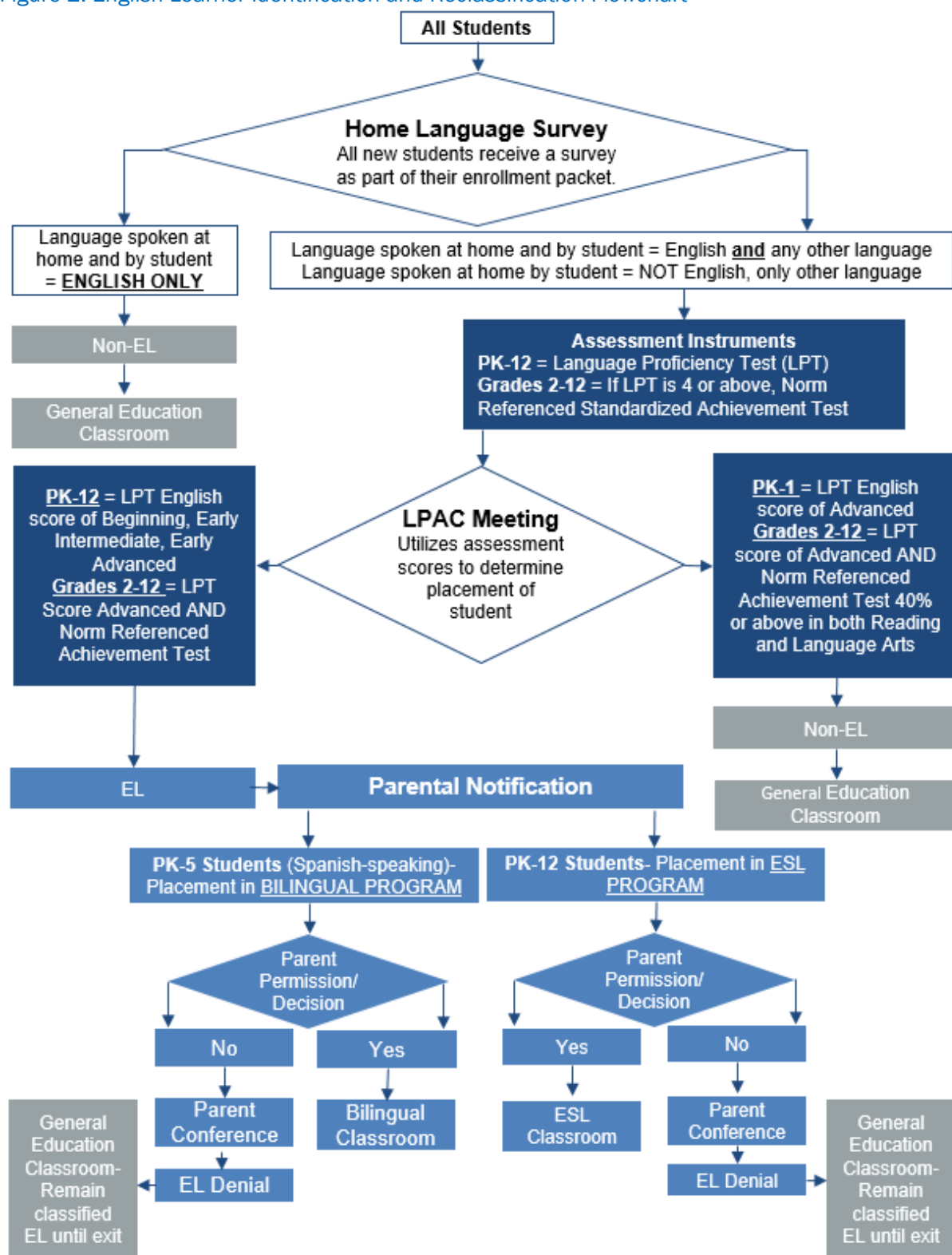
²⁹ Scores lower than advanced result in classification as an EL. In PK to grade two, students scoring advanced or higher are classified as a nonEL.

³⁰ Students in grades two to 12 must score advanced on *IPT* and in the 40th percentile on *TerraNova* to be classified as nonELs.

³¹ When the parent signs and dates the parent notification letter, this parent approval is valid for continued participation in the required program until the student is reclassified from the program or graduates from high school, or the parent requests a program placement change.

³² Although students whose parents have denied services do not participate in BE/ESL programs or receive any services for ELs, they are monitored every six weeks, reviewed for reclassification at the appropriate time, and monitored for four years post-reclassification along with all other ELs.

Figure 2: English Learner Identification and Reclassification Flowchart



Source: 2018-19 Dallas ISD LPAC Manual.

Note: PK = prekindergarten. EL = English learner. LPT = language proficiency test (In the Dallas ISD, this is the *IDEA Proficiency Test*, or *IPT*). In the Dallas ISD, *TerraNova* is used as the norm-referenced assessment for grades two to 12. ESL = English as a Second Language. Bilingual Classroom = Dual Language Classroom.

Reclassification Process

As per district policy, EL students in PK to grade four are ineligible for reclassification from EL to nonEL status. Beginning at the end of grade five and through grade 12, the LPAC may evaluate students for possible reclassification at the end of each academic year.³³ ELs who are under consideration for reclassification must meet criteria demonstrating English mastery in the realms of listening, speaking, reading, writing, and comprehension, and must be able to participate equally with nonELs in general education classrooms. ELs recommended for reclassification are monitored every six weeks at regular LPAC meetings for four academic years after reclassification.³⁴ Grade-level details of reclassification criteria are provided in Appendix C.³⁵

Monitoring of Reclassified ELs

Along with monitoring all ELs, campus LPACs review the academic progress, grades, and test data of reclassified ELs every six weeks during regularly scheduled meetings. In the event of any course failures, the committee meets with general education teachers providing instruction to determine if the lack of progress is because of limited language proficiency or other factors (e.g., attendance, incomplete assignments). If attributed to limited English proficiency, the LPAC will develop an instructional intervention plan in conjunction with the applicable general education teacher(s). Progress is monitored every six weeks thereafter to evaluate if progress has improved, or if the LPAC should consider re-entry into EL status and an associated program.³⁶

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this report was to provide data for campus, program, and district stakeholders to evaluate the effectiveness of programs designed to serve ELs in the Dallas ISD. This report addressed outcomes related to four 2018-19 worksopes entitled 1) Title III, Part A, [EL];³⁷ 2) Academic Tutoring for EL Students; 3) Title III, Part A, Immigrant; and 4) Special Education/English Learner, Instructional Specialists. Whenever possible and applicable, data were grouped by BE/ESL program/classification and grade level, and nonEL and other applicable student group data were provided for comparison purposes. Unless otherwise specified, outcomes were analyzed using data for students who were enrolled on the Public Education Information Management System (PEIMS) reporting date for the specified year. The report includes information related to several key areas, including the following.

- Funding Information

³³ Student reclassifications are restricted to the end of the academic year.

³⁴ Prior to 2018-19, reclassified ELs were monitored for two years.

³⁵ Importantly, per TEA regulation, ELs who took the Spanish version of *State of Texas Assessments of Academic Readiness (STAAR; grade five)* or for whom the LPAC has recommended supports or accommodations for any reading or writing *STAAR/End-of-Course (EOC)* assessment may NOT be considered for reclassification.

³⁶ To the knowledge of the program directors, no reclassified student has been subsequently reinstated as an EL, likely a result of rigorous reclassification requirements.

³⁷ The workscope title included the term LEP, an acronym for Limited English Proficient that has been replaced in recent years with the term English learners (ELs) to describe these students in the Dallas ISD. Because the term EL is used throughout this document, LEP was replaced in reference to this workscope title for consistency.

- Characteristics of students served by the BE/ESL department
- Characteristics of BE/ESL teachers
- Summary of BE/ESL teacher exceptions/waivers and participation in professional development
- BE/ESL teacher and administrator perceptions of offered programs and services
- Academic outcomes for students served by the BE/ESL department
- Academic outcomes for monitored reclassified ELs
- EL admission to magnet programs and participation in rigorous courses
- Summary of tutoring programs for ELs provided by the Communications Department
- Summary of summer program offerings and participation for ELs
- Characteristics and academic outcomes for immigrant students
- Review of services for and characteristics of students dually-identified as ELSPED
- Summary of professional development provided regarding ELSPED services in the Dallas ISD
- Perceptions of support for teachers, coaches, and administrators at targeted ELSPED campuses
- Academic outcomes for students dually-identified as ELSPED
- Comparisons of district and state EL *TELPAS* and *STAAR* outcomes
- Actionable program recommendations

MAJOR EVALUATION QUESTIONS AND RESULTS

What were the funding sources for the BE/ESL programs budget?

Methodology

The BE/ESL Department, Communications Department, and Special Revenue Funds Management provided 2018-19 budget and funding information for the programs evaluated in this report.

Results

As shown in Table 1, the 2018-19 budget for BE/ESL-related programs totaled \$10,118,136 with the largest amount funded by Title III, Part A for EL students. General operating funds provided \$804,993 for these programs. Funding from most sources and overall funding decreased from 2017-18.

Table 1: 2018-19 Funding for Bilingual Education/ESL - Related Programs

Source	Funding		Change
	2017-18	2018-19	
Title III, English Learners	\$6,715,585	\$6,637,252	-\$78,333
Title III, Academic Tutoring	176,732	176,732	0
Title III, Immigrant	1,077,992	846,223	-231,769
Title I, Special Education/English Learner	1,629,000	1,652,936	+23,936
Dallas ISD General Operating	820,350	804,993	-15,357
Total	\$10,419,659	\$10,118,136	-301,523

Source: Bilingual/ESL and the Communications Departments, updated with final numbers from Special Revenue Funds Management.

Note: Title III, Academic Tutoring was led by the Communications Department, but is included because it was primarily of service to English Learners. ISD = Independent School District. ESL = English as a second language.

What were the characteristics of students served by the BE/ESL Department?

This section includes 2018-19 and one- and two-year trends in characteristics of students served by the BE/ESL Department.

Methodology

All student characteristics analyses were conducted on district PEIMS demographic data files for the respective year.³⁸ First, for 2018-19 summary statistics and historical enrollment statistics from 2009-10 to present, the evaluators ran frequency analyses to determine the number of 2018-19 ELs, nonELs, and reclassified (monitored and unmonitored) students currently enrolled in the district by grade level. Historical data for these categories for 2009-10 to 2017-18 were extracted from the 2018 program evaluation (Ledezma, 2018).

Next, the evaluators ran frequency analyses to determine the 2018-19 rates of students in each of the groups by sex, race/ethnicity, home language, most spoken language, birth country, and special student groups. For ELs, the evaluators calculated the years since enrollment date as a proxy for the current year of EL status³⁹ and used frequency analyses to determine the rates of students in each year of EL status by grade level. In addition, for monitored reclassified ELs, the evaluators used frequency analyses to calculate the rates of students in their first through fourth year of monitoring by grade level.

To determine enrollment rates and one- and two-year trends by BE/ESL program/classification, the evaluators ran frequency analyses for 2018-19 and the previous two years aggregated by the programs/classifications used in analyses and for comparisons in this report. The evaluators also calculated the top ten languages spoken in the homes of ELs in 2018-19 and the previous two years.

Finally, the evaluators ran frequency analyses to determine the number and percentage of ELs by feeder pattern and grade level who were parent denials and coded as unservable.⁴⁰

Results

Historically Enrolled and Reclassified⁴¹ EL Students

As shown in Figure 3, the number of students enrolled on the PEIMS snapshot date for 2018-19 totaled 69,419, an increase of 94 students (0.1%) from 2017-18. Year-over-year trends by campus level

³⁸ 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).

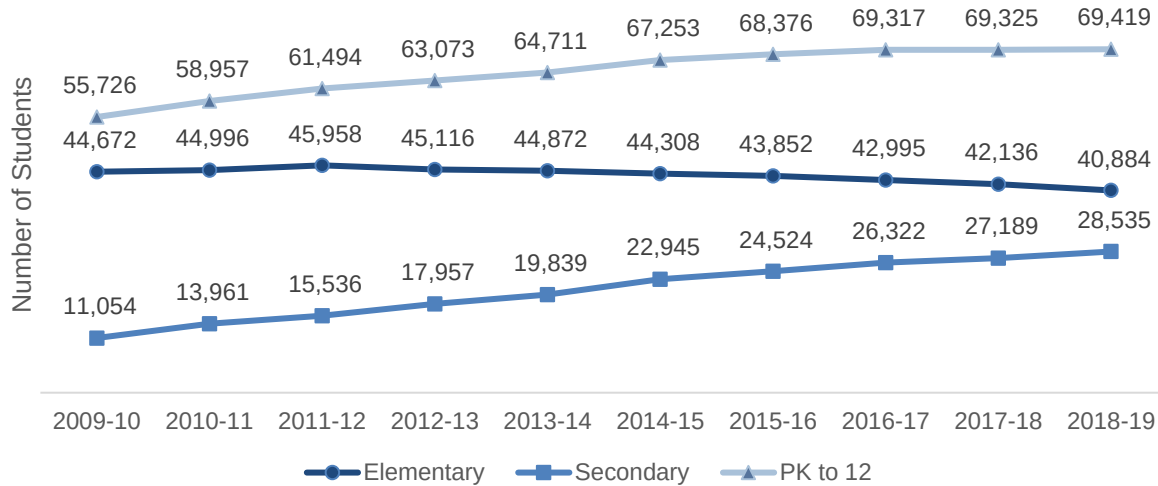
³⁹ Available demographic files provided a 'Years LEP' field that included data for approximately 16% of current ELs. At the suggestion of department leadership, the evaluators calculated a new field that used the original enrollment date and the 2018 PEIMS date to calculate the year of EL status for each current EL student. Because students must be tested for EL status within the first 20 days of enrollment in the district, this methodology provides a sound approximation of Years in EL status for most students.

⁴⁰ Because this report contains dedicated sections for students classified as ELSPED and immigrant, student characteristic summaries for these two groups are briefly included in summary tables, but discussed in more detail in those respective sections.

⁴¹ The term "exited" formerly referred to ELs who met all criteria to demonstrate English proficiency and earn reclassification as nonELs. The department now uses the term "reclassified" to describe these students, and this term was used throughout this document to describe these former EL students in the Dallas ISD.

continued from previous years with decreased numbers of identified ELs at the elementary school level and increased numbers of ELs at the secondary school grade levels.

Figure 3: 2009-10 to 2018-19 Students Identified as English Learners by Grade Level

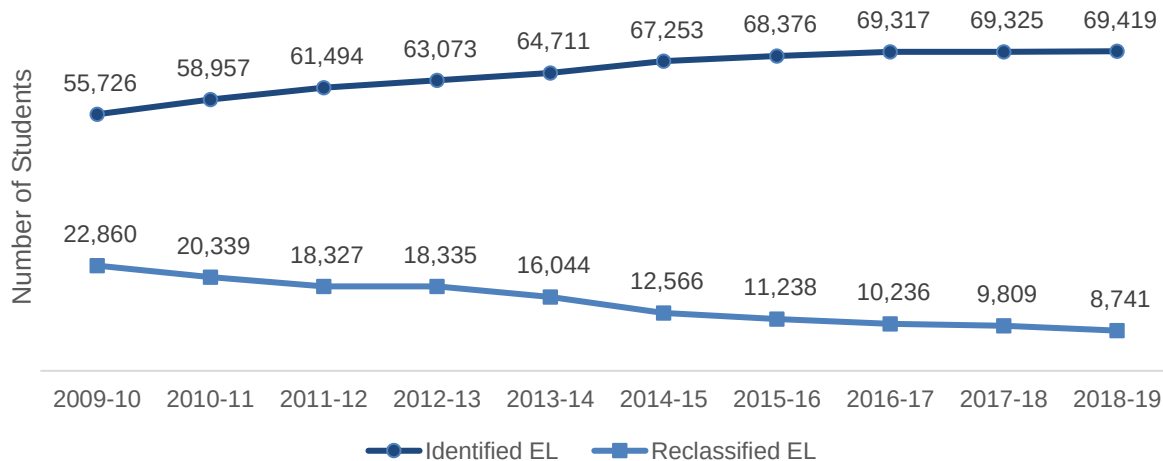


Source: 2009-10 to 2015-16: 2017-18 program evaluation (Ledezma, 2018). 2016-17, 2017-18, and 2018-19: District PEIMS snapshot demographic files dated October 31, 2016 (2017-18), October 30, 2017 (2017-18), and February 26, 2019 (2018-19).

Note: Includes students enrolled on the PEIMS snapshot date for each respective year. PEIMS = Public Education Information Management System. PK = prekindergarten.

As shown in Figure 4, year-over year trends in reclassified students continued in 2018-19, with the number of reclassified ELs decreasing 1,068 students (-11%) from 2017-18. At least part of decreased counts of reclassified students may be attributed to the rigor of reclassification requirements.

Figure 4: 2009-10 to 2018-19 Enrolled and Reclassified (Monitored and Unmonitored) English Learners



Source: 2009-10 to 2015-16: 2017-18 program evaluation (Ledezma, 2018). 2016-17, 2017-18, and 2018-19: District PEIMS snapshot demographic files dated October 31, 2016 (2017-18), October 30, 2017 (2017-18), and February 26, 2019 (2018-19).

Note: Includes students enrolled on the PEIMS snapshot date for the respective year. Reclassified total includes both monitored and unmonitored students. The district began monitoring former EL students for four years beginning in 2018-19; before 2018-19, former EL students were monitored for two years. EL = English learner. PEIMS = Public Education Information Management System.

Student Characteristics

Student characteristics for ELs, nonELs, and monitored students are provided in Table 2 (see Appendix D for expanded details). Appendix E provides detailed student characteristics by program/classification and grade level. Characteristics for the elementary school and secondary school grade levels were relatively comparable, and differences between ELs and nonELs were mostly as expected, with differences mainly in characteristics that are often associated with EL status, such as higher rates of ELs than nonELs classified as Hispanic, at risk, and economically disadvantaged. Notably, nonELs at the secondary level participated in talented and gifted programs at almost double the rate (21%) as ELs (11%).

Table 2: 2018-19 Student Characteristics for English Learners, Non-English Learners, and Reclassified Monitored Former English Learners by Level

	Elementary School Grades PK to Five				Secondary School Grades Six to Twelve				Reclassified Monitored (Secondary)	
	ELs (N = 40,884)		NonELs (N = 40,870)		ELs (N = 28,535)		NonELs (N = 43,839)		(N = 6,646)	
	n	%	n	%	n	%	n	%	n	%
Sex										
Female	20,002	48.9	19,937	48.8	13,482	47.2	22,249	50.8	3,648	54.9
Male	20,882	51.1	20,933	51.2	15,053	52.8	21,590	49.2	2,998	45.1
Race/Ethnicity										
African-American	501	1.2	17,748	43.4	320	1.1	15,031	34.3	44	0.7
Hispanic	38,831	95.0	16,962	41.5	27,413	96.1	24,191	55.2	6,489	97.6
White	494	1.2	4,116	10.1	194	0.7	3,138	7.2	22	0.3
Other/Unknown	1,058	2.6	2,044	5.0	608	2.1	1,479	3.4	91	1.4
Language Spoken at Home										
English	609	1.5	36,807	90.1	338	1.2	29,271	66.8	60	0.9
Spanish	38,828	95.0	3,477	8.5	27,347	95.8	14,035	32.0	6,459	97.2
Other	1,447	3.5	586	1.4	850	3.0	533	1.2	127	1.9
Birth Country										
United States	35,455	86.7	39,037	95.5	22,826	80.0	41,631	95.0	5,905	88.9
Other	5,429	13.3	1,833	4.5	5,709	20.0	2,208	5.0	741	11.1
Special Student Groups										
TAG Participant	4,977	12.2	5,778	14.1	3,108	10.9	9,124	20.8	2,039	30.7
Special Education	2,717	6.6	3,826	9.4	2,394	8.4	3,869	8.8	52	0.8
At Risk	33,444	81.8	1,458	3.6	27,477	96.3	6,792	15.5	2,275	34.2
Eco Dis	38,827	95.0	34,301	83.9	25,391	89.0	34,469	78.6	5,776	86.9
Homeless	428	1.0	846	2.1	151	0.5	470	1.1	16	0.2

Source: District PEIMS snapshot demographic data file dated February 26, 2019.

Note: Includes students enrolled on the PEIMS snapshot date of October 26 2018. EL = English learner. NonELs also 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 classified as 'untestable.' Seven elementary school students were coded in monitored status; they are not included in the monitored students in this table because district policy does not permit reclassification until after grade five. Percentages may not sum to 100 because of rounding. PEIMS = Public Education Information Management System. PK = prekindergarten. TAG = talented and gifted. Eco Dis = economically disadvantaged.

As shown in Table 3, the largest proportion (39%) of 2018-19 district EL students were enrolled for at least the seventh year as an EL, and most of these students (46%) were in grades six to eight.

Table 3: 2018-19 Year of Students Identified as English Learners by Grade Level

Year of EL	Total	PK to Grade 2		Grades 3 to 5		Grades 6 to 8		Grades 9 to 12	
	N	n	%	n	%	n	%	n	%
Year One	1,702	675	39.7	321	18.9	423	24.9	283	16.6
Year Two	8,011	6,156	76.8	711	8.9	497	6.2	647	8.1
Years Three to Four	14,089	9,808	69.6	2,177	15.5	899	6.4	1,205	8.6
Years Five to Six	11,797	418	3.5	9,940	84.3	780	6.6	659	5.6
Year Seven or Higher	26,865	6	<0.1	4,413	16.4	12,289	45.7	10,157	37.8
Unknown	6,955	5,767	82.9	492	7.1	282	4.1	414	6.0
Total	69,419	22,830	32.9	18,054	26.0	15,170	21.9	13,365	19.3

Source: District PEIMS snapshot demographic data file dated February 26, 2019.

Note: Includes students enrolled on the PEIMS snapshot date of October 26, 2018. Enrollment date was used as a proxy for parent permission/denial date. Percentages may not sum to 100 because of rounding. PK = prekindergarten. PEIMS = Public Education Information Management System.

As shown in Table 4, the highest rates of monitored reclassified EL students in the district were in grades 10 (25%) and 11 (24%), with the highest rate of monitored district students in the second year of monitoring (35%).

Table 4: 2018-19 Monitored Reclassified English Learner Students by Monitoring Year and Grade Level

Grade Level	All Monitored N	Year of Monitoring							
		First Year		Second Year		Third Year		Fourth Year	
		n	%	n	%	n	%	n	%
6	202	199	98.5	3	1.5	0	0.0	0	0.0
7	427	255	59.7	172	40.3	0	0.0	0	0.0
8	724	307	42.4	243	33.6	174	24.0	0	0.0
9	1,061	389	36.7	335	31.6	216	20.4	121	11.4
10	1,651	399	24.2	632	38.3	196	11.9	424	25.7
11	1,596	197	12.3	631	39.5	371	23.2	397	24.9
12	985	27	2.7	296	30.1	428	43.5	234	23.8
Total	6,646	1,773	26.7	2,312	34.8	1,385	20.8	1,176	17.7

Source: District PEIMS snapshot demographic data file dated February 26, 2019.

Note: Includes students enrolled on the PEIMS snapshot date of October 26, 2018. As per district policy, students may not be reclassified until after grade five. Seven students coded in monitored status were coded in elementary grade levels. Only students in secondary grade levels were included. Percentages may not sum to 100 because of rounding. PEIMS = Public Education Information Management System.

Student Enrollment by Program/Classification

As shown in Table 5, 45 percent of district students were ELs in 2018-19, a proportion remaining relatively stable for the past two years. The greatest number of ELs served by the BE/ESL Department in 2018-19 were enrolled in OWDL ($n = 33,820$; 22% of district), followed by students in sheltered classrooms ($n = 20,105$; 13% of district), immigrant students ($n = 6,143$; 4% of district), and students in the ESL program ($n = 5,301$; 3% of district); these rates also have remained relatively stable over two years.

Year-over-year trends in the number of students in BE/ESL programs and classifications from 2016-17 are mostly explained by program change during that same time period. The hefty jump in monitored reclassified students (+79%) coincided with a new 2018-19 requirement to monitor students for four years instead of two years after reclassification from EL status. The enrollment increase of both ELs (+27%) and nonELs (+17%) in TWDL programs is likely related to program expansion of six new campuses offering the programs for elementary school grade level students since 2016-17. More nonELs in SECDL (+46%) also can be explained by program expansion of four new secondary campuses in the program since

2016-17; however, the numbers of ELs decreased in SECDL over the same two years (-14%), a finding that is more difficult to explain.

Likely following efforts to increase awareness of the need to identify ELSPED students, and perhaps not an actual increase in students in the district needing services, students classified as ELSPED also increased over the past two years (+21%). Another positive finding was the decline in number of students whose parents denied services (-3%), but the number of students who were classified as unservable⁴² increased almost 12 percent since 2016-17. Department leadership has indicated efforts (e.g., offering more professional development explaining how to most effectively serve these students using linguistic supports) to decrease the use of this classification moving forward, aiming for a decrease in these numbers in 2019-20 as a result.

Table 5: 2016-17 to 2018-19 District Enrollment by Bilingual Education/ESL Program/Classification

Program/Classification	2016-17		2017-18		2018-19		Enrollment	
	Students N	Dist %	Students N	Dist %	Students N	Dist %	1 Yr Δ %	2 Yr Δ %
District	157,528	100.0	156,389	100.0	155,057	100.0	-0.9	-1.6
All EL	69,317	44.0	69,325	44.3	69,419	44.8	0.1	0.1
All nonEL	87,299	55.4	86,205	55.1	84,709	54.6	-1.7	-3.0
Monitored	3,720	2.4	4,234	2.7	6,653	4.3	57.1	78.8
EL in OWDL	36,335	23.1	34,883	22.3	33,820	21.8	-3.0	-6.9
EL in TWDL	2,438	1.5	2,858	1.8	3,106	2.0	8.7	27.4
nonEL in TWDL	1,757	1.1	1,865	1.2	2,061	1.3	10.5	17.3
EL in SECDL	403	0.3	400	0.3	346	0.2	-13.5	-14.1
nonEL in SECDL	87	0.1	121	0.1	127	0.1	5.0	46.0
ESL	4,747	3.0	5,036	3.2	5,301	3.4	5.3	11.7
Sheltered	19,035	12.1	19,587	12.5	20,105	13.0	2.6	5.6
Immigrant	5,934	3.8	6,111	3.9	6,143	4.0	0.5	3.5
ELSPED	4,234	2.7	4,534	2.9	5,111	3.3	12.7	20.7
Parent Denials	4,391	2.8	4,380	2.8	4,249	2.7	-3.0	-3.2
Unservable	826	0.5	882	0.6	924	0.6	4.8	11.9

Source: District PEIMS snapshot demographic data files dated October 31, 2016, October 30, 2017, and February 26, 2019.

Note: Includes students who were enrolled on the PEIMS snapshot date of October 26, 2018. Students may be included in more than one category shown. Dist = district. EL = English learner. OWDL = one-way dual language. TWDL = two-way dual language. SecDL = secondary dual language. ESL = English as a Second Language. ELSPED = dually-identified as English learner and requiring special education. # Yr Δ = # year change. PEIMS = Public Education Information Management System. Students could be included in more than one classification. One-year change is from 2017-18 to 2018-19. Two-year change is from 2016-17 to 2018-19.

As shown in Table 6, the top language spoken at home for ELs was overwhelmingly Spanish. As in previous years, other than Spanish and English, the top four home languages in the district were Burmese, Swahili, Arabic, and Nepali. Among the top ten home languages of ELs, the largest rate of enrollment decrease for the top 10 languages from 2017-18 to 2018-19 was in Arabic (-19%; -51 ELs), and the largest rate of enrollment gain was in Swahili (+33%; +61 ELs).

⁴² Students both the ARD and LPAC determined cannot be appropriately served in a DL or ESL program.

Table 6: 2016-17 to 2018-19 Top 10 Languages Spoken in Homes of English Learner Students

2016-17		2017-18		2018-19	
Language	<i>n</i>	Language	<i>n</i>	Language	<i>n</i>
Spanish	59,738	Spanish	59,415	Spanish	66,175
English/Spanish	6,560	English/Spanish	6,778	English	947
English	769	English	814	Burmese	526
Burmese	568	Burmese	552	Swahili	244
Nepali	266	Arabic	275	Arabic	224
Arabic	255	Nepali	234	Nepali	213
Swahili	174	Swahili	183	Amharic	194
Afroasiatic	165	Amharic	182	Afroasiatic	131
Amharic	158	Afroasiatic	140	Vietnamese	91
Vietnamese	93	Vietnamese	95	French	81

Source: District PEIMS snapshot demographic data files dated October 31, 2016, October 30, 2017, and February 26, 2019.

Note: Includes students enrolled on the PEIMS snapshot date of October 26, 2018. English/Spanish was not a coding option in 2018-19. PEIMS = Public Education Information Management System.

Parent Denials

Detailed student characteristics for the 4,249 students classified as parent denials in 2018-19 are provided in Appendix E. These students represented approximately three percent of district enrollment and six percent of ELs for the past three years, but the raw number of students classified as parent denials decreased by about three percent over one year ($n = 4,380$ students in 2017-18) and three percent over the past two years ($n = 4,391$ students in 2016-17). Most students classified as parent denials were Hispanic (99%), male (57%), and/or born in the United States (96%). About 20 percent of parent denials qualified for special education services, and most were classified as at risk (96%) and/or economically disadvantaged (88%). Students were approximately evenly distributed among the elementary school grade levels (51%) and the secondary school grade levels (49%).

Appendix F provides the number of ELs coded as parent denials in 2018-19 by feeder pattern and by grade level. Feeder patterns with the highest percentage of ELs who were parent denials in 2018-19 were Lincoln (14%), Wilson (14%), and Transformation and Innovation (12%).

ELs Coded as Unservable

According to program representatives interviewed, students who the ARD and LPAC have determined cannot be appropriately served in a DL or ESL program are classified as unservable, and the department has prioritized reducing the number of students coded in this way. This section provides some information about these students for stakeholder review.

Detailed student characteristics for the 924 students classified as unservable in 2018-19 are provided in Appendix E. These students represented approximately one percent of district enrollment and one percent of ELs for the past three years, but the raw number of students classified as unservable increased by five percent over one year ($n = 882$ students in 2017-18) and 12 percent over the past two years ($n = 826$ students in 2016-17). Most students classified as unservable were Hispanic (98%), male (69%), and/or born in the United States (92%). Most unservable students qualified for special education services (98%), were classified as at risk (89%), and/or were economically disadvantaged (90%). Students

were approximately evenly distributed among the elementary school grade levels (52%) and the secondary grade levels (48%).

Appendix F provides the number of ELs coded as unservable in 2018-19 by feeder pattern and by grade level. Feeder patterns with the highest percentage of ELs who were coded as unservable in 2018-19 were Lincoln (4%), Carter (2%), and Skyline (2%).

What were the characteristics of BE/ESL teachers and the related professional development opportunities offered to teachers and administrators?

This section summarizes the characteristics of teachers in BE/ESL classrooms, the number of exceptions and waivers submitted to the state for those lacking required certifications, and EL-related professional development offered to district teachers and administrators.

Methodology

Teacher Characteristics

For the elementary school level, the evaluators identified the DL and ESL teachers using job codes in the district personnel file dated November 18, 2018. At the middle school and high school levels, job codes in the district personnel file did not differentiate between general education teachers and BE/ESL teachers. The evaluators identified the teachers of DL, ESL, and sheltered courses offered by the district during the first semester of the 2018-19 school year using the student course file dated February 27, 2019. These data were merged with the district personnel file dated November 18, 2018 to obtain teacher characteristics. The evaluators selected teachers of ESL and sheltered courses (R/LA, mathematics, science, social studies, and other).⁴³ The evaluators conducted frequency analyses to determine the proportion of teachers at the elementary school and secondary school levels by the following characteristics: sex, race/ethnicity, highest degree attained, and the number of years with the Dallas ISD.

Exceptions and Waivers

The TEA requires that districts unable to provide the required number of bilingual certified teachers to implement the bilingual program or ESL certified teachers to implement the ESL program must request from the commissioner of education an exception to offer an alternative program (bilingual) or a waiver of the certification requirements for teachers (ESL).⁴⁴ The state of Texas historically required elementary school and middle school language arts teachers to hold ESL certification. An amendment to Texas Administrative Code adopted in July 2018 for the 2018-19 school year also required high school R/LA teachers of ELs to be ESL-certified if a pull-out model was employed, which was the case for the Dallas ISD.⁴⁵ This new requirement was particularly challenging for the program this year because of the size of

⁴³ Other sheltered courses included Sheltered Technology Applications and Sheltered Economics.

⁴⁴ The details regarding certification requirements are beyond the scope of this document. For more information, see the *2018-19 Bilingual Education and ESL Waiver Application* information on tea.texas.gov.

⁴⁵ Because the Dallas ISD has a large proportion of students who are English learners, this requirement essentially applies to all district R/LA teachers.

the Dallas ISD and the proportion of ELs, and, therefore, the large number of certified teachers required to meet these mandates.

To document the current and historical number of bilingual exceptions and ESL waivers submitted to the state, the evaluators obtained the bilingual exception and ESL waiver reports for 2018-19 and the previous two years from the BE/ESL Department in March 2019. The evaluators then extracted the number of exception and waiver requests for each academic year and calculated the one- and two-year changes in the number of exceptions and waivers requested.

Professional Development

To comply with Title III guidelines, the BE/ESL department must report BE/ESL-related professional development offered, including attendance data. Department leadership provided the evaluators with a copy of a list of all bilingual and ESL professional development sessions offered in the Dallas ISD from July 1, 2018 to July 1, 2019⁴⁶ and the number of attending teachers and administrators per session. The evaluators summarized professional development provided by calculating the total number of sessions offered, the total number of teacher and administrator attendees,⁴⁷ and the median number of teacher and administrator attendees per session, grouped by program (DL, ESL) and session type (districtwide, campus-based).

Results

Teacher Characteristics

Characteristics of teachers of PK to grade five/six ESL and DL programs are provided in Table 7, and teacher characteristics of grade six to twelve ESL, DL, and sheltered instruction (by content area) are provided in Table 8. At the elementary school level, 2,205 teachers instructed in DL and ESL classrooms. At the secondary level, 1,402 teachers instructed in SECDL, ESL, and/or sheltered classrooms. Some ($n = 26$) secondary teachers instructed in more than one type of classroom.

⁴⁶ This window of time was agreed upon with program leadership to allow for timely publication of this information in the evaluation report while including most professional development offered for a given year.

⁴⁷ Teachers and administrators may have attended multiple sessions.

Table 7: 2018-19 Prekindergarten to Grade Five/Six Teacher Characteristics by BE/ESL Program

Teacher Group	ESL (N = 236)		Dual Language (N = 1,969)		Total (N = 2,205)	
	n	%	n	%	n	%
Sex						
Female	212	89.8	1,456	73.9	1,668	75.6
Male	24	10.2	513	26.1	537	24.4
Race/Ethnicity						
Hispanic	40	16.9	1,826	92.7	1,866	84.6
African American	80	33.9	14	0.7	94	4.3
White	105	44.5	103	5.2	208	9.4
Other*	11	4.7	26	1.3	37	1.7
Highest Degree Attained						
Associate's	1	0.4	19	1.0	20	0.9
Bachelor's	165	69.9	1,393	70.7	1,558	70.7
Master's	51	21.6	363	18.4	414	18.8
Ph.D.	2	0.8	18	0.9	20	0.9
No Data	17	7.2	176	8.9	193	8.8
Number of Years with the District						
< 1 Year	40	16.9	159	8.1	199	9.0
1-5 Years	107	45.3	878	44.6	985	44.7
6-10 Years	21	8.9	338	17.2	359	16.3
> 10 Years	68	28.8	594	30.2	662	30.0

Source: District personnel file dated November 18, 2018.

Note: Some percentages may not add to 100 because of rounding. *Other includes Asian, Native American/Alaska Native, and Native Hawaiian/Pacific Islander. ESL = English as a Second Language. BE/ESL = Bilingual/English as a Second Language. Grade six teachers included only if teaching at an elementary-level campus.

Table 8: 2018-19 Grade Six to Twelve Teacher Characteristics by Bilingual Education/ESL Program

Teacher Group	ESL (N = 76)		Dual Language (N = 77)		Sheltered R/LA (N = 427)		Sheltered Math (N = 295)		Sheltered Science (N = 268)		Sheltered Social Studies (N = 273)		Other Sheltered Courses* (N = 12)	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Sex														
Female	65	85.5	49	63.6	323	75.6	168	56.9	178	66.4	111	40.7	6	50.0
Male	11	14.5	28	36.4	104	24.4	127	43.1	90	33.6	162	59.3	6	50.0
Race/Ethnicity														
Hispanic	22	28.9	60	77.9	69	16.2	61	20.7	41	15.3	52	19.0	1	8.3
African American	15	19.7	7	9.1	167	39.1	114	38.6	113	42.2	96	35.2	4	33.3
White	36	47.4	8	10.4	178	41.7	100	33.9	86	32.1	120	44.0	7	58.3
Other**	3	3.9	2	2.6	13	3.0	20	6.8	28	10.4	5	1.8	0	0.0
Highest Degree Attained														
Bachelor's	43	56.6	57	74.0	313	73.3	212	71.9	185	69.0	212	77.7	5	41.7
Master's	26	34.2	15	19.5	79	18.5	48	16.3	50	18.7	45	16.5	5	41.7
Ph.D.	0	0.0	1	1.3	3	0.7	3	1.0	4	1.5	0	0.0	0	0.0
No Data	7	9.2	4	5.2	32	7.5	32	10.8	29	10.8	16	5.9	2	16.7
Number of Years with the District														
< 1 Year	8	10.5	9	11.7	83	19.4	48	16.3	61	22.8	49	17.9	2	16.7
1-5 Years	32	42.1	41	53.2	237	55.5	166	56.3	131	48.9	137	50.2	4	33.3
6-10 Years	7	9.2	5	6.5	42	9.8	33	11.2	18	6.7	23	8.4	1	8.3
> 10 Years	29	38.2	22	28.6	65	15.2	48	16.3	58	21.6	64	23.4	5	41.7

Source: District course file dated February 27, 2019. District personnel file dated November 18, 2018.

Note: Total unique secondary teachers = 1,402; 26 teachers were included in more than one category. Some percentages may not sum to 100 because of rounding. *Other sheltered courses include Sheltered Technology Applications and Sheltered Economics. **Other includes Asian, Native American/Alaska Native. ESL = English as a Second Language, R/LA = reading/language arts. Grade six teachers included only if teaching at a secondary-level campus.

Exceptions and Waivers

Because of the new ESL certification requirement at the high school level and the fact that the ESL program operates a pull-out model at the secondary level, the number of requested ESL waivers increased 221 percent since 2016-17 and 346 percent since 2017-18 (Table 9). In addition, the reported number of Bilingual teachers increased while the number of ESL teachers decreased since 2016-17.

Table 9: 2016-17 to 2018-19 Number of Bilingual Exceptions and ESL Waivers

Type		2016-17	2017-18	2018-19	1 Yr Δ		2 Yr Δ	
		<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>	%	<i>n</i>	%
Bilingual (DL)	Certified Teachers*	1,557	1,726	1,730	4	0.2	173	11.1
	Exceptions	252	244	269	25	10.2	17	6.7
ESL	Certified Teachers*	668	674	639	-35	-5.2	-29	-4.3
	Waivers	75	54	241	187	346.3	166	221.3

Source: Data received from the BE/ESL Department on January 30, 2019 and March 29, 2019.

Note: The increase in ESL waivers from 2017-18 to 2018-19 was the result of a 2018 Texas Education Agency amendment requiring secondary reading/language arts teachers to have an ESL certification if teaching ESL students. ESL = English as a Second Language. 1 Yr Δ = change from 2017-18 to 2018-19. 2 Yr Δ = change from 2016-17 to 2018-19. * = certified teachers include those who have a special permit granted by the State Board for Educator Certification, meaning they have completed all qualifications, but have yet to take the certification exam.

Professional Development (PD)

The number of PD sessions, number of attendees, and median number of attendees per session are shown in Table 10. Professional development session types and attendance varied and were administered to an extensive number of teachers and administrators in the district.

Table 10: 2018-19 Dual Language and ESL Teacher and Administrator Professional Development Sessions and Attendance

Role	Session Type	Sessions <i>N</i>	Attendees <i>N</i>	Attendees/ Session Median
Dual Language				
Teachers	Districtwide	135	2,669	17
	Campus-based	81	941	9
Administrators	Districtwide	4	17	4
	Campus-based	9	19	2
ESL				
Teachers	Districtwide	109	1,754	11
	Campus-based	93	2,190	20
Administrators	Districtwide	7	11	1
	Campus-based	40	77	1

Source: Title III compliance document received from the Bilingual Education/ESL Department on July 10, 2019.

Note: Includes professional development sessions held from July 1, 2018 to July 1, 2019. Attendees could have participated in more than one professional development session. Some district-wide sessions may have been provided either in person or online by Region 10. ESL = English as a Second Language.

What were the perceptions of BE/ESL teachers and administrators?

This section provides information on teacher and administrator perceptions of the Dallas ISD DL and ESL programs.

Methodology

Dual Language Programs

An online survey was administered to elementary-school level principals and teachers during June 2018 training sessions. The purpose of the survey was to solicit information that would assist program leadership to improve district DL programs, and included questions about 1) Spanish-language instructional time, 2) effectiveness of the program structure, 3) buy-in for the current model, 4) helpfulness of training received, 5) perceptions of support received, and 6) helpfulness of resources provided through Title III funding. Detailed results were presented elsewhere (Evaluation and Assessment, 2018), but the evaluators briefly summarized the results in this report for completeness. A follow-up survey is planned for summer 2019 to monitor trends over time.

ESL Programs

The evaluators developed a nine-item survey in conjunction with ESL program leadership and emailed a link to teachers, Campus Instructional Coaches (CICs), and administrators at 46 campuses that received ESL services from ESL instructional specialists in 2018-19. The survey collected information about the helpfulness and frequency of ESL services provided to the campus in the current academic year. ESL instructional specialists compiled a list of potential respondents by listing the ESL teachers, CICs, and administrators at each campus with whom specialists worked directly. The survey was open from April 14, 2019 to May 3, 2019, and periodic reminders were sent to those who had yet to complete the survey. The evaluators conducted frequency analyses on item responses by campus level and respondent type.

Results

Dual Language Survey

Detailed results for this survey can be found in the official survey report (Evaluation and Assessment, 2018). Ninety-three elementary-school level DL teachers and 69 principals responded to the surveys. Across all grade levels and content areas, teachers advocated for more instructional time in Spanish than administrators. On average, teachers believed that at least half of instructional time for R/LA, science, and social studies (between 53% and 71%) should be taught in Spanish; with two exceptions (R/LA in grades five and six). Teachers believed, on average, that between 26 (grade six) and 38 (grade four) percent of instructional time for mathematics should be in Spanish, whereas principal responses ranged from 11 (grades five and six) to 13 percent (grade three). In fact, on average, principals suggested a mean of 50 percent or lower of instructional time in Spanish for all content areas, except for social studies in grades two (62%), three (59%), and four (52%).

Higher rates of teachers (57% to 73%) than administrators (29% to 71%) rated program scheduling, English and Spanish resources and materials, equitable use of Spanish and English, and program fidelity favorably (effective or highly effective) across grade levels. Both teachers and administrators agreed that buy-in for the current DL model was higher (excellent or good) for administrators and DL teachers than for nonDL teachers and other campus staff members.

Less than half of teachers (43%) and administrators (46%) reported attending DL training during the 2017-18 academic year. Ninety percent or more of teachers and administrators found the three-day DL training institute, new DL teacher training academy, and the DL professional learning communities (PLCs) at least somewhat helpful. Generally, more teachers than administrators rated training sessions as very helpful.

Most teachers (82% to 100%) rated DL resources and supports as at least somewhat helpful. The supports that the highest rates of teachers rated as very helpful were SECDL work sessions (83%), the new DL teacher academy (77%), and districtwide DL professional development for teachers (73%). The resource most commonly rated as very helpful was conference and training travel opportunities (67%).

ESL Survey

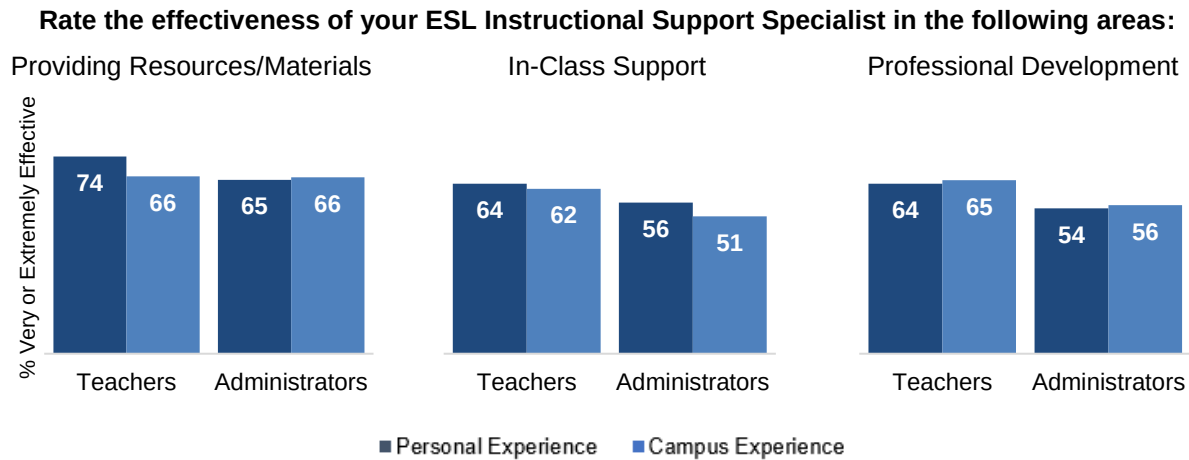
This section includes key results to the ESL survey sent to teachers and administrators (including CICs).⁴⁸ Full results by question and response frequency are provided in Appendix G.

Of the 131 teachers and 69 administrators who received an email invitation to complete the online survey, 87 (66%) teachers and 45 (65%) administrators completed at least part of the survey. The highest percentage of teachers were ESL teachers (33%), followed by R/LA sheltered classroom teachers (22%). The highest percentage of teacher (55%) and administrator (47%) respondents worked at the high school grade level. Over half (54%) of teacher respondents indicated that 61 to 100 percent of their students were ELs, and 74 percent of administrators indicated that the percentage of ELs at their campuses was from 41 to 100 percent.

Many respondents reported meeting regularly with ESL Instructional Support Specialists and considered them to be effective. Although about 52 percent of teachers met with ESL Instructional Support Specialists at least once per week, and about 63 percent of administrators met with the specialist at least monthly, 13 percent of teachers and 12 percent of administrators reported never meeting with the ESL Instructional Support Specialist. As shown in Figure 5, in most cases, a higher percentage of teachers than administrators rated the effectiveness of the ESL Instructional Support Specialists as very or extremely effective with respect to providing resources and materials, in-class support, and professional development, but at least half of both groups rated each area of service as very or extremely effective. In addition, percentages of respondents who rated the services as very or extremely effective were generally comparable or slightly higher for teachers as rated for themselves than for how they rated services for their campuses overall.

⁴⁸ Because of the small number of CICs who responded to the survey ($n = 7$), results were combined with those for administrators. These respondents comprised 16 percent of administrator respondents.

Figure 5: 2018-19 ESL Teacher and Administrator Survey - ESL Instructional Support Specialist Effectiveness



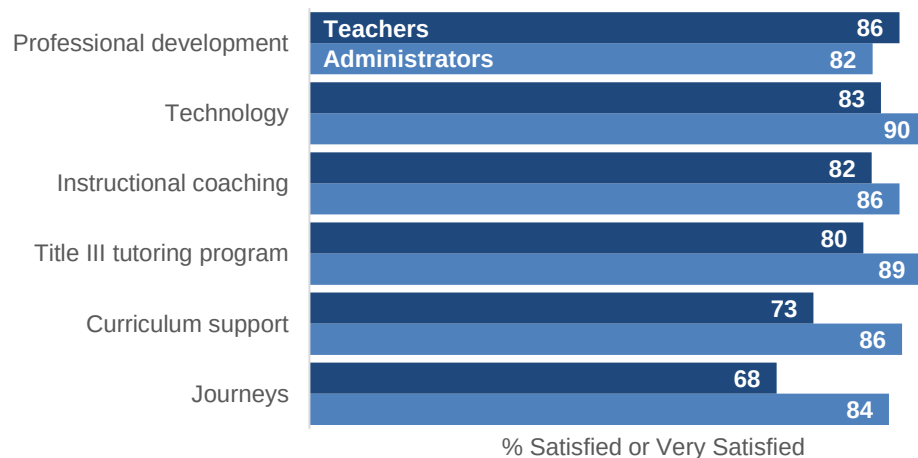
Source: 2018-19 ESL Support Teacher and Administrator Survey.

Note: ESL = English as a second language. Rates do not include results for respondents who indicated they did not know. Administrator responses include those for Campus Instructional Coaches. For sample sizes and detailed survey response rates by question, see Appendix G.

As shown in Figure 6, both teachers and administrators generally were satisfied with the services provided by the ESL department, with the percentage of respondents who were satisfied or very satisfied ranging from 68 percent (teachers: Journeys) to 90 percent (administrators: technology). For all but professional development, a higher percentage of administrators than teachers expressed high satisfaction with each service.

Figure 6: 2018-19 ESL Teacher and Administrator Survey – Satisfaction with ESL Campus Services

Rate your satisfaction with the following ESL services your campus received in 2018-19.



Source: 2018-19 ESL Support Teacher and Administrator Survey.

Note: ESL = English as a second language. Rates do not include results for respondents who indicated they did not know. Administrator responses include those for Campus Instructional Coaches. For sample sizes and detailed survey response rates by question, see Appendix G.

Teachers and administrators also were asked to rate the helpfulness of several types of PD offered by the ESL department, including district- and campus-based training during summer 2018 and the academic year for ESL/sheltered instruction, along with ESL certification training and the ESL Summer Institute. Because an option was not provided for respondents to indicate they did not know or did not participate in the sessions and responding to the question was required, the validity of responses to this question was uncertain. Individuals may have selected the “not helpful” option instead. Therefore, ratings of professional development are provided in Appendix G, but they should be reviewed with attention to this limitation.

What were the academic outcomes for English Learners?

This section includes summaries of academic outcomes for ELs in 2018-19, including 1) 2019 *Texas English Language Proficiency Assessment System (TELPAS)* English proficiency ratings and one-year level movement, 2) 2019 and one- and two-year trends in students meeting or exceeding grade level on *TerraNova (TN)/SUPERA (SUP)*, 3) 2019 and one- and two-year trends in students attaining performance standards on *State of Texas Assessments of Academic Readiness (STAAR)* and *STAAR End-of-Course (EOC)*, 4) 2019 *STAAR* outcomes by *TELPAS* ratings, 5) 2017 to 2019 grades three to five DL *STAAR* reading by test language, and 6) grade five to six transition attainment of *STAAR* reading and mathematics performance standards. As appropriate, comparisons of assessment results among the following groups also were included: 1) all ELs and nonELs, 2) DL program ELs to all nonELs (Spanish- and English-language, as appropriate) and DL nonELs to all nonELs (English-language), 3) ESL/sheltered program students to all nonELs, and 4) parent denials to all ELs and all nonELs.

Methodology

Unless otherwise specified, all academic outcomes were examined for students enrolled on the PEIMS snapshot date for each respective year.⁴⁹ As appropriate, outcomes were grouped by programs/classifications related to students served by the BE/ESL department (e.g., ELs in OWDL, ELs in TWDL, ESL, Sheltered) and applicable comparison groups (e.g., district, all ELs, all nonELs). Results also were aggregated by grade level, as appropriate.

TELPAS English Proficiency Ratings and Level Movement

The first academic outcome examined was *TELPAS*. *TELPAS* is a state-required assessment that measures English language proficiency for ELs in K to grade 12⁵⁰ in four domains: listening, speaking,

⁴⁹ 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). File dates for each year and analysis may differ, depending on release date and update version. Unless otherwise specified, files with these dates were used for analyses in this report.

⁵⁰ K to grade one *TELPAS* assessment includes holistically-rated listening, speaking, reading, and writing assessments based on ongoing classroom observations and student interactions. The assessment for grades two to 12 includes online reading, listening, and speaking tests and holistically-rated writing collections.

reading, and writing.⁵¹ In 2019, in accordance with ESSA, the TEA offered for the first time the holistically-graded⁵² *TELPAS Alternate (TELPAS-ALT)* assessment for ELs with the most significant cognitive disabilities who were unable to participate in the *TELPAS*, even with allowable accommodations. Typically, grade two to 12 students in the Dallas ISD who were eligible for the *STAAR Alternate 2* were also eligible for *TELPAS-ALT*.⁵³ Because the *TELPAS-ALT* was mainly applicable to ELSPED students, results in this section were limited to results for the *TELPAS*, and *TELPAS-ALT* results will be addressed in the section of this report dedicated to ELSPED students.

To determine rates of 2018-19 students earning each English proficiency rating, the evaluators merged 2019 *TELPAS* data files dated May 24, 2019 with the 2018-19 district PEIMS snapshot demographic file. The evaluators used frequency analyses to determine the number and percentage of students who earned each English proficiency rating (beginning, intermediate, advanced, advanced high) by program/classification. For historical purposes, the evaluators also conducted similar analyses for 2017 and 2018 *TELPAS* results.⁵⁴

To determine *TELPAS* English proficiency rating movement, the evaluators merged *TELPAS* data files dated October 5, 2018 (2018) and May 24, 2019 (2019) with the 2018-19 district PEIMS snapshot demographic data file. ELs who received English proficiency level composite ratings for both school years were included in analyses. The evaluators calculated the number and percentage of students who progressed, stayed the same, or regressed at least one level among all composite ratings between 2018 and 2019.

Results for both the annual English proficiency rates and for the one-year proficiency level movement rates were aggregated for all students who took *TELPAS* by grade level and program/classification, as appropriate.⁵⁵

TerraNova/SUPERA

The second academic outcome examined was *TN* (reading and mathematics) and *SUP* (reading). To examine student outcomes on these assessments, the evaluators merged 2017, 2018, and 2019 *TN* and *SUP* data files⁵⁶ with PEIMS snapshot demographic data files for each respective year. Frequency

⁵¹ Some *TELPAS* language domain assessments and the calculation of composite scores changed in 2018. First, the *TELPAS* reading assessment was shortened with a reduced blueprint. Second, for the first time, *TELPAS* listening and speaking tests were item-based standardized assessments. Third, the weights of language domain scores when calculating composite scores were modified, with even weight (25%) placed on each of the four language domains [i.e., listening (formerly 10%), speaking (formerly 10%), reading (formerly 50%), writing (formerly 30%)].

⁵² Holistically-graded assessments are based on the knowledge of student skills over a time period across all four domains, using observable behaviors aligned to the English Language Proficiency Standards (ELPS).

⁵³ Because the K to grade one version of *TELPAS* is a holistically-rated test, EL students in these grades with significant cognitive disabilities continued to participate in *TELPAS*.

⁵⁴ *TELPAS* files dated May 15, 2017 (2017) and October 5, 2018 (2018).

⁵⁵ Results for these analyses for immigrant and ELSPED students are provided in later sections of the report.

⁵⁶ *TN* data files were dated November 1, 2017 (2017), August 7, 2018 (2018) and July 2, 2019 (2019). *SUP* data files were dated July 12, 2019 (2016-17), June 14, 2019 (2017-18) and July 2, 2019 (2018-19). In June 2019, Dallas ISD received updated norms for 2017 and 2018 grades one and two *SUP*. As a result, the grades one and two *SUP* data provided in previous reports for these years will differ from the grades one and two data presented in this report.

analyses were computed to determine the percentage of K to grade two students scoring at or above grade level on *TN* and *SUP* by grade level and program/classification. The evaluators also calculated one- and two-year trends in students at or above grade level.

State Assessments of Academic Readiness (STAAR) and End-of-Course (EOC)

The third academic outcome examined was attainment of performance standards on 2019 *STAAR* subtests and *EOCs* and one- and two-year trends. Academic performance standards represent the degree to which students have mastered content as measured by test scores.⁵⁷ *STAAR* and *EOC* assessment scores are categorized into four levels to describe student performance: 1) Does Not Meet Grade Level (Does Not Meet), 2) Approaches Grade Level or Above (Approaches+), 3) Meets Grade Level or Above (Meets+), and 4) Masters Grade Level (Masters). Cut scores divide student scores into these four categories.

The evaluators merged first and second administration district *STAAR* and December and May *EOC* data files for 2017, 2018, and 2019⁵⁸ with the PEIMS snapshot demographic files for each respective year. The evaluators then ran frequency analyses to calculate performance standard attainment rates on all versions of *STAAR* and *EOCs*. The evaluators analyzed *STAAR* data in several ways for this evaluation. First, the evaluators calculated rates of students at the Approaches+, Meets+, and Masters performance standards for 2019 and for the previous two years (2017 and 2018). Rates then were aggregated by subject, grade level,⁵⁹ and program/classification. The evaluators also calculated one- and two-year trends in performance standard attainment rates.

STAAR and EOC Outcomes by TELPAS English Proficiency Rating

The fourth outcome used to evaluate student progress was the rate of 2019 students attaining *STAAR* and *EOC* performance standards by *TELPAS* rating. The evaluators merged 2019 district *STAAR* and *EOC* data files with the 2018-19 PEIMS snapshot demographic data file and the 2019 district *TELPAS* data file.⁶⁰ The evaluators selected students with a score on a *STAAR* subtest or *EOC* who also received a 2019 *TELPAS* rating and conducted frequency analyses to determine the number and percentage of students who had achieved each of the *STAAR* performance standards, grouped by subject, grade level, and *TELPAS* rating.

Grades Three to Five DL STAAR Reading Outcomes by Testing Language

The fifth academic outcome examined was *STAAR* reading attainment for DL students in grades three to five by testing language. The state of Texas offers assessments in both English and Spanish in all

⁵⁷ More information on *STAAR* performance standards: <http://tea.texas.gov/student.assessment/staar/performance-standards/>

⁵⁸ 2017 files were dated June 15, 2017 (*STAAR*) and June 22, 2017 (*EOC*). 2018 files were dated June 20, 2018 (*STAAR* and *EOC*). 2019 files were dated June 13, 2019 (*STAAR*) and June 4, 2019 (*EOC*).

⁵⁹ To facilitate comparable program/classification comparisons, *EOC* grade levels were limited to, and grouped by, the following grade level ranges: grades eight to 12 (Algebra I) and grades nine to 12 (all other *EOCs*). Test takers in grades outside of these ranges were not included in analyses.

⁶⁰ Date of 2019 files: June 13, 2019 (*STAAR*) and June 4, 2019 (*EOC*). Date of 2019 *TELPAS* file: May 24, 2019.

content areas (reading, writing, mathematics, and science) in grades three to five. Students in DL programs may take exams in the language in which they are best able to demonstrate mastery.⁶¹ To examine grades three to five *STAAR* reading results for DL students by test language over the past three years, the evaluators merged first and second administration district *STAAR* data files for 2017, 2018, and 2019⁶² with the PEIMS snapshot demographic files for each respective year and selected the records for grades three to five reading for students enrolled in OWDL and TWDL programs. The evaluators then ran frequency analyses to calculate performance standard attainment rates by grade level, EL status, and test language.

Grade Five to Six *STAAR* Reading and Mathematics

The sixth academic outcome examined was changes from grade five to grade six in the rates of students attaining each of the *STAAR* performance standards in mathematics and reading. The evaluators merged 2018 *STAAR* mathematics and reading data with the 2017-18 PEIMS snapshot demographic data file and 2019 *STAAR* mathematics and reading data to the 2018-19 PEIMS snapshot demographic data file to create two files containing the students enrolled on the PEIMS date each year who took the *STAAR* mathematics and reading subtests. The evaluators then merged these two files to create a single file containing data for 2018 grade five students who took both the grade five (2018) and grade six (2019) mathematics and/or reading subtests. Frequencies were calculated to determine the percentage of students meeting each of the three *STAAR* performance standards each year and the differences in grade five and grade six attainment rates, grouped by subtest, grade five program/classification, grade five test language, and whether the student attended grade six in an elementary school or middle school setting.

Results

***TELPAS* English Proficiency Ratings and Level Movement**

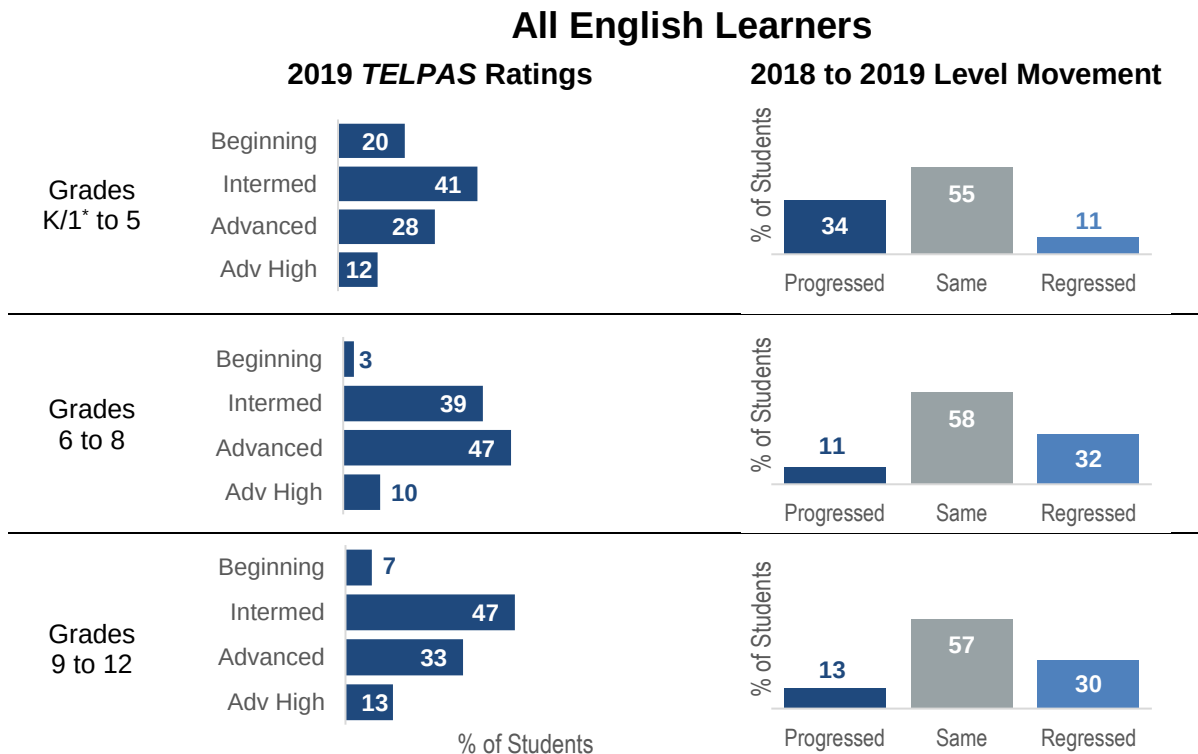
TELPAS English proficiency rating rates for 2017, 2018, and 2019 by program/classification and grade level are provided in Appendix H, and level movement rates from 2018 to 2019 for each grouping are provided in Appendix I. Results for immigrant and ELSPED students are summarized in later sections of this report that are focused on these student populations.

As shown in Figure 7, ratings for ELs at all grade levels tended to cluster in the intermediate and advanced level of English proficiency, with higher rates of students proficient at the advanced level in grades six to eight (47%) than those in the lower (28%) and higher grades (33%). From 55 to 58 percent of ELs who took the *TELPAS* in 2018 and 2019 remained at the same proficiency level, and ELs in grades one to five progressed at higher rates (1 to 5: 34%; 6 to 8: 11%; 9 to 12: 13%) and regressed at lower rates (1 to 5: 11%; 6 to 8: 32%; 9 to 12: 30%) than those in the middle and upper grades.

⁶¹ The program has identified this offering as both an advantage and a challenge, because it provides students with an ability to focus on content with minimal language barrier, but a misperception persists in the district that if English learners tested in Spanish they have not achieved at as high a level as students testing in English.

⁶² 2017 files were dated June 15, 2017 (*STAAR*) and June 22, 2017 (*EOC*). 2018 files were dated June 20, 2018 (*STAAR* and *EOC*). 2019 files were dated June 13, 2019 (*STAAR*) and June 4, 2019 (*EOC*).

Figure 7: 2019 TELPAS English Proficiency Ratings and Level Movement from 2018 by Grade Level: All English Learners



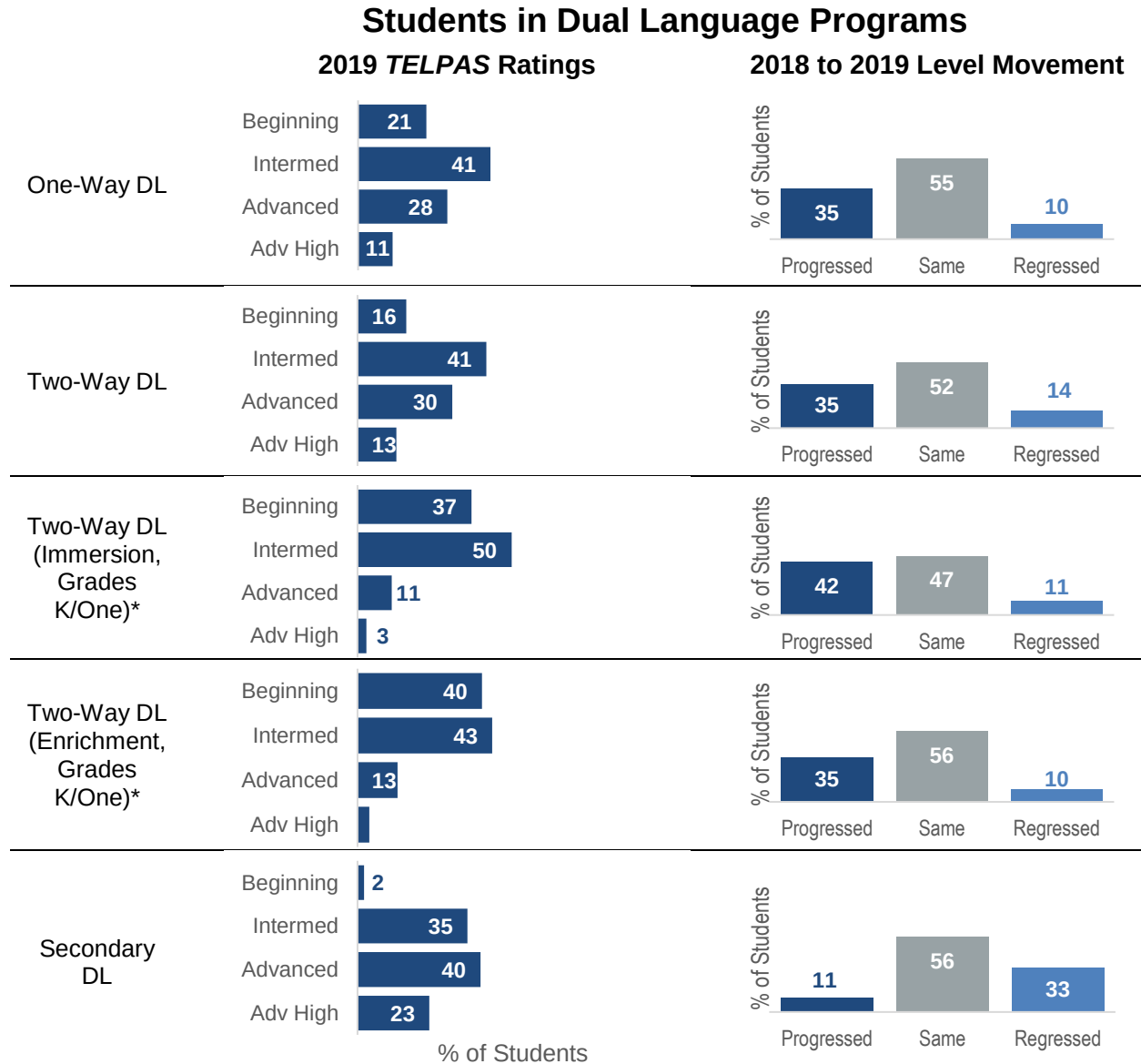
Source: District TELPAS data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS snapshot demographic data file dated February 26, 2019.

Note: 2019 TELPAS ratings include students enrolled on the PEIMS snapshot date of October 26, 2018. 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019. Therefore, the sample sizes for charts at each level will not be equal. For sample sizes, please see Appendix H (2019 ratings) and Appendix I (level movement). * = 2019 ratings attainment data start at K; level movement starts at grade one. K = kindergarten. Intermed = Intermediate. Adv High = Advanced High. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019. Same = Student remained at the same proficiency level in 2018 and 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. TELPAS = Texas English Language Proficiency Assessment System. PEIMS = Public Education Information Management System. Percentages may not sum to 100 because of rounding.

As shown in Figure 8, ELs in one- and two-way DL programs performed similarly on the 2019 TELPAS, with the highest rates of students proficient at the intermediate or advanced levels (OWDL: 69%; TWDL: 71%). Proficiency level movement patterns were generally comparable for students in both programs; over a third (35%) of students from both programs progressed to a higher proficiency level from 2018 to 2019, and the rates of students who remained the same (OWDL: 55%; TWDL: 52%) or regressed (OWDL: 10%; TWDL: 14%) differed by three to four percentage points between the programs. A higher percentage of the youngest ELs in TWDL programs using the immersion model (87%) than those in the enrichment model (83%) performed at the beginning or intermediate proficiency levels in 2019, but more in the immersion model (42%) than those in the enrichment model (35%) progressed to a higher proficiency level in 2019 (grade one) compared to 2018 (K). The highest rates of ELs in SECDL scored at the intermediate and advanced proficiency levels (75%) in 2019. Like students in OWDL and TWDL, over half

of ELs in SECDL (56%) remained at the same proficiency level in 2019 as in the previous year, but triple the rate of SECDL students regressed a level (33%) than progressed a level (11%) over one year.

Figure 8: 2019 TELPAS English Proficiency Ratings and Level Movement from 2018: Students in Dual Language Programs



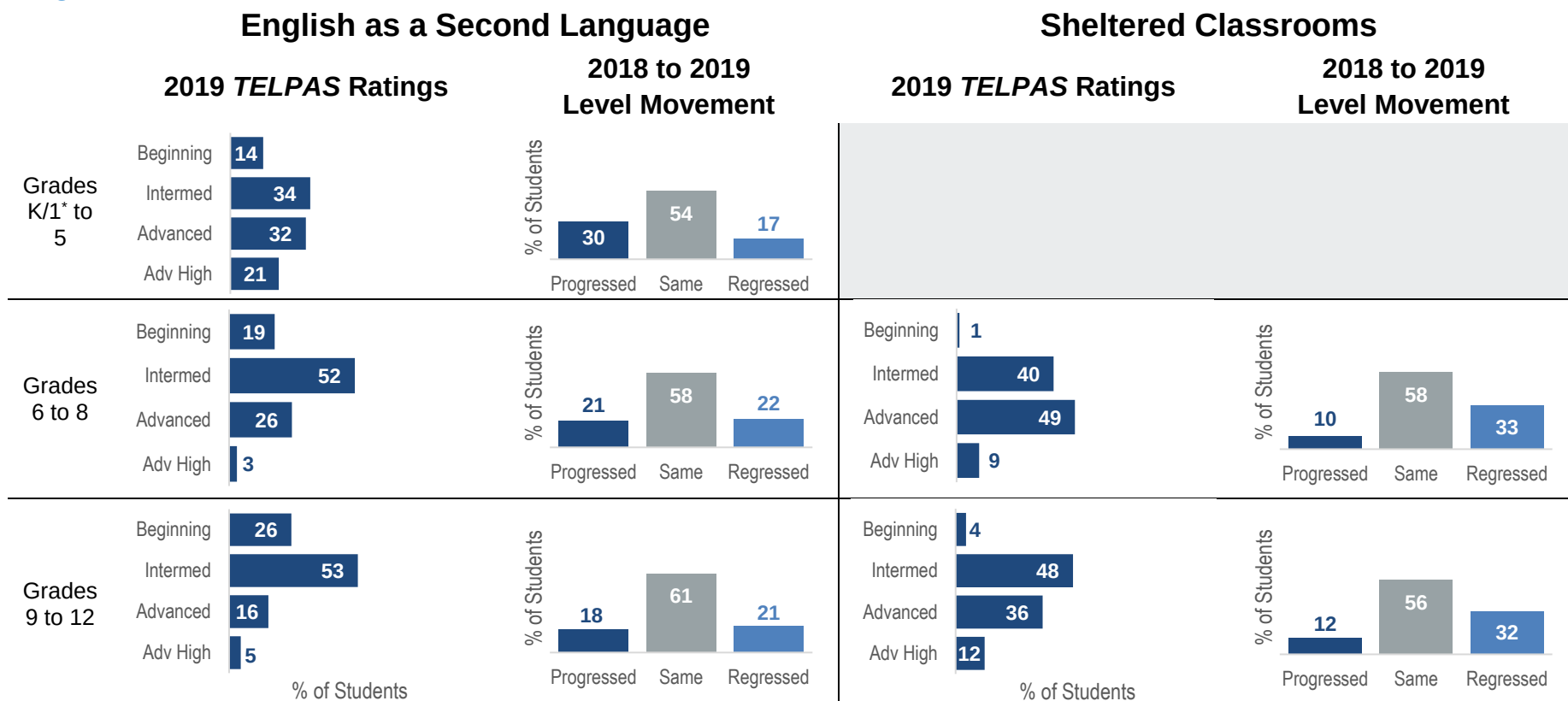
Source: District TELPAS data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS snapshot demographic data file dated February 26, 2019.

Note: 2019 TELPAS ratings include students enrolled on the PEIMS snapshot date of October 26, 2018. 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019. Therefore, the sample sizes for charts at each level will not be equal. For sample sizes, please see Appendix H (2019 ratings) and Appendix I (level movement). 2019 ratings attainment data start at K; level movement starts at grade one. K = kindergarten. DL = dual language. * = Because DL programs all convert to 50/50 percent Spanish/English in grade two, for immersion and enrichment two-way DL sub-categories, the 2019 TELPAS ratings are shown for K to grade one and the level movement data are shown for grade one only. Intermed = Intermediate. Adv High = Advanced High. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019. Same = Student remained at the same proficiency level in 2018 and 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. TELPAS = Texas English Language Proficiency Assessment System. PEIMS = Public Education Information Management System. Percentages may not sum to 100 because of rounding.

As shown in Figure 9, the highest rates of ELs in the ESL program scored at the intermediate or advanced level on the 2019 *TELPAS* (range: 66%, K to grade five, to 78%, grades six to eight). Regardless of grade level grouping, rates of students at the advanced level tended to decrease as grade level increased (K to grade five: 32%; grades six to eight: 26%; grades nine to 12: 16%). Proficiency level movement patterns varied by grade level. Rates of students remaining at the same level as 2018 ranged from 54 percent to 61 percent, increasing as grade level increased. For grade one to five ESL students, rates of progression (30%) were almost double the rates of regression (17%); at the secondary grade levels, rates of progression (grades six to eight: 21%; grades nine to 12: 18%) and regression (grades six to eight: 22%; grades nine to 12: 21%) were comparable and were no more than three percentage points different.

Compared to students in ESL programs, students in sheltered classrooms tended to perform at higher rates at the intermediate and advanced proficiency levels (grades six to eight: 89%; grades nine to 12: 84%), progress at lower rates (grades six to eight: 10%; grades nine to 12: 12%), and regress at higher rates (grades six to eight: 33%; grades nine to 12: 32%) than ESL students. In fact, as shown in Figure 9, students in sheltered classrooms also tended to perform at higher rates than ESL students at the advanced levels for both grades six to eight (ESL: 26%; sheltered: 49%) and nine to 12 (ESL: 16%; sheltered: 36%), a result that may be expected because students in sheltered classrooms have, by definition, been enrolled in US schools for longer than ESL students. Proficiency rating movement patterns were similar at the middle school and high school levels for sheltered students, with over half of students remaining at the same proficiency level as in 2018, about a third regressing to a lower proficiency level, and around 10 percent progressing to a higher proficiency level. Notably, while sheltered students performed at the advanced and advanced high levels at higher rates than ESL students, their rates of progression were lower, and rates of regression were higher, indicating slightly more instability in English proficiency for students in sheltered classrooms than for ESL students.

Figure 9: 2019 *TELPAS* English Proficiency Ratings and Level Movement from 2018 by Grade Level: Students in English as a Second Language Program and Sheltered Classrooms

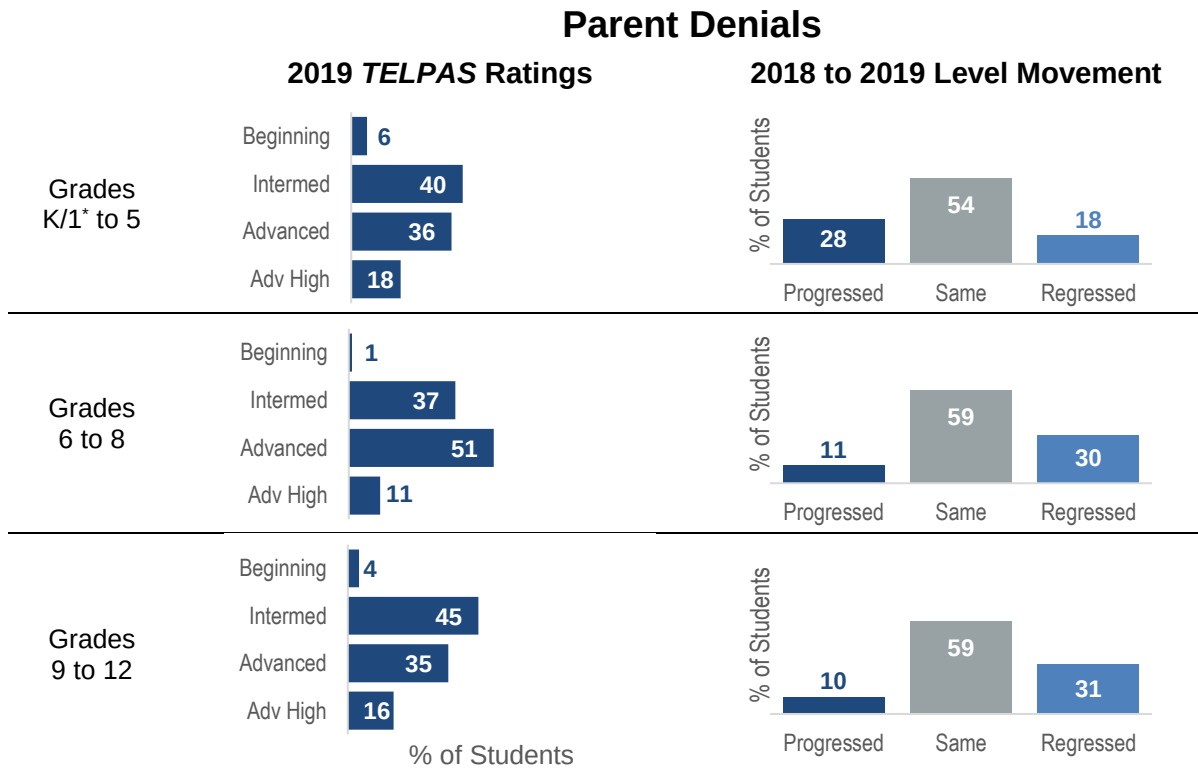


Source: District TELPAS data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS snapshot demographic data file dated February 26, 2019.

Note: 2019 TELPAS ratings include students enrolled on the PEIMS snapshot date of October 26, 2018. 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019. Therefore, the sample sizes for charts at each level will not be equal. For sample sizes, please see Appendix H (2019 ratings) and Appendix I (level movement). K = kindergarten. TELPAS = Texas English Language Proficiency Assessment System. Intermed = Intermediate. Adv High = Advanced High. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019. Same = Student remained at the same proficiency level in 2018 and 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. PEIMS = Public Education Information Management System. Percentages may not sum to 100 because of rounding.

Students whose parents denied EL services generally performed on the *TELPAS* similarly or slightly better on the *TELPAS* than ELs overall. As shown in Figure 10, ratings for parent denials at all grade levels tended to cluster in the intermediate and advanced levels of English proficiency, and with similar patterns as those for all ELs. Also in a similar pattern to ELs overall, from 54 to 59 percent of parent denials who took the *TELPAS* in 2018 and 2019 remained at the same proficiency level, and parent denials in grades one to five progressed at higher rates and regressed at lower rates than those in the middle and upper grades.

Figure 10: 2019 *TELPAS* English Proficiency Ratings and Level Movement from 2018 by Grade Level: Parent Denials



Source: District *TELPAS* data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS snapshot demographic data file dated February 26, 2019.

Note: 2019 *TELPAS* ratings include students enrolled on the PEIMS snapshot date of October 26, 2018. 2018 to 2019 level movement data include students who earned a *TELPAS* proficiency rating in both 2018 and 2019. Therefore, the sample sizes for charts at each level will not be equal. For sample sizes, please see Appendix H (2019 ratings) and Appendix I (level movement). * = 2019 ratings attainment data start at K; level movement starts at grade one. K = kindergarten. Intermed = Intermediate. Adv High = Advanced High. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019. Same = Student remained at the same proficiency level in 2018 and 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. *TELPAS* = Texas English Language Proficiency Assessment System. PEIMS = Public Education Information Management System. Percentages may not sum to 100 because of rounding.

TerraNova/SUPERA

TN and *SUP* rates for 2017, 2018, and 2019 by program/classification and grade level are provided in Appendix J. Result summaries for ELSPED and immigrant students are provided in later sections of this report that are focused on these student populations.

2019 TerraNova/SUPERA

As shown in Figure 11, 2019 rates of students at or above grade level for all groups on *TN* and *SUP* ranged from 53 percent (*TN* mathematics, parent denials) to 82 percent (*SUP* reading, OWDL and all ELs).

ELs and nonELs. Rates of ELs at or above grade level were lower than those for all nonELs on both *TN* reading (7 percentage points lower) and mathematics (4 percentage points lower).⁶³

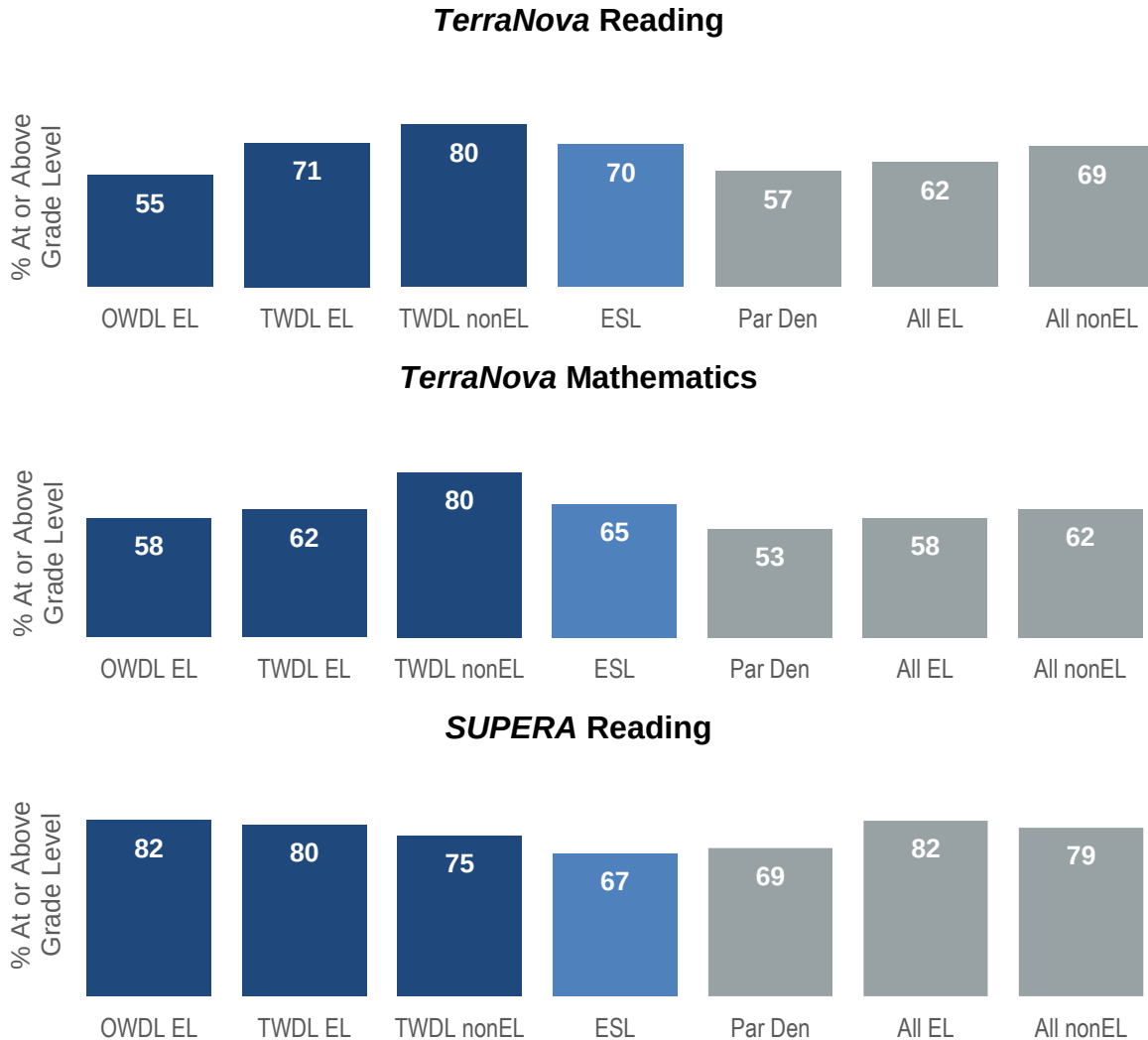
Dual Language. Rates of K to grade two ELs in TWDL at or above grade level exceeded rates for ELs in OWDL on *TN* reading (16 percentage points higher) and mathematics (4 percentage points higher). Rates for ELs in TWDL and OWDL on *SUP* reading were more comparable, however, with rates for ELs in TWDL two percentage points lower than for ELs in OWDL. Comparing ELs in DL programs to all nonELs, *TN* reading rates of students at or above grade level for OWDL (55%) were 14 percentage points lower than for nonELs overall (69%), but rates for ELs in TWDL (71%) were closer to those for nonELs overall (69%). Gaps between ELs in DL and nonELs overall were narrower for *TN* mathematics, with OWDL EL rates (58%) lagging four percentage points behind those for all nonELs (62%), and comparable rates for TWDL ELs and all nonELs (both 62%). Notably, rates at or above grade level for nonELs in TWDL exceeded rates for nonELs overall on both *TN* reading (11 percentage points) and *TN* mathematics (18 percentage points).

ESL. Rates of ESL students at or above grade level were close to those for all nonELs on both *TN* reading (ESL 1 percentage points higher) and mathematics (ESL 3 percentage points higher). Because of the small number of ESL students taking the Spanish-language *SUP* reading exam, comparisons of rates between ESL students and all nonELs were not examined.

Parent Denials. On all three exams, rates at or above grade level for students whose parents denied services lagged those of both all ELs (range: 5 to 13 percentage points lower) and all nonELs (9 to 12 percentage points lower).

⁶³ Because *SUP* reading is a Spanish-language assessment, and this report is primarily focused on outcomes for ELs, comparisons between ELs and nonELs on *SUP* will not be highlighted in this section. Data for nonELs on Spanish-language exams in this report are provided for informational purposes only.

Figure 11: 2019 Rates of K to Grade Two Elementary School Students At or Above Grade Level on TerraNova Reading and Mathematics and SUPERA Reading by English Learner Program/Classification



Source: District TerraNova data file dated July 2, 2019. District SUPERA data file dated July 2, 2019. District PEIMS demographic file dated February 26, 2019.

Note: EL = English learner. OWDL = one-way dual language. TWDL = two-way dual language. ESL = English as a Second Language. Par Den = parent denials. K = kindergarten. Students scoring at or above the 40th percentile were considered at grade level. Rates shown for students enrolled on the PEIMS snapshot date of October 26, 2018. PEIMS = Public Education Information Management System. Ns are provided in Appendix J.

TerraNova/SUPERA Trends

Two-year trends in rates of students at or above grade level on *TN/SUP* were mixed, and mostly divided by test language. As shown in Table 11, rates at or above grade level for *TN* reading and mathematics increased over two years for all groups except for nonELs in TWDL but decreased for all groups on *SUP* reading. Rates increased the most on *TN* reading for ELs in OWDL (+14 percentage points) and TWDL (+12 percentage points).

ELs and nonELs. *TN* two-year changes in rates of K to grade two students at or above grade level also tended to be more positive for EL groups than for nonEL groups, especially for reading. Rate increases

were greater for all ELs than for all nonELs on *TN* reading (ELs 5 percentage points higher) and mathematics (ELs 1 percentage point higher).

Dual Language. Rates at or above grade level for ELs in DL programs generally increased over two years (OWDL ELs: +14 percentage points; TWDL ELs: +12 percentage points) more than for all nonELs (+1 percentage point) on *TN* reading, and somewhat comparably on *TN* mathematics (OWDL ELs: +3 percentage points; TWDL ELs: +2 percentage points; all nonELs: +2 percentage points).

ESL. At or above grade level rate increases for ESL students also exceeded those for all nonELs on both *TN* reading (5 percentage points higher) and *TN* mathematics (6 percentage points higher).

Parent Denials. While two-year trends in scores at or above grade level were relatively flat for parent denials (<1 percentage point increase for both *TN* exams), trends for parent denials were somewhat comparable to two-year changes for all nonELs, but lower than two-year increases for all ELs, especially for *TN* reading.

Table 11: 2017 to 2019 TerraNova and SUPERA Students At or Above Grade Level by English Learner Program/Classification – Kindergarten to Grade Two

	2017		2018		2019		1 Yr Δ %pts	2 Yr Δ %pts
	Tested N	GL %	Tested N	GL %	Tested N	GL %		
TerraNova Reading								
All EL	1,867	55.8	1,858	59.5	1,987	61.6	2.1	5.8
All nonEL	15,902	68.8	14,585	69.3	14,071	69.4	0.1	0.6
OWDL EL	302	41.1	176	58.0	292	55.1	-2.9	14.0
TWDL EL	91	59.3	88	68.2	153	71.2	3.0	11.9
TWDL nonEL	760	88.9	692	81.2	789	80.2	-1.0	-8.7
ESL	490	63.9	611	65.5	650	70.3	4.8	6.4
Parent Denials	886	56.9	879	57.6	792	57.1	-0.5	0.2
TerraNova Mathematics								
All EL	17,318	55.4	16,539	57.6	15,657	58.2	0.6	2.8
All nonEL	16,492	60.7	15,283	61.0	14,766	62.4	1.4	1.7
OWDL EL	14,444	55.3	13,299	57.8	12,423	57.9	0.1	2.6
TWDL EL	1,381	60.2	1,629	61.5	1,651	62.2	0.7	2.0
TWDL nonEL	1,082	83.8	1,124	81.2	1,170	80.3	-0.9	-3.5
ESL	492	56.5	610	58.7	664	64.8	6.1	8.3
Parent Denials	891	51.9	886	51.6	809	52.8	1.2	0.9
SUPERA Reading								
All EL	15,698	85.3	14,755	84.3	13,805	82.0	-2.3	-3.3
All nonEL	617	84.9	702	80.6	750	78.8	-1.8	-6.1
OWDL EL	14,373	85.4	13,189	84.1	12,257	82.2	-1.9	-3.2
TWDL EL	1,306	84.8	1,547	86.2	1,513	80.2	-6.0	-4.6
TWDL nonEL	325	78.2	432	76.6	382	75.1	-1.5	-3.1
ESL	*	*	*	*	12	66.7	*	*
Parent Denials	5	100.0	7	57.1	13	69.2	12.1	-30.8

Source: District *TerraNova* data files dated November 1, 2017 (2017), August 7, 2018 (2018), and July 2, 2019 (2019). District *SUPERA* data files dated July 12, 2019 (2017), June 14, 2019 (2018), and July 2, 2019 (2019). District PEIMS demographic files for the respective years.

Note: Students scoring at or above the 40th percentile were considered at grade level. Rates shown for students enrolled on the PEIMS snapshot date for the respective years. GL = at or above grade level. EL = English learner. OWDL = one-way dual language. TWDL = two-way dual language. ESL = English as a Second Language. %pts = percentage points. 1 Yr Δ = one-year trend from 2018 to 2019. 2 Yr Δ = two-year trend from 2017 to 2019. * = fewer than five students were assessed. PEIMS = Public Education Information Management System. For results by grade level, see Appendix J. In June 2019, the district received updated norms for 2017 and 2018 grades one and two *SUPERA*. As a result, the 2017 and 2018 grades one and two *SUPERA* data provided in previous reports will differ from the grades one and two data presented in this report.

State Assessments of Academic Readiness (STAAR) and End-of-Course (EOC)

Rates of students at each performance standard on STAAR subtests and EOCs for 2017, 2018, and 2019 by subtest, DL program, and grade level are provided in Appendix L, and one- and two-year trends are provided in Appendix M. The same for other BE/ESL programs/classifications are provided in Appendix N and Appendix O. In this section, 2019 results are shown for both the Approaches+ and Meets+ standards, and longitudinal trends are shown at the Meets+ standard.

2019 Grade Three to Five STAAR

As shown in Figure 12, 2019 rates of grade three to five students in each grouping at the STAAR Approaches+ performance standard ranged from 46 (writing, parent denials) to 95 (mathematics, TWDL nonEL) percent, and rates at Meets+ ranged from 16 (writing, parent denials) to 79 (mathematics, TWDL nonEL) percent.

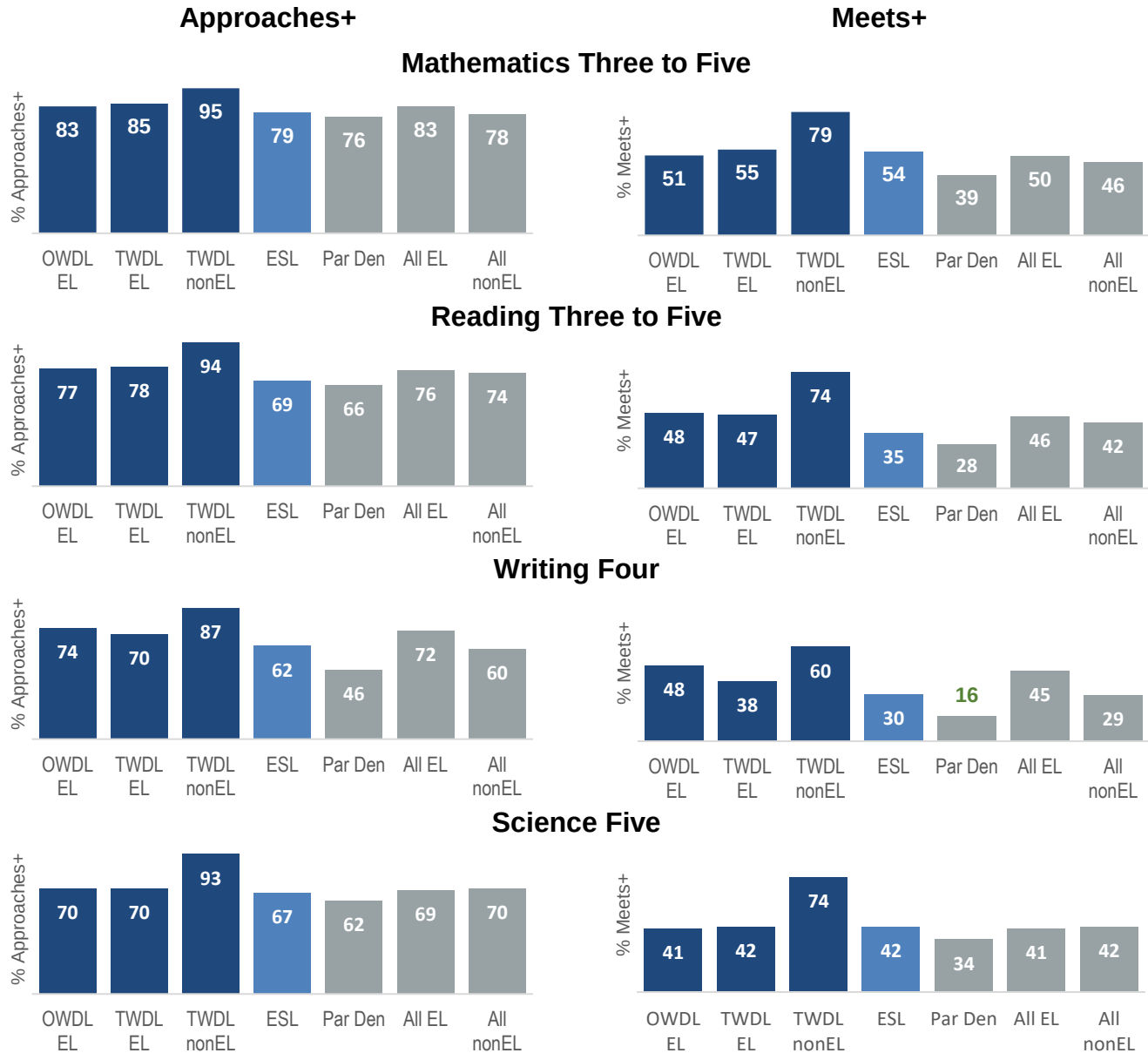
ELs and nonELs. Rates of all ELs in grades three to five at both the Approaches+ and Meets+ standards were higher than for all nonELs in mathematics, reading, and writing, and were comparable (within 1 percentage point) in science. The strongest performance for all ELs was in writing, for which rates were 12 percentage points higher than ELs at Approaches+ and 16 percentage points higher at Meets+.

Dual Language. Comparisons of performance standard attainment rates for ELs in OWDL to ELs in TWDL were mixed. Approaches+ rates ranged from the same (science; both 70%) to four percentage points different (writing; OWDL ELs: 74%; TWDL ELs: 70%). Results were similar at the Meets+ level, except OWDL ELs (48%) attained the Meets+ standard on the writing subtest at 10 percentage points higher than TWDL ELs (38%). Differences between ELs in DL programs and all nonELs depended on the subject and DL program, but they were mostly higher for ELs in DL than for all nonELs. Overall, ELs in DL programs attained both performance standards from comparable to up to 19 percentage points higher than all nonELs, with the smallest differences generally found in science and the largest differences in writing. Finally, rates of nonEL TWDL students at the Approaches+ and Meets+ standard exceeded all other programs/classifications on all subjects, with 17 (mathematics Approaches+) to 33 (mathematics Meets+) percentage point higher rates than all nonELs.

ESL. Generally, ESL students at both standards were within seven percentage points of nonEL students on all subjects, with differences ranging from seven percentage points lower (reading, Meets+) to eight percentage points higher (mathematics, Meets+).

Parent Denials. Parent denials performed at the lowest rates of all programs/classifications examined on all grade three to five STAAR subtests. Rates for parent denials lagged behind those of all ELs, ranging from seven percentage points lower for mathematics at Approaches+ and science at Approaches+ and Meets+ to 29 percentage points lower for writing at Meets+. Parent denials also lagged all nonELs, ranging from two percentage points lower for mathematics at Approaches+ to 14 percentage points lower for writing at Approaches+ and reading at Meets+.

Figure 12: 2019 Rates of Grades Three to Five Students at STAAR Approaches Grade Level or Above and Meets Grade Level or Above Performance Standards by Subject and Program/Classification



Source: District STAAR data file dated June 13, 2019. PEIMS demographic data file dated February 26, 2019.

Note: STAAR = State of Texas Assessments of Academic Readiness. Rates include scores on the first and second administrations of all versions of STAAR for students enrolled on the PEIMS snapshot date of October 26, 2018. Approaches+ = Approaches grade level or above performance standard. Meets+ = Meets grade level or above performance standard. EL = English learner. OWDL = one-way dual language. TWDL = two-way dual language. ESL = English as a Second Language. Par Den = parent denials. 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.” PEIMS = Public Education Information Management System. Ns are provided in Appendix L.

2019 Grade Six to Eight STAAR

As shown in Figure 13, 2019 rates of grades six to eight students in each group at the STAAR Approaches+ performance standard ranged from 23 (writing, ESL) to 100 (science, SECDL nonEL) percent, and rates at Meets+ ranged from nine (writing, ESL) to 92 (writing, SECDL nonEL) percent.

ELs and nonELs. In contrast to STAAR for grades three to five, rates of all ELs in grades six to eight at both the Approaches+ and Meets+ standards were comparable or lower than for all nonELs in all subjects, ranging from one percentage point lower for mathematics at Approaches+ to 13 percentage points lower for reading, writing, and social studies at Meets+. Gaps were generally slightly wider at Meets+ than at Approaches+.

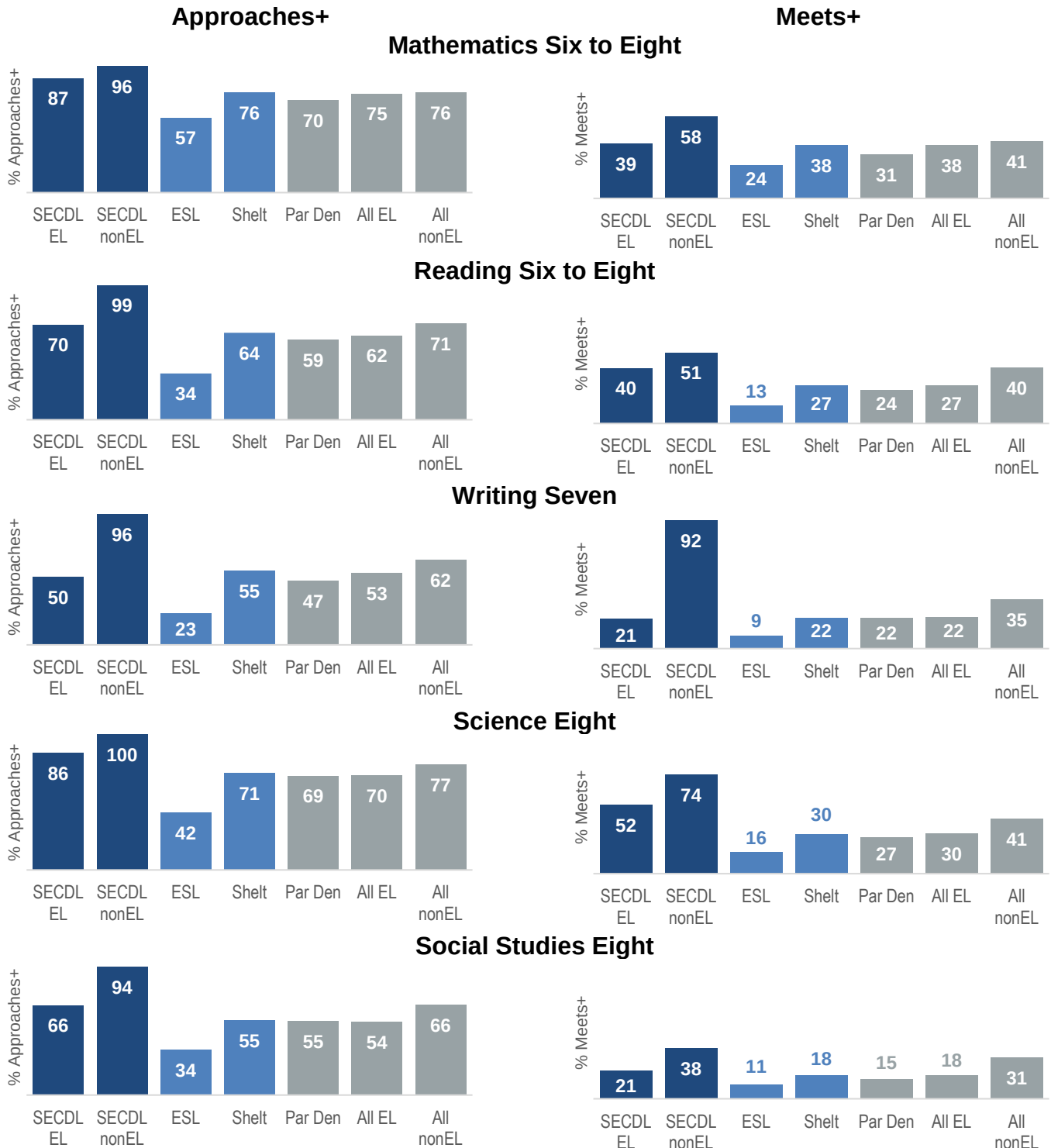
Dual Language. Differences between performance standard attainment rates for ELs in SECDL at the Approaches+ standard were the same or higher (up to +11 percentage points higher for mathematics) than for all nonELs on all subtests except for writing (SECDL ELs: 12 percentage points lower). Rates of ELs in SECDL at the Meets+ level were the same or lower (as low as -14 percentage points for writing) except for science (SECDL ELs: 11 percentage points higher). Rates of nonEL SECDL students at the Approaches+ and Meets+ standard exceeded all other programs/classifications on all subjects, with seven (social studies Meets+) to 57 (writing Meets+) percentage point higher rates than nonELs overall.

ESL. Rates of ESL students at the Approaches+ and Meets+ performance standards were generally lower than those for students in sheltered classrooms, with gaps ranging from seven (social studies Meets+) to 32 (writing Approaches+) percentage points. In addition, rates of ESL students attaining both performance standards lagged behind nonELs overall by 17 (mathematics Meets+) to 39 (writing Approaches+) percentage points. Rates of students in sheltered classrooms at each performance standard also were mostly lower than those for nonELs overall, but to a lesser extent than for ESL students, with gaps ranging from comparable (mathematics Approaches+) to 13 percentage points lower (reading Meets+; writing Meets+; social studies Meets+).

Parent Denials. Unlike for grades three to five, parent denials in grades six to eight did not consistently perform at the lowest rates of all programs/classifications examined. In fact, parent denial performance standard attainment rates were comparable to or higher than for ESL students in all subjects at both performance standards, ranging from four percentage points higher (social studies, Meets+) to 25 percentage points higher (reading, Approaches+). In contrast, rates were generally slightly lower for parent denials than for students in sheltered classrooms, but the differences were narrower than those between parent denials and ESL students.

Performance standard attainment rates for parent denials were comparable or lagged those of all ELs, with differences ranging from seven percentage points lower (mathematics, Meets+) to one percentage point higher (social studies, Approaches+). Parent denials fared worse when compared to all nonELs, however, with differences ranging from six percentage points lower (mathematics, Approaches+) to 16 percentage points lower (reading and social studies, both Meets+).

Figure 13: 2019 Rates of Grades Six to Eight Students at STAAR Approaches Grade Level and Above and Meets Grade Level or Above Performance Standards by Subject and Program/Classification



Source: District STAAR data file dated June 13, 2019. PEIMS demographic data file dated February 26, 2019.

Note: STAAR = State of Texas Assessments of Academic Readiness. Rates include scores on the first and second administrations of all versions of STAAR for students enrolled on the PEIMS snapshot date of October 26, 2018. Approaches+ = Approaches grade level or above. Meets+ = Meets grade level or above. EL = English learner. SECDL = secondary dual language. ESL = English as a Second Language. Shelt = sheltered classrooms. Par Den = parent denials. 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." PEIMS = Public Education Information Management System. Ns are provided in Appendix L and Appendix N.

Grade Three to Five STAAR Trends

As shown in Table 12, with few exceptions, two-year trends in Meets+ attainment rates on grade three to five *STAAR* subtests were positive, and overall ranged from a decrease of three percentage points (TWDL ELs, writing) to an increase of 15 percentage points (TWDL ELs and ESL science).

ELs and nonELs. Two-year increases were comparable between ELs and nonELs overall for both mathematics and reading (all 6 or 7 percentage point increases), but two-year increases for ELs overall exceeded those for nonELs in writing (ELs 5 percentage points higher) and science (ELs 4 percentage points higher).

Dual Language. Two-year change rates for ELs in DL varied (range: -3 percentage points, TWDL EL, writing to +15 percentage points, TWDL EL, science), as did change rates for nonELs in TWDL (range: -1 percentage point, reading to +9 percentage points, writing), with the strongest increases for both ELs and nonELs in DL on the science subtest (range: +6 percentage points, TWDL nonELs to 15 percentage points, TWDL ELs).

ESL. Rates increased over two years for all subjects (range: 7, writing to 15, science percentage points), with all increases at least slightly higher than those for nonELs.

Parent Denials. Rates increased over two years from three (reading) to seven (mathematics) percentage points for all subjects except writing (-2 percentage points), but these increases were slightly less than both all ELs and all nonELs on all subjects.

Table 12: 2017 to 2019 Trends in Rates of Grade Three to Five Students at STAAR Meets Grade Level or Above Performance Standard by Subject and Program/Classification

	2017		2018		2019		1 Yr Δ %pts	2 Yr Δ %pts
	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %		
Mathematics Grades Three to Five								
All EL	18,472	42.9	17,965	49.7	17,375	50.3	0.6	7.4
All nonEL	17,571	39.3	17,297	44.7	16,296	46.4	1.7	7.1
OWDL EL	15,825	43.9	15,234	50.9	14,480	50.9	0.0	7.0
TWDL EL	764	45.8	911	48.3	1,099	54.7	6.4	8.9
TWDL nonEL	496	73.2	617	76.5	767	78.6	2.1	5.4
ESL	453	40.4	491	46.0	565	53.5	7.5	13.1
Parent Denials	1,292	31.2	1,229	38.6	1,138	38.5	-0.1	7.3
Reading Grades Three to Five								
All EL	18,473	38.7	17,965	44.8	17,373	46.0	1.2	7.3
All nonEL	17,566	36.6	17,301	39.6	16,304	42.4	2.8	5.8
OWDL EL	15,827	40.1	15,235	46.8	14,478	48.0	1.2	7.9
TWDL EL	764	43.1	910	42.1	1,099	46.5	4.4	3.4
TWDL nonEL	496	74.0	617	73.9	767	73.5	-0.4	-0.5
ESL	453	27.6	492	33.1	565	35.2	2.1	7.6
Parent Denials	1,292	25.4	1,228	28.7	1,138	28.2	-0.5	2.8
Writing Grade Four								
All EL	6,199	39.7	6,014	40.8	5,807	44.8	4.0	5.1
All nonEL	5,947	28.6	5,828	31.4	5,587	28.9	-2.5	0.3
OWDL EL	5,390	42.1	5,047	43.3	4,905	48.1	4.8	6.0
TWDL EL	203	40.9	351	40.2	340	37.9	-2.3	-3.0
TWDL nonEL	120	51.7	244	63.1	251	60.2	-2.9	8.5
ESL	144	22.9	170	22.9	179	29.6	6.7	6.7
Parent Denials	422	17.5	406	21.2	360	15.8	-5.4	-1.7
Science Grade Five								
All EL	5,978	29.6	5,999	31.1	5,898	40.7	9.6	11.1
All nonEL	5,484	34.8	5,710	33.0	5,596	42.3	9.3	7.5
OWDL EL	5,077	30.0	5,136	31.7	4,924	41.3	9.6	11.3
TWDL EL	208	27.4	210	31.4	329	41.9	10.5	14.5
TWDL nonEL	116	68.1	113	63.7	207	74.4	10.7	6.3
ESL	158	27.2	156	34.0	186	41.9	7.9	14.7
Parent Denials	482	28.2	467	24.0	420	34.0	10.0	5.8

Source: District STAAR data files dated June 22, 2017 (2017), September 6, 2018 (2018), and June 13, 2019 (2019). District PEIMS demographic files for each respective year.

Note: STAAR = State of Texas Assessments of Academic Readiness. Rates include scores for the first and second administrations of STAAR for students enrolled on the PEIMS snapshot date for each year. Students taking the Alternate 2 version of STAAR are not evaluated on the Meets performance level; sample sizes may be slightly lower for the Meets+ level than for the Approaches+ and Masters level. EL = English learner. OWDL = one-way dual language. TWDL = two-way dual language. ESL = English as a Second Language. Meets+ = Meets grade level or above performance standard. 1 Yr Δ = percentage point change from 2018 to 2019. 2 Yr Δ = percentage point change from 2017 to 2019. %pts = percentage points. PEIMS = Public Education Information Management System. 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."

Grade Six to Eight STAAR Trends

As shown in Table 13, with few exceptions, two-year change in Meets+ attainment rates on grades six to eight STAAR were positive, ranging from a decrease of eight percentage points (SECDL nonEL, social studies) to an increase of 36 percentage points (SECDL nonELs, writing).

ELs and nonELs. Two-year increases were comparable between ELs and nonELs overall for all subjects, with no changes differing between the groups more than two percentage points.

Dual Language. Two-year change rates for ELs in SECDL varied (range: -1 percentage point, social studies to +22 percentage points, science), as did change rates for nonELs in SECDL (range: -8 percentage points, social studies to +36 percentage points, writing), with the strongest increases for both ELs and

nonELs in DL on the science subtest (range: +18 percentage points, nonELs to +22 percentage points, ELs).

ESL and Sheltered. Rates increased over two years for all subjects (range: 3 percentage points, ESL, science and social studies to 13 percentage points, sheltered, mathematics), with all increases at least slightly higher for sheltered students than for ESL students. Two-year change for ESL and sheltered students were within three percentage points of those for nonELs overall, with differences ranging from three percentage points lower than nonELs (ESL, science) to two percentage points higher than nonELs (sheltered, mathematics; sheltered, reading; and sheltered, social studies).

Parent Denials. Rates increased over two years for all subjects from two (social studies) to 12 (writing) percentage points. Change rate comparisons to all ELs and nonELs varied, with parent denial rates increasing at least slightly more than both ELs and nonELs in writing and science, slightly less than both ELs and nonELs in social studies, and less than all ELs but comparably to nonELs in both mathematics and reading.

Table 13: 2017 to 2019 Trends in Rates of Grade Six to Eight Students at STAAR Meets Grade Level or Above Performance Standard by Subject and Program/Classification

	2017		2018		2019		1 Yr Δ %pts	2 Yr Δ %pts
	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %		
Mathematics Grades Six to Eight								
All EL	13,851	24.9	13,959	32.0	13,798	37.8	5.8	12.9
All nonEL	12,168	29.2	12,386	34.9	12,805	40.7	5.8	11.5
SECDL EL	346	31.2	248	34.3	105	39.0	4.7	7.8
SECDL nonEL	47	40.4	67	70.1	48	58.3	-11.8	17.9
ESL	1,384	14.6	1,503	21.0	1,501	23.7	2.7	9.1
Sheltered	10,457	24.6	10,680	32.4	10,210	37.9	5.5	13.3
Parent Denials	1,037	20.5	948	25.9	924	31.3	5.4	10.8
Reading Grades Six to Eight								
All EL	14,503	19.7	14,641	24.1	14,493	27.2	3.1	7.5
All nonEL	13,130	33.9	13,556	37.8	13,926	39.9	2.1	6.0
SECDL EL	368	28.3	270	31.5	116	39.7	8.2	11.4
SECDL nonEL	62	38.7	80	48.8	71	50.7	1.9	12.0
ESL	1,407	7.2	1,521	10.1	1,515	12.7	2.6	5.5
Sheltered	10,931	19.3	11,185	24.0	10,716	27.1	3.1	7.8
Parent Denials	1,085	17.7	985	21.3	971	23.7	2.4	6.0
Writing Grade Seven								
All EL	4,867	17.1	4,889	20.0	4,778	22.4	2.4	5.3
All nonEL	4,319	31.7	4,517	38.6	4,544	35.3	-3.3	3.6
SECDL EL	208	16.3	57	38.6	28	21.4	-17.2	5.1
SECDL nonEL	18	55.6	33	75.8	24	91.7	15.9	36.1
ESL	490	4.9	507	5.9	509	9.2	3.3	4.3
Sheltered	3,522	16.8	3,753	19.7	3,660	22.0	2.3	5.2
Parent Denials	333	9.9	361	19.1	294	21.8	2.7	11.9
Science Grade Eight								
All EL	4,691	25.7	4,807	31.5	4,879	30.1	-1.4	4.4
All nonEL	4,417	35.6	4,466	41.1	4,609	41.3	0.2	5.7
SECDL EL	113	30.1	178	29.2	58	51.7	22.5	21.6
SECDL nonEL	16	56.3	32	65.6	27	74.1	8.5	17.8
ESL	422	13.3	515	18.4	520	16.0	-2.4	2.7
Sheltered	3,546	26.1	3,524	31.4	3,684	29.6	-1.8	3.5
Parent Denials	341	18.5	328	31.1	323	27.2	-3.9	8.7
Social Studies Grade Eight								
All EL	4,389	13.4	4,547	19.7	4,512	17.6	-2.1	4.2
All nonEL	4,357	28.0	4,377	32.6	4,435	31.0	-1.6	3.0
SECDL EL	108	22.2	189	15.3	56	21.4	6.1	-0.8
SECDL nonEL	24	45.8	20	10.0	34	38.2	28.2	-7.6
ESL	422	7.6	501	12.0	505	10.5	-1.5	2.9
Sheltered	3,364	13.2	3,351	19.9	3,444	17.8	-2.1	4.6
Parent Denials	345	13.0	308	21.8	319	15.0	-6.8	2.0

Source: District STAAR data files dated June 22, 2017 (2017), September 6, 2018 (2018), and June 13, 2019 (2019). District PEIMS demographic files for each respective year.

Note: STAAR = State of Texas Assessments of Academic Readiness. Rates include scores for first and second administrations of STAAR for students enrolled on the PEIMS snapshot date each year. Students taking the *Alternate 2* version of STAAR are not evaluated on the Meets performance level; sample sizes may be slightly lower for the Meets+ level than for the Approaches+ and Masters levels. EL = English learner. SECDL = secondary dual language. ESL = English as a Second Language. Meets+ = Meets grade level or above performance standard. 1 Yr Δ = percentage point change from 2018 to 2019. 2 Yr Δ = percentage point change from 2017 to 2019. %pts = percentage points. PEIMS = Public Education Information Management System. 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."

2019 STAAR EOC

As shown in Figure 14, 2019 rates of EOC performance standard attainment for each grouping at the Approaches+ performance standard ranged from 16 (English I, ESL) to 100 percent (Algebra I, SECDL nonEL and Biology, SECDL nonEL), and rates at Meets+ ranged from six (English II, ESL) to 94 percent (Algebra I, SECDL nonEL).

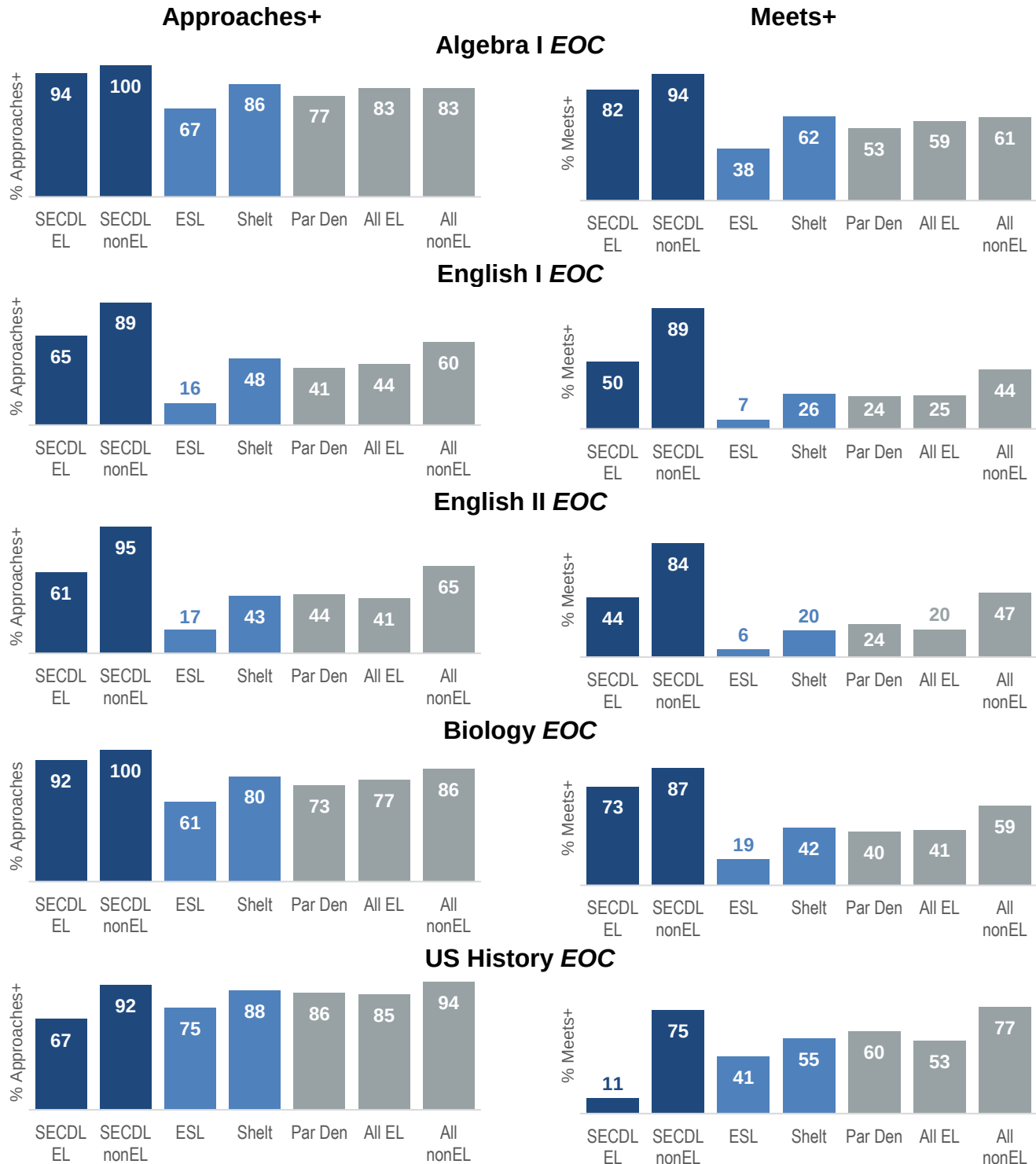
ELs and nonELs. Similarly to STAAR results for grades six to eight, rates of all ELs at both the Approaches+ and Meets+ standards on all EOCs were comparable or lower than for all nonELs in all subjects, ranging from no difference (83%, Algebra I, Approaches+) to 27 percentage points lower (English II, Meets+). Gaps were generally at least slightly wider at Meets+ than at Approaches+.

Dual Language. Differences between Approaches+ and Meets+ performance standard attainment rates for ELs in SECDL and all nonELs were mixed, with differences ranging from SECDL EL rates 66 percentage points lower than all nonELs (US History, Meets+) to SECDL EL rates 21 percentage points higher than nonELs (Algebra I, Meets+). Rates of SECDL nonELs at both the Approaches+ and Meets+ standard exceeded all other programs/classifications for all EOCs except for US History, for which rates were two percentage points lower at both standards.

ESL. Rates of ESL students at Approaches+ and Meets+ were generally lower than those for students in sheltered classrooms, with gaps ranging from 13 (US History, Approaches+) to 32 (English I, Approaches+) percentage points. Rates of ESL students attaining the Approaches+ performance standard lagged behind nonELs overall by 16 (Algebra I, Approaches+) to 48 (English II, Approaches+) percentage points. Rates of students in sheltered classrooms at each performance standard were mostly lower than those for nonELs overall, with gaps ranging from three percentage points higher (Algebra I, Approaches+) to 27 percentage points lower (English II, Meets+).

Parent Denials. Like results for grades six to eight STAAR, parent denials did not consistently perform at the lowest rates on EOCs for all programs/classifications examined. In fact, parent denials outperformed ESL students in all subjects at both performance standards (range: +10 percentage points, Algebra I, Approaches+ to +27 percentage points, English II, Approaches+), and they performed from nine percentage points lower (Algebra I, Approaches+) to five percentage points higher (US History, Meets+) than students in sheltered classrooms. Gaps between parent denials and ELs overall varied (range: -6 percentage points for Algebra I, Meets+ to +7 percentage points, US History, Meets+). Parent denials fared worse when compared to all nonELs, however, with differences ranging from six percentage points lower (Algebra I, Approaches+) to 23 percentage points lower (English II, Meets+).

Figure 14: 2019 Rates of Students at STAAR EOC Approaches Grade Level or Above and Meets Grade Level or Above Performance Standards by Subject and Program/Classification



Source: District STAAR EOC data file dated June 4, 2019. PEIMS demographic data file dated February 26, 2019.

Note: STAAR = State of Texas Assessments of Academic Readiness. EOC = End-of-Course. Rates include scores on the first and second administrations of all versions of STAAR for students enrolled on the PEIMS snapshot date of October 26, 2018. EOC grade levels were limited to eight to 12 (Algebra I) and nine to 12 (all other EOCs). Approaches+ = Approaches grade level or above performance standard. Meets+ = Meets grade level or above performance standard. EL = English learner. SECDL = secondary dual language. ESL = English as a Second Language. Shelt = sheltered classrooms. Par Den = parent denials. NonELs include students who have opted-in to dual language programs and former ELs in monitored status and do not include students who were coded as "untestable." US = United States. PEIMS = Public Education Information Management System. Ns are provided in Appendix L and Appendix N.

STAAR EOC Trends

As shown in Table 14, with a few exceptions, two-year changes in Meets+ attainment rates on EOCs were positive, ranging from a decrease of 25 percentage points (SECDL nonEL, US History) to an increase of 51 percentage points (SECDL ELs, Biology). (Note: Readers should exercise caution when examining changes over time in performance standard attainment rates for SECDL students because of the small number of students in these programs, especially in past years. Changes for SECDL students are included for informational purposes only.)

ELs and nonELs. Two-year increases were from three (Biology) to 10 (US History) percentage points higher for ELs than nonELs overall on EOCs.

Dual Language. Two-year change rates for ELs in SECDL varied (range: -2 percentage points, Algebra I to +51 percentage points, Biology), as did change rates for nonELs in SECDL (range: -16 percentage points, English II to +29 percentage points, English I). Except for the Algebra I EOC, for which two-year change rates for SECDL EL and SECDL nonEL trends were comparable, increases were generally higher for SECDL ELs than for SECDL nonELs.

ESL and Sheltered. Rates increased over two years for all EOCs (range: +1 percentage points, ESL, English II to +25 percentage points, sheltered Algebra I), with all increases except for US History and Biology at least slightly higher for sheltered students than for ESL students. Comparisons of two-year changes for ESL and sheltered students to all ELs and all nonELs varied.

Parent Denials. Rates increased over two years for all EOCs from one (Biology) to 21 (Algebra I) percentage points. Change rate comparisons to all ELs and nonELs varied, with two-year change rates falling short of those for ELs on all EOCs, and matching or exceeding increases for all nonELs on all EOCs but Biology.

Table 14: 2017 to 2019 Trends in Rates of Students at STAAR EOC Meets Grade Level or Above Performance Standard by Subject and Program/Classification

	2017		2018		2019		1 Yr Δ %pts	2 Yr Δ %pts
	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %		
Algebra I EOC								
All EL	5,345	34.3	5,044	49.0	5,161	58.9	9.9	24.6
All nonEL	6,048	41.0	5,606	54.1	5,118	61.4	7.3	20.4
SECDL EL	32	84.4	101	78.2	118	82.2	4.0	-2.2
SECDL nonEL	22	95.5	21	90.5	31	93.5	3.0	-2.0
ESL	1,020	17.2	896	29.9	810	38.1	8.2	20.9
Sheltered	3,550	37.0	3,290	52.4	3,519	62.1	9.7	25.1
Parent Denials	397	32.5	363	42.1	357	53.2	11.1	20.7
English I EOC								
All EL	6,450	15.6	6,770	17.9	7,261	24.6	6.7	9.0
All nonEL	7,576	39.0	7,058	38.5	6,589	43.8	5.3	4.8
SECDL EL	16	18.8	99	46.5	147	49.7	3.2	30.9
SECDL nonEL	15	60.0	21	71.4	18	88.9	17.5	28.9
ESL	984	3.7	1,003	4.3	1,109	6.9	2.6	3.2
Sheltered	4,597	15.7	4,661	17.4	5,025	25.8	8.4	10.1
Parent Denials	478	17.8	516	17.8	509	24.4	6.6	6.6
English II EOC								
All EL	4,608	11.8	5,097	14.6	5,411	20.2	5.6	8.4
All nonEL	7,942	45.2	7,485	50.1	5,964	47.3	-2.8	2.1
SECDL EL	22	18.2	29	13.8	84	44.0	30.2	25.8
SECDL nonEL	9	100.0	9	77.8	19	84.2	6.4	-15.8
ESL	763	4.1	902	6.0	924	5.5	-0.5	1.4
Sheltered	3,371	12.1	3,493	14.3	3,566	19.6	5.3	7.5
Parent Denials	340	21.5	375	20.3	385	24.2	3.9	2.7
Biology EOC								
All EL	3,984	34.8	4,395	39.2	4,598	41.0	1.8	6.2
All nonEL	5,627	56.1	5,703	59.2	4,820	58.8	-0.4	2.7
SECDL EL	9	22.2	88	56.8	130	73.1	16.3	50.9
SECDL nonEL	14	71.4	18	88.9	15	86.7	-2.2	15.3
ESL	642	12.5	681	17.9	722	19.4	1.5	6.9
Sheltered	2,708	36.7	2,863	39.7	3,071	42.4	2.7	5.7
Parent Denials	305	39.0	336	43.5	315	39.7	-3.8	0.7
US History EOC								
All EL	1,925	36.8	2,359	47.1	2,887	52.7	5.6	15.9
All nonEL	5,878	71.7	6,397	78.1	5,029	77.4	-0.7	5.7
SECDL EL	1	*	20	40.0	9	11.1	-28.9	*
SECDL nonEL	2	*	7	100.0	12	75.0	-25.0	*
ESL	315	21.3	311	33.4	467	41.3	7.9	20.0
Sheltered	1,393	39.6	1,672	48.0	1,971	54.6	6.6	15.0
Parent Denials	166	45.8	176	59.7	230	59.6	-0.1	13.8

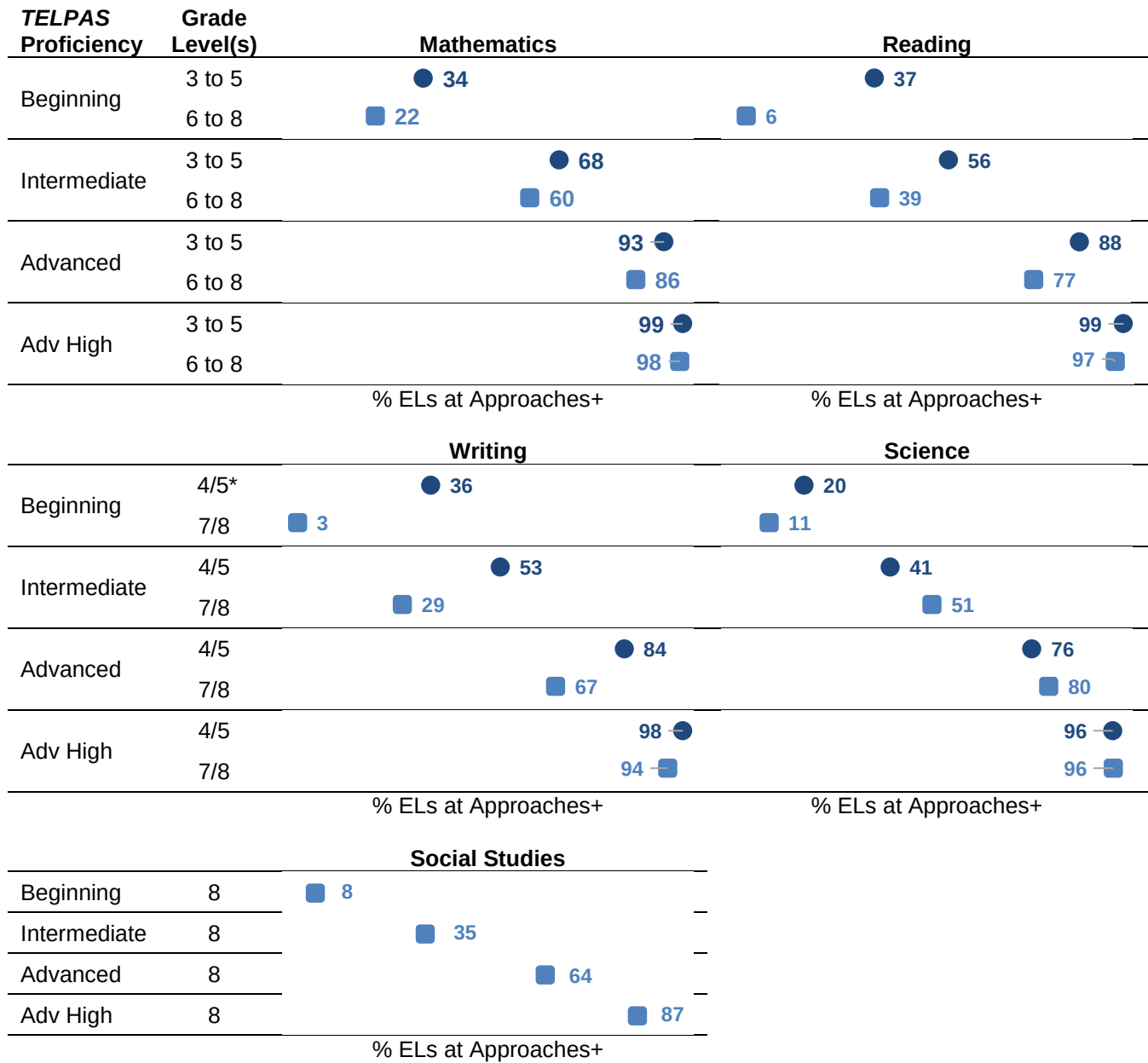
Source: District STAAR data files dated April 30, 2018 (2017), September 6, 2018 (2018), and June 4, 2019 (2019). District PEIMS demographic files for each respective year.

Note: STAAR = State of Texas Assessments of Academic Readiness. EOC = End-of-Course. Rates include scores for the December and May administrations of STAAR EOC for students enrolled on the PEIMS snapshot date for each year. For comparable groups, EOC grade levels were limited to grades eight to 12 (Algebra I) and nine to 12 (all other EOCs). Students taking the Alternate 2 version of STAAR EOC are not evaluated on the Meets performance level; sample sizes may be slightly lower for the Meets+ level than for the Approaches+ and Masters level. EL = English learner. SECDL = secondary dual language. ESL = English as a Second Language. US = United States. Meets+ = Meets grade level or above performance standard. 1 Yr Δ = percentage point change from 2018 to 2019. 2 Yr Δ = percentage point change from 2017 to 2019. %pts = percentage points. PEIMS = Public Education Information Management System. 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."

STAAR and EOC Outcomes by TELPAS English Proficiency Rating

STAAR and EOC 2019 performance standard attainment rates for ELs by TELPAS English proficiency ratings by subject and grade level are provided in Appendix P. As shown in Figures 15 and 16, for all STAAR subjects, the rates of students attaining both the Approaches+ and Meets+ performance standards increased as TELPAS English proficiency rating increased.

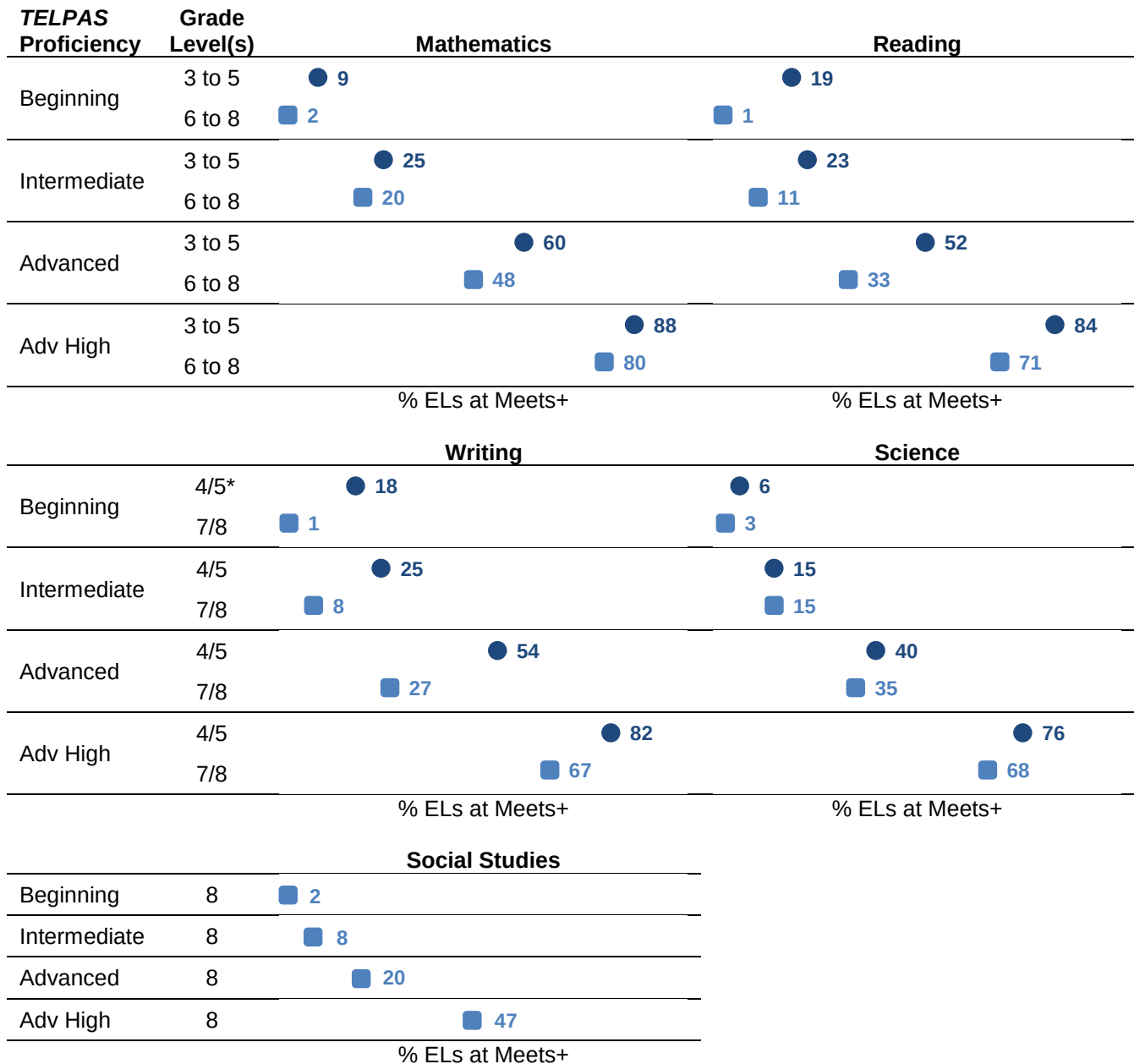
Figure 15: 2019 Percentage of English Learners at Approaches Grade Level or Above on STAAR by TELPAS Proficiency Rating, Subject, and Grade Level



Source: District TELPAS data file dated May 24, 2019. District STAAR data file dated June 13, 2019. District PEIMS demographic data file dated February 26, 2019.

Note: EL = English learner. STAAR = State of Texas Assessments of Academic Readiness. TELPAS = Texas English Language Proficiency Assessment System. Approaches+ = Approaches grade level or above performance standard. Adv High = Advanced High. Rates shown for first and second administrations of the standard version of STAAR for students who were enrolled on the PEIMS snapshot date of October 26, 2018 and who took both the TELPAS and the STAAR subtest. Results for students taking STAAR Alternate 2 or TELPAS-Alternate were excluded from analyses. * = writing subtest was administered in grades four and seven, and science subtest was administered in grades five and eight. PEIMS = Public Education Information Management System. Ns are provided in Appendix P.

Figure 16: 2019 Percentage of English Learners at Meets Grade Level or Above on STAAR by TELPAS Proficiency Rating, Subject, and Grade Level



Source: District TELPAS data file dated May 24, 2019. District STAAR data file dated June 13, 2019. District PEIMS demographic data file dated February 26, 2019.

Note: EL = English learner. STAAR = State of Texas Assessments of Academic Readiness. TELPAS = Texas English Language Proficiency Assessment System. Meets+ = Meets grade level or above performance standard. Adv High = Advanced High. Rates shown for first and second administrations of the standard version of STAAR for students who were enrolled on the PEIMS snapshot date of October 26, 2018 and who took both the TELPAS and the STAAR subtest. Results for students taking STAAR Alternate 2 or TELPAS-Alternate were excluded from analyses. * = writing subtest was administered in grades four and seven, and science subtest was administered in grades five and eight. PEIMS = Public Education Information Management System. Ns are provided in Appendix P.

As shown in Figures 17 and 18, with a similar pattern to *STAAR* results, the rates of students attaining both the Approaches+ and Meets+ performance standards on *EOCs* increased as *TELPAS* English proficiency rating increased.

Figure 17: 2019 Percentage of English Learners at Approaches Grade Level or Above on *STAAR EOCs* by *TELPAS* Proficiency Rating, Subject, and Grade Level

TELPAS Proficiency	Grade Level(s)	English I EOC		English II EOC	
Beginning	9 to 12	● 13		● 20	
Intermediate	9 to 12	● 31		● 28	
Advanced	9 to 12	● 62		● 53	
Adv High	9 to 12	95 ●		89 ●	
		% ELs at Approaches+		% ELs at Approaches+	
		Biology EOC		US History EOC	
Beginning	9 to 12	● 46		● 59	
Intermediate	9 to 12	● 70		● 79	
Advanced	9 to 12	91 ●		93 ●	
Adv High	9 to 12	100 ●		100 ●	
		% ELs at Approaches+		% ELs at Approaches+	
		Algebra I EOC			
Beginning	8 to 12	● 55			
Intermediate	8 to 12	● 78			
Advanced	8 to 12	93 ●			
Adv High	8 to 12	99 ●			
		% ELs at Approaches+			

Source: District *TELPAS* data file dated May 24, 2019. District *STAAR* data file dated June 4, 2019. District PEIMS demographic data file dated February 26, 2019.

Note: EL = English learner. *STAAR EOC* = *State of Texas Assessments of Academic Readiness End-of-Course*. *TELPAS* = *Texas English Language Proficiency Assessment System*. Adv High = Advanced High. US = United States. Approaches+ = Approaches grade level or above performance standard. Rates shown for first and second administrations of the standard version of *STAAR EOC* for students who were enrolled on the PEIMS snapshot date of October 26, 2018 and who took both the *TELPAS* and the *STAAR EOC*. Results for students taking the *STAAR EOC Alternate 2* or *TELPAS-Alternate* were excluded from analyses. PEIMS = Public Education Information Management System. Ns are provided in Appendix P.

Figure 18: 2019 Percentage of English Learners at Meets Grade Level or Above on STAAR EOCs by TELPAS Proficiency Rating, Subject, and Grade Level

TELPAS Proficiency	Grade Level(s)	English I EOC		English II EOC	
Beginning	9 to 12	● 5		● 10	
Intermediate	9 to 12	● 14		● 10	
Advanced	9 to 12	● 33		● 24	
Adv High	9 to 12	● 81		● 71	
		% ELs at Meets+		% ELs at Meets+	
		Biology EOC		US History EOC	
Beginning	9 to 12	● 14		● 22	
Intermediate	9 to 12	● 26		● 40	
Advanced	9 to 12	● 56		● 62	
Adv High	9 to 12	● 91		● 89	
		% ELs at Meets+		% ELs at Meets+	
		Algebra I EOC			
Beginning	8 to 12	● 22			
Intermediate	8 to 12	● 50			
Advanced	8 to 12	● 75			
Adv High	8 to 12	● 93			
		% ELs at Meets+			

Source: District TELPAS data file dated May 24, 2019. District STAAR data file dated June 4, 2019. District PEIMS demographic data file dated February 26, 2019.

Note: EL = English learner. STAAR EOC = State of Texas Assessments of Academic Readiness End-of-Course. TELPAS = Texas English Language Proficiency Assessment System. Adv High = Advanced High. Meets+ = Meets grade level or above performance standard. Rates shown for first and second administrations of the standard version of STAAR EOC for students who were enrolled on the PEIMS snapshot date of October 26, 2018 and who took both the TELPAS and the STAAR EOC. Results for students taking the STAAR EOC Alternate 2 or TELPAS-ALT were excluded from analyses. PEIMS = Public Education Information Management System. Ns are provided in Appendix P.

Grades Three to Five Dual Language STAAR Reading Outcomes by Testing Language

Rates of grades three to five students in DL programs at all performance standards for 2017, 2018, and 2019 STAAR reading by program, grade level, EL status, and testing language, along with one- and two-year trends are provided in Appendix Q. As shown in Table 15, rates of grade three to five Approaches+ attainment were generally higher for nonELs than ELs in both OWDL and TWDL, regardless of test language. Rates of grade three to five OWDL students at the Approaches+ performance standard were five percentage points higher for students who took the subtest in Spanish than in English for both ELs and nonELs. For students in TWDL, Approaches+ rates in Spanish and English were more comparable than for OWDL students between both ELs (no difference) and nonELs (2 percentage point difference). Over two years, Approaches+ rates increased slightly more for ELs than nonELs in OWDL for both English (ELs: +4

percentage points; nonELs: -1 percentage point) and Spanish (ELs: +6 percentage points; nonELs: +1 percentage point) and increased most over two years for TWDL ELs on the English-language reading subtest (+7 percentage points).

Table 15: 2017 to 2019 Dual Language Performance on STAAR Grades Three to Five/Six Reading by Program, English Learner Status, and Test Language – Approaches Grade Level or Above

		2017		2018		2019			
EL Status	Test Language	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	1 Yr Δ %pts	2 Yr Δ %pts
One-Way Dual Language									
EL	English	2,249	69.1	2,264	75.7	2,771	73.2	-2.5	4.1
	Spanish	13,578	71.3	13,000	77.3	12,070	77.7	0.4	6.4
nonEL	English	120	83.3	151	87.4	172	82.6	-4.8	-0.7
	Spanish	185	87.0	208	90.4	169	88.2	-2.2	1.2
Two-Way Dual Language									
EL	English	240	71.3	318	68.9	494	78.7	9.8	7.4
	Spanish	524	76.3	592	74.8	688	78.8	4.0	2.5
nonEL	English	466	92.7	571	93.0	706	94.2	1.2	1.5
	Spanish	30	90.0	46	87.0	63	92.1	5.1	2.1

Source: District STAAR data files dated June 22, 2017 (2017), September 6, 2018 (2018), and June 13, 2019 (2019). District PEIMS demographic files for each respective year.

Note: STAAR = State of Texas Assessments of Academic Readiness. Rates include scores for the first and second administrations of all versions of STAAR for students enrolled on the PEIMS snapshot date for each year. EL = English learner. Appr+ = Approaches grade level or above performance standard. 1 Yr Δ = percentage point change from 2018 to 2019. 2 Yr Δ = percentage point change from 2017 to 2019. %pts = percentage points. PEIMS = Public Education Information Management System. Totals include only records for which a test language was available in the data; totals may not equal those shown for that category in other analyses. 2017 STAAR data included no test language information for *Alternate 2* records, and in 2018 and 2019 all *Alternate 2* test records indicated the English test language. 2017 and 2018 rates include students in grades three to five; 2019 rates include students in grades three to six for grade six students housed in elementary school campuses. For results by grade level, see Appendix Q

STAAR reading subtest rates in Spanish were slightly greater at the Meets+ performance standard than at the Approaches+ standard. As shown in Table 16, rates of grade three to five Meets+ attainment were higher for nonELs than ELs in both OWDL and TWDL programs, regardless of test language. Rates of grade three to five OWDL students at the Meets+ performance standard were 10 percentage points higher for the Spanish subtest than the English subtest for both ELs and nonELs. For students in TWDL, Meets+ rates on the Spanish subtest were higher (50%) than for the English subtest (44%) for ELs, but were more comparable in Spanish and English among nonELs (<1 percentage point difference). Over two years, Meets+ rates increased slightly more for both EL and nonEL OWDL Spanish test takers than for English test takers. For TWDL, Meets+ rates increased for ELs in both languages (Spanish: +3 percentage points; English: +9 percentage points), but remained relatively flat for nonELs (both languages: <1 percentage point decrease).

Table 16: 2017 to 2019 Dual Language Performance on STAAR Grades Three to Five/Six Reading by Program, English Learner Status, and Test Language – Meets Grade Level or Above

		2017		2018		2019			
EL Status	Test Language	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	1 Yr Δ %pts	2 Yr Δ %pts
One-Way Dual Language									
EL	English	2,249	37.6	2,235	43.3	2,746	38.9	-4.4	1.3
	Spanish	13,578	40.5	13,000	47.4	12,070	49.4	2.0	8.9
nonEL	English	120	57.5	150	59.3	171	58.5	-0.8	1.0
	Spanish	185	62.7	208	70.7	169	69.2	-1.5	6.5
Two-Way Dual Language									
EL	English	240	35.0	318	36.8	494	43.5	6.7	8.5
	Spanish	524	46.8	592	44.9	688	49.6	4.7	2.8
nonEL	English	466	74.0	571	73.9	706	73.7	-0.2	-0.3
	Spanish	30	73.3	46	73.9	63	73.0	-0.9	-0.3

Source: District STAAR data files dated June 22, 2017 (2017), September 6, 2018 (2018), and June 13, 2019 (2019). District PEIMS demographic files for each respective year.

Note: STAAR = State of Texas Assessments of Academic Readiness. Rates include scores for the first and second administrations of STAAR for students enrolled on the PEIMS snapshot date for each year. Students taking the *Alternate 2* version of STAAR are not evaluated on the Meets performance level; sample sizes may be slightly lower for the Meets+ level than for the Approaches+ and Masters level. EL = English learner. Meets+ = Meets grade level or above performance standard. 1 Yr Δ = percentage point change from 2018 to 2019. 2 Yr Δ = percentage point change from 2017 to 2019. %pts = percentage points. PEIMS = Public Education Information Management System. Totals include only records for which a test language was available in the data; totals may not equal those shown for that category in other analyses. 2017 STAAR data included no test language information for *Alternate 2* records, and in 2018 and 2019 all *Alternate 2* test records indicated the English test language. 2017 and 2018 rates include students in grades three to five; 2019 rates include students in grades three to six for grade six students housed in elementary school campuses. For results by grade level, see Appendix Q.

Grade Five to Six STAAR Mathematics and Reading

Performance standard attainment rates and two-year trends on STAAR mathematics and reading for students who tested in both 2018 (grade five) and 2019 (grade six) by program/classification, grade six location, and 2018 test language are provided in Appendix R. Although students typically do not take the Spanish mathematics subtest in the Dallas ISD, over 100 students who took the mathematics subtest in 2019 took this subtest in Spanish in 2018; thus, data for these students as a group are included for completeness and for informational purposes. Also, the four campuses that were multi-level (K to grade 8)⁶⁴ included three magnet schools, and therefore results for grade six students at these campuses were provided in Appendix R for informational purposes only, but they were not included in the primary results for these analyses.

Mathematics

As shown in Table 17, at the district level, 2019 rates of grade six students at all STAAR performance standards were all lower than attainment rates for the same students in grade five (-1 to -27 percentage points). For all ELs, rates decreased more at the Approaches+ level on the Spanish subtest than on the English subtest, but rates decreased less at the Meets+ and Masters levels on the Spanish subtest than on the English subtest. This pattern was also found for grade six students housed in grade six to eight campuses; however, rates of decline for all ELs were closer between the test languages at the Meets+ and Masters level for grade six students at PK/K to grade six campuses. The extent of decreased rates varied among the programs/classifications. In most cases, although rates of students at each performance standard declined between grades five and six, they mostly tended to decrease less for

⁶⁴ Alex Sanger and three magnet schools (George B. Dealey, Harry Stone, and William B. Travis)

students who were in PK/1 to grade six campuses than they did for students who were in grade six to eight campuses. Comparisons by campus type should be reviewed with caution, however, because a much smaller number of students attended grade six at the PK/K to grade six campuses.

Reading

As shown in Table 18, at the district level, 2019 rates of grade six students at all STAAR performance standards were lower than attainment rates for the same students in grade five (-5 to -43 percentage points). For all ELs, rates decreased more for students taking the subtest in Spanish than in English. This pattern was also found for grade six students housed at both PK/K to grade six and grade six to eight campuses, and, in most cases, for all nonEL students. The extent of decreased rates varied among programs/classifications. In most cases, although rates of students at each performance standard declined between grades five and six, they mostly tended to decrease less for students who were in PK/K to grade six campuses than they did for students who were in grade six to eight campuses. Comparisons by campus type should be reviewed with caution, however, because a much smaller number of students attended grade six at the PK/K to grade six campuses.

Table 17: 2018 to 2019 Grade Five to Grade Six Change in STAAR Performance Standard Rates by Campus Type - Mathematics

	2018 Grade Five Program/ Classification	2018 EL/ nonEL	2018 Test Lang	Tested in 2018 and 2019 N	2018 (Grade Five) to 2019 (Grade Six) Rate Changes		
					App+ %pt Chg	Meets+ %pt Chg	Masters %pt Chg
District	One-Way DL	EL	English	4,201	-14.2	-19.8	-16.8
		nonEL	Spanish	109	-26.6	-16.5	-0.9
			English	101	-5.9	-11.9	-8.9
	Two-Way DL	EL	English	186	-16.1	-20.9	-24.8
		nonEL	Spanish	*	*	*	*
			English	95	-5.3	-12.6	-20.0
	ESL	EL	Spanish	-	-	-	-
			English	125	-5.6	-10.5	-12.0
	Parent Denials	EL	Spanish	-	-	-	-
			English	398	-15.8	-17.1	-13.8
	All EL	EL	Spanish	-	-	-	-
			English	4,971	-14.0	-19.5	-16.5
Grade Six in PK/K to Grade Six Campus	One-Way DL	EL	English	380	-6.1	-7.6	-9.2
		nonEL	Spanish	11	-36.3	-9.1	-9.1
			English	10	0.0	-10.0	-10.0
	Two-Way DL	EL	English	23	-8.7	0.0	13.0
		nonEL	Spanish	-	-	-	-
			English	8	0.0	12.5	12.5
	ESL	EL	Spanish	-	-	-	-
			English	5	0.0	20.0	0.0
	Parent Denials	EL	Spanish	-	-	-	-
			English	34	0.0	-3.0	-2.9
	All EL	EL	Spanish	-	-	-	-
			English	442	-5.6	-6.6	-7.5
Grade Six in Grade Six to Eight Campus	One-Way DL	EL	English	3,764	-15.2	-21.2	-17.2
		nonEL	Spanish	98	-25.5	-17.4	0.0
			English	89	-6.8	-11.3	-8.9
	Two-Way DL	EL	English	153	-17.6	-24.2	-30.1
		nonEL	Spanish	*	*	*	*
			English	83	-4.8	-16.9	-22.9
	ESL	EL	Spanish	-	-	-	-
			English	109	-5.5	-12.9	-14.7
	Parent Denials	EL	Spanish	-	-	-	-
			English	360	-17.5	-18.6	-15.0
	All EL	EL	Spanish	-	-	-	-
			English	4,447	-15.0	-20.9	-17.2
	All nonEL	nonEL	Spanish	100	-25.0	-17.0	0.0
			English	3,747	-12.1	-16.0	-10.5

Source: District STAAR data files dated September 6, 2018 (2018) and June 13, 2019 (2019). District PEIMS snapshot demographic data files dated October 30, 2017 (2018) and February 26, 2019 (2019).

Note: Rates include students enrolled on the PEIMS snapshot date for each year who also tested in the subject in both grade five (2018) and grade six (2019). Includes first and second administration of all versions of STAAR. Alternate 2 test scores are not evaluated on the Meets performance standard; therefore, sample sizes will vary slightly for this performance standard than for Approaches and Masters. Official campus level was used to identify students who attended grade six at the elementary or middle school level. STAAR = State of Texas Assessments of Academic Readiness. App+ = Approaches Grade Level performance standard or above. Meets+ = Meets Grade Level performance standard or above. ESL = English as a second language. EL = English learner. DL = dual language. PK = prekindergarten. K = kindergarten. %pt Chg = percentage point change. PEIMS = Public Education Information Management System. 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." Detailed data for all groupings including for grade six students at K to 8 campuses is provided in Appendix R. * = fewer than five students tested in this category. - = zero students tested in this category.

Table 18: 2018 to 2019 Grade Five to Grade Six Change in STAAR Performance Standard Rates by Campus Type - Reading

	2018 Grade Five Program/ Classification	2018 EL/ nonEL	2018 Test Lang	Tested in 2018 and 2019 N	2018 (Grade Five) to 2019 (Grade Six) Rate Changes		
					App+ %pt Chg	Meets+ %pt Chg	Masters %pt Chg
District	One-Way DL	EL	English	1,089	-15.1	-17.2	-8.8
			Spanish	3,223	-37.2	-43.1	-23.6
		nonEL	English	60	-5.0	-13.4	-13.4
			Spanish	41	-26.8	-26.9	-9.8
	Two-Way DL	EL	English	89	-18.9	-19.1	-7.9
			Spanish	100	-23.4	-42.0	-29.0
		nonEL	English	92	-8.7	-20.6	-15.2
			Spanish	*	*	*	*
	ESL	EL	English	125	-11.2	-13.8	-6.4
			Spanish	*	*	*	*
	Parent Denials	EL	English	397	-15.6	-12.7	-8.1
			Spanish	-	-	-	-
All EL	EL	English	1,761	-15.3	-16.1	-8.1	
		Spanish	3,324	-36.9	-43.0	-23.8	
	All nonEL	nonEL	English	4,336	-15.3	-15.2	-7.8
			Spanish	49	-26.5	-24.5	-16.3
Grade Six in PK/K to Grade Six Campus	One-Way DL	EL	English	161	-8.1	-8.7	-6.8
			Spanish	230	-27.0	-38.7	-23.0
		nonEL	English	*	*	*	*
			Spanish	6	-16.6	-16.7	-33.3
	Two-Way DL	EL	English	19	-10.5	-5.3	-5.2
			Spanish	*	*	*	*
		nonEL	English	6	-16.7	-16.7	-16.6
			Spanish	*	*	*	*
	ESL	EL	English	5	-20.0	0.0	-20.0
			Spanish	-	-	-	-
	Parent Denials	EL	English	34	-8.9	-14.7	-2.9
			Spanish	-	-	-	-
	All EL	EL	English	219	-8.7	-9.2	-6.4
			Spanish	234	-26.9	-38.9	-23.1
All nonEL		nonEL	English	385	-9.6	-15.9	-7.3
			Spanish	8	-12.5	-12.5	-37.5
Grade Six in Grade Six to Eight Campus	One-Way DL	EL	English	906	-16.7	-19.1	-8.9
			Spanish	2,958	-38.3	-43.3	-23.5
		nonEL	English	54	-3.7	-13.0	-12.9
			Spanish	35	-28.6	-28.6	-5.7
	Two-Way DL	EL	English	67	-29.9	-23.9	-8.9
			Spanish	88	-29.6	-42.1	-30.6
		nonEL	English	82	-8.6	-21.9	-17.1
			Spanish	*	*	*	*
	ESL	EL	English	109	-12.0	-12.9	-4.6
			Spanish	*	*	*	*
	Parent Denials	EL	English	359	-16.5	-12.6	-8.4
			Spanish	-	-	-	-
	All EL	EL	English	1,502	-16.7	-17.4	-8.1
			Spanish	3,047	-38.1	-43.3	-23.7
All nonEL		nonEL	English	3,712	-16.8	-15.5	-7.4
			Spanish	41	-29.3	-26.9	-12.2

Source: District STAAR data files dated September 6, 2018 (2018) and June 13, 2019 (2019). District PEIMS snapshot demographic data files dated October 30, 2017 (2018) and February 26, 2019 (2019).

Note: Rates include students enrolled on the PEIMS snapshot date for each year who also tested in the subject in both grade five (2018) and grade six (2019). Includes first and second administration of all versions of STAAR. Alternate 2 test scores are not evaluated on the Meets performance standard; therefore, sample sizes will vary slightly for this performance standard than for Approaches and Masters. Official campus level was used to identify students who attended grade six at the elementary or middle school level. STAAR = State of Texas Assessments of Academic Readiness. App+ = Approaches Grade Level performance standard or above. Meets+ = Meets Grade Level performance standard or above. ESL = English as a second language. EL = English learner. DL = dual language. PK = prekindergarten. K = kindergarten. %pt Chg = percentage point change. PEIMS = Public Education Information Management System. 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." Detailed data for all groupings including for grade six students at K to 8 campuses is provided in Appendix R. * = fewer than five students tested in this category. - = zero students tested in this category.

What were 2019 *STAAR* outcomes for reclassified ELs in years one to four of monitoring?

This section includes summaries of *STAAR* and *EOC* outcomes for students who were reclassified from EL to nonEL status and were in year one to four of monitoring in 2018-19.

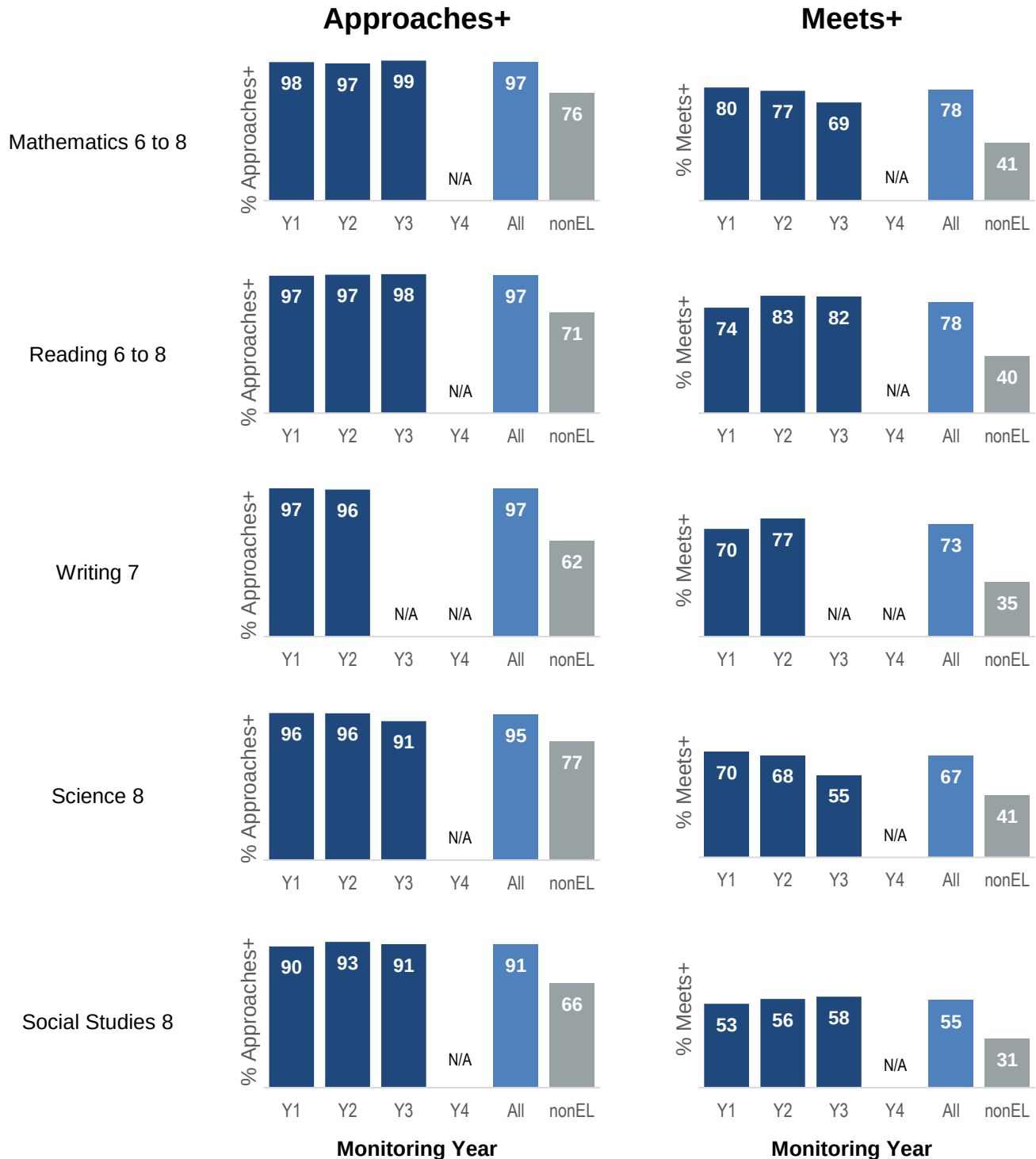
Methodology

To examine results for reclassified ELs in years one to four of monitoring, the evaluators merged first and second administration district 2019 *STAAR* and *EOC* data files dated June 13, 2019 (*STAAR*) and June 4, 2019 (*EOCs*) with the 2018-19 PEIMS snapshot demographic file dated February 26, 2019. The evaluators then ran frequency analyses to calculate performance standard attainment rates on all versions of *STAAR* and *EOCs* aggregated by subject, grade level, and year of monitoring. For comparison purposes, the evaluator also conducted the same analyses for district nonELs who were not monitored reclassified ELs.

Results

Performance standard attainment rates by subject, grade level, and year of monitoring are provided in Appendix S. As shown in Figures 19 and 20, monitored reclassified students as a group performed notably well overall on *STAAR* subtests and *EOCs*, with notable rates of students attaining the Approaches+ (*STAAR*: 91% to 97%; *EOCs*: 89% to 99%) and Meets+ (*STAAR*: 55% to 78%; *EOCs*: 68% to 87%) performance standards. In fact, overall, monitored students consistently attained the Approaches+ and Meets+ *STAAR* performance standards at higher rates than other nonELs, regardless of the subject or monitoring year. On *EOCs*, monitored students overall also consistently attained the Approaches+ and Meets+ performance standards at higher rates than other nonELs, regardless of the subject, and, with few exceptions, year of monitoring.

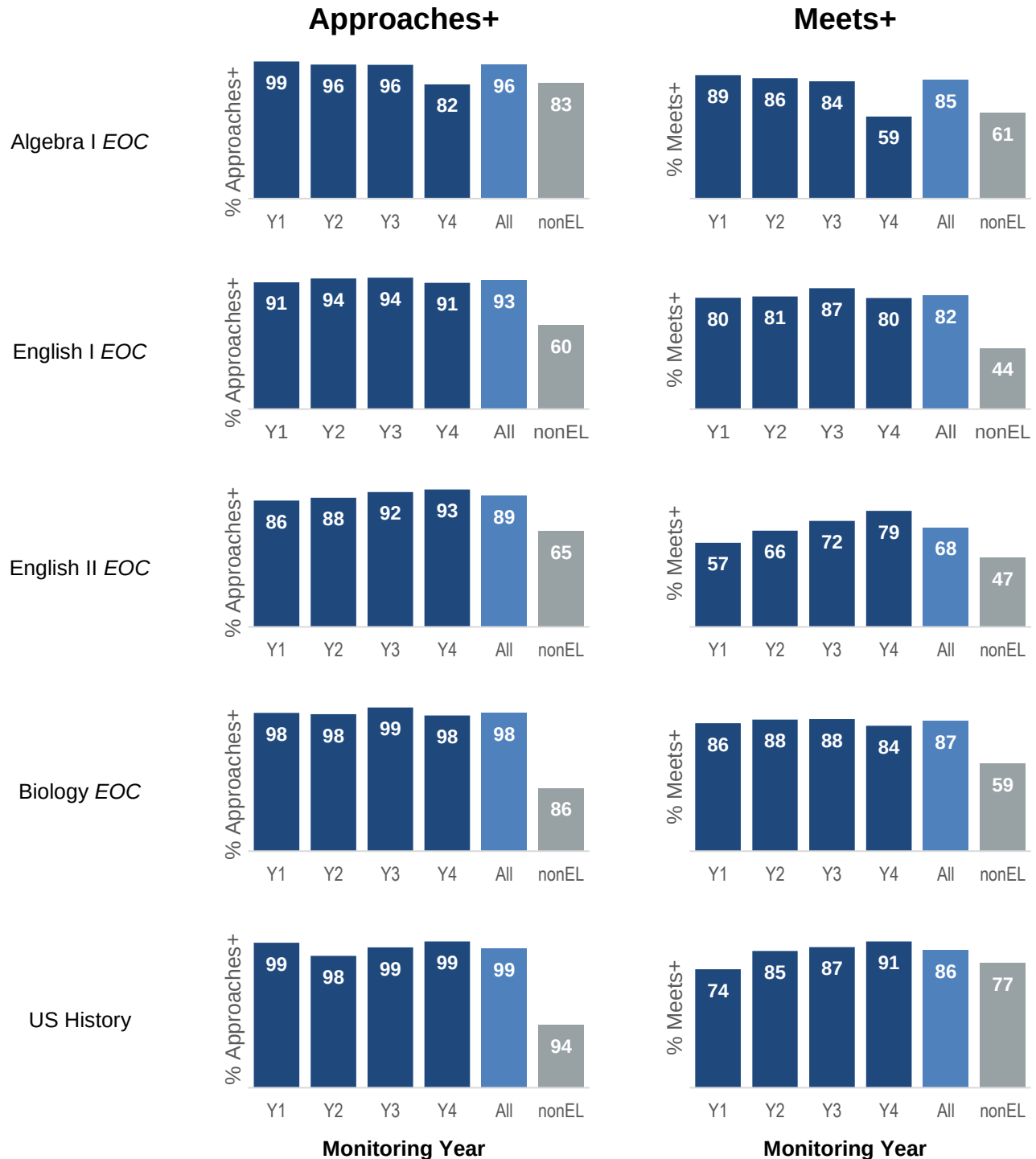
Figure 19: 2019 Rates of Monitored Reclassified English Learners at STAAR Approaches Grade Level or Above and Meets Grade Level or Above by Year of Monitoring



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

Note: STAAR = State of Texas Assessments of Academic Readiness. Approaches+ = Approaches grade level or above performance standard. Meets+ = meets grade level or above performance standard. N/A = not applicable. Y# = year of monitoring. NonEL includes all district students not designated as English learners, monitored reclassified, or coded as "untestable." Rates shown for first and second administrations of all versions of STAAR for students who were enrolled on the PEIMS snapshot date of October 26, 2018. EL = English learner. PEIMS = Public Education Information Management System. Ns are provided in Appendix S.

Figure 20: 2019 Rates of Monitored Reclassified English Learner Students at STAAR EOC Approaches Grade Level or Above and Meets Grade Level or Above by Year of Monitoring



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

Note: STAAR EOC = State of Texas Assessments of Academic Readiness End-of-Course. Approaches+ = Approaches grade level or above performance standard. Meets+ = Meets grade level or above performance standard. Y# = year of monitoring. NonEL includes all district students not designated as English learners, monitored reclassified, or coded as untestable. Rates shown for first and second administrations of all versions of STAAR EOC for students who were enrolled on the PEIMS snapshot date of October 26, 2018. EL = English learner. US = United States. PEIMS = Public Education Information Management System. Ns are provided in Appendix S.

How did the proportions of EL and monitored students participating in magnet programs and advanced courses compare to nonEL peers?

This section compares magnet program and advanced course participation among ELs, monitored reclassified ELs, and nonEL⁶⁵ students.

Methodology

Magnet Program Participation

The evaluators received records of qualified magnet program applications⁶⁶ and acceptances from the Department of Transformation and Innovation on February 12, 2019. These data were merged with the district student demographic file dated June 4, 2018. The evaluators compared the proportions of current ELs, monitored reclassified ELs, and nonELs who applied to, were accepted to, and participated in 2018-19 magnet programs.

Advanced Course Enrollment

The evaluators compared the proportions of middle school ELs, monitored reclassified ELs, and nonELs who attained the Masters performance standard on the 2018 *STAAR* mathematics, reading, and/or science subtests and subsequently enrolled in advanced courses in the same subjects in 2018-19. Advanced courses included pre-Advanced Placement (preAP) courses and courses for high school credit taken during middle school.⁶⁷

Results

Magnet Program Participation

As shown in Table 19, 2,051 qualified ELs applied for participation in 2018-19 magnet programs, amounting to approximately 40 percent of total qualified applicants. The acceptance rate for EL applicants (64%) was slightly lower but somewhat comparable to the rate for nonEL applicants (67%). The magnet program acceptance rate was highest for monitored applicants (82%), although the number of monitored students at these grade levels expectedly was lower than for the other groups. In regard to participation, qualified ELs applied to and participated in magnet programs at lower rates (37%) than both nonELs (43%) and monitored students (64%).

⁶⁵ In this section, nonEL results do not include those for monitored reclassified students.

⁶⁶ The department was limited to providing applications of students meeting qualifications in 2017-18 for entry in 2018-19. The number of unqualified applicants was unknown.

⁶⁷ R/LA courses included R/LA 6 preAP, R/LA 6 preAP Dual Language, R/LA 7 preAP, R/LA 7 preAP Dual Language, R/LA 8 preAP, and English I for 8th Graders. Mathematics courses included Mathematics 6 preAP, Mathematics 6 preAP Dual Language, Mathematics 7 preAP, Algebra I for 8th Graders, Algebra I, Geometry for 8th Graders, and Geometry. Science courses included Science 6 preAP and Science 6 preAP Dual Language.

Table 19: 2018 Magnet Program Applications, Acceptance, and 2018-19 Participation

Student Group	Applied <i>N</i>	Accepted		Participated	
		<i>n</i>	%	<i>n</i>	%
EL	2,051	1,304	63.6	752	36.7
Monitored	393	322	81.9	251	63.9
nonEL	2,689	1,788	66.5	1,153	42.9
Overall	5,133	3,414	66.5	2,156	42.0

Source: Data received from the Office of Transformation and Innovation on February 12, 2019.

Note: Data include students enrolled in the Dallas ISD during the 2017-18 school year.

EL = English learner. The nonEL student group does not include monitored students.

Advanced Course Enrollment

As shown in Table 20, the R/LA advanced-course enrollment rates for grade six to eight ELs who attained the Masters performance standard in 2018 STAAR reading ranged from 50 percent in grade eight to 74 percent in grade seven. Monitored students enrolled in advanced R/LA courses at higher rates than nonELs and ELs across all middle school grade levels. Further, nonELs enrolled in advanced R/LA courses at higher rates than ELs in all middle school grade levels.

Table 20: 2018-19 Advanced Reading/Language Arts Course Enrollment Rates for Students Meeting the Masters Standard on the 2018 STAAR Reading Subtest

Grade	Student Group	2018 STAAR Masters <i>N</i>	2018-19 Enrolled in Rigorous Course	
			<i>n</i>	%
6	EL	1,313	838	63.8
	Monitored	92	75	81.5
	nonEL	1,138	839	73.7
	Overall	2,543	1,752	68.9
7	EL	327	242	74.0
	Monitored	141	122	86.5
	nonEL	712	594	83.4
	Overall	1,180	958	81.2
8	EL	472	235	49.8
	Monitored	326	269	82.5
	nonEL	1,118	802	71.7
	Overall	1,916	1,306	68.2

Source: District STAAR data file dated September 6, 2018 and district semester one course file dated February 27, 2019.

Note: Data include students enrolled in the Dallas ISD during both school years. STAAR = State of Texas Assessments of Academic Readiness. EL = English learner. The nonEL student group does not include monitored students.

As shown in Table 21, in a similar pattern to R/LA, mathematics advanced-course enrollment rates for grade six to eight ELs who attained the Masters performance standard in 2018 STAAR mathematics subtest ranged from 54 percent in grade eight to 81 percent in grade seven. Masters-level monitored students enrolled in advanced mathematics courses at higher rates than nonELs and ELs across all middle school grade levels. The advanced mathematics course enrollment rates for ELs and nonELs were comparable in grade six (ELs: 77%; nonELs: 76%) and grade seven (ELs: 81%; nonELs: 80%), but lower for ELs than nonELs in grade eight (ELs: 54%; nonELs: 74%).

Table 21: 2018-19 Advanced Mathematics Course Enrollment Rates for Students Meeting the Masters Standard on the 2018 STAAR Mathematics Subtest

Grade	Student Group	2018 STAAR Masters	2018-19 Enrolled in Rigorous Course	
		N	n	%
6	EL	1,529	1,182	77.3
	Monitored	111	101	91.0
	nonEL	1,313	1,003	76.4
	Overall	2,953	2,286	77.4
7	EL	430	346	80.5
	Monitored	174	165	94.8
	nonEL	644	517	80.3
	Overall	1,248	1,028	82.4
8	EL	333	181	54.4
	Monitored	228	196	86.0
	nonEL	645	478	74.1
	Overall	1,206	855	70.9

Source: District STAAR data file dated September 6, 2018 and district semester one course file dated February 27, 2019.

Note: Data include students enrolled in the Dallas ISD during both school years. STAAR = State of Texas Assessments of Academic Readiness. EL = English learner. The nonEL student group does not include monitored students.

As shown in Table 22, grade six monitored students who met the Masters standard on the 2018 STAAR science subtest enrolled in advanced science courses in 2018-19 at a higher rate (91%) than both EL students (75%) and nonEL students (73%), for whom enrollment rates were comparable.

Table 22: 2018-19 Grade Six Advanced Science Course Enrollment Rates for Students Meeting the Masters Standard on the 2018 STAAR Science Subtest

Student Group	2018 STAAR Masters	2018-18 Enrolled in Rigorous Course	
	N	n	%
EL	486	363	74.7
Monitored	66	60	90.9
nonEL	741	542	73.1
Overall	1,293	965	74.6

Source: District STAAR data file dated September 6, 2018 and district semester one course file dated February 27, 2019.

Note: Data include students enrolled in the Dallas ISD during both school years. STAAR = State of Texas Assessments of Academic Readiness. EL = English learner. The nonEL student group does not include monitored students.

How was the Academic Tutoring Program for ELs implemented?

Methodology

The evaluators interviewed program administrators and received tutoring rosters, schedules, and other relevant documents on March 26, 2019. The evaluators summarized the number of students tutored by dominant language. This section includes information resulting from funding related to the 2018-19 “Academic Tutoring for EL Students” workscope and does not include information regarding any additional tutoring provided through the main Title III, Part A workscope.

Results

The Department of Communications administered the Academic Tutoring Program for ELs program through the Translation Services department at four elementary school campuses (Lee A. McShan, Dan D. Rodgers, Nathan Adams, Charles A. Gill) and two middle school campuses (Harold W. Lang, Sam Tasby) across the district. The program aimed to 1) provide tutoring and instructional materials for students as requested by ESL teachers, 2) provide translations of academic materials and state academic standards for communication between teachers/campuses and parents, and 3) provide interpretation at campus- and district-level meetings for parents, as requested.

Four interpreter/tutors provided small-group R/LA and mathematics tutoring to students who spoke Arabic, Burmese, Swahili/Kirundi, and other languages spoken by immigrant students new to the country. The number of students served by dominant spoken language is shown in Table 23.

Table 23: 2018-19 Number of Students Served by the Academic Tutoring Program for English Learners by Dominant Language

Dominant Language	Tutored (N = 70) n
Burmese	12
Swahili/Kirundi	15
Arabic	17
Other	26

Source: Data received from Translation Services Department on March 26, 2019.

In collaboration with teachers, students at served campuses were placed in groups based on dominant language and academic level, and tutors met with each group approximately twice per week over the course of the school year. Tutors aimed for groups of three to four students, although some students were tutored individually. This supplemental tutoring did not take the place of core instruction in any content area. Each classroom teacher monitored the academic progress of the tutored students and communicated that information to the assigned tutors.

How were BE/ESL summer programs implemented?

This section includes program description and attendance information for programs offered by the district for ELs in the summer of 2018.

Methodology

The evaluators conducted interviews with program leadership to obtain information about the summer programs and received attendance records for summer programs from the Extended Learning Opportunities Department and the BE/ESL Department. The evaluators content-analyzed program information and merged the provided attendance data with the district student demographic file dated June 4, 2018. The evaluators then conducted frequency analyses to determine attendee characteristics by sex,

race/ethnicity, and special student groups. The evaluators also calculated the average number of days attended for each program.

Results

Four summer programs served ELs in the Dallas ISD in summer 2018, including 1) the PK/Bilingual Program, 2) Science Discovery Camp, 3) Newcomers' Summer Language Enrichment Program, and 4) Teaching and Coaching in Accelerated Language Learning (T-CALL). All programs were managed and funded through the BE/ESL program except for the PK/Bilingual program, which was funded and managed by the Early Learning Department.⁶⁸ Table 24 summarizes student characteristics of participants in the four programs.

Table 24: Summer 2018 Characteristics of EL Students Attending Summer Programs

Student Group	Attended PK/Bilingual Program (N = 193)		Attended Science Discovery Camp (N = 481)		Attended Newcomers' Program (N = 213)		Attended T-CALL Program (N = 133*)	
	n	%	n	%	n	%	n	%
Sex								
Female	107	55.4	226	47.0	98	46.0	63	51.2
Male	86	44.6	255	53.0	115	54.0	60	48.8
Race/Ethnicity								
Hispanic	128	66.3	475	98.8	141	66.2	68	55.3
African American	40	20.7	1	0.2	20	9.4	25	20.3
White	2	1.0	3	0.6	13	6.1	9	7.3
American Indian/Alaska Native	0	0.0	2	0.4	0	0.0	0	0.0
Asian	19	9.8	0	0.0	36	16.9	21	17.1
Two or More Races	4	2.1	0	0.0	3	1.4	0	0.0
Special Student Groups								
Economically Disadvantaged	166	86.0	466	96.9	167	78.4	93	75.6
TAG Participant	1	0.5	190	39.5	7	3.3	0	0.0
Homeless	8	4.1	5	1.0	0	0.0	0	0.0
Asylee/Refugee	0	0.0	0	0.0	33	15.5	47	38.2
Special Education	12	6.2	17	3.5	5	2.3	3	2.4
At-Risk	133	68.9	467	97.1	208	97.7	121	98.4

Source: PK/Bilingual Program, Newcomers' Program, and T-CALL Program data received from the Extended Learning Opportunities Department on August 24, 2018. Science Discovery Camp data received from the Bilingual/ESL Department on January 18, 2018. All attendance files were matched with the district demographic data file dated June 4, 2018.

Note: T-CALL = Teachers and Coaches Accelerated Language Learning. PK = Prekindergarten. TAG = Talented and Gifted. EL = English learner. ESL = English as a second language. * = 10 students could not be matched with district demographic data, and one site did not report attendance. Percentages may not sum to 100 because of rounding.

Prekindergarten/Bilingual Summer Camp

Managed by the Early Learning department, the Prekindergarten/Bilingual Summer Camp was required for ELs entering Kindergarten for the 2018-19 school year and met at eleven campuses from 8:00 a.m. to 2:30 p.m., Monday through Thursday, from June 11 to June 27, 2018. The program provided hands-on academic enrichment activities and supported social-emotional growth for these students. A total of 193 students attended at least one day of the Prekindergarten/Bilingual Summer Camp. Most students

⁶⁸ Although not funded or managed by the BE/ESL department, the PK/Bilingual summer program is included for thorough reporting of Dallas ISD summer programs targeting ELs.

were female (55%) and/or Hispanic (66%). Of the 14 program days, students attended over 12 days, on average.

Science Discovery Camp

The Science Discovery Camp offered science enrichment for DL students in grades three to seven at eight campuses Monday through Thursday from June 11 to June 28, 2018. Elementary school students attended from 8:00 a.m. to 2:00 p.m., and middle school students met from 8:30 a.m. to 2:30 p.m. Curriculum for this summer camp was developed by targeting the lowest performing student expectations (SEs) from the recently completed year. Students experienced hands-on learning and trips to the science center and museums to build enthusiasm and interest in science. The program also served as a training opportunity for science teachers who were learning to teach science in Spanish, providing experience using research centers and facilitating bridging with coaching and support. A total of 451 elementary school students and 30 middle school students attended at least one day of the Science Discovery Camp. The highest percentages of students were male (53%) and/or Hispanic (99%). Nearly 40 percent of the students participated in talented and gifted programs. Of the 12 program days, students attended over 9 days, on average.

Newcomers' Summer Language Enrichment Program

The Newcomers' Summer Language Enrichment program at eleven campuses targeted EL students in the first three years in the United States. Students attended from 8:00 a.m. to 2:30 p.m., Monday through Thursday, from June 11 through July 12, 2018.⁶⁹ This program focused on language supports through content (mostly language arts) and curriculum about community. A total of 213 students attended at least one day of this program. Most students were male (54%) and/or Hispanic (66%). Almost 16 percent of the students were asylees or refugees, and nearly 98 percent were considered at-risk. Of the 16 program days, students attended almost 12 days, on average.

Teaching and Coaching in Accelerated Language Learning (T-CALL) Program

The Teaching and Coaching in Accelerated Language Learning (T-CALL) program provided ESL services to newcomer secondary students⁷⁰ at three middle schools and four high schools from 9:00 a.m. to 2:00 p.m., Monday through Thursday, from June 25 to July 26, 2018.⁷¹ This program focused on improving language acquisition through educational enrichment activities (e.g., robotics, stop motion, plays). At least 133 students attended at least one day of the T-CALL program (one site did not report attendance). Data for ten students could not be matched with district demographic data. Most students were female (51%) and/or Hispanic (55%). Over 38 percent of the students were asylees or refugees and 98 percent were considered at-risk. Of the 16 program days, students attended almost 11 days, on average.

⁶⁹ Students did not attend from July 2 to July 6 (Independence Day holiday).

⁷⁰ In 2019, T-CALL planned to add a program for long-term ELs in addition to newcomers.

⁷¹ Students did not attend from July 2 to July 6 (Independence Day holiday).

What were the outcomes for immigrant students?

The 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. This section includes 2018-19 data and trends for immigrant students, including student characteristics and assessment results.

Methodology

Details of methodology for student characteristics and assessment outcomes were outlined previously in this document. Immigrant students identified to the state in the PEIMS student master files were flagged as immigrant students for 2016-17, 2017-18, and 2018-19.⁷²

Results

Student Characteristics

Full student characteristics of 2018-19 immigrant students are provided in Appendix E. The majority of the 6,143 immigrant students reported to the state (approximately 4% of district enrollment) were Hispanic (76%); the next highest rates of immigrant students were African American (9%) and Asian (8%). Immigrants were from 130 different countries, with the largest proportions from Mexico (38%), Honduras (16%), and El Salvador (16%). About 64 percent of immigrants were considered at-risk, and 86 percent were economically disadvantaged. Sixty percent of immigrant students were enrolled in PK to grade five and 40 percent in grades six to 12, with the highest rate of immigrant students enrolled in grade one (13%). Most (92%) immigrant students were classified as ELs. The rate of immigrant students enrolled in the Dallas ISD has remained relatively stable in recent years, with an increase of one percent (32 student increase) since 2017-18 and four percent (209 student increase) since 2016-17.

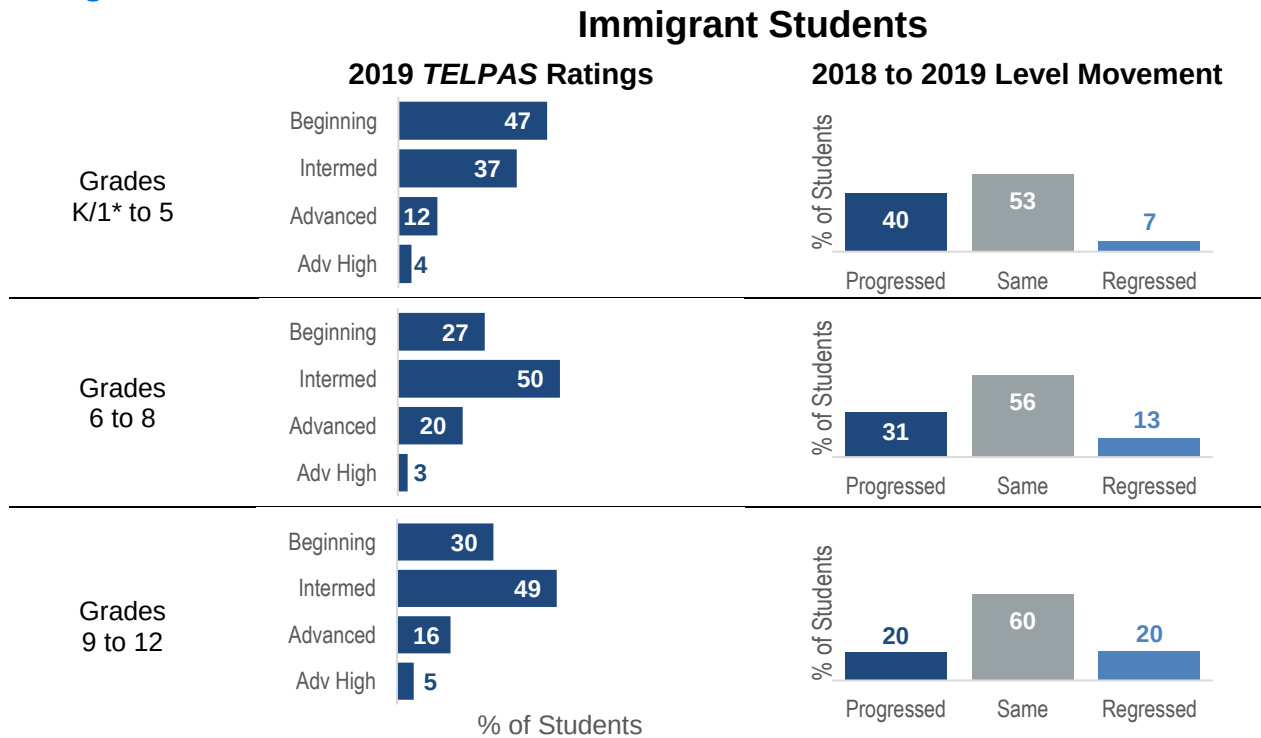
TELPAS

As shown in Figure 21, English proficiency ratings for immigrant students who were ELs generally lagged behind all ELs (see Figure 7), and tended to cluster at the beginner and intermediate levels of English proficiency, 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 EL immigrant students who took the TELPAS in 2018 and 2019 remained at the same proficiency level. 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. Notably, at all grade levels, progression rates for immigrant

⁷² Dates of PEIMS student master files: March 7, 2017 (2016-17), February 8, 2018 (2017-18), and February 14, 2019 (2018-19).

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 (see Figure 7 for rates for all ELs).

Figure 21: 2019 *TELPAS* English Proficiency Ratings and Level Movement from 2018 by Grade Level: Immigrant Students



Source: District *TELPAS* data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS demographic data file dated February 26, 2019.

Note: 2019 *TELPAS* ratings include students enrolled on the PEIMS snapshot date of October 26, 2018. 2018 to 2019 level movement data include students with a *TELPAS* proficiency rating in both 2018 and 2019; sample sizes for charts at each level will not be equal. For sample sizes, see Appendix H (2019 ratings) and Appendix I (level movement). * = 2019 ratings data start at K; level movement starts at grade one. *TELPAS* = *Texas English Language Proficiency Assessment System*. K = kindergarten. Intermed = Intermediate. Adv High = Advanced High. Progressed = Student moved up at least one level from 2018 to 2019. Same = Student remained at the same level in 2018 and 2019. Regressed = Student moved down at least one level from 2018 to 2019. PEIMS = Public Education Information Management System. Percentages may not sum to 100 because of rounding.

TerraNova/SUPERA Results

TN and *SUP* rates at or above grade level for immigrant students are provided in Appendix J. As shown in Table 25, 2019 *TN* and *SUP* rates at or above grade level ranged from 58 (*TN* mathematics) to 90 percent (*SUP* reading). Immigrant students scored at or above grade level at higher rates than all ELs and nonELs on *TN* reading (immigrant: 71%; all ELs: 62%; nonELs: 69%) and *SUP* reading (immigrant: 90%; all ELs: 82%; all nonELs: 79%), but they scored at or above grade level at comparable rates to all ELs and at lower rates than all nonELs in *TN* mathematics (immigrant: 58%; all ELs: 58%; all nonELs: 62%).

Two-year trends for immigrant students varied, ranging from flat (*SUP* reading) to an increase of nine percentage points (*TN* reading). These trends were more favorable for immigrant students than all ELs and all nonELs for both *TN* reading (immigrant: +9; all ELs: +6; all nonELs: +1 percentage points) and *SUP*

reading (immigrant: flat; all ELs: -3; all nonELs: -6 percentage points), but they were within one percentage point of both all ELs and all nonELs for TN mathematics.

Table 25: 2017 to 2019 TerraNova and SUPERA Immigrant Students At or Above Grade Level: Kindergarten to Grade Two

	2017		2018		2019			
	Tested N	GL %	Tested N	GL %	Tested N	GL %	1 Yr Δ %pts	2 Yr Δ %pts
TerraNova Reading								
All ELs	1,867	55.8	1,858	59.5	1,987	61.6	2.1	5.8
All nonELs	15,902	68.8	14,585	69.3	14,071	69.4	0.1	0.6
Immigrant	447	62.2	462	65.2	413	71.2	6.0	9.0
TerraNova Mathematics								
All ELs	17,318	55.4	16,539	57.6	15,657	58.2	0.6	2.8
All nonELs	16,492	60.7	15,283	61.0	14,766	62.4	1.4	1.7
Immigrant	1,442	54.9	1,673	55.3	1,625	57.5	2.2	2.6
SUPERA Reading								
All ELs	15,698	85.3	14,755	84.3	13,805	82.0	-2.3	-3.3
All nonELs	617	84.9	702	80.6	750	78.8	-1.8	-6.1
Immigrant	1,051	90.3	1,256	88.8	1,270	89.9	1.1	-0.4

Source: TerraNova data files dated November 1, 2017 (2017), August 7, 2018 (2018), and July 2, 2019 (2019). District SUPERA data files dated July 12, 2019 (2017), June 14, 2019 (2018), and July 2, 2019 (2019). District PEIMS demographic files for each year.

Note: GL = at or above grade level. %pts = percentage points. EL = English learner. 1 Yr Δ = one-year trend (2018 to 2019). 2 Yr Δ = two-year trend (2017 to 2019). PEIMS = Public Education Information Management System. Students scoring at or above the 40th percentile were at or above grade level. Rates shown for students enrolled on the PEIMS snapshot date for each year. In June 2019, the district received updated norms for 2017 and 2018 grades one and two SUPERA. As a result, grades one and two 2017 and 2018 SUPERA data provided in previous reports will differ from the data presented in this report. 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."

STAAR/EOC

Rates of immigrant students scoring at all performance standards on STAAR subtests and EOCs are provided in Appendix N, and one- and two-year trends are provided in Appendix O. As shown in Table 26, rates of 2018-19 immigrant students in grades three to five at Approaches+ on the 2019 STAAR subtests ranged from 56 percent (science) to 76 percent (reading) and rates of immigrant students at Meets+ ranged from 30 percent (science) to 50 percent (reading). Immigrant student rates at both Approaches+ and Meets+ differed from all ELs and nonELs in a range 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 in general, with Approaches+ rates ranging from 24 (writing) to 49 percent (mathematics) and rates at Meets+ ranging from 11 percent (writing) to 22 percent (mathematics). Notably, Approaches+ rates were lowest for reading (29%) and writing (24%), and Meets+ rates were lowest for reading (14%), social studies (12%), and writing (11%) for grades six to eight immigrant students. Immigrant student rates at both Approaches+ and Meets+ were lower than all ELs and nonELs, ranging from six percentage points lower (social studies 8, Meets+ compared to all ELs) to 42 percentage points lower (reading 6 to 8, Approaches+ compared to all nonELs).

Results for immigrant students on 2019 *EOCs* were mixed, with rates at Approaches+ ranging from 19 (English I) to 78 percent (US History) and rates at Meets+ ranging from 10 (English I) to 45 percent (US History). Rates of immigrant students at Approaches+ and Meets+ on *EOCs* were lowest for the English I (Approaches+: 19%; Meets+: 10%) and English II (Approaches+: 21%; Meets+: 11%) *EOCs*. Immigrant rates at both Approaches+ and Meets+ on all *EOCs* were lower than for all ELs and nonELs, ranging from seven percentage points lower (US History, Approaches+ compared to all ELs) to 44 percentage points lower (English II, Approaches+ compared to all nonELs).

Table 26: 2019 Immigrant Student STAAR and STAAR EOC Rates at Approaches Grade Level or Above and Meets Grade Level or Above Performance Standards

	All ELs			All nonELs			Immigrant		
	Test N	Appr+ %	Meets+ %	Test N	Appr+ %	Meets+ %	Test N	Appr+ %	Meets+ %
Grades Three to Five STAAR									
Mathematics 3 to 5	17,582	82.5	50.3	16,682	78.4	46.4	1,026	69.1	35.3
Reading 3 to 5	17,580	76.3	46.0	16,690	74.0	42.4	1,025	76.0	50.0
Writing 4	5,879	71.5	44.8	5,725	59.6	28.9	325	69.2	46.3
Science 5	5,970	69.0	40.7	5,725	70.4	42.3	308	55.5	30.3
Grades Six to Eight STAAR									
Mathematics 6 to 8	13,978	74.8	37.8	13,132	75.5	40.7	895	49.3	21.5
Reading 6 to 8	14,673	61.9	27.2	14,253	70.7	39.9	908	28.6	14.1
Writing 7	4,840	52.8	22.4	4,659	62.2	35.3	293	23.9	11.0
Science 8	4,932	69.6	30.1	4,708	77.4	41.3	327	38.2	15.7
Social Studies 8	4,565	53.8	17.6	4,534	66.3	31.0	318	31.8	11.7
STAAR EOCs									
Algebra I	5,197	82.5	58.9	5,194	82.8	61.4	585	68.0	39.3
English I	7,299	44.0	24.6	6,666	60.2	43.8	743	19.0	10.2
English II	5,443	40.9	20.2	6,046	65.1	47.3	664	21.2	10.6
Biology	4,634	77.2	41.0	4,899	85.5	58.8	528	61.7	24.8
US History	2,904	85.0	52.7	5,101	93.9	77.4	370	77.6	45.2

Source: District STAAR data files dated June 22, 2017 (2017), September 6, 2018 (2018), and June 13, 2019 (2019). District STAAR EOC data files dated April 30, 2018 (2017), September 6, 2018 (2018), and June 4, 2019 (2019). District PEIMS demographic files for each respective year.

Note: STAAR = State of Texas Assessments of Academic Readiness. EOC = End-of-Course. Rates include scores for first and second administrations of all versions of STAAR for students enrolled on the PEIMS snapshot date for each year. Appr+ = Approaches grade level or above performance standard. Meets+ = Meets grade level or above performance standard. US = United States. PEIMS = Public Education Information Management System. For comparable groups, EOC grade levels were limited to grades eight to 12 (Algebra I) and grades nine to 12 (all other EOCs). Students taking the *Alternate 2* version of STAAR are not evaluated on the Meets performance level; sample sizes may be slightly lower than shown for the Meets+ level than for the Approaches+ level. See Appendix N for Meets+ sample sizes. 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."

As shown in Table 27, 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). 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.

Table 27: 2017 to 2019 Immigrant Student STAAR Three to Eight Rates at Meets Grade Level or Above Performance Standard

	2017		2018		2019		1 Yr Δ %pts	2 Yr Δ %pts
	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %		
Mathematics Grades Three to Five								
All ELs	18,472	42.9	17,965	49.7	17,375	50.3	0.6	7.4
All nonELs	17,571	39.3	17,297	44.7	16,296	46.4	1.7	7.1
Immigrant	947	29.3	964	37.1	1,017	35.3	-1.8	6.0
Reading Grades Three to Five								
All ELs	18,473	38.7	17,965	44.8	17,373	46.0	1.2	7.3
All nonELs	17,566	36.6	17,301	39.6	16,304	42.4	2.8	5.8
Immigrant	946	41.1	965	47.9	1,016	50.0	2.1	8.9
Writing Grade Four								
All ELs	6,199	39.7	6,014	40.8	5,807	44.8	4.0	5.1
All nonELs	5,947	28.6	5,828	31.4	5,587	28.9	-2.5	0.3
Immigrant	294	33.7	308	41.2	322	46.3	5.1	12.6
Science Grade Five								
All ELs	5,978	29.6	5,999	31.1	5,898	40.7	9.6	11.1
All nonELs	5,484	34.8	5,710	33.0	5,596	42.3	9.3	7.5
Immigrant	296	23.6	296	24.3	304	30.3	6.0	6.7
Mathematics Grades Six to Eight								
All ELs	13,851	24.9	13,959	32.0	13,798	37.8	5.8	12.9
All nonELs	12,168	29.2	12,386	34.9	12,805	40.7	5.8	11.5
Immigrant	832	13.5	882	21.4	888	21.5	0.1	8.0
Reading Grades Six to Eight								
All ELs	14,503	19.7	14,641	24.1	14,493	27.2	3.1	7.5
All nonELs	13,130	33.9	13,556	37.8	13,926	39.9	2.1	6.0
Immigrant	846	9.8	891	12.5	901	14.1	1.6	4.3
Writing Grade Seven								
All ELs	4,867	17.1	4,889	20.0	4,778	22.4	2.4	5.3
All nonELs	4,319	31.7	4,517	38.6	4,544	35.3	-3.3	3.6
Immigrant	303	7.9	296	9.8	292	11.0	1.2	3.1
Science Grade Eight								
All ELs	4,691	25.7	4,807	31.5	4,879	30.1	-1.4	4.4
All nonELs	4,417	35.6	4,466	41.1	4,609	41.3	0.2	5.7
Immigrant	267	10.9	306	18.6	324	15.7	-2.9	4.8
Social Studies Grade Eight								
All ELs	4,389	13.4	4,547	19.7	4,512	17.6	-2.1	4.2
All nonELs	4,357	28.0	4,377	32.6	4,435	31.0	-1.6	3.0
Immigrant	267	8.2	299	14.4	315	11.7	-2.7	3.5

Source: District STAAR data files dated June 22, 2017 (2017), September 6, 2018 (2018), and June 13, 2019 (2019). District PEIMS demographic files for each respective year.

Note: STAAR = State of Texas Assessments of Academic Readiness. Rates include scores for first and second administrations (December and May administrations for EOC) of all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date for each year. US = United States. Meets+ = Meets grade level or above performance standard. 1 Yr Δ = percentage point change from 2018 to 2019. 2 Yr Δ = percentage point change from 2017 to 2019. %pts = percentage points. PEIMS = Public Education Information Management System. Results for students taking the *Alternate 2* version were not evaluated on the Meets+ level; sample sizes may be slightly lower for the Meets+ than for the Approaches+ level. For comparable groups, EOC grade levels were limited to eight to 12 (Algebra I) or nine to 12 (all other EOCs). 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."

As shown in Table 28, two-year trends for immigrant students at Meets+ on EOCs were flat or positive for all subjects and grade levels (range: flat, English II to +20 percentage points, Algebra I). Two-year trends were comparable or lower than all ELs and all nonELs on Algebra I, English I, and English II. For the Biology and US History EOCs, however, immigrant student rates at Meets+ were lower than for all ELs, but mixed compared to all nonELs.

Table 28: 2017 to 2019 Immigrant Student STAAR EOC Rates at Meets Grade Level or Above Performance Standard

	2017		2018		2019		1 Yr Δ %pts	2 Yr Δ %pts
	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %		
Algebra I								
All ELs	5,345	34.3	5,044	49.0	5,161	58.9	9.9	24.6
All nonELs	6,048	41.0	5,606	54.1	5,118	61.4	7.3	20.4
Immigrant	845	19.5	728	30.2	580	39.3	9.1	19.8
English I								
All ELs	6,450	15.6	6,770	17.9	7,261	24.6	6.7	9.0
All nonELs	7,576	39.0	7,058	38.5	6,589	43.8	5.3	4.8
Immigrant	819	8.1	770	7.4	737	10.2	2.8	2.1
English II								
All ELs	4,608	11.8	5,097	14.6	5,411	20.2	5.6	8.4
All nonELs	7,942	45.2	7,485	50.1	5,964	47.3	-2.8	2.1
Immigrant	569	10.5	681	10.3	661	10.6	0.3	0.1
Biology								
All ELs	3,984	34.8	4,395	39.2	4,598	41.0	1.8	6.2
All nonELs	5,627	56.1	5,703	59.2	4,820	58.8	-0.4	2.7
Immigrant	541	19.0	552	23.2	524	24.8	1.6	5.8
US History								
All ELs	1,925	36.8	2,359	47.1	2,887	52.7	5.6	15.9
All nonELs	5,878	71.7	6,397	78.1	5,029	77.4	-0.7	5.7
Immigrant	251	37.1	254	49.6	367	45.2	-4.4	8.1

Source: District STAAR EOC data files dated April 30, 2018 (2017), September 6, 2018 (2018), and June 4, 2019 (2019). District PEIMS demographic files for each respective year.

Note: STAAR = State of Texas Assessments of Academic Readiness. EOC = End-of-Course. Rates include scores for first and second administrations (December and May administrations for EOC) of all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date for each year. US = United States. Meets+ = Meets grade level or above performance standard. 1 Yr Δ = percentage point change from 2018 to 2019. 2 Yr Δ = percentage point change from 2017 to 2019. %pts = percentage points. PEIMS = Public Education Information Management System. Results for students taking the *Alternate 2* version were not evaluated on the Meets+ level; sample sizes may be slightly lower for the Meets+ than for the Approaches+ level. For comparable groups, EOC grade levels were limited to eight to 12 (Algebra I) or nine to 12 (all other EOCs). 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."

How was the Special Education for English Learners program implemented and what were the characteristics of dually-identified students?

When a student with a disability has been identified as an EL, the LPAC is responsible for making and documenting linguistic accommodation decisions in conjunction with the student ARD committee and Section 504 placement committee, as applicable. The collaboration of these committees on behalf of each DI (or ELSPED)⁷³ student is critical for ensuring that these students are served appropriately based upon individual needs, as well as for ensuring proper documentation and accountability. This section includes a program description, service perceptions from campus teachers and administrators, and student characteristics and academic outcomes of DI students.⁷⁴

⁷³ As noted previously, the acronyms DI and ELSPED were used interchangeably throughout this report to refer to EL students requiring special education services.

⁷⁴ Portions of this section were adapted from Grimberg, 2018a and Grimberg, 2018b.

Methodology

Program Description

To describe the ELSPED program, the evaluators content analyzed and summarized information obtained from interviews with program stakeholders and review of program-provided documentation.

Professional Development

An important focus of the ELSPED support team was to offer professional development to educate campus communities about the needs of and services required and offered for ELSPED students. Department leadership provided the evaluators with a copy of a list of all ELSPED-related professional development sessions offered in the Dallas ISD from July 1, 2018 to July 1, 2019,⁷⁵ and the number of attending teachers and administrators per session. The evaluators summarized professional development provided by calculating the total number of sessions offered, the total number of attendees,⁷⁶ and the median number of attendees per session, grouped by session topic (ARD/LPAC processes or ELSPED instruction) and session type (districtwide or campus-based).

Perception Survey

To obtain brief feedback about ELSPED services and training provided to campuses in 2018-19, the evaluators worked with program leadership to develop and administer an online survey to teachers (11 items), CICs (8 items) and administrators (8 items) at 21 campuses targeted by the program.⁷⁷ General education teachers, special education teachers, bilingual/ESL teachers, CICs, and campus administrators were invited to complete the survey between March 18 and April 5, 2019, with periodic email reminders sent to those who had yet to respond. Respondents provided perceptions on factors related to ELSPED services, including professional development, required student services, ARD/LPAC collaboration, and differentiated instruction. The evaluators conducted frequency analyses on item responses and summarized findings.

Student Characteristics

The evaluators used the PEIMS demographic data file dated February 26, 2019 to evaluate the characteristics of ELSPED students. Student characteristics were categorized in several different ways for comparison purposes: all ELs, all special education (SPED) students, ELs who were not SPED students, SPED students who were not ELs, and ELSPED students. The evaluators conducted frequency analyses to determine the number and percentage of students in each category by grade level, sex, race/ethnicity, and special student groups. ELSPED enrollment by feeder pattern and grade level was also calculated. For

⁷⁵ This window of time was agreed upon with program leadership to allow for timely publication of this information in the evaluation report while including most professional development offered for a given year. This window also corresponds with the Dallas ISD fiscal year.

⁷⁶ Participants may have attended multiple sessions.

⁷⁷ The 21 campuses targeted for the full 2018-19 academic year included 10 campuses at the elementary school level (May, Blanton, Caillet, Gill, Maple Lawn, Seagoville, Truett, Salazar, Seagoville North, and Bush), two campuses at the middle school level (Stockard and Seagoville), and nine at the high school level (Adams, Adamson, Jefferson, Samuel, Sunset, White, Wilson, Skyline, and Conrad).

the categories that included special education students, counts and frequencies were also calculated for primary disability. The evaluators also calculated 2016-17, 2017-18, and 2018-19 district enrollment rates for each category of students by running frequency analyses on the PEIMS demographic files for each year and calculating the percentage of district students in each category for each year, as well as the one- and two-year trends in total enrollment by category.

Results

Program Description

For the first full academic year in 2018-19, a collaboration among the BE/ESL, Special Education, and R/LA departments provided intensified specialized support for teachers of ELSPED students. The purpose of this collaboration was to: 1) develop and support a new K to grade 12 ELSPED differentiated curriculum with integration of language supports, strategies for disabilities, and supplemental aids; 2) facilitate collaboration between campus-based educators, administrators, parents, and appropriate ELSPED specialists; 3) assist campuses in planning and implementing services designed to meet the needs of ELSPED students at all grade levels; and 4) create and conduct professional development opportunities for teachers, administrators, and other campus-based staff members.

Title I funds supported one Manager of Special Education for English Learners and 18 ELSPED Instructional Specialists (ISSs). Other leadership, funded by general operating funds, included the Director of Special Education for English Learners, the Director of Reading/Language Arts, and the Manager of Reading/Language Arts. A role summary for the 18 ELSPED ISSs is provided in Table 29.

Table 29: 2018-19 Roles of English Learner/Special Education Instructional Specialists (N = 18)

Role	Specialists <i>n</i>
Supported curriculum through Reading/Language Arts Department, ensuring access points were included in the curriculum	5
Supported curriculum through Bilingual Education/ESL department, ensuring access points were included in the curriculum	6
Supported curriculum through Social Studies Department, ensuring access points were included in the curriculum	2
Provided campus support for dually-identified students. Aimed to interface with campuses at least once per week to work with teachers (Time spent per campus depended upon campus needs.)	5

Source: Interviews with program leadership.

Note: ESL = English as a Second Language.

The 21 campuses targeted for extra support for ELSPED students this year were selected because 1) they enrolled high numbers of ELSPED students or 2) they showed high achievement gaps in 2018 STAAR outcomes for ELSPED students when compared to students in general education or to students in special education who were not ELs.⁷⁸

Accomplishments and Challenges

Program leadership indicated several accomplishments and challenges in 2018-19, including the following.

⁷⁸ The program originally targeted 27 campuses. According to program leadership, six campuses were removed from the targeted campus list mid-year because they were not using or responding to offers for provided services. These campuses included Callejo, Cowart, Lipscomb, and Winnetka (elementary); Storey (middle); and Spruce (high).

Accomplishments:

- Establishment of the multi-department collaboration (teaching and learning, R/LA, BE/ESL, social studies) that served as a bridge to show a united effort to serve ELSPED students
- Establishment of a set six-unit R/LA (K to grade 10) and social studies (K to grade five) curriculum^{79,80} for DL and ESL classrooms, and embedded sheltered and scaffolded differentiated support in the general education curriculum for all learners (DL, ESL, sheltered students, and ELSPED students)⁸¹
- Facilitation of improved districtwide understanding that DL students need not choose between EL and SPED services
- Improved campus and classroom awareness of ELSPED students through addition of an ELSPED flag in classroom rosters

Challenges:

- Continuing misperceptions at campuses that 1) students can either receive EL or SPED services and 2) students need to be in general education if the SPED teacher does not speak Spanish
- Coordination and communication among stakeholders from different departments and with different specialties, ensuring a voice for everyone in the processes and planning efforts
- Low teacher turnout to PD regarding the new curriculum
- Teacher adjustment to a set district curriculum after several years without one⁸²
- ESL certification of SPED teachers⁸³

Professional Development

The number of ELSPED-related PD sessions, number of attendees, and median number of attendees per session are shown in Table 30. Professional development session types and attendance varied. Sessions were administered to an extensive number of teachers and administrators in the district.

⁷⁹ In K to grade two, social studies content was embedded into R/LA units.

⁸⁰ Future efforts will address the same for mathematics and science.

⁸¹ The new curriculum included access points - supports and scaffolds for ELs or ELSPED students at all grade levels to help them learn the same grade-level content, but with a different way of learning or showing mastery of the material. For example, a student in a grade nine social studies classroom may be reading on a grade five level. Instead of providing alternate off-topic material to a student to read concurrently, students were provided with sentence frames, graphic organizers, sentence stems, or other appropriate tools to help them learn the material along with the class – to have the same opportunities for conversations or content.

⁸² The previous district administration (2012-15) moved away from a set curriculum.

⁸³ Program leadership has noted that although this is an important priority for the department, it is in addition to the efforts to increase the number of required middle school and high school teachers who are ESL certified. Together, ESL certification is a strong compliance challenge for the department, in general.

Table 30: 2018-19 ELSPED Teacher and Administrator Professional Development Sessions and Attendance

Session Topic	Session Type	Sessions <i>N</i>	Attendees <i>N</i>	Attendees/ Session Median
ARD/LPAC Processes	Districtwide	4	40	10.5
	Campus-based	5	38	6.0
ELSPED Instruction	Districtwide	11	110	8.0
	Campus-based	19	345	13.0

Source: Title III compliance document received from the Bilingual Education/ESL Department on July 10, 2019.

Note: Includes professional development sessions held from July 1, 2018 to July 1, 2019. Attendees could have participated in more than one professional development session. Some districtwide sessions may have been provided either in person or online by Region 10. ELSPED = dually-identified as English learner requiring special education services. ARD = Admission, Review, and Dismissal. LPAC = Language Proficiency Assessment Committee. ESL = English as a Second Language.

Perception Survey

This section includes key results to the ELSPED survey sent to teachers, CICs, and administrators. Full results by question and response frequency are provided in Appendix T.

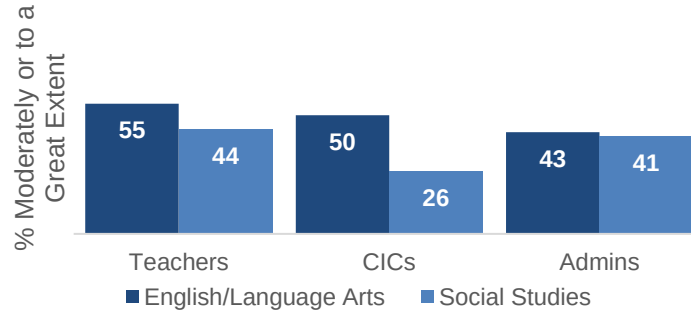
Of the 1,752 teachers, 38 CICs, and 92 administrators emailed an invitation to complete the survey, 778 (44%) teachers, 34 CICs (89%), and 52 administrators (57%) completed at least part of the survey. Over half of teachers were general education teachers (60%), followed by BE/ESL teachers (17%), special education teachers (15%), and other positions (8%).

Approximately 69 percent of teacher respondents, 71 percent of CIC respondents, and 79 percent of administrator respondents reported working with an ELSPED Instructional Specialist during 2018-19. Of the respondents who worked with an ELSPED Instructional Specialist in 2018-19, 48 percent of teachers, 32 percent of CICs, and 70 percent of administrators highly rated the helpfulness of the support (very or extremely helpful) received from specialists for instructing ELSPED students.

Respondents in all three roles who reported experience with the curricula, especially CICs, rated the extent of curriculum differentiation for ELSPED students at least slightly higher for the R/LA curriculum than for the social studies curriculum, but high ratings did not exceed 55 percent from any role in either subject. As shown in Figure 22, the percentage of respondents who reported that curriculum supported differentiated instruction for ELSPED students to a moderate or great extent ranged from 26 percent of CICs for social studies to 55 percent of teachers for R/LA. These findings indicate that from 45 to 74 percent of those familiar with the new curricula did not highly rate differentiation for ELSPED students in the R/LA and social studies curricula.

Figure 22: 2018-19 ELSPED Teacher, CIC, and Administrator Survey - Overall Percentage of Positive Curriculum Support Ratings

To what extent does the curriculum support differentiated instruction for ELSPED students?



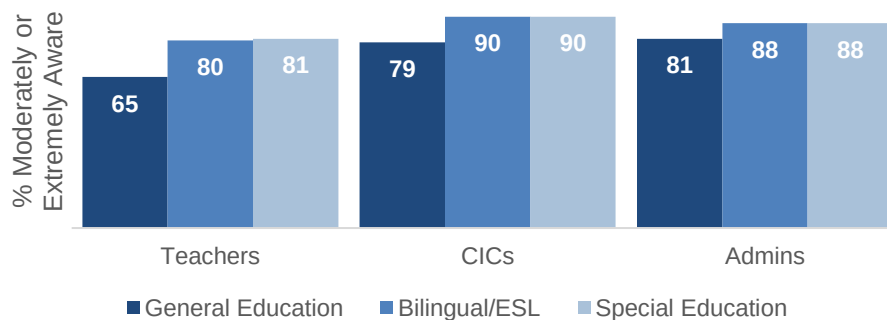
Source: ELSPED Teacher and Administrator/CIC Survey dated April 8, 2019.

Note: ELSPED = English learners dually-identified as requiring special education. CIC = Campus Instructional Coach. Admins = administrators. Rates do not include results for respondents who indicated they did not teach the subject or use the curriculum for the subject. For sample sizes and detailed survey response rates by question, see Appendix T.

As shown in Figure 23, between 65 and 90 percent of respondents in all roles rated general education, BE/ESL, and special education teachers as moderately or extremely aware that students should receive both special education services and BE/ESL services if qualified for both. Generally, higher rates of administrators and CICs than teacher respondents highly rated awareness for the three types of teachers, but respondents in all roles were less likely to consider general education teachers than BE/ESL and special education teachers to be moderately or extremely aware of this policy.

Figure 23: 2018-19 ELSPED Teacher, CIC, and Administrator Survey – Teacher Awareness of Services for ELSPED Students

At your campus, to what extent are the following types of teachers aware that qualified students should receive both special education services and BE/ESL services?



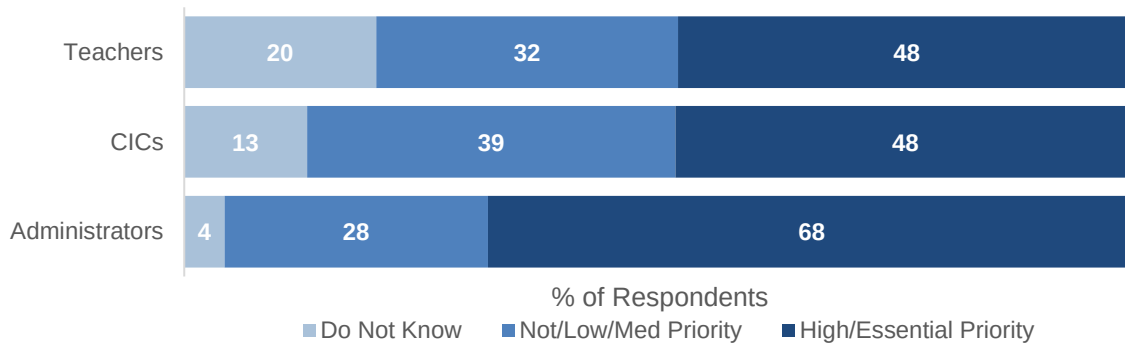
Source: ELSPED Teacher and Administrator/CIC Survey dated April 8, 2019.

Note: ELSPED = English learners dually-identified as requiring special education. CIC = Campus Instructional Coach. Admins = administrators. BE = bilingual. ESL = English as a second language. Rates do not include results for respondents who indicated they did not know. For sample sizes and detailed survey response rates by question, see Appendix T.

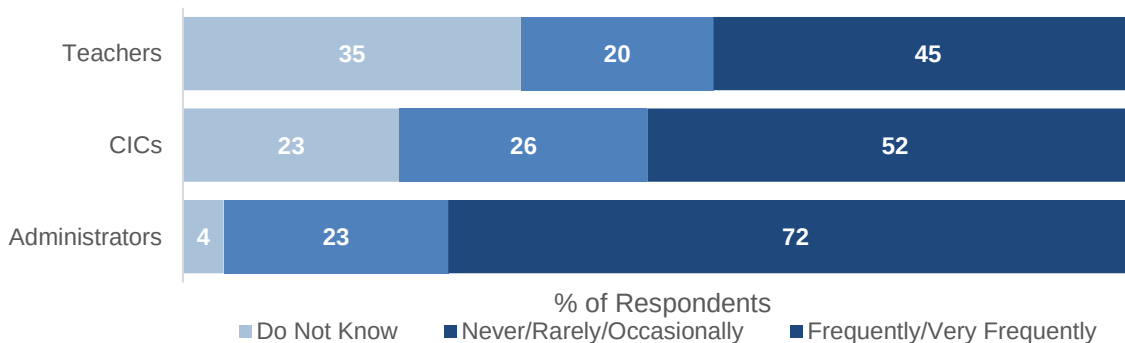
Generally, administrators rated both the priority and frequency of ARD/LPAC collaboration higher than CICs and teachers. As shown in Figure 24, a greater percentage of administrators (68%) than CICs (48%) and teachers (48%) indicated that ARD/LPAC collaboration was a high or essential priority at their campuses. A similar pattern emerged for ratings of collaboration frequency, with a higher percentage of administrators (72%) than CICs (52%) and teachers (45%) indicating that ARD/LPAC collaboration occurred frequently or very frequently on their campuses. Furthermore, a higher proportion of teachers and CICs than administrators indicated they did not know how to rate the priority or frequency of ARD/LPAC collaboration on their campuses, indicating a need for more education about the need for ARD/LPAC collaboration for ELSPED students for teachers and CICs at the campus level.

Figure 24: 2018-19 ELSPED Teacher, CIC, and Administrator Survey – Priority and Frequency of ARD and LPAC Collaboration

At your campus, rate the priority of ARD and LPAC collaboration for students dually-identified as English learners and in special education.



At your campus, rate the frequency of ARD and LPAC collaboration for students dually-identified as English learners and in special education.



Source: ELSPED Teacher, CIC, and Administrator Survey dated April 8, 2019.

Note: ARD = Admission, Review, and Dismissal. LPAC = Language Proficiency Assessment Committee. CIC = Campus Instructional Coach. ELSPED = English learners dually-identified as requiring special education. Percentages may not sum to 100 because of rounding. For Ns and detailed survey response rates by question, see Appendix T.

Student Characteristics

Out of the 69,419 ELs and 13,720 SPED students in the Dallas ISD, 5,111 (7% of ELs; 37% of SPED) were DI in 2018-19. Enrollment of ELSPED students by feeder pattern and grade level are provided in Appendix U. Feeder patterns with the highest percentage of ELs coded as ELSPED in 2018-19 were Lincoln (17%), Hospital/Homebound (14%; note: 7 total ELs), and Transformation and Innovation (11%), and those with the lowest were Magnet (1%), and four others with six percent (Wilmer-Hutchins, South Oak Cliff, Kimball, and Conrad). Table 31 shows grade-level enrollment for all classifications involving EL and SPED students. In general, the distribution of students in most grades was comparable across all EL and SPED classifications. Over three percent of district students were ELSPED.

Table 31: 2018-19 English Learner, Special Education, and Dually-Identified Students by Grade Level

Grade Level	All English Learner (N = 69,419)		All Special Education (N = 13,720)		NonSPED Eng Learner (N = 64,308)		NonEL Special Education (N = 7,695)		ELSPED (N = 5,111)	
	n	%	n	%	n	%	n	%	n	%
PK to Grade Five										
PK	6,099	8.8	480	3.5	5,930	9.2	239	3.1	169	3.3
K	5,302	7.6	678	4.9	5,047	7.8	347	4.5	255	5.0
1	5,609	8.1	889	6.5	5,220	8.1	428	5.6	389	7.6
2	5,820	8.4	1,047	7.6	5,392	8.4	554	7.2	428	8.4
3	5,874	8.5	1,233	9.0	5,408	8.4	697	9.1	466	9.1
4	6,060	8.7	1,335	9.7	5,566	8.7	780	10.1	494	9.7
5	6,120	8.8	1,357	9.9	5,604	8.7	781	10.1	516	10.1
PK to 5	40,884	58.9	7,019	51.2	38,167	59.4	3,826	49.7	2,717	53.2
Grades Six to Eight										
6	5,394	7.8	1,224	8.9	4,919	7.6	691	9.0	475	9.3
7	5,025	7.2	1,074	7.8	4,640	7.2	627	8.1	385	7.5
8	4,751	6.8	909	6.6	4,424	6.9	532	6.9	327	6.4
6 to 8	15,170	21.9	3,207	23.4	13,983	21.7	1,850	24.0	1,187	23.2
Grades Nine to Twelve										
9	5,251	7.6	1,061	7.7	4,843	7.5	595	7.7	408	8.0
10	3,723	5.4	906	6.6	3,399	5.3	516	6.7	324	6.3
11	2,559	3.7	730	5.3	2,306	3.6	429	5.6	253	5.0
12	1,832	2.6	797	5.8	1,610	2.5	479	6.2	222	4.3
9 to 12	13,365	19.3	3,494	25.5	12,158	18.9	2,019	26.2	1,207	23.6
Total and Percent of District Enrollment										
PK to 12	69,419	44.8	13,720	8.8	64,308	41.5	7,695	5.0	5,111	3.3

Source: District PEIMS snapshot demographic data file dated February 26, 2019.

Note: Includes students enrolled on the PEIMS snapshot date of October 26, 2018. SPED = special education. Eng = English. EL = English learner. ELSPED = dually-identified as English learner and requiring special education services. PK = prekindergarten. K = kindergarten. PEIMS = Public Education Information Management System. Percentages may not sum to 100 because of rounding.

As shown in Table 32, student characteristics for DI students generally were comparable to the classifications with SPED students with respect to sex (mostly male), and to ELs with respect to race/ethnicity (mostly Hispanic). Notably, over half of nonEL SPED students (51%) were African-American.

Table 32: 2018-19 Characteristics of English Learners, Special Education, and Dually-Identified Students

Grade Level	All English Learner (N = 69,419)		All Special Education (N = 13,720)		nonSPED Eng Learner (N = 64,308)		nonEL Special Education (N = 7,695)		ELSPED (N = 5,111)	
	n	%	n	%	n	%	n	%	n	%
Sex										
Male	35,935	51.8	9,231	67.3	32,463	50.5	5,149	66.9	3,472	67.9
Female	33,484	48.2	4,489	32.7	31,845	49.5	2,546	33.1	1,639	32.1
Race/Ethnicity										
Hispanic	66,244	95.4	8,704	63.4	61,257	95.3	2,839	36.9	4,987	97.6
African American	821	1.2	3,973	29.0	793	1.2	3,932	51.1	28	0.5
White	688	1.0	681	5.0	654	1.0	641	8.3	34	0.7
Asian	1,208	1.7	106	0.8	1,162	1.8	46	0.6	46	0.9
Native American	189	0.3	42	0.3	178	0.3	29	0.4	11	0.2
Pacific Islander	17	0.0	7	0.1	17	0.0	7	0.1	0	0.0
Two or More	85	0.1	188	1.4	84	0.1	186	2.4	1	0.0
Special Student Groups										
Eco Dis	64,218	92.5	12,112	88.3	59,507	92.5	6,584	85.6	4,711	92.2
At-Risk	60,921	87.8	6,516	47.5	56,094	87.2	1,540	20.0	4,827	94.4
Homeless	579	0.8	143	1.0	545	0.8	106	1.4	34	0.7

Source: District PEIMS snapshot demographic data file dated February 26, 2019.

Note: Includes students enrolled on the PEIMS snapshot date of October 26, 2018. EL = English learner. SPED = special education. ELSPED = dually-identified as English learner and requiring special education services. Eng = English. Eco Dis = economically disadvantaged. PEIMS = Public Education Information Management System.

As shown in Table 33, although the proportions of nonEL SPED students with each primary disability was comparable to those for the overall district population of SPED students, a few differences in proportions emerged between these two groups of students and ELSPED students. A higher rate of ELSPED students than the other groups were reported to have a learning disability or speech impairment, and a lower rate of ELSPED students than the other groups were reported to have an intellectual disability, emotional disturbance, or other health impairment.

Table 33: 2018-19 Primary Disabilities of Special Education and Dually-Identified Students

Primary Disability	All Special Education (N = 13,720)		nonEL Special Education (N = 7,695)		ELSPED (N = 5,111)	
	n	%	n	%	n	%
Learning Disability	3,992	29.1	2,129	27.7	1,854	36.3
Autism	2,748	20.0	1,432	18.6	980	19.2
Other Health Impairment	2,229	16.2	1,454	18.9	644	12.6
Speech Impairment	1,793	13.1	913	11.9	863	16.9
Intellectual Disability	1,688	12.3	972	12.6	437	8.6
Emotional Disturbance	555	4.0	468	6.1	87	1.7
Auditory Impairment	402	2.9	184	2.4	138	2.7
Orthopedic Impairment	193	1.4	78	1.0	70	1.4
Visual Impairment	85	0.6	41	0.5	29	0.6
Traumatic Brain Injury	31	0.2	21	0.3	8	0.2
Other/Missing Data	4	0.0	3	0.0	1	0.0

Source: District PEIMS snapshot demographic data file dated February 26, 2019.

Note: Includes students enrolled on the PEIMS snapshot date of October 26, 2018. EL = English learner. ELSPED = dually-identified as English learner and requiring special education services. Other = Primary disability was coded as Noncategorical Early Childhood, Developmental Delay, Deaf-Blind, and Missing Data. PEIMS = Public Education Information Management System.

As shown in Table 34, the number of students in each classification over the past two years remained relatively stable, except for classifications including SPED students. Not only did the number of overall identified SPED students increase by 16 percent over the past two years, but the number of ELSPED students increased by 21 percent in the same time period. These differences likely reflect an increased awareness and focus on student identification and service provision for these students.

Table 34: 2016-17 to 2018-19 Enrollment by English Learner/Special Education Status

Classification	2016-17		2017-18		2018-19		Enrollment	
	Students N	Dist %	Students N	Dist %	Students N	Dist %	1 Yr Δ %	2 Yr Δ %
District	157,528	100.0	156,389	100.0	155,057	100.0	-0.9	-1.6
All nonEL	87,299	55.4	86,205	55.1	84,709	54.6	-1.7	-3.0
All EL	69,317	44.0	69,325	44.3	69,419	44.8	0.1	0.1
All SPED	11,837	7.5	12,477	8.0	13,720	8.8	10.0	15.9
nonSPED EL	65,083	41.3	64,791	41.4	64,308	41.5	-0.7	-1.2
nonEL SPED	6,794	4.3	7,124	4.6	7,695	5.0	8.0	13.3
ELSPED	4,234	2.7	4,534	2.9	5,111	3.3	12.7	20.7

Source: District PEIMS demographic data files dated October 31, 2016 (2016-17), October 30, 2017 (2017-19), and February 26, 2019 (2018-19).

Note: Includes data for students enrolled on the PEIMS snapshot date of October 26, 2018. Students may be included in more than one category shown. EL = English learner. SPED = special education.. ELSPED = dually-identified as English learner and requiring special education services. # Yr Δ = # year change. One-year change is from 2017-18 to 2018-19. Two-year change is from 2016-17 to 2018-19. Dist = district. PEIMS = Public Education Information Management System.

What were the assessment outcomes for students dually-identified as EL and requiring special education services?

This section includes academic achievement information for ELSPED students, including *TELPAS*, *TN/SUP*, and *STAAR/EOC*.

Methodology

Details of methodology for assessment outcomes were outlined previously in this document; the information in this section includes only information that is different from, or in addition to, that information. Unless otherwise specified, all academic outcomes were examined for students enrolled on the PEIMS snapshot date for each respective year.⁸⁴ As appropriate, outcomes were grouped by whether students were classified (or not) as ELs and/or SPED students and were aggregated and reported by these groupings and by grade level.

TELPAS English Proficiency Ratings and Level Movement

The first academic outcome examined was *TELPAS*. In 2019, in accordance with ESSA, the TEA offered for the first time the holistically-graded⁸⁵ *TELPAS-ALT* assessment for ELs with the most significant cognitive disabilities who were unable to participate in the *TELPAS*, even with allowable accommodations. Typically, grade two to 12 students in the Dallas ISD who were eligible for the *STAAR Alternate 2* were also

⁸⁴ 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).

⁸⁵ Holistically-graded assessments are based on the knowledge of a student's skills over a time period across all four domains, using observable behaviors aligned to the English Language Proficiency Standards (ELPS).

eligible for *TELPAS-ALT*. Because the *TELPAS-ALT* is generally applicable to ELSPED students, results on the *TELPAS-ALT* were addressed in this section.

Methods for determining rates of 2018-19 students earning each composite English proficiency rating were described previously in this report for *TELPAS*. To determine rates of 2018-19 students earning each composite English proficiency rating for *TELPAS-ALT*, the evaluators merged the 2019 *TELPAS-ALT* data file dated August 2, 2019 with the district PEIMS snapshot demographic file dated February 26, 2019. The evaluators used frequency analyses to determine the number and percentage of students who scored at each composite English proficiency level (*TELPAS*: beginning, intermediate, advanced, advanced high; *TELPAS-ALT*: awakening, imitation, early independence, developing independence, and basic fluency) by grouping and grade level. Because the K to grade one version of *TELPAS* is a holistically-rated test, EL students in these grades with significant cognitive disabilities continued to participate in *TELPAS*. Thus, the *TELPAS* elementary-school level grade grouping ranged from grades two to five. Because 2019 was the first year that *TELPAS-ALT* was administered, no historical data for previous years were analyzed.

Methods for determining *TELPAS* English proficiency level movement were described previously in this report. Because it was the first year for *TELPAS-ALT*, one-year proficiency-level progression data were not analyzed for *TELPAS-ALT*.

TN/SUP

The second academic outcome examined was *TN* (reading and mathematics) and *SUP* (reading). Methods for determining rates of students at or above grade level on *TN* and *SUP* were described previously in this document.

STAAR/EOC

The third academic outcome examined was rates at Approaches+ and Meets+ on 2019 *STAAR* subtests and *EOCs*. Methods for determining these outcomes were described previously in this document. The evaluators analyzed *STAAR* data in several ways for this section. First, the evaluators calculated rates of students at each⁸⁶ performance standard for 2019 and for the previous two years (2017 and 2018). Rates were aggregated by test version, subject, grade level, and ELSPED grouping. The evaluators also calculated one- and two-year trends at Approaches+. For 2019 ELSPED students, the evaluators also aggregated rates of students at Approaches+ by test version (standard and *Alternate 2*).

Results

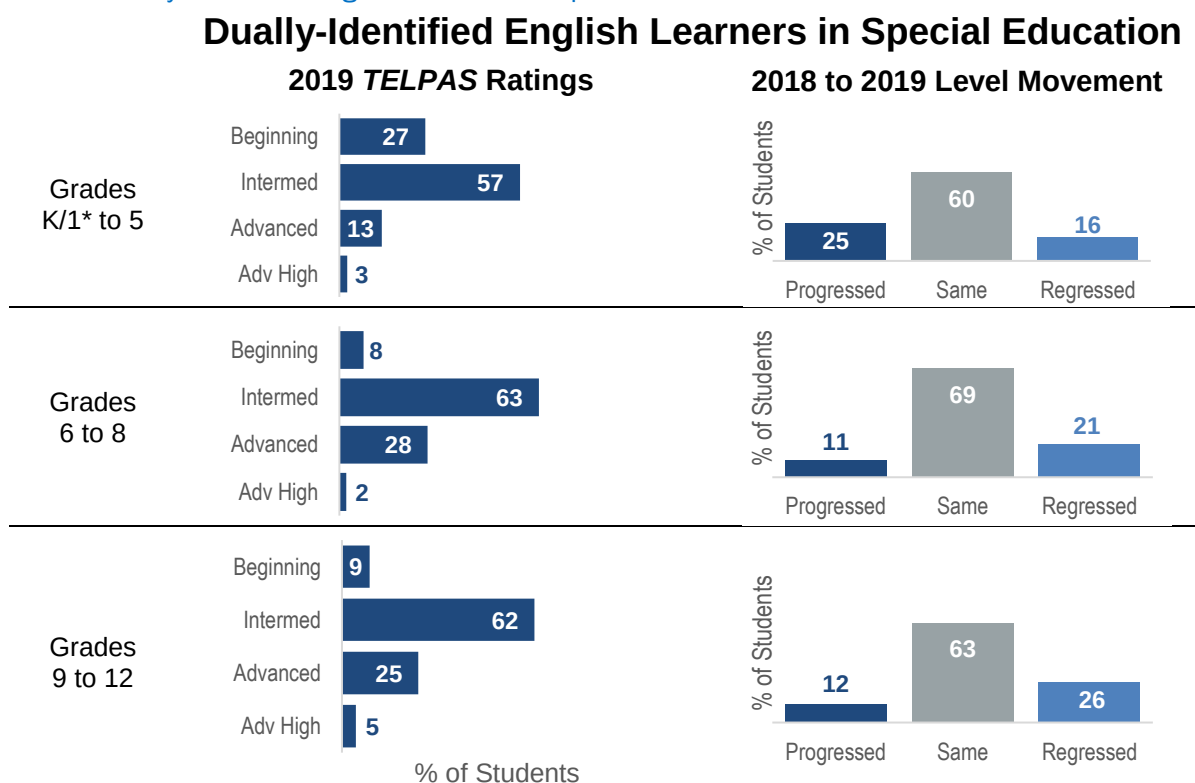
TELPAS

ELSPED *TELPAS* proficiency levels are provided in Appendix H, and progression rates by grade level are provided in Appendix I. *TELPAS* and *TELPAS-ALT* proficiency level rates for 2019 by ELSPED grouping and grade level are provided in Appendix V. As shown in Figure 25, ratings for ELSPED students

⁸⁶ Students taking the *STAAR Alternate 2* are not evaluated against the Meets+ performance standard. Because many SPED students take the *Alternate 2* version, this section focused primarily on scores at the Approaches+ standard. For results for ELSPED and comparison students at the Meets+ performance standards, see Appendix W.

at all grade levels tended to cluster in the intermediate level of English proficiency (range: 57% to 63%). From 60 to 69 percent of ELSPED students who took the *TELPAS* in 2018 and 2019 remained at the same proficiency level. Rates of ELSPED students who regressed increased as grade level increased (range: 16% to 26%). Progression rates were highest for ELSPED students in grades one to five (25%), but lower for ELSPED students in grades six to eight (11%) and grades nine to 12 (12%).

Figure 25: 2019 *TELPAS* English Proficiency Ratings and Level Movement from 2018 by Grade Level: Dually-Identified English Learners in Special Education



Source: District *TELPAS* data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS snapshot demographic data file dated February 26, 2019.

Note: 2019 *TELPAS* ratings include students enrolled on the PEIMS snapshot date of October 26, 2018. 2018 to 2019 level movement data include students who earned a *TELPAS* proficiency rating in both 2018 and 2019. Therefore, the sample sizes for charts at each level will not be equal. For sample sizes, see Appendix H (2019 ratings) and Appendix I (level movement). * = 2019 ratings attainment data start at K; level movement starts at grade one. *TELPAS* = *Texas English Language Proficiency Assessment System*. K = kindergarten. Intermed = Intermediate. Adv High = Advanced High. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019. Same = Student remained at the same proficiency level in 2018 and 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. PEIMS = Public Education Information Management System. Percentages may not sum to 100 because of rounding.

TELPAS-ALT results for 2019 by grade level are provided in Appendix V. Overall, 512 ELs took the *TELPAS-ALT* in 2019, with the highest percentage of students receiving the second highest level rating (26%; developing independence). As shown in Table 35, 19 percent of students earned the highest proficiency rating (basic fluency) on the 2019 *TELPAS-ALT* districtwide, with the lowest rates in grades two to five (11%) and the highest in grades six to eight (27%).

Table 35: 2019 *TELPAS Alternate* Composite Proficiency Levels by Grade Level

Grade Level(s)	Tested N	Aware %	Imitat %	Early Ind %	Dev Ind %	Basic Fluency %
2 to 5	225	10.7	21.8	28.0	28.4	11.1
6 to 8	166	16.9	19.3	15.1	21.7	27.1
9 to 12	121	17.4	12.4	19.0	27.3	24.0
2 to 12	512	14.3	18.8	21.7	26.0	19.3

Source: District *TELPAS Alternate* data file dated August 2, 2019. PEIMS snapshot demographic data file dated February 26, 2019.

Note: Results are for students enrolled on the PEIMS snapshot date (October 26, 2018) with a valid composite score. Three included students were not classified as special education in the PEIMS demographic file but were included because they could not constitute a distinct group. 2019 was the first year that *TELPAS Alternate* was offered. *TELPAS* = Texas English Language Proficiency Assessment System. EL = English learner. Aware = Awareness. Imitat = Imitation. Early Ind = Early Independence. Dev Ind = Developing Independence. PEIMS = Public Education Information Management System. Percentages may not sum to 100 because of rounding. Because the K to grade one version of *TELPAS* also is a holistically-rated test, EL students in these grades with significant cognitive disabilities continued to participate in *TELPAS*, not *TELPAS Alternate*.

TerraNova/SUPERA

TN and *SUP* rates for 2017, 2018, and 2019 for ELSPED students by grade level are provided in Appendix J. Results for the three years for each of the three tests for K to grade two by ELSPED classification group are provided in Table 35. As shown, 2019 rates at or above grade level for all groups on *TN* and *SUP* ranged from 29 percent (*SUP* reading, nonEL SPED students) to 83 percent (*SUP* reading, nonSPED ELs).

On *TN* reading and mathematics, rates of ELSPED students scoring at or above grade level were lower than for all comparison groups, and ELSPED rates tended to be closer to those for comparison groups that primarily included SPED students (nonEL SPED, all SPED) than those that primarily included ELs (nonSPED ELs, all ELs). About a third of ELSPED students scored at or above grade level on *TN* reading (35%) and mathematics (36%).⁸⁷

Two-year change in rates at or above grade level on *TN/SUP* were mixed and mostly divided by test language. As shown in Table 36, rates increased for *TN* reading and mathematics over two years for all groups, but decreased for all groups on *SUP*. Rates at or above grade level increased the most (+7 percentage points) on both *TN* reading for nonSPED ELs (ELSPED two-year increases were at the middle of all groups examined) and on *TN* mathematics for ELSPEDs.

⁸⁷ This pattern also was true for *SUP* reading, except for nonEL SPED, but nonEL outcomes on Spanish-language exams, while included for completeness and informational purposes, are not a focus in this section because of a typically small group size.

Table 36: 2017 to 2019 *TerraNova* and *SUPERA* English Learner and Special Education Students At or Above Grade Level by English Learner/Special Education Classification – Kindergarten to Grade Two

	2017		2018		2019		1 Yr Δ %pts	2 Yr Δ %pts
	Test N	GL %	Test N	GL %	Test N	GL %		
TerraNova Reading								
All nonEL	15,902	68.8	14,585	69.3	14,071	69.4	0.1	0.6
All EL	1,867	55.8	1,858	59.5	1,987	61.6	2.1	5.8
All SPED	1,095	40.6	1,147	41.9	1,158	42.8	0.9	2.2
nonSPED EL	1,672	58.5	1,650	63.5	1,725	65.6	2.1	7.1
nonEL SPED	853	42.2	902	45.6	852	45.5	-0.1	3.3
ELSPED	195	32.3	208	27.9	262	35.1	7.2	2.8
TerraNova Mathematics								
All nonEL	16,492	60.7	15,283	61.0	14,766	62.4	1.4	1.7
All EL	17,318	55.4	16,539	57.6	15,657	58.2	0.6	2.8
All SPED	1,582	33.7	1,714	34.8	1,808	36.9	2.1	3.2
nonSPED EL	16,648	56.5	15,779	59.0	14,764	59.6	0.6	3.1
nonEL SPED	863	37.7	915	39.7	867	38.4	-1.3	0.7
ELSPED	670	28.4	760	29.3	893	35.8	6.5	7.4
SUPERA Reading								
All nonEL	617	84.9	702	80.6	750	78.8	-1.8	-6.1
All EL	15,698	85.3	14,755	84.3	13,805	82.0	-2.3	-3.3
All SPED	491	57.4	561	55.1	656	52.7	-2.4	-4.7
nonSPED EL	15,218	86.2	14,206	85.4	13,166	83.4	-2.0	-2.8
nonEL SPED	9	77.8	10	70.0	14	28.6	-41.4	-49.2
ELSPED	480	57.1	549	55.0	639	53.2	-1.8	-3.9

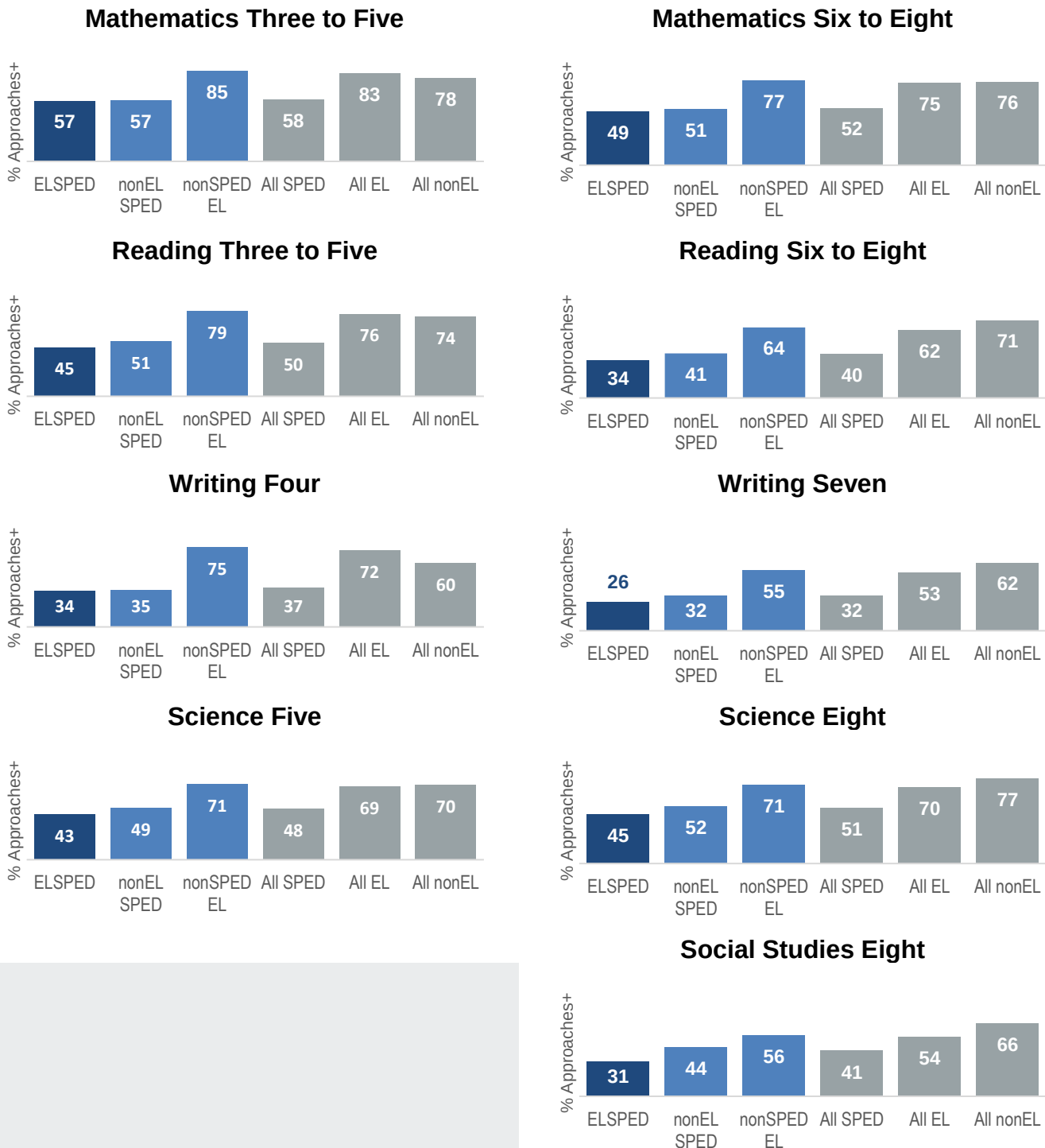
Source: District *TerraNova* data files dated November 1, 2017 (2017), August 7, 2018 (2018), and July 2, 2019 (2019). District *SUPERA* data files dated July 12, 2019 (2017), June 14, 2019 (2018), and July 2, 2019 (2019). District PEIMS snapshot demographic files for the respective years.

Note: GL = at or above grade level. EL = English learner. %pts = percentage points. 1 Yr Δ = one-year trend from 2018 to 2019. 2 Yr Δ = two-year trend from 2017 to 2019. Students scoring at or above the 40th percentile were considered at grade level. Rates shown for students enrolled on the PEIMS snapshot date for the respective years. SPED = special education. ELSPED = dually-identified as English learner requiring special education services. PEIMS = Public Education Information Management System. In June 2019, the district received updated norms for 2017 and 2018 grades one and two *SUPERA*. As a result, the 2017 and 2018 grades one and two *SUPERA* data provided in previous reports will differ from the grades one and two data presented in this report.

STAAR/EOC

Rates of students at Approaches+ and Meets+ on 2019 *STAAR* and *EOCs* for ELSPED and all comparison groups by grade level are provided in Appendix W, and one- and two-year trends are provided in Appendix X. Results reviewed in this section will focus on attainment of the Approaches+ performance standard. As shown in Figure 26, rates of grade three to five ELSPED students scoring at the Approaches+ performance standard across subjects and grade levels were consistently among the lowest of all groups examined, ranging from 34 (writing) to 57 (mathematics) percent, and tended to be closer to rates for nonEL SPED students and SPED students overall than for nonSPED ELs, ELs overall, or nonELs overall. Rates of grade six to eight ELSPED students on *STAAR* ranged from 26 percent (writing) to 49 percent (mathematics), and ELSPED student rates followed the same patterns when compared to comparison groups as described for grade three to five students. Even so, Approaches+ rates for ELSPED students were about the same or lower than for nonEL SPED students, indicating a continuing need to improve supports for students who need both special education and EL services.

Figure 26: 2019 Rates of English Learner and Special Education Students at STAAR Approaches Grade Level or Above Performance Standard by Subject



Source: District STAAR data file dated June 13, 2019. PEIMS snapshot demographic data file dated February 26, 2019.

Note: STAAR = State of Texas Assessments of Academic Readiness. Rates include scores on the first and second administrations of all versions of STAAR for students enrolled on the PEIMS snapshot date of October 26, 2018. Approaches+ = Approaches grade level or above performance standard. EL = English learner. ELSPED = dually-identified as English learner and requiring special education services. SPED = requiring special education services. PEIMS = Public Education Information Management System. 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." Ns are provided in Appendix W.

As shown in Table 37, two-year trends on STAAR Approaches+ attainment rates in grades three to five for ELSPED students and all comparison groups were relatively flat or positive. ELSPED student two-year STAAR trends ranged from no change (science) to an increase of seven percentage points (mathematics). Notably, ELSPED student two-year growth was lowest among comparison groups in all subjects but mathematics, the subject for which ELSPED two-year Approaches+ rate increases were the highest.

Table 37: 2017 to 2019 English Learner and Special Education Student STAAR Rates at Approaches Grade Level or Above Performance Standard – Grades Three to Five

	2017		2018		2019		1 Yr Δ %pts	2 Yr Δ %pts
	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %		
Mathematics Grades Three to Five								
All nonEL	17,909	71.1	17,688	77.8	16,682	78.4	0.6	7.3
All EL	18,680	76.4	18,171	81.6	17,582	82.5	0.9	6.1
All SPED	2,907	50.7	3,237	58.3	3,713	58.1	-0.2	7.4
nonSPED EL	17,590	78.0	16,960	83.4	16,143	84.7	1.3	6.7
nonEL SPED	1,652	48.3	1,858	56.5	2,101	57.0	0.5	8.7
ELSPED	1,090	50.2	1,211	57.6	1,439	57.3	-0.3	7.1
Reading Grades Three to Five								
All nonEL	17,903	64.6	17,692	70.7	16,690	74.0	3.3	9.4
All EL	18,681	69.7	18,171	75.3	17,580	76.3	1.0	6.6
All SPED	2,908	43.3	3,237	49.3	3,717	49.7	0.4	6.4
nonSPED EL	17,590	71.4	16,962	77.4	16,143	79.1	1.7	7.7
nonEL SPED	1,652	41.6	1,859	49.8	2,107	50.9	1.1	9.3
ELSPED	1,091	41.6	1,209	45.0	1,437	45.4	0.4	3.8
Writing Grade Four								
All nonEL	6,063	57.7	5,950	54.1	5,725	59.6	5.5	1.9
All EL	6,261	66.7	6,084	66.8	5,879	71.5	4.7	4.8
All SPED	973	35.4	1,073	32.9	1,255	36.7	3.8	1.3
nonSPED EL	5,899	68.8	5,685	69.4	5,404	74.8	5.4	6.0
nonEL SPED	548	33.4	624	32.4	722	35.3	2.9	1.9
ELSPED	362	32.6	399	30.1	475	33.9	3.8	1.3
Science Grade Five								
All nonEL	5,607	67.2	5,841	69.5	5,725	70.4	0.9	3.2
All EL	6,060	65.2	6,073	70.4	5,970	69.0	-1.4	3.8
All SPED	1,036	46.2	1,123	51.8	1,281	47.9	-3.9	1.7
nonSPED EL	5,668	66.7	5,642	72.2	5,465	71.4	-0.8	4.7
nonEL SPED	597	45.4	635	52.4	725	49.1	-3.3	3.7
ELSPED	392	43.1	431	46.4	505	43.0	-3.4	-0.1

Source: District STAAR data files dated June 22, 2017 (2017), September 6, 2018 (2018), and June 13, 2019 (2019). District PEIMS demographic files for each respective year.

Note: STAAR = State of Texas Assessments of Academic Readiness. Rates include scores for the first and second administrations of all versions of STAAR for students enrolled on the PEIMS snapshot date for each year. EL = English learner. SPED = requiring special education services. ELSPED = English learner requiring special education services. Appr+ = Approaches grade level or above performance standard. 1 Yr Δ = percentage point change from 2018 to 2019. 2 Yr Δ = percentage point change from 2017 to 2019. %pts = percentage points. PEIMS = Public Education Information Management System. 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."

As shown in Table 38, two-year trends on STAAR Approaches+ attainment rates in grades six to eight for ELSPED students and all comparison groups were positive. ELSPED student two-year STAAR Approaches+ rates increased from seven (writing) to 15 percentage points (mathematics and science). Notably, ELSPED students outperformed all comparison groups in two-year growth in both mathematics (+15 percentage points), science (+15 percentage points), and reading (+8 percentage points).

Table 38: 2017 to 2019 English Learner and Special Education STAAR Rates at Approaches Grade Level or Above Performance Standard – Grades Six to Eight

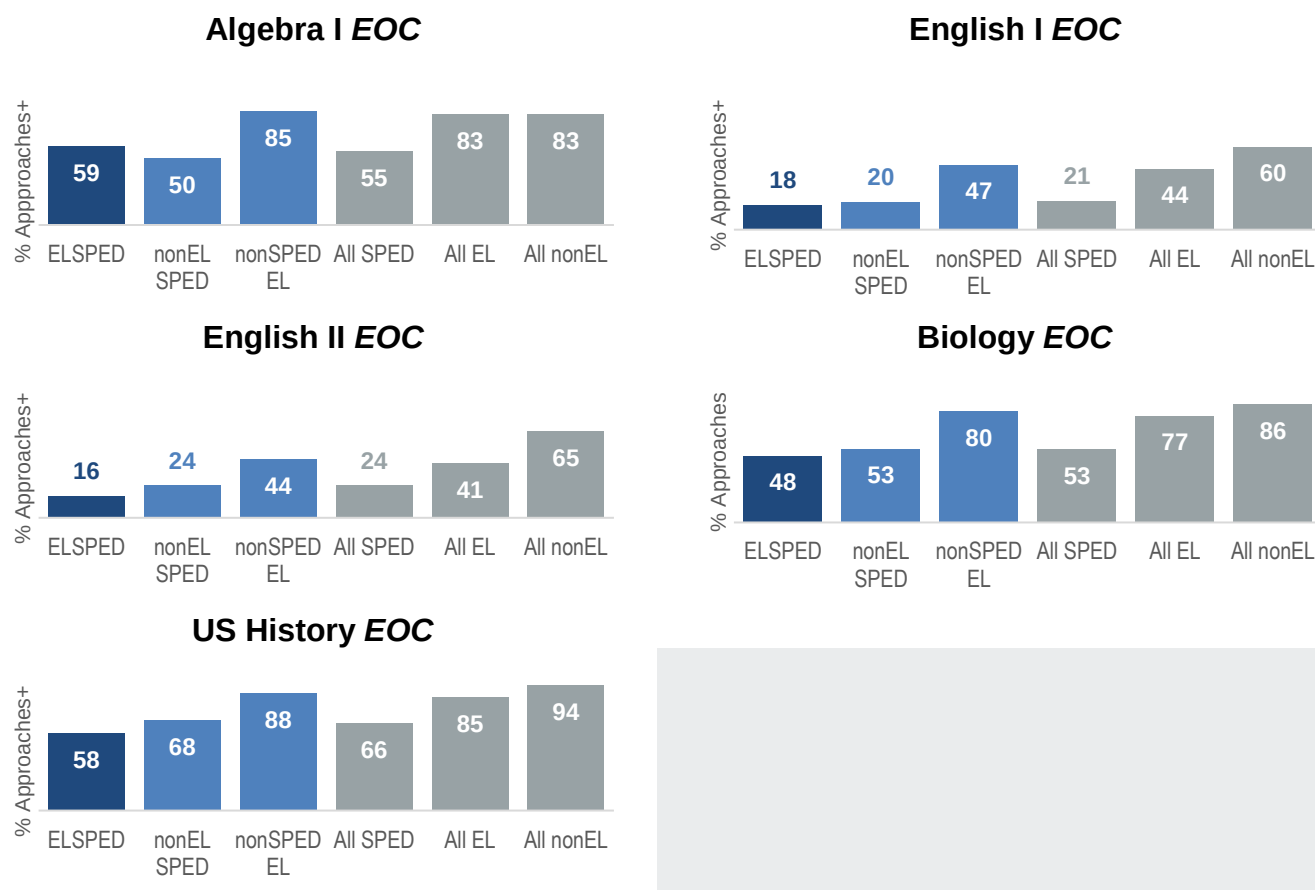
	2017		2018		2019		1 Yr Δ %pts	2 Yr Δ %pts
	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %		
Mathematics Grades Six to Eight								
All nonEL	6,139	77.3	5,691	80.5	5,194	82.8	2.3	5.5
All EL	5,367	74.9	5,083	77.3	5,197	82.5	5.2	7.6
All SPED	1,415	42.9	1,299	47.7	1,203	55.2	7.5	12.3
nonSPED EL	4,882	77.9	4,599	80.1	4,721	84.9	4.8	7.0
nonEL SPED	873	39.5	737	42.6	668	49.9	7.3	10.4
ELSPED	485	44.5	484	50.4	476	59.0	8.6	14.5
Reading Grades Six to Eight								
All nonEL	13,397	67.4	13,842	68.0	14,253	70.7	2.7	3.3
All EL	14,630	56.0	14,796	59.0	14,673	61.9	2.9	5.9
All SPED	2,627	33.1	2,734	36.6	3,002	40.2	3.6	7.1
nonSPED EL	13,572	58.4	13,731	61.2	13,529	64.3	3.1	5.9
nonEL SPED	1,398	33.4	1,501	36.6	1,689	40.6	4.0	7.2
ELSPED	1,058	26.5	1,065	30.2	1,144	34.3	4.1	7.8
Writing Grade Seven								
All nonEL	4,397	60.3	4,617	64.4	4,659	62.2	-2.2	1.9
All EL	4,903	48.5	4,942	48.5	4,840	52.8	4.3	4.3
All SPED	886	23.6	857	32.7	1,001	32.4	-0.3	8.8
nonSPED EL	4,537	51.0	4,612	50.3	4,471	55.1	4.8	4.1
nonEL SPED	465	24.1	471	34.2	569	32.0	-2.2	7.9
ELSPED	366	18.3	330	23.9	369	25.5	1.6	7.2
Science Grade Eight								
All nonEL	4,507	70.5	4,540	68.7	4,708	77.4	8.7	6.9
All EL	4,726	60.6	4,842	62.8	4,932	69.6	6.8	9.0
All SPED	852	37.7	877	38.2	865	50.8	12.6	13.1
nonSPED EL	4,370	63.1	4,485	65.2	4,606	71.3	6.1	8.2
nonEL SPED	435	37.5	461	35.6	490	52.0	16.4	14.5
ELSPED	356	29.5	357	33.1	326	44.8	11.7	15.3
Social Studies Grade Eight								
All nonEL	4,447	61.1	4,451	65.4	4,534	66.3	0.9	5.2
All EL	4,424	44.8	4,582	51.9	4,565	53.8	1.9	9.0
All SPED	853	32.1	862	35.5	856	41.4	5.9	9.3
nonSPED EL	4,069	46.8	4,226	53.7	4,241	55.6	1.9	8.8
nonEL SPED	436	32.6	447	33.6	481	44.3	10.7	11.7
ELSPED	355	22.5	356	30.9	324	31.2	0.3	8.7

Source: District STAAR data files dated June 22, 2017 (2017), September 6, 2018 (2018), and June 13, 2019 (2019). District PEIMS demographic files for each respective year.

Note: STAAR = State of Texas Assessments of Academic Readiness. Rates include scores for the first and second administrations of all versions of STAAR for students enrolled on the PEIMS snapshot date for each year. EL = English learner. SPED = requiring special education services. ELSPED = English learner requiring special education services. Appr+ = Approaches grade level or above performance standard. 1 Yr Δ = percentage point change from 2018 to 2019. 2 Yr Δ = percentage point change from 2017 to 2019. %pts = percentage points. PEIMS = Public Education Information Management System. 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.”

As shown in Figure 27, similarly to STAAR three to eight Approaches+ performance, rates of ELSPED students scoring at the Approaches+ performance standard on EOCs were consistently among the lowest of groups examined, ranging from 16 (English II) to 59 percent (Algebra I), and tended to be closer to rates for nonEL SPED students and SPED students overall than for nonSPED ELs, ELs overall, or nonELs overall. Even so, ELSPED students scored at the Approaches+ performance standard at rates five to 10 percentage points lower than nonEL SPED students, except for English I (2 percentage points lower), for which rates were more comparable, and Algebra I, for which ELSPED rates exceeded those of nonEL SPED students by nine percentage points.

Figure 27: 2019 Rates of English Learner and Special Education Students at STAAR EOC Approaches Grade Level or Above Performance Standard by Subject



Source: District STAAR EOC file dated June 4, 2019. PEIMS demographic data file dated February 26, 2019.

Note: Rates shown are for students enrolled on the PEIMS reporting date of October 26, 2018. STAAR = State of Texas Assessments of Academic Readiness. EOC = End-of-Course. US = United States. Rates include scores for all versions of STAAR EOC. Approaches+ = Approaches grade level or above performance standard. EL = English learner. ELSPED = dually-identified as English learner and requiring special education services. SPED = requiring special education services. PEIMS = Public Education Information Management System. 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." Ns are provided in Appendix W.

As shown in Table 39, two-year trends on EOCs for ELSPED students and all comparison groups were relatively flat or positive. ELSPED student two-year EOC trends ranged from no change (Biology) to an increase of 15 percentage points (Algebra I). Although two-year changes in rates at Approaches+ varied by test, change rates for ELSPED students generally lagged about half of comparison groups on most exams, with change rates the lowest of all comparison groups for Biology.

Table 39: 2017 to 2019 English Learner and Special Education STAAR EOC Rates at Approaches Grade Level or Above Performance Standard

	2017		2018		2019		1 Yr Δ %pts	2 Yr Δ %pts
	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %		
Algebra I EOC								
All nonELs	6,139	77.3	5,691	80.5	5,194	82.8	2.3	5.5
All ELs	5,367	74.9	5,083	77.3	5,197	82.5	5.2	7.6
All SPED	1,415	42.9	1,299	47.7	1,203	55.2	7.5	12.3
nonSPED ELs	4,882	77.9	4,599	80.1	4,721	84.9	4.8	7.0
nonEL SPED	873	39.5	737	42.6	668	49.9	7.3	10.4
ELSPED	485	44.5	484	50.4	476	59.0	8.6	14.5
English I EOC								
All nonELs	7,660	58.3	7,143	58.4	6,666	60.2	1.8	1.9
All ELs	6,468	37.0	6,807	38.9	7,299	44.0	5.1	7.0
All SPED	1,713	18.4	1,770	21.5	1,745	20.9	-0.6	2.5
nonSPED ELs	5,856	39.4	6,116	41.6	6,574	46.9	5.3	7.5
nonEL SPED	1,035	18.6	990	21.6	950	19.5	-2.1	0.9
ELSPED	612	13.6	691	15.1	725	18.2	3.1	4.6
English II EOC								
All nonELs	8,003	66.9	7,568	68.5	6,046	65.1	-3.4	-1.8
All ELs	4,639	31.8	5,116	36.0	5,443	40.9	4.9	9.1
All SPED	1,276	20.8	1,359	21.6	1,356	24.2	2.6	3.4
nonSPED ELs	4,184	33.6	4,620	38.3	4,922	43.5	5.2	9.9
nonEL SPED	769	22.4	795	22.5	748	23.9	1.4	1.5
ELSPED	455	14.7	496	14.3	521	16.3	2.0	1.6
Biology EOC								
All nonELs	5,705	84.5	5,790	86.8	4,899	85.5	-1.3	1.0
All ELs	3,998	77.1	4,431	77.0	4,634	77.2	0.2	0.1
All SPED	1,104	48.3	1,224	52.0	1,128	53.2	1.2	4.9
nonSPED ELs	3,641	79.9	3,966	80.4	4,171	80.4	0.0	0.5
nonEL SPED	696	46.0	682	51.2	600	53.3	2.1	7.3
ELSPED	357	48.5	465	48.0	463	48.4	0.4	-0.1
US History EOC								
All nonELs	5,943	94.0	6,472	95.1	5,101	93.9	-1.2	-0.1
All ELs	1,957	80.5	2,390	82.2	2,904	85.0	2.8	4.5
All SPED	734	58.2	747	63.2	780	65.5	2.3	7.3
nonSPED ELs	1,709	84.4	2,147	85.4	2,615	88.0	2.6	3.6
nonEL SPED	441	59.2	456	66.4	436	67.9	1.5	8.7
ELSPED	248	54.0	243	53.9	289	58.1	4.2	4.1

Source: District STAAR EOC data files dated April 30, 2018 (2017), September 6, 2018 (2018), and June 4, 2019 (2019). District PEIMS demographic files for each respective year.

Note: STAAR = State of Texas Assessments of Academic Readiness. EOC = End-of-Course. Rates include scores for all versions of STAAR for students enrolled on the PEIMS snapshot date for each year. EL = English learner. SPED = requiring special education services. ELSPED = dually-identified as English learner and requiring special education services. US = United States. Appr+ = Approaches grade level or above performance standard. 1 Yr Δ = percentage point change from 2018 to 2019. 2 Yr Δ = percentage point change from 2017 to 2019. %pts = percentage points. PEIMS = Public Education Information Management System. 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."

STAAR and EOC Alternate 2

In 2019, as shown in Table 40, 14 to 17 percent of students who took STAAR subtests and five to eight percent of students who took EOCs were administered the *Alternate 2* version. Rates of students at the Approaches+ performance standard on the *Alternate 2* version were higher than for the standard version on all tests, and generally hovered in the 90 to 100 percent range, except for the US History EOC, for which 82 percent of test takers achieved the Approaches+ standard.

Table 40: 2019 STAAR/EOC and STAAR/EOC Alternate 2 for ELSPED Students at Approaches Grade Level or Above by Grade Level

Grade Level(s)	STAAR/EOC		STAAR/EOC Alternate 2		Alternate 2 % of Total Test Takers	Total	
	Tested	Appr+	Tested	Appr+		Tested	Appr+
	N	%	N	%		N	%
Mathematics							
3	392	46.7	63	96.8	13.8	455	53.6
4	407	37.8	71	98.6	14.9	478	46.9
5	435	65.7	71	98.6	14.0	506	70.4
6	391	35.0	64	96.9	14.1	455	43.7
7	295	31.9	62	100.0	17.4	357	43.7
8	276	55.1	53	94.3	16.1	329	61.4
3 to 5	1,234	50.5	205	98.0	14.2	1,439	57.3
6 to 8	962	39.8	179	97.2	15.7	1,141	48.8
Reading							
3	391	35.0	63	95.2	13.9	454	43.4
4	406	24.4	71	97.2	14.9	477	35.2
5	435	50.8	71	94.4	14.0	506	56.9
6	389	18.5	64	93.8	14.1	453	29.1
7	303	19.5	62	98.4	17.0	365	32.9
8	273	32.2	53	98.1	16.3	326	42.9
3 to 5	1,232	37.1	205	95.6	14.3	1,437	45.4
6 to 8	965	22.7	179	96.6	15.6	1,144	34.3
Writing							
4	404	23.5	71	93.0	14.9	475	33.9
7	307	10.4	62	100.0	16.8	369	25.5
Science							
5	434	34.1	71	97.2	14.1	505	43.0
8	273	34.8	53	96.2	16.3	326	44.8
Social Studies							
8	271	18.8	53	94.3	16.4	324	31.2
STAAR EOCs							
Algebra I (8 to 12)	441	55.8	35	100.0	7.4	476	35.3
English I (9 to 12)	689	14.2	36	94.4	5.0	725	18.2
English II (9 to 12)	490	11.4	31	93.5	6.0	521	16.3
Biology (9 to 12)	428	44.2	35	100.0	7.6	463	48.4
US History (9 to 12)	272	56.6	17	82.4	5.9	289	58.1

Source: District STAAR data file dated June 13, 2019. STAAR EOC data file dated June 4, 2019. District PEIMS demographic 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. ELSPED = dually-identified as English learner and requiring special education services. US = United States. Appr+ = Approaches grade level or above performance standard. PEIMS = Public Education Information Management System.

How did ELs perform compared to the state on TELPAS, STAAR/EOC and STAAR/EOC Alternate 2?

Comparing district results to state results provides a sense for where district ELs stand academically with respect to students across the state of Texas. This section includes a brief comparison of district and state EL English proficiency (TELPAS) and academic (STAAR/EOC) outcomes.

Methodology

The evaluators obtained (texasassessments.com) both district-level and state-level data for ELs on the 2019 TELPAS, STAAR and STAAR Alternate 2 mathematics and reading subtests for grades three, five, and eight, and all EOC and EOC Alternate 2 subject tests, and calculated the differences between district and state rates of attainment at each performance level. District rates may not match those included elsewhere in this document because of different sources and available filtering criteria.

Results

As shown in Table 41, rates of students performing at the higher English proficiency levels on the 2019 *TELPAS* were lower than state rates, especially for the younger grades. Differences between district and state attainment rates ranged from 12 points below state rates (K to 2, Advanced) to 14 points above state rates (K to 2, Beginning).

Table 41: 2019 District and State *TELPAS* Performance

Grade Levels	District Performance					State Performance					District - State			
	Tested N	Beg %	Int %	Adv %	Adv High %	Tested N	Beg %	Int %	Adv %	Adv High %	Beg %	Int %	Adv %	Adv High %
K to 2	16,634	36	45	15	4	303,102	22	40	27	11	14	5	-12	-7
3 to 12	44,053	6	40	40	14	656,757	4	33	44	18	2	7	-4	-4

Source: Texasassessment.com on July 29, 2019.

Note: *TELPAS* = Texas English Language Proficiency Assessment System. Beg = Beginning. Int = Intermediate. Adv = Advanced. Adv High = Advanced High. K = kindergarten. District rates potentially will not match rates provided elsewhere in this document because of different sources and filters. Both district and state rates were obtained from the same source to compare equivalent groups.

As shown in Table 42, Dallas ISD ELs performed well on the *STAAR* and *EOCs* compared to the state, with most rates at each *STAAR/EOC* performance standard higher than state rates, with the exception of grade three to five Spanish-language mathematics subtests and grade three English-language reading subtests. Differences between district and state performance standard attainment rates ranged from 25 points below state rates (grade 3 mathematics Approaches+ in Spanish) and 18 points above state rates (Algebra I and US History *EOCs* Meets+). Few students take the Spanish mathematics exam in the Dallas ISD; findings for these exams should be considered with caution.

Table 42: 2019 District and State English Learner *STAAR* Performance

Subject	Grade Level(s)	Test Lang	District Performance				State Performance				District - State		
			Test N	Appr+ %	Meets+ %	Mast %	Tested N	Appr+ %	Meets+ %	Mast %	Appr+ %	Meets+ %	Mast %
STAAR													
Mathematics	3	English	5,662	78	45	20	87,689	76	42	19	2	3	1
		Spanish	197	41	18	6	15,108	66	31	11	-25	-13	-5
	5	English	5,854	85	58	36	84,538	78	46	25	7	12	11
		Spanish	208	37	19	9	5,699	58	27	13	-21	-8	-4
	8	English	5,131	79	50	12	57,762	68	36	6	11	14	6
Reading	3	English	1,227	66	31	17	70,483	69	33	18	-3	-2	-1
		Spanish	4,632	75	46	27	32,296	69	39	21	6	7	6
	5	English	2,019	71	43	20	74,721	62	30	12	9	13	8
		Spanish	4,041	85	63	29	15,519	80	53	21	5	10	8
	8	English	4,691	62	30	10	60,361	49	18	5	13	12	5
		STAAR EOC											
Algebra I	All	English	5,025	83	61	37	60,136	73	43	22	10	18	15
English I	All	English	6,595	42	26	2	84,111	29	14	1	13	12	1
English II	All	English	4,871	39	20	1	65,784	26	11	0	13	9	1
Biology	All	English	4,409	77	43	10	58,506	67	27	5	10	16	5
US History	All	English	2,771	86	54	21	35,484	74	36	12	12	18	9

Source: Texasassessment.com on July 29, 2019.

Note: *STAAR* = State of Texas Assessments of Academic Readiness. *EOC* = End-of-Course. Appr+ = approaches grade level or above performance standard. Meets+ = meets grade level or above performance standard. Mast = Masters performance standard. Test = tested. Lang = language. US = United States. *STAAR Alternate 2* is not evaluated on the Meets+ standard. District rates potentially will not match rates provided elsewhere in this document because of different sources and filters. Both district and state rates were obtained from the same source to compare equivalent groups.

Finally, as shown in Table 43, differences in Dallas ISD and state performance standard attainment rates for ELs on the *STAAR* and *EOC Alternate 2* were mixed. District rates differed more strongly in both directions at the Masters level than at the Approaches+ level for most tests examined, with differences ranging from 29 points below state rates (US History *EOC*) to 15 points above state rates (grade 8 reading).

Table 43: 2019 District and State English Learner *STAAR Alternate 2* Performance

Subject	Grade Level(s)	District Performance			State Performance			District - State	
		Tested <i>N</i>	Appr+ %	Masters %	Tested <i>N</i>	Appr+ %	Masters %	Appr+ %	Masters %
STAAR									
Mathematics	3	63	97	49	1,063	95	37	2	12
	5	73	99	51	891	96	52	3	-1
	8	52	94	69	425	95	57	-1	12
Reading	3	63	95	29	1,063	93	21	2	8
	5	73	95	29	891	93	31	2	-2
	8	52	98	50	425	95	35	3	15
STAAR EOC									
Algebra I	All	36	100	44	364	95	43	5	1
English I	All	37	95	38	365	97	37	-2	1
English II	All	32	94	34	280	93	46	1	-12
Biology	All	36	100	19	333	98	26	2	-7
US History	All	16	88	19	188	95	48	-7	-29

Source: Texasassessment.com on July 29, 2019.

Note: STAAR = State of Texas Assessments of Academic Readiness. EOC = End-of-Course. Appr+ = Approaches Grade Level or Above performance standard. US = United States. STAAR Alternate 2 is not evaluated on the Meets+ standard. District rates potentially will not match rates provided elsewhere in this document because of different sources and filters. Both district and state rates were obtained from the same source to compare equivalent groups.

SUMMARY AND RECOMMENDATIONS

Summary

The mission of BE/ESL department programs in the Dallas ISD is to increase student achievement by effectively addressing the academic, linguistic, and social needs of ELs through research-based DL and ESL programs that embrace student diversity. The BE/ESL department oversees DL and ESL instructional programs, sheltered instruction, services for immigrant students, tutoring, and summer programs, and oversees campus LPACs, which are responsible for the identification and reclassification of ELs, along with monitoring of reclassified ELs. Finally, the department collaborates with the SPED department to provide services for ELs who require SPED services.

The purpose of this report was to provide data for campus, program, and district stakeholders to evaluate the effectiveness of programs for ELs in the Dallas ISD, including results for four workscopes, including 1) Title III, English Learners (\$6,637,252); 2) Title III, Academic Tutoring (\$176,732); 3) Title III, Immigrant (\$846,223); and 4) Title I, Special Education/English Learners, Instructional Specialists (\$1,652,936). Supported by funding from these four workscopes combined with general operating funds (\$804,993), funding for BE/ESL-related programs and services in 2018-19 totaled \$10,118,136, a decrease of \$301,523 from the previous year.

Student Characteristics, Programs, and Services

The district enrolled 69,419 ELs (45% of district enrollment) and 8,741 reclassified ELs (6,646 monitored) in 2018-19. EL enrollment increased by 94 students and the number of reclassified students decreased by 1,068 students since 2017-18. The highest rates of 2018-19 ELs were enrolled for at least the seventh year as an EL (39%) and in PK to grade two (33%). The top language spoken in EL homes was overwhelmingly Spanish. Six percent of ELs were parent denials, and one percent were coded as unservable. Most reclassified monitored students were in grades 10 (25%) and 11 (24%).

The Dallas ISD offers a wide variety of programs and services for ELs. First, students may participate in three DL programs: OWDL (PK to grade 5/6; 140 campuses), TWDL (PK to grade 5/6; 58 campuses), and SECDL (grades 6 to 12; 9 campuses). Second, elementary school ELs for whom Spanish is not the dominant language or who are Spanish speakers at campuses without a DL program participate in ESL. ESL at the secondary level is for students in the first three years in United States (US) schools. Third, secondary grade level students enrolled in US schools more than three years and have not yet been reclassified are enrolled in R/LA sheltered classes.

The BE/ESL department also offers services for student populations with high proportions of ELs. First, students enrolled in US schools fewer than three years are classified as immigrants. Because a large proportion of immigrants typically are also ELs (92% in 2018-19), the BE/ESL department plays a pivotal role in the integration of immigrant students and their families into the district and community. In addition, when students require both EL and SPED services, the campus ARD committee and LPAC must collaborate to ensure issues related to both the disability and language proficiency are carefully considered. In 2018-19, an important focus was improving student identification and service provision to ELSPED students. Table 44 shows the number of students in each program/classification in 2018-19, along with the one- and two-year trends in enrollment for each group.

Table 44: 2016-17 to 2018-19 District Enrollment by Bilingual Education/ESL Program/Classification

Program/Classification	2018-19		Enrollment	
	Students N	Dist %	1 Yr Δ %	2 Yr Δ %
District	155,057	100.0	-0.9	-1.6
All EL	69,419	44.8	0.1	0.1
All nonEL	84,709	54.6	-1.7	-3.0
Monitored	6,653	4.3	57.1	78.8
EL in OWDL	33,820	21.8	-3.0	-6.9
EL in TWDL	3,106	2.0	8.7	27.4
nonEL in TWDL	2,061	1.3	10.5	17.3
EL in SECDL	346	0.2	-13.5	-14.1
nonEL in SECDL	127	0.1	5.0	46.0
ESL	5,301	3.4	5.3	11.7
Sheltered	20,105	13.0	2.6	5.6
Immigrant	6,143	4.0	0.5	3.5
ELSPED	5,111	3.3	12.7	20.7
Parent Denials	4,249	2.7	-3.0	-3.2
Unservable	924	0.6	4.8	11.9

Source: District PEIMS snapshot demographic data files dated October 31, 2016, October 30, 2017, and February 26, 2019.

Note: Includes students who were enrolled on the PEIMS snapshot date of October 26, 2018. Students may be included in more than one category shown. Dist = district. EL = English learner. OWDL = one-way dual language. TWDL = two-way dual language. SECDL = secondary dual language. ESL = English as a Second Language. ELSPED = dually-identified as English learner and requiring special education. # Yr Δ = # year change. PEIMS = Public Education Information Management System. One-year change is from 2017-18 to 2018-19. Two-year change is from 2016-17 to 2018-19.

Tutoring for Dual Language ELs

The BE/ESL Department provided supplemental online reading intervention in 2018-19 at 95 campuses for ELs in DL programs through the Title III Tutoring Scholarship Program.

Tutoring for ELs

The Department of Communications administered an academic tutoring program in 2018-19 for ELs through the Translation Services Department at six Dallas ISD campuses. Four tutors/interpreters provided tutoring, translations, and interpretation for ELs throughout the course of the academic year for 70 students whose dominant languages were Arabic ($n = 17$), Burmese ($n = 12$), Swahili ($n = 15$), and other languages ($n = 26$) spoken by students new to the United States.

Summer Programs

Several summer programs served ELs at a variety of grade levels in summer 2018, including 1) a camp for incoming PK ELs ($N = 193$ students), 2) a science camp for DL ELs in grades three to seven ($N = 481$ students), 3) a language enrichment camp for ELs in their first three years in the United States ($N = 213$), and 4) a program for secondary level ESL students ($N = 133$).

Teacher Characteristics and Exceptions/Waivers

Teacher Characteristics

At the elementary school level, 2,205 teachers instructed in DL or ESL classrooms, and at the secondary level 1,402 teachers instructed in DL, ESL, and/or sheltered classrooms.

Exceptions/Waivers

State law requires districts unable to provide the required number of DL and ESL teachers to request an exception to offer an alternative program (DL) or a waiver of teacher certification (ESL). Because of new high school level ESL certification requirements, the number of requested ESL waivers increased 346 percent since 2017-18 (2017-18: 54; 2018-19: 241).

BE/ESL Teacher Perceptions

Dual Language Survey

Key findings from the summer 2018 Dual Language teacher ($N = 93$) and principal ($N = 69$) survey included 1) teachers advocated more instructional time in Spanish than principals, 2) teachers and principals favorably rated various aspects of the program, 3) teachers and principals agreed buy-in was low for nonEL teachers and staff members, and 4) most rated training attended and DL resources and supports at least somewhat helpful.

ESL Teacher and Administrator Perceptions

Key findings from the spring 2019 ESL teacher ($N = 87$; 66%) and administrator ($N = 45$; 65%) survey included 1) over half of teachers met with ESL Instructional Support Specialists (ISS) at least once per week, but over 10 percent of teachers and administrators never met with an ESL ISS, 2) at least half of respondents felt the ESL ISSs effectively provided various resources and services, and 3) respondents generally were satisfied with ESL services.

Achievement Outcomes by Program/Classification

Texas English Language Proficiency Assessment System (TELPAS)

ELs Overall. Ratings for ELs at all grade levels clustered at intermediate and advanced English proficiency. From 55 to 58 percent of ELs remained at the same proficiency level in 2019 as in 2018, and ELs in grades one to five progressed at higher rates (1 to 5: 34%; 6 to 8: 11%; 9 to 12: 13%) and regressed at lower rates (1 to 5: 11%; 6 to 8: 32%; 9 to 12: 30%) than those in the middle and upper grades.

Dual Language. ELs in OWDL and TWDL programs performed similarly on the 2019 TELPAS, with the highest rates of students proficient at the intermediate or advanced levels (OWDL: 69%; TWDL: 71%). Over a third (35%) of students from both programs progressed to a higher proficiency level from 2018 to 2019, and rates of students who remained the same (OWDL: 55%; TWDL: 52%) or regressed (OWDL: 10%; TWDL: 14%) differed by about three to four percentage points between the programs. The highest rates of ELs in SECDL scored at the intermediate and advanced proficiency levels (75%) in 2019. Like students in OWDL and TWDL, over half of ELs in SECDL (56%) remained at the same proficiency level in 2019 as in 2018, but triple the rate of SECDL students regressed (33%) than progressed (11%) a level.

ESL/Sheltered. The highest rates of ESL students scored at the intermediate or advanced level on the 2019 TELPAS (range: 66%, K to grade 5, to 78%, grades 6 to 8), for all grade level groupings, and rates of students at the advanced level tended to decrease as grade level increased (K to grade 5: 32%;

grades 6 to 8: 26%; grades 9 to 12: 16%). Rates of students remaining at the same level in 2019 as 2018 ranged from 54 percent to 61 percent, increasing as grade level increased.

Students in sheltered classrooms tended to perform at higher rates at the intermediate and advanced proficiency levels (grades 6 to 8: 89%; grades 9 to 12: 84%), progress at lower rates (grades 6 to 8: 10%; grades 9 to 12: 12%), and regress at higher rates (grades 6 to 8: 33%; grades 9 to 12: 32%) on the 2019 *TELPAS* than ESL students. Notably, while sheltered students performed at the advanced and advanced high levels at higher rates than ESL students, their progression rates were lower, and regression rates were higher than for ESL students, indicating slightly more instability in English proficiency for students in sheltered classrooms than for ESL students.

Parent Denials. Students whose parents denied EL services generally performed similarly or slightly better than ELs overall, with English proficiency ratings clustered at the intermediate and advanced levels. Parent denials in grades one to five progressed at higher rates (1 to 5: 28%; 6 to 8: 11%; 9 to 12: 10%) and regressed at lower rates (1 to 5: 18%; 6 to 8: 30%; 9 to 12: 31%) than those in the middle and upper grades.

Elementary School TerraNova/SUPERA and STAAR

2019 TerraNova/SUPERA and Grade Three to Five STAAR

Table 45 provides key comparisons among elementary school BE/ESL programs/classifications on 2019 *TN/SUP* and *STAAR* outcomes. Comparisons in bold blue highlight the following key patterns.

ELs vs nonELs. Rates of students at or above grade level on *TN* reading and mathematics were lower overall for ELs than nonELs. Rates at or above grade level on *SUP* reading were higher for ELs than for nonELs. Rates at grades three to five *STAAR* Approaches+ and Meets+ for ELs exceeded rates for nonELs on all subtests except for science, for which rates were comparable at both standards.

Dual Language. Rates of students at or above grade level on *TN* reading and mathematics were lower for OWDL than for TWDL ELs but were slightly higher for OWDL than TWDL ELs on *SUP* reading. Rates at both Approaches+ and Meets+ for OWDL generally were lower than or comparable to TWDL ELs, except for writing, for which OWDL student rates were higher than for TWDL ELs.

Rates of students at or above grade level on *TN* reading and mathematics were lower for OWDL than for all nonELs but comparable or higher for TWDL ELs and TWDL nonELs than all nonELs, especially in the case of TWDL nonELs. Comparisons of *SUP* results for DL programs to all nonELs varied. *STAAR* grade three to five rates at Approaches+ and Meets+ were comparable or higher for both OWDL and TWDL students than for all nonELs, with the most favorable comparisons for TWDL nonELs.

ESL. Rates of ESL students at or above grade level on *TN* reading and mathematics were comparable or slightly higher than for all nonELs. ESL student rates compared to all nonELs varied; grade three to five *STAAR* rates of ESL students at Approaches+ and Meets+ were comparable or higher than all nonELs for mathematics and writing and comparable or lower than all nonELs on reading and science.

Parent Denials. Parent denials underperformed both ELs and nonELs overall on *TN* mathematics and reading, *SUP* reading, and all *STAAR* grade three to five subtests.

Table 45: 2018-19 BE/ESL Elementary School Level Outcome Comparison Summary

BE/ESL Program/Classification Group vs Comparison Group									
Subject	Grade Level(s)	EL vs nonEL ^a	OWDL vs TWDL	OWDL vs nonEL ^a	TWDL EL vs nonEL ^a	TWDL nonEL vs nonEL ^a	ESL vs nonEL ^a	Par Den vs EL ^b	Par Den vs nonEL ^a
		%pts	%pts	%pts	%pts	%pts	%pts	%pts	%pts
TerraNova									
Reading	K to 2	-7	-16	-14	+2	+11	+1	-5	-12
Mathematics	K to 2	-4	-4	-4	0	+18	+3	-5	-9
SUPERA									
Reading	K to 2	+3	+2	+3	+1	-4	-12	-13	-10
STAAR Approaches+									
Mathematics	3 to 5	+5	-2	+5	+7	+17	+1	-7	-2
Reading	3 to 5	+2	-1	+3	+4	+20	-5	-10	-8
Writing	4	+12	+4	+14	+10	+27	+2	-26	-14
Science	5	-1	0	0	0	+23	-3	-7	-8
STAAR Meets+									
Mathematics	3 to 5	+4	-4	+5	+9	+33	+8	-11	-7
Reading	3 to 5	+4	+1	+6	+5	+32	-7	-18	-14
Writing	4	+16	+10	+19	+9	+31	+1	-29	-13
Science	5	-1	-1	-1	0	+30	0	-7	-8

Source: District STAAR data files dated June 13, 2019. TerraNova and SUPERA data files dated July 2, 2019. PEIMS demographic data file dated February 26, 2019.

Note: BE/ESL = Bilingual Education/English as a Second Language. STAAR = State of Texas Assessments of Academic Readiness. Rates include scores for first and second administrations of STAAR 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. Approaches+ = Approaches grade level or above performance standard. Meets+ = Meets grade level or above performance standard. EL = English learner. OWDL = one-way dual language. TWDL = two-way dual language. ESL = English as a Second Language. Par Den = parent denial. 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." ^b = all district students coded as ELs. %pts = percentage points. Numbers shown were calculated by subtracting comparison rates from program/classification rates. Numbers in **blue bold** indicate rate differences that are greater than one percentage point in favor of the BE/ESL program/classification over the comparison group.

TerraNova/SUPERA and Grade Three to Five STAAR Trends

Two-year trends in rates of students at or above grade level on *TN/SUP* were mixed and mostly divided by test language. Rates at or above grade level for *TN* reading and mathematics increased over two years for all groups except for nonELs in TWDL but decreased for all groups on *SUP* reading. Rates at or above grade level increased the most on *TN* reading for ELs in OWDL (+14 percentage points) and TWDL (+12 percentage points). With few exceptions, two-year trends in Meets+ rates on grade three to five STAAR subtests were positive and overall ranged from a decrease of three percentage points (TWDL ELs, writing) to an increase of 15 percentage points (TWDL ELs, science; ESL, science).

Secondary School Level STAAR and EOCs

2019 Secondary School Level STAAR and EOCs

Table 46 provides key comparisons among the BE/ESL programs/classifications for 2019 STAAR and EOC outcomes. Comparisons highlighted in bold blue highlight the following key patterns.

ELs vs nonELs. Rates at both Approaches+ and Meets+ for ELs were mostly lower than for nonELs on all STAAR and EOC subjects, though gaps were narrower in STAAR mathematics and the same for Algebra I.

Dual Language. Differences in grade six to eight STAAR rates at Approaches+ and Meets+ between both ELs and nonELs in SECDL and all nonELs varied by subject. SECDL EL rates at both

Approaches+ and Meets+ lagged most strongly behind all nonELs in writing. Approaches+ and Meets+ rates for SECDL nonELs exceeded all nonELs rates in all subjects.

Differences in *EOC* rates at Approaches+ and Meets+ between both ELs and nonELs in SECDL and all nonELs also varied by subject. Both Approaches+ and Meets+ rates for SECDL ELs most strongly exceeded those for all nonELs in Algebra I and lagged most strongly behind all nonELs in US History. Both Approaches+ and Meets+ rates for SECDL nonELs exceeded those for all nonELs for every *EOC* except for US History.

ESL and Sheltered. Rates of ESL students at Approaches+ and Meets+ fell short of rates for students in sheltered classrooms on every *STAAR* six to eight subtest and *EOC*. Both ESL and sheltered students were comparable to or lagged all nonELs on all but Algebra I *EOC* at Approaches+ (sheltered).

Parent Denials. Differences between rates of parent denials and all ELs at Approaches+ and Meets+ varied, with comparable or lower rates for parent denials than all ELs for most subjects. Rates of parent denials at Approaches+ and Meets+ for all subjects were lower than for all nonELs, with larger gaps between these two groups than between parent denials and all ELs.

Table 46: 2018-19 BE/ESL Secondary School Level Outcome Comparison Summary

BE/ESL Program/Classification Group vs Comparison Group									
Subject	Grade Level(s)	EL vs nonEL ^a %pts	SECDL EL vs nonEL ^a %pts	SECDL nonEL vs nonEL ^a %pts	ESL vs Shelt %pts	ESL vs nonEL ^a %pts	Shelt vs nonEL ^a %pts	Par Den vs EL ^b %pts	Par Den vs nonEL ^a %pts
STAAR Approaches+									
Mathematics	6 to 8	-1	+11	+20	-19	-19	0	-5	-6
Reading	6 to 8	-9	-1	+28	-30	-37	-7	-3	-12
Writing	7	-9	-12	+34	-32	-39	-7	-6	-15
Science	8	-7	+9	+23	-29	-35	-6	-1	-8
Social Studies	8	-12	0	+28	-21	-32	-11	+1	-11
STAAR Meets+									
Mathematics	6 to 8	-3	-2	+17	-14	-17	-3	-7	-10
Reading	6 to 8	-13	0	+11	-14	-27	-13	-3	-16
Writing	7	-13	-14	+57	-13	-26	-13	0	-13
Science	8	-11	+11	+33	-14	-25	-11	-3	-14
Social Studies	8	-13	-10	+7	-7	-20	-13	-3	-16
STAAR EOC Approaches+									
Algebra I	8 to 12	0	+11	+17	-19	-16	+3	-6	-6
English I	9 to 12	-16	+5	+29	-32	-44	-12	-3	-19
English II	9 to 12	-24	-4	+30	-26	-48	-22	+3	-21
Biology	9 to 12	-9	+6	+14	-19	-25	-6	-4	-13
US History	9 to 12	-9	-27	-2	-13	-19	-8	+1	-8
STAAR EOC Meets+									
Algebra I	8 to 12	-2	+21	+33	-24	-23	+1	-6	-8
English I	9 to 12	-19	+6	+45	-19	-37	-18	-1	-20
English II	9 to 12	-27	-3	+37	-14	-41	-27	+4	-23
Biology	9 to 12	-18	+14	+28	-23	-40	-17	-1	-19
US History	9 to 12	-24	-66	-2	-14	-36	-22	+7	-17

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

Note: BE/ESL = Bilingual Education/English as a Second Language. 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. Meets+ = Meets grade level or above performance standard. EL = English learner. SECDL = secondary dual language. ESL = English as a Second Language. Shelt = sheltered classrooms. Par Den = parent denials. 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." ^b = includes all district students coded as ELs. %pts = percentage points. Numbers shown were calculated by subtracting comparison rates from program/classification rates. Numbers in **blue bold** indicate rate differences that are greater than one percentage point in favor of the BE/ESL program/classification over the comparison group.

Secondary School Level STAAR/EOC Trends

With exceptions, two-year trends in Meets+ rates on *STAAR* and *EOCs* were positive, ranging from a *STAAR* decrease of eight percentage points (SECDL nonEL, social studies) to an increase of 36 percentage points (SECDL nonELs, writing) and ranging from an *EOC* decrease of 25 percentage points (SECDL nonEL, US History) to an increase of 51 percentage points (SECDL ELs, Biology).⁸⁸

Grades Three to Five Dual Language STAAR Reading Outcomes by Testing Language

Percentages of ELs taking the grade three to five *STAAR* reading subtests in Spanish were slightly greater at the Meets+ performance standard than at the Approaches+ standard. Rates of grade three to five reading at Meets+ were generally higher for nonELs than ELs in both programs, regardless of test language.

Monitored/Reclassified STAAR

Monitored reclassified students performed notably well overall on *STAAR* subtests and *EOCs*, with high rates of students attaining the Approaches+ (*STAAR*: 91% to 97%; *EOCs*: 89% to 99%) and Meets+ (*STAAR*: 55% to 78%; *EOCs*: 68% to 87%) performance standards. In fact, overall, monitored students consistently attained the Approaches+ and Meets+ *STAAR* performance standards at higher rates than other nonELs, regardless of the subject or monitoring year. On *EOCs*, monitored students overall also consistently attained the Approaches+ and Meets+ performance standards at higher rates than other nonELs, regardless of the subject, and, with few exceptions, year of monitoring.

Immigrant

Students enrolled in US schools for fewer than three years are classified as immigrants. About four percent of 2018-19 district students were immigrants ($N = 6,143$), and about 92 percent of immigrants also were ELs. Therefore, the BE/ESL department plays a pivotal role in the integration of immigrant students and their families into the district and the community.

Services for immigrants also are provided through the Margaret and Gilbert Herrera Student Intake Center, which supports immigrant students and their families as they transition into the district and community. A one-year mixed-grade-level Newcomer Program was also offered at five designated Dallas ISD campuses that focuses on English acquisition.

Characteristics

Most of the 6,143 immigrant students were Hispanic (76%), followed by African American (9%) and Asian (8%). Immigrants were from 130 different countries. About 64 percent were considered at-risk, and 86 percent were 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.

⁸⁸ Readers should use caution when reviewing changes over time in rates for SECDL groups because of the small number of students in these programs, especially in past years. These change rates are included for informational purposes only.

Academic Outcomes

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). Immigrant students scored at or above grade level at higher rates than all ELs and nonELs on *TN* reading (immigrant: 71%; all ELs: 62%; nonELs: 69%) and *SUP* reading (immigrant: 90%; all ELs: 82%; all nonELs: 79%), but were at or above grade level at comparable rates to all ELs and at lower rates than all nonELs in *TN* mathematics (immigrant: 58%; all ELs: 58%; all nonELs: 62%). Two-year rate trends for immigrant students varied, ranging from no change (*SUP* reading) to an increase of nine percentage points (*TN* reading).

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) and rates of immigrant students at Meets+ ranged from 30 percent (science) to 50 percent (reading). 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).

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) and rates at Meets+ ranging from 11 (writing) to 22 percent (mathematics). Notably, Approaches+ rates were lowest for reading (29%) and writing (24%), and Meets+ rates were lowest for reading (14%), social studies (12%), and writing (11%).

Results for immigrant students on 2019 *EOCs* were mixed, with rates at Approaches+ ranging from 19 (English I) to 78 percent (US History) and rates at Meets+ ranging from 10 (English I) to 45 percent (US History). Rates of immigrant students at Approaches+ and Meets+ on *EOCs* were lowest for the English I (Approaches+: 19%; Meets+: 10%) and English II (Approaches+: 21%; Meets+: 11%) *EOCs*.

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), whereas

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).

ELSPED

An important focus for the district in 2018-19 was improving student identification and provision of services to ELSPED students. Title I funding supported a boost in multi-departmental leadership and instructional specialists to support this effort at 21 targeted campuses and to work on enhancing the R/LA and social studies curricula for all learners.

Student Characteristics

Out of the 69,419 ELs and 13,720 students requiring special education services (SPED) in the Dallas ISD, 5,111 (7% of ELs; 37% of SPED) were DI in 2018-19, comprising over three percent of district students. Student characteristics for DI students generally were more comparable to the classifications with SPED students than ELs with respect to sex (mostly male), and more comparable to ELs than SPED students with respect to race/ethnicity (mostly Hispanic). A higher rate of ELSPED students than nonEL SPED and all SPED students were reported to have a learning disability or speech impairment, and a lower rate of ELSPED students than nonEL SPED and all SPED students were reported to have an intellectual disability, emotional disturbance, or other health impairment. The number of all SPED students increased 16 percent and the number of ELSPED students increased 21 percent since 2016-17. These differences likely reflect increased awareness and focus on student identification and service provision for these students.

Accomplishments and Challenges

Accomplishments in 2018-19 indicated by program leaders included 1) establishment of the multi-department collaboration to serve ELSPED students; 2) establishment of a set six-unit R/LA (K to grade 10) and social studies (K to grade five) curriculum for DL and ESL classrooms and embedded sheltered and scaffolded differentiated support in the general education curriculum for all learners (DL, ESL, sheltered, and ELSPED); 3) raised districtwide awareness of the services needed by ELSPED students; and 4) improved awareness of ELSPED students through a flag in classroom rosters. Challenges in 2018-19 indicated by program leaders included 1) continuing misperceptions at campuses about ELSPED students; 2) ensuring coordination and communication among stakeholders from different departments; 3) low teacher turnout to professional development about the new curriculum; 4) teacher adjustment to a set district curriculum after several years without one, and 5) ESL certification of SPED teachers.

Professional Development

ELSPED-related professional development for teachers and administrators was provided for ARD/LPAC processes ($N = 9$ sessions) and ELSPED instruction ($N = 30$ sessions), with median attendees per session ranging from 6 to 13 people.

Perception Survey

A total of 778 (44%) teachers, 34 Campus Instructional Coaches (CICs; 89%), and 52 administrators (57%) completed at least part of the ELSPED perception survey. At least 69 percent of respondents in all groups worked with ELSPED Instructional Specialists during 2018-19. Of these, 32 (CICs) to 70 percent (administrators) highly rated the helpfulness of the support (very or extremely helpful) for instructing ELSPED students.

Respondents in all roles who reported experience with the curricula rated curriculum differentiation for ELSPED students at least slightly higher for R/LA than for social studies, but 45 to 74 percent of those familiar with the new curricula did not highly rate ELSPED differentiation in the R/LA or social studies.

Between 65 and 90 percent of respondents in all roles highly rated general education, BE/ESL, and special education teacher awareness that qualified students should receive both special education services and EL services. The lowest rate of respondents rated general education teachers at least moderately aware of this policy, indicating a potential need for training on the subject for general education teachers.

A greater percentage of administrators (68%) than CICs (48%) and teachers (48%) indicated that ARD/LPAC collaboration was a high or essential priority at their campuses. Also, a higher percentage of administrators (72%) than CICs (52%) and teachers (45%) indicated that ARD/LPAC collaboration occurred frequently or very frequently on their campuses. Furthermore, a higher proportion of teachers (priority: 20%; frequency: 35%) and CICs (priority: 13%; frequency: 23%) than administrators (priority: 4%; frequency: 4%) reported they did not have enough knowledge to rate the priority or frequency of ARD/LPAC collaboration on their campuses, indicating a need to improve teacher and CIC awareness of ARD/LPAC collaboration.

Student Outcomes

TELPAS and TELPAS Alternate

English proficiency ratings for ELSPED students at all grade levels tended to cluster in the intermediate level of English proficiency (range: 57% to 63%). From 60 to 69 percent of ELSPED students who took the *TELPAS* in 2018 and 2019 remained at the same proficiency level. Rates of ELSPED students who regressed increased as grade level increased (range: 16% to 26%). Progression rates were highest for ELSPED students in grades one to five (25%) but lower for ELSPED students in grades six to eight (11%) and grades nine to 12 (12%).

Overall, 512 ELs took *TELPAS Alternate* in 2019, with the highest percentage of students receiving the second highest level rating (26%; developing independence). Nineteen percent of students earned the highest proficiency rating (basic fluency) districtwide, with the lowest rates in grades two to five (11%) and the highest in grades six to eight (27%).

2019 TerraNova, SUPERA, STAAR and EOCs

Table 47 provides key comparisons between ELSPED students the various EL and SPED comparison classifications for 2019 *TerraNova*, *SUPERA*, *STAAR* and *EOC* outcomes.

TN/SUP. Rates of ELSPED and comparison groups scoring at or above grade level on the 2019 *TN* and *SUP* ranged from 29 percent (*SUP* reading, nonEL SPED students) to 83 percent (*SUP* reading,

nonSPED ELs). On *TN* reading and mathematics, rates of ELSPED students scoring at or above grade level were lower than for all comparison groups, with smaller gaps between ELSPED students and comparison groups that primarily included SPED students (nonEL SPED, all SPED) than those that primarily included ELs (nonSPED ELs, all ELs). This pattern was also true for ELs on *SUP* reading.

STAAR. STAAR results reviewed for ELSPED and comparison groups focused on Approaches+ rates as per the direction of department leadership. Rates of grade three to five ELSPED students at Approaches+ across subjects and grade levels were consistently among the lowest of all groups examined, ranging from 34 (writing) to 57 percent (mathematics). Rates of grade six to eight ELSPED students ranged from 26 (writing) to 49 percent (mathematics). Gaps for both STAAR age ranges were smaller between ELSPED students and comparison groups that included SPED students (nonEL SPED, all SPED) than those that did not (nonSPED ELs, all ELs).

EOCs. Rates of ELSPED students scoring at Approaches+ on EOCs were consistently among the lowest of groups examined, ranging from 16 (English II) to 59 percent (Algebra I), and tended to be closer to nonEL SPED students and all SPED students than to nonSPED ELs, all ELs, or all nonELs.

Table 47: 2018-19 ELSPED Outcome Comparison Summary

ELSPED vs EL and SPED Comparison Groups						
Subject	Grade Level(s)	ELSPED vs all EL %pts	ELSPED vs all nonEL ^a %pts	ELSPED vs all SPED %pts	ELSPED vs nonSPED EL %pts	ELSPED vs nonEL SPED %pts
TerraNova						
Reading	K to 2	-27	-34	-8	-31	-10
Mathematics	K to 2	-22	-27	-1	-24	-3
SUPERA						
Reading	K to 2	-29	-26	+1	-30	+25
Grades Three to Five STAAR Approaches+						
Mathematics	3 to 5	-25	-21	-1	-27	0
Reading	3 to 5	-31	-29	-4	-34	-6
Writing	4	-38	-26	-3	-41	-1
Science	5	-26	-27	-5	-28	-6
Grades Six to Eight STAAR Approaches+						
Mathematics	6 to 8	-26	-27	-3	-28	-2
Reading	6 to 8	-28	-36	-6	-30	-6
Writing	7	-27	-37	-7	-30	-7
Science	8	-25	-33	-6	-27	-7
Social Studies	8	-23	-35	-10	-24	-13
STAAR EOC Approaches+						
Algebra I	8 to 12	-24	-24	+4	-26	+9
English I	9 to 12	-26	-42	-3	-29	-1
English II	9 to 12	-25	-49	-8	-27	-8
Biology	9 to 12	-29	-37	-5	-32	-5
US History	9 to 12	-27	-36	-7	-30	-10

Source: TerraNova and SUPERA data files dated July 2, 2019. District STAAR data files dated June 13, 2019. STAAR EOC data files dated June 4, 2019. PEIMS demographic data file dated February 26, 2019.

Note: STAAR = State of Texas Assessments of Academic Readiness. Rates include scores for first and second administrations of STAAR 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. Approaches+ = Approaches grade level or above performance standard. Meets+ = Meets grade level or above performance standard. SPED = special education. ELSPED = dually-identified as English learner requiring special education services. 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." %pts = percentage points. Numbers shown were calculated by subtracting comparison rates from program/classification rates. Numbers in **blue bold** indicate rate differences that are greater than one percentage point in favor of ELSPED over the comparison group.

Two-Year Trends

TerraNova/SUPERA. Two-year trends in rates of ELSPED students and comparison groups at or above grade level on *TN/SUP* were mixed and mostly divided by test language.

STAAR. Two-year trends at Approaches+ in grades three to five for ELSPED students and all comparison groups were relatively flat or positive, whereas two-year trends at Approaches+ in grades six to eight for ELSPED students and all comparison groups were positive.

EOCs. Two-year trends on *EOCs* for ELSPED students and all comparison groups were relatively flat or positive, ranging from no change (Biology) to an increase of 15 percentage points (Algebra I).

STAAR and EOC Alternate 2

In 2019, 14 to 17 percent of students who took *STAAR* subtests and five to eight percent of students who took *EOCs* completed the *Alternate 2* version. Rates of students at Approaches+ on the *Alternate 2* version were higher than for the standard version on all tests, and generally hovered in the 90 to 100 percent range, except for the US History *EOC*, for which 82 percent of test takers achieved Approaches+.

Special Analyses

This section includes summaries of BE/ESL-related special analyses included in this evaluation that were not specifically tied to a particular program/classification of EL students.

STAAR and EOC Outcomes by TELPAS Proficiency Rating

For all *STAAR* and *EOC* subjects across grade levels, the rates of students at both Approaches+ and Meets+ increased as *TELPAS* English proficiency rating increased.

Grades Five to Six STAAR Mathematics and Reading

District rates of 2019 grade six students at all *STAAR* performance standards were lower than attainment rates for the same students in grade five mathematics (-1 to -27 percentage points) and reading (-5 to -43 percentage points). Mathematics rates for all ELs decreased more at Approaches+ on the Spanish subtest than on the English subtest, but rates decreased less at Meets+ and Masters on the Spanish subtest than on the English subtest. Reading rates for all ELs decreased more for students taking the subtest in Spanish than in English. The extent of decreased rates in both subjects varied among programs/classifications. In most cases, decreases were lower for students who were in PK/1 to grade six campuses than for students at grade six to eight campuses.

Magnet and Advanced Course Participation

Qualified ELs applied to and participated in magnet programs at lower rates (37%) than both nonELs (43%) and monitored students (64%). Enrollment in grade six to eight advanced R/LA, mathematics, and science courses by students who scored at the Masters level the previous year were highest in all subjects for monitored reclassified students and were lower for ELs than nonELs in grade eight mathematics, and comparable for ELs and nonELs in grade six and seven mathematics and grade six science.

State Comparison Data

Overall, differences in district and state proficiency level rates on the 2019 *TELPAS* ranged from 12 points below state rates (K to 2, Advanced) to 14 points above state rates (K to grade 2, Beginning); rates of students at the higher English proficiency levels (Advanced, Advanced High) fell short of state rates, especially in lower grades.

Most district performance standard attainment rates exceeded the state on 2019 *STAAR* and *EOCs*. District and state performance differed from 25 points below state rates (grade 3 mathematics Approaches+, Spanish)⁸⁹ to 18 points above state rates (Algebra I and US History Meets+).

Recommendations

The following key recommendations were offered based upon the results of this evaluation.

- **Review data structures and processes for accuracy and usability.** With efforts to expand the ways data are reviewed for BE/ESL-related programs and the advent of the new student information system in 2018-19, several data shortcomings emerged that hindered the ability to explore various research questions (e.g., tracking former immigrant students, years as EL for current and reclassified students, identifying secondary BE/ESL teachers). The BE/ESL, Evaluation and Assessment, and Information Technology departments should collaborate to prioritize the most important data insufficiencies and establish a plan for eradication.
- **Include more process data collection and analysis in future evaluations.** Future evaluators and BE/ESL department leadership should work together to determine where further process data may be valuable for more in-depth program evaluation based on what is reasonable to collect and analyze given available anticipated resources.
- **Strengthen focus on English proficiency progression to support academic achievement.** Progression rates varied but remained the same for about half of ELs. A relationship was demonstrated between *TELPAS* English proficiency ratings and academic achievement. Elevating ELs out of the same proficiency level could result in achievement growth.
- **Explore reasons for lower EL participation in advanced opportunities.** ELs were accepted to and participated in magnet programs at lower rates than nonELs, EL participation often lagged nonELs in advanced courses, and EL rates of talented and gifted participation at the secondary grades was barely half as for nonELs. Program leadership and evaluators should explore reasons for these findings and plan to appropriately bolster EL participation.
- **Continue efforts to reduce parent denials and students coded as “unservable.”** Although parent denials generally scored on par with all ELs on *TELPAS*, achievement outcomes for parent denials mostly lagged those of all ELs and nonELs. Efforts should continue to educate more parents about the

⁸⁹ Few district students take the Spanish mathematics subtest; findings for these exams should be considered with caution.

benefits of program participation. Department staff members also noted efforts to discourage using the “unservable” code to ensure all students are appropriately served. Both efforts could support favorable outcomes for more students in the district.

- **Continue focus on transition years.** Although an issue not unique to ELs, efforts to explore reasons for the dip in *STAAR* achievement in grade six should be further examined, along with results for other transitional years. Program leadership should continue to watch these trends carefully and devise ways to mitigate these backslides.
- **Determine weakest areas of English proficiency for enhanced focus.** *TELPAS* listening, speaking, reading, and writing data should be examined in greater depth to develop plans to target the weakest areas. Efforts could further improve the rates of students progressing at least one level a year, potentially leading to narrower gaps with statewide results at the highest English proficiency levels. These efforts could also help to determine why regression rates were higher than progression rates for students in sheltered classrooms.
- **Continue efforts to increase awareness of ELSPED identification and needs.** Although a 21 percent increase in the number of district ELSPED students may indicate greater districtwide awareness of the need to identify ELSPED students, survey results suggested general education teachers were least perceived to be aware of ELSPED policies, and a higher proportion of teachers than administrators and CICs reported that they lacked enough knowledge to rate the priority or frequency of ARD/LPAC collaboration. In addition, program leaders mentioned ELSPED-related teacher misperceptions and low turnout at ELSPED-related professional development sessions as a 2018-19 challenge. Program leadership should continue efforts to increase awareness of ELSPED policies districtwide.
- **Explore reasons for low ELSPED differentiation ratings in the reading and social studies curricula.** From 45 to 74 percent of survey respondents familiar with the new curricula did not highly rate ELSPED differentiation in the R/LA and social studies curricula. Program leadership should explore whether these low ratings were because of misperceptions or lack of training, or if the ratings reflect that more efforts are needed to further differentiate the curriculum for ELSPED students.

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APPENDICES

Appendix A

Appendix A: 2018-19 Dual Language Campuses

Campus Level	Campus Name	1-Way DL	2-Way DL	DL/GT	Secondary DL
ACE					
Elementary	J.N. Ervin Elementary School	PK-5			
Adams					
Elementary	Alex Sanger Preparatory Elementary School	PK-5	K-5		
Elementary	Bayles Elementary School	PK-5			
Elementary	Casa View Elementary School	PK-5			
Elementary	Charles A. Gill Elementary School	PK-5			
Elementary	Edwin J. Kiest Elementary School	PK-5	PK-5		
Elementary	Larry G. Smith Elementary School	PK-5			
Elementary	Martha Turner Reilly Elementary School	PK-5	K-3		
Elementary	Reinhardt Elementary School	PK-5			
Elementary	Victor H. Hexter Elementary School	PK-5			
Middle	Alex Sanger Preparatory Middle School				6-8
High	Bryan Adams High School				9
Adamson					
Elementary	Felix G. Botello Elementary School	PK-5			
Elementary	James Bowie Elementary School	PK-5			
Elementary	James S. Hogg Elementary School	PK-5	PK-2		
Elementary	John F. Peeler Elementary School	PK-5			
Elementary	John H. Reagan Elementary School	PK-5	PK-1		
Carter					
Elementary	Adelle Turner Elementary School	PK-5			
Elementary	Birdie Alexander Elementary School	PK-5			
Elementary	Mark Twain Fundamental Vanguard	PK-5			
Elementary	Martin Weiss Elementary School	PK-5			
Elementary	Ronald E. McNair Elementary School	PK-5			
Elementary	T.G. Terry Elementary School	PK-5	PK-5		
Elementary	Umphrey Lee Elementary School	PK-5			
Conrad					
Elementary	Highland Meadows Elementary School	PK-5			
Elementary	Jack Lowe Sr. Elementary School	PK-5			
Elementary	Jill Stone Elementary School at Vickery Meadow	PK-5			
Elementary	L.L. Hotchkiss Elementary School	PK-5			
Elementary	Lee A. McShan Jr. Elementary School	PK-5			
Hillcrest					
Elementary	Anne Frank Elementary School	PK-5	PK-2		
Elementary	Arthur Kramer Elementary School	PK	K-5		
Elementary	Dan D. Rogers Elementary School	PK-5			
Elementary	John J. Pershing Elementary School	PK-5			
Elementary	Preston Hollow Elementary School	PK-5	K-2		

table continues

Appendix A (continued)

Campus Level	Campus Name	1-Way DL	2-Way DL	DL/GT	Secondary DL
Jefferson					
Elementary	David G. Burnet Elementary School	PK-5			
Elementary	Jose "Joe" May Elementary School	PK-5			
Elementary	Julian T. Saldivar Elementary School	PK-5			
Elementary	K.B. Polk Center for Academically Talented and Gifted	PK-5	K-2		
Elementary	Leonides Gonzalez Cigarroa Elementary School	PK-5			
Elementary	Stephen C. Foster Elementary School	PK-5	K-2		
Elementary	Tom W. Field Elementary School	PK-5			
Elementary	Walnut Hill Elementary School	PK-3	PK-5	K-1	
Kimball					
Elementary	Daniel Webster Elementary School	PK-5			
Elementary	John W. Carpenter Elementary School	PK-5			
Elementary	L.O. Donald Elementary School	PK-5	K-2		
Elementary	Lenore Kirk Hall Elementary School	PK-5			
Elementary	Leslie A. Stemmons Elementary School	PK-5			
Elementary	Margaret B. Henderson Elementary School	PK-5			
Elementary	Maria Moreno Elementary School	PK-5			
Elementary	Thomas Tolbert Elementary School	PK-5			
Elementary	Jimmie Tyler Brashear Elementary School	5	PK-4		
Lincoln Magnet					
Elementary	Joseph J. Rhoads Learning Center	PK-5			
Madison					
Elementary	Martin Luther King Jr. Learning Center	PK-5			
Elementary	Oran M. Roberts Elementary School	PK-5	K-5		
Elementary	Paul L. Dunbar Learning Center	PK-5			
Magnet					
Elementary	Sudie L. Williams Talented and Gifted	4-5			
Middle	School for the Talented and Gifted in Pleasant Grove			4-6	6
Molina					
Elementary	Arturo Salazar Elementary School	PK-5			
Elementary	Celestino Mauricio Soto Jr. Elementary School	PK-5			
Elementary	Leila P. Cowart Elementary School	PK-5			
Elementary	Mary McLeod Bethune Elementary School	PK-5			
Elementary	Nancy J. Cochran Elementary School	PK-5			
North Dallas					
Elementary	Arlington Park Early Childhood Center	PK3-PK4			
Elementary	Ben Milam Elementary School	PK-5	K-1		
Elementary	Cesar Chavez Learning Center	PK-5			
Elementary	Esperanza "Hope" Medrano Elementary School	PK-5			
Elementary	Ignacio Zaragoza Elementary School	PK-5			
Elementary	Maple Lawn Elementary School	PK-K	K		
Elementary	Montessori Academy at Onesimo Hernandez Elementary School	PK-2			
Elementary	Obadiah Knight Elementary School	PK-5			
Elementary	Personalized Learning Preparatory at Sam Houston Elementary School	K-5			

table continues

Appendix A (continued)

Campus Level	Campus Name	1-Way DL	2-Way DL	DL/GT	Secondary DL
Pinkston					
Elementary	Arcadia Park Elementary School	PK-6			
Elementary	C.F. Carr Elementary School	PK-5			
Elementary	Eladio R. Martinez Learning Center	K-6			
Elementary	Gabe P. Allen Elementary School	PK-6			
Elementary	Lorenzo De Zavala Elementary School	PK-5			
Elementary	Sidney Lanier Center for Expressive Arts	K-6	K-5		
Elementary	Stevens Park Elementary School	K-6	PK-2		
Roosevelt					
Elementary	Cedar Crest Elementary School	PK-5	PK-K		
Elementary	Harrell Budd Elementary School	PK-5			
Elementary	John Neely Bryan Elementary School	PK-5			
Elementary	N.W. Harlee Early Childhood Center		K-2		
Elementary	Roger Q. Mills Elementary School	PK-5			
Elementary	William B. Miller Elementary School	PK-5			
Samuell					
Elementary	Annie Webb Blanton Elementary School	PK-5	K-1		
Elementary	Edward Titcher Elementary School	PK-5			
Elementary	John Ireland Elementary School	PK-5	K-2		
Elementary	John Q. Adams Elementary School	PK-5	K-5		
Elementary	John W. Runyon Elementary School	PK-5	K-2		
Elementary	Nathaniel Hawthorne Elementary School	PK-5	K-3		
Elementary	Pleasant Grove Elementary School	PK-5	K-3		
Elementary	San Jacinto Elementary School	PK-5	K-2		
Elementary	Thelma Elizabeth Page Richardson Elementary School	PK-5	K-3		
Seagoville					
Elementary	Central Elementary School	PK-5			
Elementary	Ebby Halliday Elementary School	PK-5	K-1		
Elementary	Kleberg Elementary School	PK-5	K-2		
Elementary	Seagoville Elementary School	PK-5	PK-K		
Elementary	Seagoville North Elementary	PK-5	K-1		
Skyline					
Elementary	Adelfa Botello Cajello Elementary School	PK-5			
Elementary	Ascher Silberstein Elementary School	PK-5	K	K	
Elementary	C.A. Tatum Jr. Elementary School	K-5			
Elementary	Edna Rowe Elementary School	PK-5	PK-2		
Elementary	Frank Guzick Elementary School	PK-5			
Elementary	George W. Truett Elementary School	PK-5			
Elementary	S.S. Conner Elementary School	PK-5			
Elementary	Urban Park Elementary School	PK-5			
South Oak Cliff					
Elementary	Barbara Jordan Elementary School	PK-5			
Elementary	Clara Oliver Elementary School	PK-5			
Elementary	Clinton P. Russell Elementary School	PK-5	K-2		
Elementary	H.I. Holland at Lisbon Elementary School	PK-5			
Elementary	Thomas L. Marsalis Elementary School	PK-5			
Elementary	W.W. Bushman Elementary School	PK-5			
Elementary	Whitney M. Young Jr. Elementary School	PK-5	K-3		

table continues

Appendix A (continued)

Campus Level	Campus Name	1-Way DL	2-Way DL	DL/GT	Secondary DL
Spruce					
Elementary	B.H. Macon Elementary School	PK-5	K-2		
Elementary	Frederick Douglass Elementary School	PK-5			
Elementary	Gilbert Cuellar Sr. Elementary School	PK-5			
Elementary	Henry B. Gonzalez Elementary School	PK-5			
Elementary	Julius Dorsey Elementary School	PK-5			
Elementary	Nancy Moseley Elementary School	PK-5			
Elementary	Richard Lagow Elementary School	PK-5			
Elementary	Rufus C. Burleson Elementary School	PK-5	K		
Elementary	W.A. Blair Elementary School	PK-5			
Elementary	William M. Anderson Elementary School	PK-5	K-1		
Sunset					
Elementary	Anson Jones Elementary School	PK-6			
Elementary	George Peabody Elementary School	PK-6	K		
Elementary	Lida Hooe Elementary School	PK-5			
Elementary	Louise Wolff Kahn Elementary School	PK-6			
Elementary	Rosemont Elementary School	PK-5	K-5		
Elementary	Winnetka Elementary School	PK-5	PK-5		
Middle	Rosemont International Language Preparatory Middle				6-8
High	Sunset High School				9-12
Transformation & Innovation					
Elementary	Solar Preparatory School for Boys at John F. Kennedy Learning Center	PK-2	PK-2		
Elementary	Solar Preparatory STEAM School for Girls at James B. Bonham		K-3		
Elementary	Eduardo Mata Elementary School		PK-5		
White					
Elementary	Chapel Hill Elementary School	PK-5	K		
Elementary	Everette Lee DeGolyer Elementary School		PK-5		
Elementary	F.P. Caillet Elementary School	PK-5	PK-5		
Elementary	George H.W. Bush Elementary School	PK-5	K-5		
Elementary	Harry C. Withers Elementary School	PK	K-5		
Elementary	Herbert Marcus Elementary School	PK-5			
Elementary	Jerry R. Junkins Elementary School	PK-5	K-5		
Elementary	Nathan Adams Elementary School	PK-5	PK-5		
Elementary	Tom C. Gooch Elementary School	PK-5	K-2		
Middle	Ewell D. Walker Middle School				6-8
High	W.T. White High School				9-10
Wilmer-Hutchins					
Elementary	Wilmer-Hutchins Early Childhood Annex	PK4			
Elementary	Wilmer-Hutchins Elementary School	K-5			
Wilson					
Elementary	Geneva Heights Elementary School	PK	K-5		
Elementary	Lakewood Elementary School		K-5		
Elementary	Mockingbird Elementary School		K-5		
Elementary	Mount Auburn STEAM Academy Elementary School	PK-5			
Elementary	William Lipscomb Elementary School	PK-5	K-3		
Middle	J.L. Long Middle School				6-8
High	Woodrow Wilson High School				9-10

Source: Bilingual/ESL Department, fall 2018.

Note: DL = dual language. GT = gifted and talented. ESL = English as a Second Language. PK = prekindergarten. K = kindergarten. STEAM = Science, Technology, Engineering, Art, and Mathematics.

Appendix B

Appendix B: 2018-19 Two-Way Dual Language Programs by Campus

Feeder	Program	Campus	Grade Levels
Elementary Schools			
Adams	Immersion	Alex Sanger Preparatory Elementary	K-5
Adams	Immersion	Edwin J. Kiest Elementary	PK-5
Adams	Immersion	Martha Turner Reilly Elementary	K-3
Adamson	Immersion	James S. Hogg Elementary	PK-2
Adamson	Immersion	John H. Reagan Elementary	PK-1
Carter	Immersion	T. G. Terry Elementary	PK-5
Hillcrest	Immersion	Anne Frank Elementary	PK-2
Hillcrest	Immersion	Arthur Kramer Elementary (IB)	K-5
Hillcrest	Immersion	Preston Hollow Elementary	K-2
Jefferson	Immersion	K.B. Polk Center for Academically Talented and Gifted	K-2
Jefferson	Immersion	Stephen C. Foster Elementary	K-2
Jefferson	Immersion/GT	Walnut Hill Elementary	PK-5
Kimball	Immersion	Jimmie Tyler Brashear Elementary	PK-4
Kimball	Immersion	L. O. Donald Elementary	K-2
Madison	Immersion	Oran M. Roberts Elementary	K-5
North Dallas	Immersion	Ben Milam Elementary	K-1
North Dallas	Immersion	Maple Lawn Elementary	K
Pinkston	Immersion	Sidney Lanier Expressive Arts Vanguard	K-5
Pinkston	Immersion	Stevens Park Elementary	PK-2
Roosevelt	Immersion	N. W. Harlee Early Childhood Center	K-2
Roosevelt	Immersion	Cedar Crest Elementary	PK-K
Samuell	Immersion	Annie Webb Blanton Elementary	K-1
Samuell	Immersion	John Ireland Elementary	K-2
Samuell	Immersion	John Q. Adams Elementary	K-5
Samuell	Immersion	John W. Runyon Elementary	K-2
Samuell	Immersion	Nathaniel Hawthorne Elementary	K-3
Samuell	Immersion	Pleasant Grove Elementary	K-3
Samuell	Immersion	San Jacinto Elementary	K-2
Samuell	Immersion	Thelma Elizabeth Page Richardson Elementary	K-3
Seagoville	Immersion	Ebby Halliday Elementary	K-1
Seagoville	Immersion	Kleberg Elementary	K-2
Seagoville	Immersion	Seagoville North Elementary	K-1
Seagoville	Immersion	Seagoville Elementary	PK-K
Skyline	Immersion	Edna Rowe Elementary	PK-2
Skyline	Immersion/GT	Silberstein Elementary	K
South Oak Cliff	Immersion	Clinton P. Russell Elementary	K-2
South Oak Cliff	Immersion	Whitney M. Young Jr. Elementary	K-3
Spruce	Immersion	William M. Anderson Elementary	K-1
Spruce	Immersion	Rufus C. Burleson Elementary	K
Spruce	Immersion	B. H. Macon Elementary	K-2
Sunset	Enrichment	Rosemont Primary Chris V. Semos / Elementary	K-5
Sunset	Immersion	Peabody Elementary	K
Sunset	Immersion	Winnetka Elementary	PK-5
Trans & Innov	Immersion	Solar Preparatory School for Boys	PK-2
Trans & Innov	Immersion	Solar Preparatory School for Girls	K-3
Trans & Innov	Enrichment	Eduardo Mata Elementary-A Montessori Campus	PK-5

table continues

Appendix B (continued)

Feeder	Program	Campus	Grade Levels
White	Immersion	Everette L. DeGolyer Elementary	PK-5
White	Enrichment	F. P. Caillet Elementary	PK-5
White	Immersion	George Herbert Walker Bush Elementary	K-5
White	Enrichment	Harry C. Withers Elementary	K-5
White	Enrichment	Jerry R. Junkins Elementary	K-5
White	Immersion	Nathan Adams Elementary	PK-5
White	Enrichment	Tom C. Gooch Elementary	K-2
White	Immersion	Chapel Hill Prep	K
Wilson	Immersion	Lakewood Elementary	K-5
Wilson	Immersion	Geneva Heights Elementary	K-5
Wilson	Immersion	Mockingbird Elementary	K-5
Wilson	Immersion	William Lipscomb Elementary (IB)	K-3
Middle Schools			
Adams	Secondary	Alex Sanger Preparatory Middle School	6-8
Magnet	GT	School for the Talented and Gifted in Pleasant Grove	4-6
Sunset	Secondary	Rosemont International Language Preparatory Middle	6-8
White	Secondary	E. D. Walker Middle School	6-8
Wilson (IB)	Secondary	J. L. Long Middle School	6-8
High Schools			
Adams	Secondary	Bryan Adams High School	9
Sunset	Secondary	Sunset High School	9-12
White	Secondary	W. T. White High School	9-10
Wilson (IB)	Secondary	Woodrow Wilson High School	9-10

Source: Bilingual/ESL Department, fall 2018.

Note: Trans & Innov = Transformation and Innovation. IB = International Baccalaureate. GT = gifted and talented. PK = prekindergarten. K = kindergarten. ESL = English as a Second Language.

Appendix C

Appendix C: 2018-19 English Learner Reclassification Criteria

Assessment Type	Grades K to 4 Per Local Policy	Grades 5, 6, and 8 (Not Grade 7)	Grade 7	Grades 9 to 10 Graduating Under STAAR/EOC	Grades 11 to 12 Graduating Under STAAR/EOC
English Oral = Listening and Speaking	Not Eligible for Reclassification	Advanced (ADV) on English WMLS/IPT	Advanced (ADV) on English WMLS/IPT	Advanced (ADV) on English WMLS/IPT	Advanced (ADV) on English WMLS/IPT
		AND	AND	AND	AND
2019 English Reading	Not Eligible for Reclassification	Meet or Exceed Passing Standard STAAR Reading* English version only	Meet or Exceed Passing Standard STAAR Reading*	Satisfactory or Advanced STAAR EOC English I/II*	40% or Greater on <i>TerraNova</i> Norm-Referenced Assessment-Both Reading and Language Arts Portions
		AND	AND	AND	AND
2019 English Writing	Not Eligible for Reclassification	TELPAS Writing Advanced High (H)	Meet or Exceed Passing Standard STAAR Writing*	Satisfactory or Advanced STAAR EOC English I/II*	TELPAS Writing Advanced High (H)
		AND	AND	AND	AND
Teacher/LPAC Evaluation	Linguistic and Academic Performance of Student Teacher Input				

Source: Dallas ISD Bilingual Education/ESL Department.

Note: K = kindergarten. * = Per the Texas Education Agency, English learners for whom the LPAC has recommended the use of Oral Administration, Content and Language Supports, or Extra Time as an accommodation for any Reading or Writing STAAR/EOC assessment may NOT be considered for Reclassification. WMLS/IPT = Woodcock-Muñoz Language Survey/Idea Proficiency Test. STAAR = State of Texas Assessments of Academic Readiness. EOC = End-of-Course. TELPAS = Texas English Language Proficiency Assessment System. LPAC = Language Proficient Assessment Committee. Passing Standard = Approaches or Above Grade Level STAAR performance standard.

Appendix D

Appendix D, Table 1: 2018-19 English Learner Student Characteristics

	Elementary Level					Secondary School Level						
	Total <i>N</i>	Current ELs (<i>N</i> = 40,884)		nonELs (<i>N</i> = 40,870)		Total <i>N</i>	Current ELs (<i>N</i> = 28,535)		Monitored ELs (<i>N</i> = 6,646)		nonELs (<i>N</i> = 43,839)	
		<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Sex												
Female	39,939	20,002	48.9	19,937	48.8	39,379	13,482	47.2	3,648	54.9	22,249	50.8
Male	41,815	20,882	51.1	20,933	51.2	39,641	15,053	52.8	2,998	45.1	21,590	49.2
Race/Ethnicity												
Asian	1,118	755	1.8	363	0.9	1,007	453	1.6	66	1.0	488	1.1
African American	18,249	501	1.2	17,748	43.4	15,395	320	1.1	44	0.7	15,031	34.3
Hispanic	55,793	38,831	95.0	16,962	41.5	58,093	27,413	96.1	6,489	97.6	24,191	55.2
American Indian	336	119	0.3	217	0.5	221	70	0.2	13	0.2	138	0.3
Pacific Islander	35	8	0.0	27	0.1	44	9	0.0	3	0.0	32	0.1
White	4,610	494	1.2	4,116	10.1	3,354	194	0.7	22	0.3	3,138	7.2
Two or More Races	1,186	63	0.2	1,123	2.7	697	22	0.1	9	0.1	666	1.5
Not Available	427	113	0.3	314	0.8	209	54	0.2	-	0.0	155	0.4
Language Spoken at Home												
English	37,416	609	1.5	36,807	90.1	29,669	338	1.2	60	0.9	29,271	66.8
Spanish	42,305	38,828	95.0	3,477	8.5	47,841	27,347	95.8	6,459	97.2	14,035	32.0
Other	2,033	1,447	3.5	586	1.4	1,510	850	3.0	127	1.9	533	1.2
Language Student Most Often Speaks												
English	40,941	3,236	7.9	37,705	92.3	33,084	1,680	5.9	360	5.4	31,044	70.8
Spanish	39,161	36,474	89.2	2,687	6.6	44,661	26,081	91.4	6,169	92.8	12,411	28.3
Other	1,652	1,174	2.9	478	1.2	1,275	774	2.7	117	1.8	384	0.9
Country of Birth												
United States	74,492	35,455	86.7	39,037	95.5	70,362	22,826	80.0	5,905	88.9	41,631	95.0
Other	7,262	5,429	13.3	1,833	4.5	8,658	5,709	20.0	741	11.1	2,208	5.0
Special Student Groups												
TAG Participant	10,755	4,977	12.2	5,778	14.1	14,271	3,108	10.9	2,039	30.7	9,124	20.8
Special Education	6,543	2,717	6.6	3,826	9.4	6,315	2,394	8.4	52	0.8	3,869	8.8
At Risk	34,902	33,444	81.8	1,458	3.6	36,544	27,477	96.3	2,275	34.2	6,792	15.5
Economic Disadvantage	73,128	38,827	95.0	34,301	83.9	65,636	25,391	89.0	5,776	86.9	34,469	78.6
Homeless	1,274	428	1.0	846	2.1	637	151	0.5	16	0.2	470	1.1

Source: District PEIMS snapshot demographic data file dated February 26, 2019.

Note: Includes data for students enrolled on the PEIMS snapshot date of October 26, 2018. EL = English learner. TAG = Talented and Gifted. Percentages may not sum to 100 because of rounding. PEIMS = Public Education Information Management System.

Appendix D, Table 2: 2018-19 English Learner Students and Non-English Learner Students by Grade

Grade Level	Elementary Level						Secondary School Level					
	Total <i>N</i>	Current ELs (<i>N</i> = 40,884)		nonELs (<i>N</i> = 40,870)			Current ELs (<i>N</i> = 28,535)		Monitored ELs (<i>N</i> = 6,646)		nonELs (<i>N</i> = 43,839)	
		<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
PK	12,660	6,099	14.9	6,561	16.1							
K	10,915	5,302	13.0	5,613	13.7							
1	11,161	5,609	13.7	5,552	13.6							
2	11,248	5,820	14.2	5,428	13.3							
3	11,448	5,874	14.4	5,574	13.6							
4	12,136	6,060	14.8	6,076	14.9							
5	12,186	6,120	15.0	6,066	14.8							
6						11,288	5,394	18.9	202	3.0	5,692	13.0
7						10,916	5,025	17.6	427	6.4	5,464	12.5
8						11,098	4,751	16.6	724	10.9	5,623	12.8
9						13,194	5,251	18.4	1,061	16.0	6,882	15.7
10						12,188	3,723	13.0	1,651	24.8	6,814	15.5
11						10,945	2,559	9.0	1,596	24.0	6,790	15.5
12						9,391	1,832	6.4	985	14.8	6,574	15.0

Source: District PEIMS snapshot demographic data file dated February 26, 2019.

Note: Includes students who were enrolled on the PEIMS snapshot date of October 26, 2018. PK = Prekindergarten. K = Kindergarten. EL = English learner. PEIMS = Public Education Information Management System. Percentages may not add to 100 because of rounding.

Appendix E

Appendix E, Table 1: 2018-19 Characteristics of Students Served by BE/ESL Program/Classification

	District (N = 155,057)		All ELs (N = 69,419)		nonELs (N = 84,709)		Monitored (N = 6,653)	
	n	%	n	%	n	%	n	%
Sex								
Female	75,978	49.0	33,484	48.2	42,186	49.8	3,650	54.9
Male	79,079	51.0	35,935	51.8	42,523	50.2	3,003	45.1
Race/Ethnicity								
Asian	2073	1.3	1,208	1.7	851	1.0	66	1.0
African American	33,614	21.7	821	1.2	32,779	38.7	44	0.7
Hispanic	108,288	69.8	66,244	95.4	41,153	48.6	6,496	97.6
American Indian	546	0.4	189	0.3	355	0.4	13	0.2
Pacific Islander	76	0.0	17	0.0	59	0.1	3	0.0
White	7,949	5.1	688	1.0	7,254	8.6	22	0.3
Two or More Races	1,875	1.2	85	0.1	1,789	2.1	9	0.1
Not Available	636	0.4	167	0.2	469	0.6	0	0.0
Language Spoken at Home								
English	67,043	43.2	947	1.4	66,078	78.0	60	0.9
Spanish	84,565	54.5	66,175	95.3	17,512	20.7	6,466	97.2
Other	3,449	2.2	2,297	3.3	1,119	1.3	127	1.9
Language Student Most Often Speaks								
English	73,757	47.6	4,916	7.1	68,749	81.2	362	5.4
Spanish	78,466	50.6	62,555	90.1	15,098	17.8	6,174	92.8
Other	2,834	1.8	1,948	2.8	862	1.0	117	1.8
Country of Birth								
United States	139,794	90.2	58,281	84.0	80,668	95.2	5,912	88.9
Other	15,263	9.8	11,138	16.0	4,041	4.8	741	11.1
Special Student Populations								
TAG Participant	22,993	14.8	8,085	11.6	14,902	17.6	2,039	30.6
Special Education	13,720	8.8	5,111	7.4	7,695	9.1	55	0.8
At Risk	69,321	44.7	60,921	87.8	8,250	9.7	2,282	34.3
Economic Disadvantage	133,819	86.3	64,218	92.5	68,770	81.2	5,783	86.9
Homeless	1,898	1.2	579	0.8	1,316	1.6	16	0.2
Grade Level								
PK	12,737	8.2	6,099	8.8	6,561	7.7	2	0.0
K	10,992	7.1	5,302	7.6	5,613	6.6	3	0.0
1	11,234	7.2	5,609	8.1	5,552	6.6	1	0.0
2	11,314	7.3	5,820	8.4	5,428	6.4	0	0.0
3	11,518	7.4	5,874	8.5	5,574	6.6	0	0.0
4	12,197	7.9	6,060	8.7	6,076	7.2	0	0.0
5	12,248	7.9	6,120	8.8	6,066	7.2	1	0.0
6	11,144	7.2	5,394	7.8	5,692	6.7	202	3.0
7	10,554	6.8	5,025	7.2	5,464	6.5	427	6.4
8	10,424	6.7	4,751	6.8	5,623	6.6	724	10.9
9	12,192	7.9	5,251	7.6	6,882	8.1	1,061	15.9
10	10,603	6.8	3,723	5.4	6,814	8.0	1,651	24.8
11	9,398	6.1	2,559	3.7	6,790	8.0	1,596	24.0
12	8,502	5.5	1,832	2.6	6,574	7.8	985	14.8
Elementary Level	82,240	53.0	40,884	58.9	40,870	48.2	7	0.1
Secondary Level	72,817	47.0	28,535	41.1	43,839	51.8	6,646	99.9

Source: District PEIMS snapshot demographic data file dated February 26, 2019.

Note: Includes students enrolled on the 2018-19 PEIMS snapshot date (October 26, 2018). TAG = Talented and Gifted. EL = English learner. BE = Bilingual Education. ESL = English as a Second Language. PK = prekindergarten. K = kindergarten. 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." PEIMS = Public Education Information Management System. Percentages may not sum to 100 because of rounding.

Appendix E, Table 2: 2018-19 Characteristics of Students Served by BE/ESL Program/Classification

	ELs in OWDL (N = 33,820)		ELs in TWDL (N = 3,106)		nonELs in TWDL (N = 2,061)	
	n	%	n	%	n	%
Sex						
Female	16,762	49.6	1,524	49.1	1,092	53.0
Male	17,058	50.4	1,582	50.9	969	47.0
Race/Ethnicity						
Asian	14	0.0	4	0.1	31	1.5
African American	14	0.0	6	0.2	240	11.6
Hispanic	33,313	98.5	3,046	98.1	1,170	56.8
American Indian	91	0.3	13	0.4	5	0.2
Pacific Islander	3	0.0	1	0.0	2	0.1
White	270	0.8	30	1.0	521	25.3
Two or More Races	14	0.0	5	0.2	84	4.1
Not Available	101	0.3	1	0.0	8	0.4
Language Spoken at Home						
English	345	1.0	47	1.5	1,535	74.5
Spanish	33,444	98.9	3,047	98.1	510	24.7
Other	31	0.1	12	0.4	16	0.8
Language Student Most Often Speaks						
English	1,798	5.3	248	8.0	1,625	78.8
Spanish	31,987	94.6	2,846	91.6	424	20.6
Other	35	0.1	12	0.4	12	0.6
Country of Birth						
United States	29,696	87.8	2,813	90.6	2,004	97.2
Other	4,124	12.2	293	9.4	57	2.8
Special Student Populations						
TAG Participant	4,259	12.6	403	13.0	627	30.4
Special Education	1,635	4.8	196	6.3	68	3.3
At Risk	27,318	80.8	2,844	91.6	36	1.7
Economic Disadvantage	32,483	96.0	2,763	89.0	1,020	49.5
Homeless	360	1.1	35	1.1	26	1.3
Grade Level						
PK	5,382	15.9	196	6.3	84	4.1
K	4,334	12.8	457	14.7	341	16.5
1	4,353	12.9	607	19.5	416	20.2
2	4,508	13.3	650	20.9	443	21.5
3	4,766	14.1	434	14.0	313	15.2
4	5,054	14.9	346	11.1	252	12.2
5	5,052	14.9	332	10.7	208	10.1
6	344	1.0	83	2.7	2	0.1
7	8	0.0	1	0.0	1	0.0
8	5	0.0	0	0.0	0	0.0
9	12	0.0	0	0.0	0	0.0
10	2	0.0	0	0.0	1	0.0
11	0	0.0	0	0.0	0	0.0
12	0	0.0	0	0.0	0	0.0
Elementary Level	33,449	98.9	3,022	97.3	2,057	99.8
Secondary Level	371	1.1	84	2.7	4	0.2

Source: District PEIMS snapshot demographic data file dated February 26, 2019.

Note: Includes students enrolled on the PEIMS snapshot date (October 26, 2018). TAG = Talented and Gifted. EL = English learner. BE = Bilingual Education. ESL = English as a Second Language. PK = prekindergarten. K = kindergarten. OWDL = one-way dual language. TWDL = two-way dual language. PEIMS = Public Education Information Management System.

Appendix E, Table 3: 2018-19 Characteristics of Students Served by BE/ESL Program/Classification

	ELs SECDL (N = 346)		nonELs SECDL (N = 127)	
	n	%	n	%
Sex				
Female	180	52.0	67	52.8
Male	166	48.0	60	47.2
Race/Ethnicity				
Asian	0	0.0	2	1.6
African American	0	0.0	4	3.1
Hispanic	345	99.7	109	85.8
American Indian	0	0.0	0	0.0
Pacific Islander	0	0.0	0	0.0
White	1	0.3	11	8.7
Two or More Races	0	0.0	1	0.8
Not Available	0	0.0	0	0.0
Language Spoken at Home				
English	5	1.4	65	51.2
Spanish	340	98.3	62	48.8
Other	1	0.3	0	0.0
Language Student Most Often Speaks				
English	9	2.6	77	60.6
Spanish	337	97.4	50	39.4
Other	0	0.0	0	0.0
Country of Birth				
United States	295	85.3	123	96.9
Other	51	14.7	4	3.1
Special Student Populations				
TAG Participant	62	17.9	57	44.9
Special Education	17	4.9	4	3.1
At Risk	345	99.7	5	3.9
Economic Disadvantage	293	84.7	67	52.8
Homeless	1	0.3	1	0.8
Grade Level				
PK	0	0.0	0	0.0
K	0	0.0	0	0.0
1	0	0.0	0	0.0
2	0	0.0	0	0.0
3	0	0.0	0	0.0
4	0	0.0	0	0.0
5	0	0.0	0	0.0
6	32	9.2	13	10.2
7	31	9.0	25	19.7
8	56	16.2	34	26.8
9	142	41.0	19	15.0
10	60	17.3	18	14.2
11	9	2.6	8	6.3
12	16	4.6	10	7.9
Elementary Level	0	0.0	0	0.0
Secondary Level	346	100.0	127	100.0

Source: District PEIMS snapshot demographic data file dated February 26, 2019.
Note: Includes students enrolled on the 2018-19 PEIMS snapshot date (October 26, 2018). TAG = Talented and Gifted. EL = English learner. BE = Bilingual Education. PK = prekindergarten. K = kindergarten. SECDL = secondary dual language program. PEIMS = Public Education Information Management System.

Appendix E, Table 4: 2018-19 Characteristics of Students Served by BE/ESL Program/Classification

	ESL (N = 5,301)		Sheltered (N = 20,105)		Immigrant (N = 6,143)	
	n	%	n	%	n	%
Sex						
Female	2,500	47.2	9,616	47.8	3,001	48.9
Male	2,801	52.8	10,489	52.2	3,142	51.1
Race/Ethnicity						
Asian	824	15.5	280	1.4	468	7.6
African American	613	11.6	138	0.7	539	8.8
Hispanic	3,476	65.6	19,526	97.1	4,677	76.1
American Indian	43	0.8	35	0.2	60	1.0
Pacific Islander	8	0.2	4	0.0	11	0.2
White	236	4.5	103	0.5	262	4.3
Two or More Races	56	1.1	9	0.0	58	0.9
Not Available	45	0.8	10	0.0	68	1.1
Language Spoken at Home						
English	125	2.4	156	0.8	414	6.7
Spanish	3,511	66.2	19,496	97.0	4,751	77.3
Other	1,665	31.4	453	2.3	978	15.9
Language Student Most Often Speaks						
English	499	9.4	898	4.5	607	9.9
Spanish	3,427	64.6	18,796	93.5	4,683	76.2
Other	1,375	25.9	411	2.0	853	13.9
Country of Birth						
United States	1,834	34.6	17,419	86.6	2	0.0
Other	3,467	65.4	2,686	13.4	6,141	100.0
Special Student Populations						
TAG Participant	238	4.5	2,209	11.0	233	3.8
Special Education	170	3.2	1,325	6.6	130	2.1
At Risk	4,135	78.0	19,836	98.7	3,935	64.1
Economic Disadvantage	4,544	85.7	18,193	90.5	5,270	85.8
Homeless	50	0.9	92	0.5	96	1.6
Grade Level						
PK	356	6.7	0	0.0	557	9.1
K	268	5.1	0	0.0	607	9.9
1	270	5.1	0	0.0	812	13.2
2	194	3.7	0	0.0	580	9.4
3	213	4.0	0	0.0	413	6.7
4	196	3.7	0	0.0	364	5.9
5	198	3.7	0	0.0	341	5.6
6	543	10.2	3,683	18.3	325	5.3
7	546	10.3	3,790	18.9	316	5.1
8	552	10.4	3,570	17.8	365	5.9
9	815	15.4	3,568	17.7	604	9.8
10	579	10.9	2,379	11.8	475	7.7
11	384	7.2	1,744	8.7	280	4.6
12	187	3.5	1,371	6.8	104	1.7
Elementary Level	1,695	32.0	0	0.0	3,674	59.8
Secondary Level	3,606	68.0	20,105	100.0	2,469	40.2

Source: District PEIMS snapshot demographic data file dated February 26, 2019.

Note: Includes students enrolled on the PEIMS snapshot date (October 26, 2018). TAG = Talented and Gifted. EL = English learner. BE = Bilingual Education. PK = prekindergarten. K = kindergarten. ESL = English as a Second Language. PEIMS = Public Education Information Management System.

Appendix E, Table 5: 2018-19 Characteristics of Students Served by BE/ESL Program/Classification

	ELSPED (N = 5,111)		Parent Denials (N = 4,249)		Unservable (N = 924)	
	n	%	n	%	n	%
Sex						
Female	1,639	32.1	1,813	42.7	283	30.6
Male	3,472	67.9	2,436	57.3	641	69.4
Race/Ethnicity						
Asian	46	0.9	6	0.1	8	0.9
African American	28	0.5	12	0.3	5	0.5
Hispanic	4,987	97.6	4,184	98.5	901	97.5
American Indian	11	0.2	4	0.1	2	0.2
Pacific Islander	0	0.0	0	0.0	0	0.0
White	34	0.7	35	0.8	0	0.0
Two or More Races	1	0.0	0	0.0	7	0.8
Not Available	4	0.1	8	0.2	1	0.1
Language Spoken at Home						
English	90	1.8	244	5.7	15	1.6
Spanish	4,935	96.6	3,992	94.0	895	96.9
Other	86	1.7	13	0.3	14	1.5
Language Student Most Often Speaks						
English	575	11.3	1,278	30.1	103	11.1
Spanish	4,468	87.4	2,963	69.7	811	87.8
Other	68	1.3	8	0.2	10	1.1
Country of Birth						
United States	4,727	92.5	4,098	96.4	853	92.3
Other	384	7.5	151	3.6	71	7.7
Special Student Populations						
TAG Participant	62	1.2	379	8.9	5	0.5
Special Education	5,111	100.0	827	19.5	909	98.4
At Risk	4,827	94.4	4,090	96.3	821	88.9
Economic Disadvantage	4,711	92.2	3,755	88.4	831	89.9
Homeless	34	0.7	33	0.8	5	0.5
Grade Level						
PK	169	3.3	100	2.4	64	6.9
K	255	5.0	179	4.2	62	6.7
1	389	7.6	293	6.9	68	7.4
2	428	8.4	394	9.3	62	6.7
3	466	9.1	384	9.0	71	7.7
4	494	9.7	384	9.0	75	8.1
5	516	10.1	441	10.4	81	8.8
6	475	9.3	381	9.0	74	8.0
7	385	7.5	323	7.6	62	6.7
8	327	6.4	347	8.2	58	6.3
9	408	8.0	360	8.5	67	7.3
10	324	6.3	297	7.0	66	7.1
11	253	5.0	214	5.0	47	5.1
12	222	4.3	152	3.6	67	7.3
Elementary Level	2,717	53.2	2,175	51.2	483	52.3
Secondary Level	2,394	46.8	2,074	48.8	441	47.7

Source: District PEIMS snapshot demographic data file dated February 26, 2019.

Note: Includes students enrolled on the PEIMS snapshot date (October 26, 2018). TAG = Talented and Gifted. BE = Bilingual Education. PK = prekindergarten. K = kindergarten. ESL = English as a Second Language. ELSPED = dually-identified as English learner and requiring special education services. PEIMS = Public Education Information Management System.

Appendix F

Appendix F, Table 1: 2018-19 Percentage of English Learner Parent Denials by Feeder Pattern, Campus, and Grade Level

Parent Denial ELs by Grade Level																		
Feeder	Students N	ELs		PK %	K %	1 %	2 %	3 %	4 %	5 %	6 %	7 %	8 %	9 %	10 %	11 %	12 %	All %
		n	%															
District	155,057	69,419	44.8	0.1	0.3	0.4	0.6	0.6	0.6	0.6	0.5	0.5	0.5	0.5	0.4	0.3	0.2	6.1
ACE	6,391	2,318	36.3	0.1	0.3	0.4	0.5	0.5	0.6	0.5	0.3	0.3	0.4	0.0	0.0	0.0	0.0	4.1
Adams	9,797	4,761	48.6	0.1	0.4	0.7	1.2	0.8	0.9	0.7	0.7	0.5	0.6	0.5	0.3	0.2	0.2	7.7
Adamson	4,546	2,439	53.7	0.0	0.1	0.2	0.4	0.7	0.5	0.5	0.5	0.4	0.3	1.0	1.0	0.4	0.3	6.3
Carter	5,204	1,330	25.6	0.2	0.2	0.5	0.4	0.4	0.2	0.2	0.2	0.8	0.3	0.8	0.5	0.5	0.0	5.0
Conrad	4,674	3,273	70.0	0.0	0.1	0.5	0.3	0.4	0.2	0.3	0.4	0.2	0.2	0.4	0.1	0.1	0.1	3.3
Hillcrest	5,453	2,769	50.8	0.1	0.1	0.3	0.3	0.3	0.3	0.8	0.5	0.4	0.2	0.4	0.1	0.2	0.1	4.3
Hospital Sec	98	7	7.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Jefferson	7,470	5,442	72.9	0.1	0.2	0.1	0.3	0.5	0.4	0.5	0.2	0.2	0.4	0.3	0.3	0.2	0.2	3.9
JJAEP ^a	11	2	18.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Kimball	7,305	3,659	50.1	0.1	0.6	0.7	1.0	1.1	0.6	0.7	0.3	0.6	0.4	0.3	0.3	0.2	0.1	7.1
Lincoln	1,189	117	9.8	0.9	0.0	0.9	0.9	1.7	0.0	0.0	0.0	0.0	0.0	0.9	4.3	3.4	0.9	13.7
Madison	1,948	677	34.8	0.0	0.1	0.0	0.4	0.1	0.4	0.3	0.7	1.5	1.3	0.9	0.1	0.1	0.0	6.2
Magnet Schools	6,689	967	14.5	0.1	0.1	0.1	0.3	0.4	0.2	0.2	0.6	0.5	0.6	1.0	1.6	0.3	0.8	6.9
Molina	6,735	3,110	46.2	0.1	0.4	0.6	1.0	0.8	0.5	0.9	0.6	0.5	0.7	0.7	0.7	0.3	0.2	8.1
North Dallas	3,376	1,657	49.1	0.2	0.3	0.4	0.4	0.2	0.7	1.0	0.3	0.3	0.7	0.4	0.7	0.5	0.5	6.5
Pinkston	5,752	2,751	47.8	0.3	0.5	0.5	0.3	0.9	0.8	0.7	0.4	0.8	0.6	0.4	0.2	0.2	0.0	6.6
PK Partner ^a	2,130	293	13.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Roosevelt	3,853	1,238	32.1	0.2	0.1	0.2	0.3	0.3	0.5	0.6	0.5	0.1	0.5	0.8	0.3	0.0	0.2	4.6
Samuell	8,434	4,855	57.6	0.1	0.1	0.2	0.3	0.4	0.5	0.6	0.5	0.5	0.5	0.5	0.3	0.2	0.2	5.0
Seagoville	6,596	3,117	47.3	0.1	0.5	0.5	0.7	0.7	0.8	1.1	0.9	0.5	0.5	0.6	0.4	0.3	0.2	7.9
Skyline	11,612	4,835	41.6	0.1	0.2	0.6	0.6	0.6	0.5	0.5	0.5	0.2	0.4	0.5	0.2	0.2	0.1	5.3
South Oak Cliff	5,994	2,069	34.5	0.0	0.2	0.5	0.4	0.3	0.5	1.0	0.1	0.3	0.2	0.3	0.3	0.3	0.2	4.7
Spruce	9,858	5,463	55.4	0.3	0.3	0.4	0.6	0.5	0.6	0.5	0.2	0.3	0.3	0.3	0.4	0.2	0.4	5.5
Sunset	8,149	3,782	46.4	0.2	0.2	0.4	0.6	0.5	0.6	1.0	1.1	0.7	0.6	0.8	0.8	0.6	0.2	8.1
Transformation & Inno.	2,857	896	31.4	1.0	0.3	1.3	2.1	0.6	1.0	0.8	2.5	0.4	0.7	0.2	0.7	0.2	0.3	12.2
White	8,838	4,804	54.4	0.1	0.2	0.3	0.3	0.4	0.4	0.5	0.7	0.7	0.5	0.5	0.5	0.8	0.2	6.2
Wilmer-Hutchins	2,638	866	32.8	0.1	0.0	0.1	0.2	0.1	0.3	0.3	0.1	0.5	0.3	0.7	0.2	0.2	0.0	3.3
Wilson	7,460	1,922	25.8	0.2	0.3	0.6	0.5	0.4	0.9	0.6	1.7	1.2	1.8	1.3	1.4	1.3	1.4	13.6

Source: District PEIMS snapshot demographic file dated February 26, 2019.

Note: Includes students enrolled on the PEIMS snapshot date of October 26, 2018. EL = English learner. ACE = Accelerating Campus Excellence program. JJAEP = Juvenile Justice Alternative Education Program. PK = prekindergarten. K = kindergarten. Transformation & Inno. = Transformation & Innovation. ^a = not a feeder pattern but included for complete accounting of all students enrolled at PEIMS in 2018-19. PEIMS = Public Education Information Management System. Percentages may not sum to 100 because of rounding.

Appendix F, Table 2: 2018-19 Percentage of Unserved English Learners by Feeder Pattern and Grade Level

Feeder	Unserved ELs by Grade Level																	
	Students N	ELs		PK	K	1	2	3	4	5	6	7	8	9	10	11	12	All
		n	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
District	155,057	69,419	44.8	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	1.3
ACE	6,391	2,318	36.3	0.1	0.1	0.1	0.2	0.2	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0
Adams	9,797	4,761	48.6	0.3	0.1	0.1	0.1	0.1	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.2	0.3	1.9
Adamson	4,546	2,439	53.7	0.0	0.0	0.0	0.0	0.1	0.2	0.2	0.1	0.0	0.0	0.1	0.1	0.0	0.1	1.2
Carter	5,204	1,330	25.6	0.8	0.0	0.1	0.2	0.2	0.2	0.2	0.1	0.0	0.0	0.2	0.2	0.2	0.0	2.0
Conrad	4,674	3,273	70.0	0.2	0.2	0.1	0.0	0.1	0.2	0.0	0.0	0.1	0.1	0.2	0.1	0.1	0.1	1.4
Hillcrest	5,453	2,769	50.8	0.1	0.2	0.1	0.3	0.1	0.3	0.2	0.0	0.1	0.1	0.1	0.1	0.0	0.0	1.7
Hospital Sec	98	7	7.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Jefferson	7,470	5,442	72.9	0.1	0.2	0.2	0.1	0.2	0.2	0.1	0.1	0.1	0.1	0.2	0.1	0.0	0.1	1.8
JJAEP ^a	11	2	18.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Kimball	7,305	3,659	50.1	0.0	0.1	0.2	0.2	0.2	0.2	0.2	0.1	0.2	0.1	0.1	0.1	0.0	0.0	1.7
Lincoln	1,189	117	9.8	0.0	0.0	0.9	0.9	0.9	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.9	4.3
Madison	1,948	677	34.8	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.3	0.1	0.0	0.0	0.1	0.0	0.7
Magnet Schools	6,689	967	14.5	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1
Molina	6,735	3,110	46.2	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.2	0.1	0.0	0.1	0.0	0.0	0.0	1.0
North Dallas	3,376	1,657	49.1	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.0	0.2	0.6
Pinkston	5,752	2,751	47.8	0.0	0.1	0.0	0.0	0.1	0.0	0.2	0.3	0.2	0.0	0.0	0.0	0.0	0.0	0.9
PK Partner ^a	2,130	293	13.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Roosevelt	3,853	1,238	32.1	0.0	0.0	0.0	0.1	0.0	0.1	0.4	0.2	0.2	0.1	0.2	0.0	0.0	0.1	1.3
Samuell	8,434	4,855	57.6	0.1	0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	1.2
Seagoville	6,596	3,117	47.3	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.0	0.0	0.1	0.6
Skyline	11,612	4,835	41.6	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.0	0.1	0.4	0.4	0.3	2.3
South Oak Cliff	5,994	2,069	34.5	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.0	0.1	0.0	0.0	0.9
Spruce	9,858	5,463	55.4	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.2	1.3
Sunset	8,149	3,782	46.4	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.5
Transformation & Inno.	2,857	896	31.4	0.0	0.1	0.0	0.2	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.6
White	8,838	4,804	54.4	0.1	0.1	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.0	1.5
Wilmer-Hutchins	2,638	866	32.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1
Wilson	7,460	1,922	25.8	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.6	0.1	0.1	0.2	0.3	0.2	0.1	1.8

Source: District PEIMS snapshot demographic file dated February 26, 2019.

Note: includes students enrolled on the PEIMS snapshot date of October 26, 2018. EL = English learner. ACE = Accelerating Campus Excellence program. JJAEP = Juvenile Justice Alternative Education Program. PK = prekindergarten. K = kindergarten. Transformation & Inno. = Transformation & Innovation. ^a = not a feeder pattern but included for complete accounting of all students enrolled at PEIMS in 2018-19. PEIMS = Public Education Information Management System. Percentages may not sum to 100 because of rounding.

Appendix G

Appendix G, Table 1: 2018-19 ESL Teacher and Administrator Survey - Characteristics

	Teachers		Administrators	
	<i>n</i>	%	<i>n</i>	%
What is your role at the campus in 2018-19?				
ESL Teacher	29	33.3	0	0.0
R/LA Sheltered Teacher	19	21.8	0	0.0
Math Sheltered Teacher	4	4.6	0	0.0
Social Studies Teacher	5	5.7	0	0.0
Science Teacher	3	3.4	0	0.0
Campus Instructional Coach	0	0.0	7	15.6
Administrator	0	0.0	38	84.4
Other	27	31.0	0	0.0
What grade level(s) are you teaching in 2018-19?*				
Elementary School	20	23.0	13	28.9
Middle School	19	21.8	11	24.4
High School	48	55.2	21	46.7
Approximately what percentage of the students that you teach in 2018-19 are identified as English learners?				
0-20 percent	14	16.1		
21-40 percent	18	20.7		
41-60 percent	8	9.2		
61-80 percent	12	13.8		
81-100 percent	35	40.2		
I do not know	0	0.0		
Approximately what percentage of the students at your campus in 2018-19 are identified as English learners? (Administrators only)				
0-20 percent			3	6.7
21-40 percent			8	17.8
41-60 percent			15	33.3
61-80 percent			11	24.4
81-100 percent			6	13.3
I don't know/No answer			2	4.4

Source: 2018-19 ESL Support Survey for Dallas ISD Teachers and Administrators.
Note: R/LA = Reading/Language Arts. ESL = English as a Second Language.
 Percentages may not sum to 100 percent because of rounding. * = Participants could choose more than one answer.

Appendix G, Table 2: 2018-19 ESL Teacher and Administrator Survey – ESL Instructional Specialists

	N	Not at all effective		Slightly effective		Moderately effective		Very effective		Extremely effective		I do not know	
		n	%	n	%	n	%	n	%	n	%	n	%
Teachers													
Based on your own personal experience in 2018-19 only, rate the effectiveness of your ESL Instructional Specialist(s) in the following areas:													
Professional development	84	2	2.4	6	7.1	19	22.6	29	34.5	18	21.4	10	11.9
In-class support	83	5	6.0	6	7.2	16	19.3	21	25.3	26	31.3	9	10.8
Providing resources/materials	83	3	3.6	9	10.8	8	9.6	22	26.5	34	41.0	7	8.4
Teachers													
Considering the overall experience for your campus in 2018-19, rate the effectiveness of your ESL Instructional Specialist(s) in the following areas:													
Professional development	84	4	4.8	7	8.3	15	17.9	32	38.1	16	19.0	10	11.9
In-class support	84	5	6.0	6	7.1	17	20.2	24	28.6	21	25.0	11	13.1
Providing resources/materials	84	3	3.6	8	9.5	14	16.7	19	22.6	30	35.7	10	11.9
Administrators													
Based on your own personal experience in 2018-19 only, rate the effectiveness of your ESL Instructional Specialist(s) in the following areas:													
Professional development	44	2	4.5	5	11.4	9	20.5	7	15.9	12	27.3	9	20.5
In-class support	44	3	6.8	3	6.8	11	25.0	12	27.3	10	22.7	5	11.4
Providing resources/materials	44	0	0.0	4	9.1	10	22.7	13	29.5	13	29.5	4	9.1
Administrators													
Considering the overall experience for your campus in 2018-19, rate the effectiveness of your ESL Instructional Specialist(s) in the following areas:													
Professional development	44	3	6.8	4	9.1	9	20.5	9	20.5	11	25.0	8	18.2
In-class support	44	3	6.8	2	4.5	14	31.8	9	20.5	11	25.0	5	11.4
Providing resources/materials	44	1	2.3	4	9.1	9	20.5	14	31.8	13	29.5	3	6.8

Source: 2018-19 ESL Support Survey for Dallas ISD Teachers and Administrators.

Note: ESL = English as a Second Language. Percentages may not sum to 100 percent because of rounding.

Appendix G, Table 3: 2018-19 ESL Teacher and Administrator Survey – ESL Instructional Specialists

	Teachers		Administrators	
	n	%	n	%
In 2018-19, how frequently did you meet with the ESL Instructional Specialist at your campus?				
More than once a week	0	0.0	1	2.3
Once a week	43	51.8	10	23.3
Monthly	18	21.7	16	37.2
Once a semester	9	10.8	8	18.6
Once a year	2	2.4	3	7.0
Never	11	13.3	5	11.6

Source: 2018-19 ESL Support Survey for Dallas ISD Teachers and Administrators.

Note: ESL = English as a Second Language. Percentages may not sum to 100 percent because of rounding.

Appendix G, Table 4: 2018-19 ESL Teacher and Administrator Survey – ESL Instructional Specialists

	N	Never		Rarely		Sometimes		Usually		Always		I do not know	
		n	%	n	%	n	%	n	%	n	%	n	%
Teachers													
Whether you interacted with the ESL Instructional Specialist in 2018-19 or not, how often was the specialist available to you...													
In person	76	3	3.9	2	2.6	13	17.1	23	30.3	27	35.5	8	10.5
Through email	81	3	3.7	2	2.5	3	3.7	12	14.8	53	65.4	8	9.9
Administrators													
Whether you interacted with the ESL Instructional Specialist in 2018-19 or not, how often was the specialist available to you...													
In person	38	0	0.0	1	2.6	7	18.4	8	21.1	17	44.7	5	13.2
Through email	42	0	0.0	1	2.4	3	7.1	8	19.0	23	54.8	7	16.7

Source: 2018-19 ESL Support Survey for Dallas ISD Teachers and Administrators.

Note: ESL = English as a Second Language. Percentages may not sum to 100 percent because of rounding.

Appendix G, Table 5: 2018-19 ESL Teacher and Administrator Survey – Campus ESL Services

	N	Very dissatisfied		Dissatisfied		Satisfied		Very satisfied		I do not know		My campus does not receive this service	
		n	%	n	%	n	%	n	%	n	%	n	%
Teachers													
Rate your satisfaction with the following ESL services that your campus receives in 2018-19.													
Technology	81	3	3.7	7	8.6	20	24.7	29	35.8	16	19.8	6	7.4
Title III tutoring program	81	2	2.5	6	7.4	16	19.8	17	21.0	28	34.6	12	14.8
Journeys	79	4	5.1	5	6.3	9	11.4	10	12.7	32	40.5	19	24.1
Professional development	81	2	2.5	8	9.9	34	42.0	26	32.1	10	12.3	1	1.2
Instructional coaching	81	2	2.5	11	13.6	32	39.5	26	32.1	9	11.1	1	1.2
Curriculum support	81	5	6.2	14	17.3	30	37.0	22	27.2	8	9.9	2	2.5
Administrators													
Rate your satisfaction with the following ESL services that your campus receives in 2018-19.													
Technology	40	1	2.5	2	5.0	11	27.5	15	37.5	7	17.5	4	10.0
Title III tutoring program	40	0	0.0	3	7.5	11	27.5	13	32.5	6	15.0	7	17.5
Journeys	40	0	0.0	3	7.5	8	20.0	8	20.0	8	20.0	13	32.5
Professional development	41	3	7.3	3	7.3	15	36.6	12	29.3	8	19.5	0	0.0
Instructional coaching	41	1	2.4	4	9.8	17	41.5	13	31.7	5	12.2	1	2.4
Curriculum support	41	3	7.3	2	4.9	21	51.2	10	24.4	4	9.8	1	2.4

Source: 2018-19 ESL Support Survey for Dallas ISD Teachers and Administrators.

Note: ESL = English as a Second Language. Percentages may not sum to 100 percent because of rounding.

Appendix G, Table 6: 2018-19 ESL Teacher and Administrator Survey – Professional Development

	N	Not helpful		Slightly helpful		Moderately helpful		Very helpful		Extremely helpful	
		n	%	n	%	n	%	n	%	n	%
Teachers											
Of your professional development opportunities, rate how helpful each of the following were for your professional growth in 2018-19:											
Districtwide ESL/Sheltered Instruction professional development during the school year	81	8	9.9	11	13.6	24	29.6	27	33.3	11	13.6
Districtwide ESL/Sheltered Instruction professional development during the school summer	79	13	16.5	7	8.9	23	29.1	24	30.4	12	15.2
Campus-based PLC ESL/Sheltered Instruction professional development	79	14	17.7	6	7.6	28	35.4	23	29.1	8	10.1
ESL certification preparation	74	29	39.2	3	4.1	19	25.7	17	23.0	6	8.1
ESL Summer Institute	75	22	29.3	3	4.0	17	22.7	20	26.7	13	17.3
Administrators											
Of your professional development opportunities, rate how helpful each of the following were for your professional growth in 2018-19:											
Districtwide ESL/Sheltered Instruction professional development during the school year	40	9	22.5	3	7.5	11	27.5	15	37.5	2	5.0
Districtwide ESL/Sheltered Instruction professional development during the school summer	39	8	20.5	4	10.3	11	28.2	14	35.9	2	5.1
Campus-based PLC ESL/Sheltered Instruction professional development	40	9	22.5	4	10.0	10	25.0	13	32.5	4	10.0
ESL certification preparation	40	10	25.0	6	15.0	8	20.0	13	32.5	3	7.5
ESL Summer Institute	38	14	36.8	4	10.5	5	13.2	10	26.3	5	13.2

Source: 2018-19 ESL Support Survey for Dallas ISD Teachers and Administrators.

Note: ESL = English as a Second Language. PLC = Professional Learning Communities. Percentages may not sum to 100 percent because of rounding.

Respondents were not provided an option to indicate that they did not have enough information to answer this question. Because they were required to answer the question, the evaluators are concerned that many respondents may have selected "not helpful," when they would have selected "I do not know." Therefore, response rates to the questions included in this table should be viewed with caution and are provided for informational purposes only.

Appendix H

Appendix H, Table 1: 2017 TELPAS English Proficiency Levels by Program/Classification and Grade Level

2017 TELPAS English Proficiency Rating									
Grade Level(s)	Tested <i>N</i>	Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All English Learners									
K	5,627	4,728	84.0	595	10.6	199	3.5	105	1.9
1	5,963	3,327	55.8	1,817	30.5	618	10.4	201	3.4
2	6,101	1,209	19.8	2,751	45.1	1,578	25.9	563	9.2
3	6,288	909	14.5	2,247	35.7	2,032	32.3	1,100	17.5
4	6,197	466	7.5	1,926	31.1	2,553	41.2	1,252	20.2
5	5,978	255	4.3	1,106	18.5	2,368	39.6	2,249	37.6
6	5,148	164	3.2	1,142	22.2	2,360	45.8	1,482	28.8
7	4,805	138	2.9	987	20.5	2,032	42.3	1,648	34.3
8	4,322	91	2.1	712	16.5	1,990	46.0	1,529	35.4
9	3,925	289	7.4	713	18.2	1,565	39.9	1,358	34.6
10	2,469	73	3.0	473	19.2	1,159	46.9	764	30.9
11	1,541	22	1.4	260	16.9	692	44.9	567	36.8
12	986	8	0.8	111	11.3	438	44.4	429	43.5
K to 2	17,691	9,264	52.4	5,163	29.2	2,395	13.5	869	4.9
3 to 5	18,463	1,630	8.8	5,279	28.6	6,953	37.7	4,601	24.9
6 to 8	14,275	393	2.8	2,841	19.9	6,382	44.7	4,659	32.6
9 to 12	8,921	392	4.4	1,557	17.5	3,854	43.2	3,118	35.0
K to 5	36,154	10,894	30.1	10,442	28.9	9,348	25.9	5,470	15.1
6 to 12	23,196	785	3.4	4,398	19.0	10,236	44.1	7,777	33.5
All Grades	59,350	11,679	19.7	14,840	25.0	19,584	33.0	13,247	22.3
One-Way Dual Language									
K	4,540	4,087	90.0	363	8.0	64	1.4	26	0.6
1	5,006	2,997	59.9	1,505	30.1	425	8.5	79	1.6
2	5,215	1,066	20.4	2,388	45.8	1,321	25.3	440	8.4
3	5,346	798	14.9	1,969	36.8	1,700	31.8	879	16.4
4	5,381	402	7.5	1,724	32.0	2,200	40.9	1,055	19.6
5	5,086	207	4.1	961	18.9	2,049	40.3	1,869	36.7
K to 2	14,761	8,150	55.2	4,256	28.8	1,810	12.3	545	3.7
3 to 5	15,813	1,407	8.9	4,654	29.4	5,949	37.6	3,803	24.0
K to 5	30,574	9,557	31.3	8,910	29.1	7,759	25.4	4,348	14.2
Two-Way Dual Language									
K	608	482	79.3	87	14.3	28	4.6	11	1.8
1	416	193	46.4	155	37.3	55	13.2	13	3.1
2	353	57	16.1	166	47.0	91	25.8	39	11.0
3	350	26	7.4	95	27.1	131	37.4	98	28.0
4	201	3	1.5	36	17.9	103	51.2	59	29.4
5	207	5	2.4	22	10.6	81	39.1	99	47.8
K to 2	1,377	732	53.2	408	29.6	174	12.6	63	4.6
3 to 5	758	34	4.5	153	20.2	315	41.6	256	33.8
K to 5	2,135	766	35.9	561	26.3	489	22.9	319	14.9
Two-Way Dual Language: Immersion									
K	429	328	76.5	71	16.6	22	5.1	8	1.9
1	261	126	48.3	94	36.0	30	11.5	11	4.2
K to 1	690	454	65.8	165	23.9	52	7.5	19	2.8
Two-Way Dual Language: Enrichment									
K	179	154	86.0	16	8.9	6	3.4	3	1.7
1	152	66	43.4	59	38.8	25	16.4	2	1.3
K to 1	331	220	66.5	75	22.7	31	9.4	5	1.5

table continues

Appendix H, Table 1 (continued)

2017 TELPAS English Proficiency Rating									
Grade Level(s)	Tested N	Beginning		Intermediate		Advanced		Advanced High	
		n	%	n	%	n	%	n	%
Secondary Dual Language									
6	53	0	0.0	5	9.4	14	26.4	34	64.2
7	205	3	1.5	20	9.8	73	35.6	109	53.2
8	104	2	1.9	7	6.7	37	35.6	58	55.8
9	10	0	0.0	3	30.0	3	30.0	4	40.0
10	17	0	0.0	9	52.9	2	11.8	6	35.3
11	0	0	0.0	0	0.0	0	0.0	0	0.0
12	0	0	0.0	0	0.0	0	0.0	0	0.0
6 to 8	362	5	1.4	32	8.8	124	34.3	201	55.5
9 to 12	27	0	0.0	12	44.4	5	18.5	10	37.0
6 to 12	389	5	1.3	44	11.3	129	33.2	211	54.2
English as a Second Language									
K	193	63	32.6	55	28.5	42	21.8	33	17.1
1	183	63	34.4	40	21.9	40	21.9	40	21.9
2	175	26	14.9	72	41.1	47	26.9	30	17.1
3	161	32	19.9	44	27.3	50	31.1	35	21.7
4	155	37	23.9	27	17.4	49	31.6	42	27.1
5	169	17	10.1	36	21.3	50	29.6	66	39.1
6	495	89	18.0	208	42.0	151	30.5	47	9.5
7	496	84	16.9	200	40.3	153	30.8	59	11.9
8	425	63	14.8	165	38.8	138	32.5	59	13.9
9	743	258	34.7	316	42.5	130	17.5	39	5.2
10	381	54	14.2	163	42.8	123	32.3	41	10.8
11	224	15	6.7	93	41.5	88	39.3	28	12.5
12	117	1	0.9	35	29.9	51	43.6	30	25.6
K to 2	551	152	27.6	167	30.3	129	23.4	103	18.7
3 to 5	485	86	17.7	107	22.1	149	30.7	143	29.5
6 to 8	1,416	236	16.7	573	40.5	442	31.2	165	11.7
9 to 12	1,465	328	22.4	607	41.4	392	26.8	138	9.4
K to 5	1,036	238	23.0	274	26.4	278	26.8	246	23.7
6 to 12	2,881	564	19.6	1,180	41.0	834	28.9	303	10.5
All Grades	3,917	802	20.5	1,454	37.1	1,112	28.4	549	14.0
Sheltered Classrooms									
6	3,946	63	1.6	830	21.0	1,932	49.0	1,121	28.4
7	3,469	38	1.1	679	19.6	1,595	46.0	1,157	33.4
8	3,305	22	0.7	472	14.3	1,620	49.0	1,191	36.0
9	2,602	26	1.0	341	13.1	1,210	46.5	1,025	39.4
10	1,835	15	0.8	261	14.2	948	51.7	611	33.3
11	1,129	5	0.4	141	12.5	531	47.0	452	40.0
12	785	7	0.9	63	8.0	354	45.1	361	46.0
6 to 8	10,720	123	1.1	1,981	18.5	5,147	48.0	3,469	32.4
9 to 12	6,351	53	0.8	806	12.7	3,043	47.9	2,449	38.6
6 to 12	17,071	176	1.0	2,787	16.3	8,190	48.0	5,918	34.7
Immigrant									
K	502	418	83.3	45	9.0	27	5.4	12	2.4
1	560	356	63.6	141	25.2	35	6.3	28	5.0
2	430	147	34.2	185	43.0	71	16.5	27	6.3
3	341	151	44.3	107	31.4	60	17.6	23	6.7
4	282	125	44.3	97	34.4	47	16.7	13	4.6
5	291	110	37.8	92	31.6	58	19.9	31	10.7
6	245	70	28.6	117	47.8	44	18.0	14	5.7
7	269	64	23.8	124	46.1	56	20.8	25	9.3
8	254	53	20.9	112	44.1	65	25.6	24	9.4
9	616	232	37.7	244	39.6	104	16.9	36	5.8
10	291	40	13.7	120	41.2	93	32.0	38	13.1
11	145	9	6.2	53	36.6	53	36.6	30	20.7
12	37	0	0.0	6	16.2	18	48.6	13	35.1
K to 2	1,492	921	61.7	371	24.9	133	8.9	67	4.5
3 to 5	914	386	42.2	296	32.4	165	18.1	67	7.3
6 to 8	768	187	24.3	353	46.0	165	21.5	63	8.2
9 to 12	1,089	281	25.8	423	38.8	268	24.6	117	10.7
K to 5	2,406	1,307	54.3	667	27.7	298	12.4	134	5.6
6 to 12	1,857	468	25.2	776	41.8	433	23.3	180	9.7
All Grades	4,263	1,775	41.6	1,443	33.8	731	17.1	314	7.4

table continues

Appendix H, Table 1 (continued)

Grade Level(s)	2017 TELPAS English Proficiency Rating							
	Tested	Beginning		Intermediate		Advanced		Advanced High
	N	n	%	n	%	n	%	n %
ELSPED								
K	170	141	82.9	17	10.0	11	6.5	1 0.6
1	248	167	67.3	53	21.4	19	7.7	9 3.6
2	260	121	46.5	102	39.2	29	11.2	8 3.1
3	270	109	40.4	114	42.2	43	15.9	4 1.5
4	305	85	27.9	155	50.8	56	18.4	9 3.0
5	303	48	15.8	145	47.9	88	29.0	22 7.3
6	269	28	10.4	140	52.0	89	33.1	12 4.5
7	313	38	12.1	154	49.2	97	31.0	24 7.7
8	315	18	5.7	128	40.6	143	45.4	26 8.3
9	268	21	7.8	102	38.1	117	43.7	28 10.4
10	204	14	6.9	72	35.3	95	46.6	23 11.3
11	152	6	3.9	48	31.6	78	51.3	20 13.2
12	120	4	3.3	41	34.2	54	45.0	21 17.5
K to 2	678	429	63.3	172	25.4	59	8.7	18 2.7
3 to 5	878	242	27.6	414	47.2	187	21.3	35 4.0
6 to 8	897	84	9.4	422	47.0	329	36.7	62 6.9
9 to 12	744	45	6.0	263	35.3	344	46.2	92 12.4
K to 5	1,556	671	43.1	586	37.7	246	15.8	53 3.4
6 to 12	1,641	129	7.9	685	41.7	673	41.0	154 9.4
All Grades	3,197	800	25.0	1,271	39.8	919	28.7	207 6.5
Parent Denials								
K	258	80	31.0	85	32.9	59	22.9	34 13.2
1	315	55	17.5	107	34.0	87	27.6	66 21.0
2	326	46	14.1	116	35.6	115	35.3	49 15.0
3	388	45	11.6	122	31.4	137	35.3	84 21.6
4	420	15	3.6	123	29.3	189	45.0	93 22.1
5	468	15	3.2	73	15.6	176	37.6	204 43.6
6	399	10	2.5	81	20.3	183	45.9	125 31.3
7	326	7	2.1	72	22.1	134	41.1	113 34.7
8	339	3	0.9	54	15.9	153	45.1	129 38.1
9	284	2	0.7	32	11.3	130	45.8	120 42.3
10	171	1	0.6	29	17.0	62	36.3	79 46.2
11	144	0	0.0	16	11.1	65	45.1	63 43.8
12	44	0	0.0	4	9.1	23	52.3	17 38.6
K to 2	899	181	20.1	308	34.3	261	29.0	149 16.6
3 to 5	1,276	75	5.9	318	24.9	502	39.3	381 29.9
6 to 8	1,064	20	1.9	207	19.5	470	44.2	367 34.5
9 to 12	643	3	0.5	81	12.6	280	43.5	279 43.4
K to 5	2,175	256	11.8	626	28.8	763	35.1	530 24.4
6 to 12	1,707	23	1.3	288	16.9	750	43.9	646 37.8
All Grades	3,882	279	7.2	914	23.5	1,513	39.0	1,176 30.3

Source: District TELPAS data files dated May 15, 2017. District PEIMS snapshot demographic data file dated October 31, 2016.

Note: Includes students enrolled on the PEIMS snapshot date of October 28, 2016. TELPAS = Texas English Language Proficiency Assessment System. Data include students enrolled on the PEIMS snapshot date. K = kindergarten. ELSPED = dually-identified as an English learner requiring special education services. PEIMS = Public Education Information Management System.

Appendix H, Table 2: 2018 TELPAS Proficiency Levels by Program/Classification and Grade Level

2018 TELPAS English Proficiency Rating									
Grade Level(s)	Tested <i>N</i>	Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All English Learners									
K	5,309	3,353	63.2	1,625	30.6	223	4.2	108	2.0
1	5,747	2,304	40.1	2,430	42.3	763	13.3	250	4.4
2	5,762	314	5.4	3,370	58.5	1,857	32.2	221	3.8
3	5,955	127	2.1	2,432	40.8	2,577	43.3	819	13.8
4	6,054	168	2.8	2,146	35.4	2,776	45.9	964	15.9
5	6,021	111	1.8	1,306	21.7	2,868	47.6	1,736	28.8
6	5,149	75	1.5	1,641	31.9	2,432	47.2	1,001	19.4
7	4,882	87	1.8	1,320	27.0	2,426	49.7	1,049	21.5
8	4,437	56	1.3	1,252	28.2	2,141	48.3	988	22.3
9	4,005	188	4.7	1,607	40.1	1,577	39.4	633	15.8
10	2,661	95	3.6	1,150	43.2	1,105	41.5	311	11.7
11	1,792	32	1.8	666	37.2	838	46.8	256	14.3
12	1,298	13	1.0	432	33.3	623	48.0	230	17.7
K to 2	16,818	5,971	35.5	7,425	44.1	2,843	16.9	579	3.4
3 to 5	18,030	406	2.3	5,884	32.6	8,221	45.6	3,519	19.5
6 to 8	14,468	218	1.5	4,213	29.1	6,999	48.4	3,038	21.0
9 to 12	9,756	328	3.4	3,855	39.5	4,143	42.5	1,430	14.7
K to 5	34,848	6,377	18.3	13,309	38.2	11,064	31.7	4,098	11.8
6 to 12	24,224	546	2.3	8,068	33.3	11,142	46.0	4,468	18.4
All Grades	59,072	6,923	11.7	21,377	36.2	22,206	37.6	8,566	14.5
One-Way Dual Language									
K	4,254	2,946	69.3	1,210	28.4	71	1.7	27	0.6
1	4,437	2,045	46.1	1,877	42.3	440	9.9	75	1.7
2	4,793	274	5.7	2,871	59.9	1,468	30.6	180	3.8
3	5,051	103	2.0	2,095	41.5	2,150	42.6	703	13.9
4	5,079	142	2.8	1,821	35.9	2,340	46.1	776	15.3
5	5,153	97	1.9	1,110	21.5	2,480	48.1	1,466	28.4
K to 2	13,484	5,265	39.0	5,958	44.2	1,979	14.7	282	2.1
3 to 5	15,283	342	2.2	5,026	32.9	6,970	45.6	2,945	19.3
K to 5	28,767	5,607	19.5	10,984	38.2	8,949	31.1	3,227	11.2
Two-Way Dual Language									
K	527	247	46.9	229	43.5	38	7.2	13	2.5
1	696	153	22.0	351	50.4	149	21.4	43	6.2
2	414	16	3.9	222	53.6	162	39.1	14	3.4
3	351	3	0.9	123	35.0	179	51.0	46	13.1
4	351	5	1.4	95	27.1	172	49.0	79	22.5
5	212	0	0.0	28	13.2	99	46.7	85	40.1
K to 2	1,637	416	25.4	802	49.0	349	21.3	70	4.3
3 to 5	914	8	0.9	246	26.9	450	49.2	210	23.0
K to 5	2,551	424	16.6	1,048	41.1	799	31.3	280	11.0
Two-Way Dual Language: Immersion									
K	376	179	47.6	165	43.9	22	5.9	10	2.7
1	520	118	22.7	258	49.6	114	21.9	30	5.8
K to 1	896	297	33.1	423	47.2	136	15.2	40	4.5
Two-Way Dual Language; Enrichment									
K	149	67	45.0	63	42.3	16	10.7	3	2.0
1	165	33	20.0	84	50.9	35	21.2	13	7.9
K to 1	314	100	31.8	147	46.8	51	16.2	16	5.1
Secondary Dual Language									
6	30	0	0.0	13	43.3	12	40.0	5	16.7
7	59	0	0.0	7	11.9	25	42.4	27	45.8
8	188	0	0.0	48	25.5	76	40.4	64	34.0
9	89	1	1.1	16	18.0	39	43.8	33	37.1
10	14	0	0.0	7	50.0	6	42.9	1	7.1
11	15	0	0.0	5	33.3	7	46.7	3	20.0
12	1	0	0.0	0	0.0	1	100.0	0	0.0
6 to 8	277	0	0.0	68	24.5	113	40.8	96	34.7
9 to 12	119	1	0.8	28	23.5	53	44.5	37	31.1
6 to 12	396	1	0.3	96	24.2	166	41.9	133	33.6

table continues

Appendix H, Table 2 (continued)

2018 TELPAS English Proficiency Rating									
Grade Level(s)	Tested <i>N</i>	Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English as a Second Language									
K	267	83	31.1	94	35.2	52	19.5	38	14.2
1	213	54	25.4	65	30.5	43	20.2	51	23.9
2	192	10	5.2	75	39.1	93	48.4	14	7.3
3	166	12	7.2	53	31.9	80	48.2	21	12.7
4	172	7	4.1	61	35.5	66	38.4	38	22.1
5	162	8	4.9	47	29.0	55	34.0	52	32.1
6	510	55	10.8	281	55.1	138	27.1	36	7.1
7	506	63	12.5	250	49.4	161	31.8	32	6.3
8	497	45	9.1	258	51.9	156	31.4	38	7.6
9	678	161	23.7	382	56.3	117	17.3	18	2.7
10	471	74	15.7	269	57.1	114	24.2	14	3.0
11	212	13	6.1	114	53.8	70	33.0	15	7.1
12	156	4	2.6	80	51.3	52	33.3	20	12.8
K to 2	672	147	21.9	234	34.8	188	28.0	103	15.3
3 to 5	500	27	5.4	161	32.2	201	40.2	111	22.2
6 to 8	1,513	163	10.8	789	52.1	455	30.1	106	7.0
9 to 12	1,517	252	16.6	845	55.7	353	23.3	67	4.4
K to 5	1,172	174	14.8	395	33.7	389	33.2	214	18.3
6 to 12	3,030	415	13.7	1,634	53.9	808	26.7	173	5.7
All Grades	4,202	589	14.0	2,029	48.3	1,197	28.5	387	9.2
Sheltered Classrooms									
6	4,102	17	0.4	1,229	30.0	2,061	50.2	795	19.4
7	3,752	20	0.5	955	25.5	1,978	52.7	799	21.3
8	3,265	11	0.3	836	25.6	1,684	51.6	734	22.5
9	2,584	17	0.7	1,026	39.7	1,153	44.6	388	15.0
10	1,761	16	0.9	740	42.0	807	45.8	198	11.2
11	1,360	12	0.9	488	35.9	675	49.6	185	13.6
12	967	7	0.7	297	30.7	499	51.6	164	17.0
6 to 8	11,119	48	0.4	3,020	27.2	5,723	51.5	2,328	20.9
9 to 12	6,672	52	0.8	2,551	38.2	3,134	47.0	935	14.0
6 to 12	17,791	100	0.6	5,571	31.3	8,857	49.8	3,263	18.3
Immigrant									
K	588	413	70.2	120	20.4	35	6.0	20	3.4
1	651	380	58.4	203	31.2	46	7.1	22	3.4
2	468	79	16.9	294	62.8	86	18.4	9	1.9
3	342	50	14.6	188	55.0	86	25.1	18	5.3
4	297	64	21.5	152	51.2	61	20.5	20	6.7
5	287	63	22.0	145	50.5	59	20.6	20	7.0
6	271	39	14.4	168	62.0	50	18.5	14	5.2
7	263	52	19.8	143	54.4	52	19.8	16	6.1
8	275	37	13.5	159	57.8	61	22.2	18	6.5
9	529	133	25.1	296	56.0	83	15.7	17	3.2
10	380	60	15.8	213	56.1	93	24.5	14	3.7
11	152	5	3.3	69	45.4	60	39.5	18	11.8
12	55	0	0.0	18	32.7	21	38.2	16	29.1
K to 2	1,707	872	51.1	617	36.1	167	9.8	51	3.0
3 to 5	926	177	19.1	485	52.4	206	22.2	58	6.3
6 to 8	809	128	15.8	470	58.1	163	20.1	48	5.9
9 to 12	1,116	198	17.7	596	53.4	257	23.0	65	5.8
K to 5	2,633	1,049	39.8	1,102	41.9	373	14.2	109	4.1
6 to 12	1,925	326	16.9	1,066	55.4	420	21.8	113	5.9
All Grades	4,558	1,375	30.2	2,168	47.6	793	17.4	222	4.9

table continues

Appendix H, Table 2 (continued)

2018 TELPAS English Proficiency Rating									
Grade Level(s)	Tested <i>N</i>	Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
ELSPED									
K	201	124	61.7	63	31.3	9	4.5	5	2.5
1	257	132	51.4	96	37.4	21	8.2	8	3.1
2	320	57	17.8	222	69.4	38	11.9	3	0.9
3	314	24	7.6	226	72.0	57	18.2	7	2.2
4	339	31	9.1	232	68.4	69	20.4	7	2.1
5	362	16	4.4	200	55.2	127	35.1	19	5.2
6	311	8	2.6	213	68.5	79	25.4	11	3.5
7	276	6	2.2	160	58.0	98	35.5	12	4.3
8	318	5	1.6	192	60.4	99	31.1	22	6.9
9	292	14	4.8	165	56.5	94	32.2	19	6.5
10	226	10	4.4	141	62.4	68	30.1	7	3.1
11	177	8	4.5	98	55.4	60	33.9	11	6.2
12	116	2	1.7	50	43.1	58	50.0	6	5.2
K to 2	778	313	40.2	381	49.0	68	8.7	16	2.1
3 to 5	1,015	71	7.0	658	64.8	253	24.9	33	3.3
6 to 8	905	19	2.1	565	62.4	276	30.5	45	5.0
9 to 12	811	34	4.2	454	56.0	280	34.5	43	5.3
K to 5	1,793	384	21.4	1,039	57.9	321	17.9	49	2.7
6 to 12	1,716	53	3.1	1,019	59.4	556	32.4	88	5.1
All Grades	3,509	437	12.5	2,058	58.6	877	25.0	137	3.9
Parent Denials									
K	222	59	26.6	79	35.6	57	25.7	27	12.2
1	348	28	8.0	112	32.2	127	36.5	81	23.3
2	332	11	3.3	181	54.5	127	38.3	13	3.9
3	356	6	1.7	138	38.8	164	46.1	48	13.5
4	411	8	1.9	147	35.8	188	45.7	68	16.5
5	466	4	0.9	102	21.9	227	48.7	133	28.5
6	321	2	0.6	98	30.5	163	50.8	58	18.1
7	359	2	0.6	90	25.1	194	54.0	73	20.3
8	290	0	0.0	76	26.2	153	52.8	61	21.0
9	301	5	1.7	103	34.2	128	42.5	65	21.6
10	216	4	1.9	77	35.6	97	44.9	38	17.6
11	143	2	1.4	43	30.1	65	45.5	33	23.1
12	114	2	1.8	36	31.6	53	46.5	23	20.2
K to 2	902	98	10.9	372	41.2	311	34.5	121	13.4
3 to 5	1,233	18	1.5	387	31.4	579	47.0	249	20.2
6 to 8	970	4	0.4	264	27.2	510	52.6	192	19.8
9 to 12	774	13	1.7	259	33.5	343	44.3	159	20.5
K to 5	2,135	116	5.4	759	35.6	890	41.7	370	17.3
6 to 12	1,744	17	1.0	523	30.0	853	48.9	351	20.1
All Grades	3,879	133	3.4	1,282	33.0	1,743	44.9	721	18.6

Source: District TELPAS data files dated October 5, 2018. District PEIMS snapshot demographic data file dated October 30, 2017.

Note: Includes students enrolled on the PEIMS snapshot date of October 27, 2017. TELPAS = Texas English Language Proficiency Assessment System. Data include students enrolled on the PEIMS snapshot date. K = kindergarten. ELSPED = dually-identified as an English learner requiring special education services. PEIMS = Public Education Information Management System.

Appendix H, Table 3: 2019 TELPAS Proficiency Levels by Program/Classification and Grade Level

2019 TELPAS English Proficiency Rating									
Grade Level(s)	Tested <i>N</i>	Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All English Learners									
K	5,103	3,057	59.9	1,725	33.8	214	4.2	107	2.1
1	5,440	2,097	38.5	2,395	44.0	698	12.8	250	4.6
2	5,627	605	10.8	3,229	57.4	1,530	27.2	263	4.7
3	5,676	236	4.2	2,306	40.6	2,339	41.2	795	14.0
4	5,841	348	6.0	2,252	38.6	2,317	39.7	924	15.8
5	5,913	218	3.7	1,769	29.9	2,389	40.4	1,537	26.0
6	5,108	176	3.4	1,988	38.9	2,430	47.6	514	10.1
7	4,672	125	2.7	1,880	40.2	2,183	46.7	484	10.4
8	4,429	124	2.8	1,720	38.8	2,105	47.5	480	10.8
9	4,499	386	8.6	2,075	46.1	1,441	32.0	597	13.3
10	3,108	234	7.5	1,495	48.1	960	30.9	419	13.5
11	2,119	120	5.7	992	46.8	728	34.4	279	13.2
12	1,526	78	5.1	726	47.6	539	35.3	183	12.0
K to 2	16,170	5,759	35.6	7,349	45.4	2,442	15.1	620	3.8
3 to 5	17,430	802	4.6	6,327	36.3	7,045	40.4	3,256	18.7
6 to 8	14,209	425	3.0	5,588	39.3	6,718	47.3	1,478	10.4
9 to 12	11,252	818	7.3	5,288	47.0	3,668	32.6	1,478	13.1
K to 5	33,600	6,561	19.5	13,676	40.7	9,487	28.2	3,876	11.5
6 to 12	25,461	1,243	4.9	10,876	42.7	10,386	40.8	2,956	11.6
All Grades	59,061	7,804	13.2	24,552	41.6	19,873	33.6	6,832	11.6
One-Way Dual Language									
K	4,199	2,725	64.9	1,355	32.3	98	2.3	21	0.5
1	4,235	1,817	42.9	1,885	44.5	448	10.6	85	2.0
2	4,388	514	11.7	2,600	59.3	1,123	25.6	151	3.4
3	4,657	211	4.5	1,918	41.2	1,905	40.9	623	13.4
4	4,936	304	6.2	1,916	38.8	1,943	39.4	773	15.7
5	4,937	178	3.6	1,487	30.1	2,008	40.7	1,264	25.6
6 ^a	340	4	1.2	106	31.2	184	54.1	46	13.5
K to 2	12,822	5,056	39.4	5,840	45.5	1,669	13.0	257	2.0
3 to 6	14,870	697	4.7	5,427	36.5	6,040	40.6	2,706	18.2
K to 6	27,692	5,753	20.8	11,267	40.7	7,709	27.8	2,963	10.7
Two-Way Dual Language									
K	448	211	47.1	214	47.8	17	3.8	6	1.3
1	595	178	29.9	290	48.7	101	17.0	26	4.4
2	640	38	5.9	333	52.0	209	32.7	60	9.4
3	429	4	0.9	145	33.8	196	45.7	84	19.6
4	341	10	2.9	109	32.0	156	45.7	66	19.4
5	330	9	2.7	88	26.7	136	41.2	97	29.4
6 ^a	83	0	0.0	7	8.4	57	68.7	19	22.9
K to 2	1,683	427	25.4	837	49.7	327	19.4	92	5.5
3 to 6	1,183	23	1.9	349	29.5	545	46.1	266	22.5
K to 6	2,866	450	15.7	1,186	41.4	872	30.4	358	12.5
Two-Way Dual Language: Immersion									
K	357	173	48.5	166	46.5	13	3.6	5	1.4
1	463	127	27.4	240	51.8	77	16.6	19	4.1
K to 1	820	300	36.6	406	49.5	90	11.0	24	2.9
Two-Way Dual Language; Enrichment									
K	88	37	42.0	46	52.3	4	4.5	1	1.1
1	122	47	38.5	45	36.9	23	18.9	7	5.7
K to 1	210	84	40.0	91	43.3	27	12.9	8	3.8
Secondary Dual Language									
6	32	0	0.0	5	15.6	23	71.9	4	12.5
7	29	0	0.0	12	41.4	12	41.4	5	17.2
8	56	0	0.0	6	10.7	27	48.2	23	41.1
9	137	3	2.2	57	41.6	46	33.6	31	22.6
10	60	2	3.3	27	45.0	19	31.7	12	20.0
11	9	2	22.2	4	44.4	2	22.2	1	11.1
12	14	0	0.0	8	57.1	4	28.6	2	14.3
6 to 8	117	0	0.0	23	19.7	62	53.0	32	27.4
9 to 12	220	7	3.2	96	43.6	71	32.3	46	20.9
6 to 12	337	7	2.1	119	35.3	133	39.5	78	23.1

table continues

Appendix H, Table 3 (continued)

2019 TELPAS English Proficiency Rating									
Grade Level(s)	Tested <i>N</i>	Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
English as a Second Language									
K	252	70	27.8	85	33.7	54	21.4	43	17.1
1	258	53	20.5	87	33.7	67	26.0	51	19.8
2	179	15	8.4	74	41.3	62	34.6	28	15.6
3	201	8	4.0	73	36.3	82	40.8	38	18.9
4	181	14	7.7	58	32.0	71	39.2	38	21.0
5	185	15	8.1	46	24.9	65	35.1	59	31.9
6	494	107	21.7	227	46.0	141	28.5	19	3.8
7	490	80	16.3	263	53.7	136	27.8	11	2.2
8	494	91	18.4	278	56.3	107	21.7	18	3.6
9	656	249	38.0	301	45.9	86	13.1	20	3.0
10	469	109	23.2	276	58.8	69	14.7	15	3.2
11	312	42	13.5	178	57.1	66	21.2	26	8.3
12	154	10	6.5	92	59.7	37	24.0	15	9.7
K to 2	689	138	20.0	246	35.7	183	26.6	122	17.7
3 to 5	567	37	6.5	177	31.2	218	38.4	135	23.8
6 to 8	1,478	278	18.8	768	52.0	384	26.0	48	3.2
9 to 12	1,591	410	25.8	847	53.2	258	16.2	76	4.8
K to 5	1,256	175	13.9	423	33.7	401	31.9	257	20.5
6 to 12	3,069	688	22.4	1,615	52.6	642	20.9	124	4.0
All Grades	4,325	863	20.0	2,038	47.1	1,043	24.1	381	8.8
Sheltered Classrooms									
6	3,537	59	1.7	1,464	41.4	1,715	48.5	299	8.5
7	3,583	39	1.1	1,444	40.3	1,753	48.9	347	9.7
8	3,377	26	0.8	1,317	39.0	1,695	50.2	339	10.0
9	3,101	114	3.7	1,502	48.4	1,102	35.5	383	12.4
10	1,987	99	5.0	974	49.0	668	33.6	246	12.4
11	1,455	63	4.3	690	47.4	543	37.3	159	10.9
12	1,173	55	4.7	547	46.6	438	37.3	133	11.3
6 to 8	10,497	124	1.2	4,225	40.2	5,163	49.2	985	9.4
9 to 12	7,716	331	4.3	3,713	48.1	2,751	35.7	921	11.9
6 to 12	18,213	455	2.5	7,938	43.6	7,914	43.5	1,906	10.5
Immigrant									
K	544	390	71.7	114	21.0	30	5.5	10	1.8
1	728	421	57.8	221	30.4	53	7.3	33	4.5
2	502	150	29.9	253	50.4	78	15.5	21	4.2
3	365	98	26.8	174	47.7	77	21.1	16	4.4
4	309	117	37.9	125	40.5	56	18.1	11	3.6
5	289	99	34.3	129	44.6	41	14.2	20	6.9
6	261	80	30.7	123	47.1	50	19.2	8	3.1
7	261	61	23.4	134	51.3	60	23.0	6	2.3
8	287	77	26.8	148	51.6	52	18.1	10	3.5
9	433	189	43.6	178	41.1	57	13.2	9	2.1
10	354	87	24.6	202	57.1	53	15.0	12	3.4
11	198	33	16.7	102	51.5	47	23.7	16	8.1
12	73	4	5.5	36	49.3	16	21.9	17	23.3
K to 2	1,774	961	54.2	588	33.1	161	9.1	64	3.6
3 to 5	963	314	32.6	428	44.4	174	18.1	47	4.9
6 to 8	809	218	26.9	405	50.1	162	20.0	24	3.0
9 to 12	1,058	313	29.6	518	49.0	173	16.4	54	5.1
K to 5	2,737	1,275	46.6	1,016	37.1	335	12.2	111	4.1
6 to 12	1,867	531	28.4	923	49.4	335	17.9	78	4.2
All Grades	4,604	1,806	39.2	1,939	42.1	670	14.6	189	4.1

table continues

Appendix H, Table 3 (continued)

		2019 TELPAS English Proficiency Rating							
Grade Level(s)	Tested <i>N</i>	Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
ELSPED									
K	215	131	60.9	76	35.3	7	3.3	1	0.5
1	361	154	42.7	162	44.9	30	8.3	15	4.2
2	381	108	28.3	243	63.8	27	7.1	3	0.8
3	394	61	15.5	254	64.5	68	17.3	11	2.8
4	409	88	21.5	255	62.3	60	14.7	6	1.5
5	433	53	12.2	261	60.3	101	23.3	18	4.2
6	393	37	9.4	246	62.6	103	26.2	7	1.8
7	300	20	6.7	196	65.3	79	26.3	5	1.7
8	269	16	5.9	160	59.5	84	31.2	9	3.3
9	302	34	11.3	185	61.3	66	21.9	17	5.6
10	262	20	7.6	167	63.7	66	25.2	9	3.4
11	206	15	7.3	125	60.7	57	27.7	9	4.4
12	143	12	8.4	89	62.2	36	25.2	6	4.2
K to 2	957	393	41.1	481	50.3	64	6.7	19	2.0
3 to 5	1,236	202	16.3	770	62.3	229	18.5	35	2.8
6 to 8	962	73	7.6	602	62.6	266	27.7	21	2.2
9 to 12	913	81	8.9	566	62.0	225	24.6	41	4.5
K to 5	2,193	595	27.1	1,251	57.0	293	13.4	54	2.5
6 to 12	1,875	154	8.2	1,168	62.3	491	26.2	62	3.3
All Grades	4,068	749	18.4	2,419	59.5	784	19.3	116	2.9
Parent Denials									
K	165	29	17.6	56	33.9	44	26.7	36	21.8
1	285	26	9.1	100	35.1	75	26.3	84	29.5
2	378	29	7.7	196	51.9	129	34.1	24	6.3
3	358	6	1.7	154	43.0	150	41.9	48	13.4
4	360	14	3.9	155	43.1	144	40.0	47	13.1
5	422	9	2.1	131	31.0	171	40.5	111	26.3
6	345	2	0.6	141	40.9	174	50.4	28	8.1
7	284	3	1.1	117	41.2	128	45.1	36	12.7
8	310	5	1.6	92	29.7	174	56.1	39	12.6
9	291	12	4.1	138	47.4	100	34.4	41	14.1
10	254	9	3.5	118	46.5	87	34.3	40	15.7
11	190	4	2.1	82	43.2	66	34.7	38	20.0
12	122	8	6.6	51	41.8	46	37.7	17	13.9
K to 2	828	84	10.1	352	42.5	248	30.0	144	17.4
3 to 5	1,140	29	2.5	440	38.6	465	40.8	206	18.1
6 to 8	939	10	1.1	350	37.3	476	50.7	103	11.0
9 to 12	857	33	3.9	389	45.4	299	34.9	136	15.9
K to 5	1,968	113	5.7	792	40.2	713	36.2	350	17.8
6 to 12	1,796	43	2.4	739	41.1	775	43.2	239	13.3
All Grades	3,764	156	4.1	1,531	40.7	1,488	39.5	589	15.6

Source: District TELPAS data files dated May 24, 2019. District PEIMS snapshot demographic data files dated February 26, 2019.

Note: Includes students enrolled on the PEIMS snapshot date of October 26, 2018. TELPAS = Texas English Language Proficiency Assessment System. Data include students enrolled on the PEIMS snapshot date. K = kindergarten. ELSPED = dually-identified as an English learner requiring special education services. Results are not included for students who took TELPAS-Alternate. PEIMS = Public Education Information Management System. ^a = grade six students include those in elementary schools.

Appendix I

Appendix I, Table 1: 2018 to 2019 TELPAS Proficiency Rating Movement – Grade One to Five English Learners

Rated N	Progressed/ Regressed n %	2018 TELPAS Composite Rating	2019 TELPAS Composite Rating								2019 Total	
			Beginning		Intermed		Advanced		Adv High			
			n	%	n	%	n	%	n	%	n	%
Grade One												
4,980	Progressed	Beginning	1,545	84.3	1,350	59.7	237	36.2	41	17.6	3,173	63.7
		Intermediate	268	14.6	856	37.9	311	47.6	83	35.6	1,518	30.5
		Advanced	11	0.6	37	1.6	84	12.8	64	27.5	196	3.9
	Regressed	Advanced High	8	0.4	18	0.8	22	3.4	45	19.3	93	1.9
		2018 Total	1,832	100.0	2,261	100.0	654	100.0	233	100.0	4,980	100.0
Grade Two												
5,249	Progressed	Beginning	340	69.8	1,358	44.5	321	22.1	27	10.7	2,046	39.0
		Intermediate	124	25.5	1,386	45.4	686	47.1	93	36.9	2,289	43.6
		Advanced	20	4.1	260	8.5	325	22.3	90	35.7	695	13.2
	Regressed	Advanced High	3	0.6	51	1.7	123	8.5	42	16.7	219	4.2
		2018 Total	487	100.0	3,055	100.0	1,455	100.0	252	100.0	5,249	100.0
Grade Three												
5,326	Progressed	Beginning	73	45.6	199	9.2	10	0.4	0	0.0	282	5.3
		Intermediate	87	54.4	1,785	82.2	1,151	51.5	86	11.3	3,109	58.4
		Advanced	0	0.0	185	8.5	1,035	46.4	502	66.0	1,722	32.3
	Regressed	Advanced High	0	0.0	3	0.1	37	1.7	173	22.7	213	4.0
		2018 Total	160	100.0	2,172	100.0	2,233	100.0	761	100.0	5,326	100.0
Grade Four												
5,494	Progressed	Beginning	68	28.3	59	2.8	3	0.1	0	0.0	130	2.4
		Intermediate	171	71.3	1,495	70.8	489	21.8	23	2.6	2,178	39.6
		Advanced	1	0.4	536	25.4	1,491	66.4	377	42.1	2,405	43.8
	Regressed	Advanced High	0	0.0	22	1.0	263	11.7	496	55.4	781	14.2
		2018 Total	240	100.0	2,112	100.0	2,246	100.0	896	100.0	5,494	100.0
Grade Five												
5,603	Progressed	Beginning	68	49.3	98	5.8	1	0.0	0	0.0	167	3.0
		Intermediate	69	50.0	1,173	69.9	658	28.7	40	2.7	1,940	34.6
		Advanced	1	0.7	374	22.3	1,433	62.5	785	52.4	2,593	46.3
	Regressed	Advanced High	0	0.0	32	1.9	199	8.7	672	44.9	903	16.1
		2018 Total	138	100.0	1,677	100.0	2,291	100.0	1,497	100.0	5,603	100.0
Grades One to Two												
10,229	Progressed	Beginning	1,885	81.3	2,708	50.9	558	26.5	68	14.0	5,219	51.0
		Intermediate	392	16.9	2,242	42.2	997	47.3	176	36.3	3,807	37.2
		Advanced	31	1.3	297	5.6	409	19.4	154	31.8	891	8.7
	Regressed	Advanced High	11	0.5	69	1.3	145	6.9	87	17.9	312	3.1
		2018 Total	2,319	100.0	5,316	100.0	2,109	100.0	485	100.0	10,229	100.0
Grades Three to Five												
16,423	Progressed	Beginning	209	38.8	356	6.0	14	0.2	0	0.0	579	3.5
		Intermediate	327	60.8	4,453	74.7	2,298	33.9	149	4.7	7,227	44.0
		Advanced	2	0.4	1,095	18.4	3,959	58.5	1,664	52.8	6,720	40.9
	Regressed	Advanced High	0	0.0	57	1.0	499	7.4	1,341	42.5	1,897	11.6
		2018 Total	538	100.0	5,961	100.0	6,770	100.0	3,154	100.0	16,423	100.0
Grades One to Five												
26,652	Progressed	Beginning	2,094	73.3	3,064	27.2	572	6.4	68	1.9	5,798	21.8
		Intermediate	719	25.2	6,695	59.4	3,295	37.1	325	8.9	11,034	41.4
		Advanced	33	1.2	1,392	12.3	4,368	49.2	1,818	50.0	7,611	28.6
	Regressed	Advanced High	11	0.4	126	1.1	644	7.3	1,428	39.2	2,209	8.3
		2018 Total	2,857	100.0	11,277	100.0	8,879	100.0	3,639	100.0	26,652	100.0

Source: District TELPAS data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS snapshot demographic data files dated October 30, 2017 and February 26, 2019.

Note: TELPAS = Texas English Language Proficiency Assessment System. 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 and were enrolled on the PEIMS snapshot date both years (October 27, 2017 and October 26, 2018). Intermed = Intermediate. Adv High = Advanced High. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019. Same = Student remained at the same proficiency level in 2018 and 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. PEIMS = Public Education Information Management System. Results are not included for students who took TELPAS-Alternate.

Appendix I, Table 2: 2018 to 2019 TELPAS Proficiency Rating Movement – Grade Six to Eight English Learners

Rated N	Progressed/ Regressed n %	2018 TELPAS Composite Rating	2019 TELPAS Composite Rating								2019 Total	
			Beginning		Intermed		Advanced		Adv High		n	%
			n	%	n	%	n	%	n	%		
Grade Six												
4,826	Progressed	Beginning	37	35.9	61	3.2	2	0.1	0	0.0	100	2.1
		Intermediate	63	61.2	808	43.0	208	8.9	3	0.6	1,082	22.4
		Advanced	3	2.9	876	46.7	1,350	57.5	115	23.1	2,344	48.6
	Regressed	Advanced High	0	0.0	132	7.0	788	33.6	380	76.3	1,300	26.9
		2018 Total	103	100.0	1,877	100.0	2,348	100.0	498	100.0	4,826	100.0
Grade Seven												
4,370	Progressed	Beginning	14	19.2	44	2.5	1	0.0	0	0.0	59	1.4
		Intermediate	56	76.7	1,010	57.6	345	16.6	8	1.7	1,419	32.5
		Advanced	2	2.7	646	36.9	1,308	62.9	162	34.8	2,118	48.5
	Regressed	Advanced High	1	1.4	53	3.0	425	20.4	295	63.4	774	17.7
		2018 Total	73	100.0	1,753	100.0	2,079	100.0	465	100.0	4,370	100.0
Grade Eight												
4,115	Progressed	Beginning	28	43.8	51	3.2	1	0.0	1	0.2	81	2.0
		Intermediate	29	45.3	820	52.1	266	13.2	6	1.3	1,121	27.2
		Advanced	6	9.4	623	39.6	1,339	66.5	150	32.4	2,118	51.5
	Regressed	Advanced High	1	1.6	80	5.1	408	20.3	306	66.1	795	19.3
		2018 Total	64	100.0	1,574	100.0	2,014	100.0	463	100.0	4,115	100.0
Grades Six to Eight												
13,311	Progressed	Beginning	79	32.9	156	3.0	4	0.1	1	0.1	240	1.8
		Intermediate	148	61.7	2,638	50.7	819	12.7	17	1.2	3,622	27.2
		Advanced	11	4.6	2,145	41.2	3,997	62.1	427	29.9	6,580	49.4
	Regressed	Advanced High	2	0.8	265	5.1	1,621	25.2	981	68.8	2,869	21.6
		2018 Total	240	100.0	5,204	100.0	6,441	100.0	1,426	100.0	13,311	100.0

Source: District TELPAS data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS demographic data file dated February 26, 2019.

Note: TELPAS = Texas English Language Proficiency Assessment System. 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 and were enrolled on the PEIMS snapshot date both years (October 27, 2017 and October 26, 2018). Intermed = Intermediate. Adv High = Advanced High. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019. Same = Student remained at the same proficiency level in 2018 and 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. PEIMS = Public Education Information Management System. Results are not included for students who took TELPAS-Alternate.

Appendix I, Table 3: 2018 to 2019 TELPAS Proficiency Rating Movement – Grade Nine to Twelve English Learners (Including Secondary Grade Level Summary)

Rated <i>N</i>	Progressed/ Regressed <i>n</i> %		2018 TELPAS Composite Rating	2019 TELPAS Composite Rating								2019 Total <i>n</i> %	
				Beginning		Intermed		Advanced		Adv High			
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Nine													
3,671	Progressed 384 10.5	Beginning	35	18.1	29	1.6	0	0.0	0	0.0	64	1.7	
		Intermediate	102	52.8	842	47.8	168	13.7	14	2.9	1,126	30.7	
		Advanced	46	23.8	788	44.7	802	65.2	173	35.6	1,809	49.3	
	Regressed 1,309 35.7	Advanced High	10	5.2	103	5.8	260	21.1	299	61.5	672	18.3	
		2018 Total	193	100.0	1,762	100.0	1,230	100.0	486	100.0	3,671	100.0	
Grade Ten													
2,775	Progressed 407 14.7	Beginning	51	28.0	67	5.0	1	0.1	1	0.3	120	4.3	
		Intermediate	82	45.1	789	58.6	182	21.2	23	5.9	1,076	38.8	
		Advanced	43	23.6	457	34.0	544	63.3	133	34.4	1,177	42.4	
	Regressed 754 27.2	Advanced High	6	3.3	33	2.5	133	15.5	230	59.4	402	14.5	
		2018 Total	182	100.0	1,346	100.0	860	100.0	387	100.0	2,775	100.0	
Grade Eleven													
1,827	Progressed 285 15.6	Beginning	19	21.6	32	3.6	1	0.2	0	0.0	52	2.8	
		Intermediate	49	55.7	544	61.7	143	22.6	12	5.3	748	40.9	
		Advanced	18	20.5	286	32.5	413	65.3	97	42.9	814	44.6	
	Regressed 449 24.6	Advanced High	2	2.3	19	2.2	75	11.9	117	51.8	213	11.7	
		2018 Total	88	100.0	881	100.0	632	100.0	226	100.0	1,827	100.0	
Grade Twelve													
1,369	Progressed 178 13.0	Beginning	6	10.0	12	1.8	2	0.4	0	0.0	20	1.5	
		Intermediate	32	53.3	358	54.6	80	16.4	13	7.8	483	35.3	
		Advanced	19	31.7	264	40.2	333	68.4	71	42.8	687	50.2	
	Regressed 412 30.1	Advanced High	3	5.0	22	3.4	72	14.8	82	49.4	179	13.1	
		2018 Total	60	100.0	656	100.0	487	100.0	166	100.0	1,369	100.0	
Grades Nine to Twelve													
9,642	Progressed 1,254 13.0	Beginning	111	21.2	140	3.0	4	0.1	1	0.1	256	2.7	
		Intermediate	265	50.7	2,533	54.5	573	17.9	62	4.9	3,433	35.6	
		Advanced	126	24.1	1,795	38.6	2,092	65.2	474	37.5	4,487	46.5	
	Regressed 2,924 30.3	Advanced High	21	4.0	177	3.8	540	16.8	728	57.5	1,466	15.2	
		2018 Total	523	100.0	4,645	100.0	3,209	100.0	1,265	100.0	9,642	100.0	
All Secondary (Grades Six to Twelve)													
22,953	Progressed 2,678 11.7	Beginning	190	24.9	296	3.0	8	0.1	2	0.1	496	2.2	
		Intermediate	413	54.1	5,171	52.5	1,392	14.4	79	2.9	7,055	30.7	
		Advanced	137	18.0	3,940	40.0	6,089	63.1	901	33.5	11,067	48.2	
	Regressed 7,116 31.0	Advanced High	23	3.0	442	4.5	2,161	22.4	1,709	63.5	4,335	18.9	
		2018 Total	763	100.0	9,849	100.0	9,650	100.0	2,691	100.0	22,953	100.0	

Source: District TELPAS data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS demographic data file dated February 26, 2019.

Note: TELPAS = Texas English Language Proficiency Assessment System. 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 and were enrolled on the PEIMS snapshot date both years (October 27, 2017 and October 26, 2018). Intermed = Intermediate. Adv High = Advanced High. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019. Same = Student remained at the same proficiency level in 2018 and 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. PEIMS = Public Education Information Management System. Results are not included for students who took TELPAS-Alternate.

Appendix I, Table 4: 2018 to 2019 TELPAS Proficiency Rating Movement – English Learners in One-Way Dual Language Program

Rated <i>N</i>	Progressed/ Regressed <i>n</i> %	2018 TELPAS Composite Rating	2019 TELPAS Composite Rating								2019 Total	
			Beginning		Intermed		Advanced		Adv High			
			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade One												
3,886	Progressed	Beginning	1,379	86.8	1,137	63.2	188	44.7	28	35.9	2,732	70.3
		Intermediate	200	12.6	641	35.7	206	48.9	37	47.4	1,084	27.9
		Advanced	5	0.3	13	0.7	24	5.7	9	11.5	51	1.3
	Regressed	Advanced High	5	0.3	7	0.4	3	0.7	4	5.1	19	0.5
	233	2018 Total	1,589	100.0	1,798	100.0	421	100.0	78	100.0	3,886	100.0
Grade Two												
4,089	Progressed	Beginning	307	74.7	1,206	49.1	275	25.6	25	17.0	1,813	44.3
		Intermediate	95	23.1	1,092	44.4	546	50.9	69	46.9	1,802	44.1
		Advanced	9	2.2	145	5.9	210	19.6	43	29.3	407	10.0
	Regressed	Advanced High	0	0.0	15	0.6	42	3.9	10	6.8	67	1.6
	306	2018 Total	411	100.0	2,458	100.0	1,073	100.0	147	100.0	4,089	100.0
Grade Three												
4,379	Progressed	Beginning	62	45.3	171	9.4	9	0.5	0	0.0	242	5.5
		Intermediate	75	54.7	1,504	82.7	964	52.8	67	11.2	2,610	59.6
		Advanced	0	0.0	142	7.8	822	45.0	397	66.3	1,361	31.1
	Regressed	Advanced High	0	0.0	1	0.1	30	1.6	135	22.5	166	3.8
	248	2018 Total	137	100.0	1,818	100.0	1,825	100.0	599	100.0	4,379	100.0
Grade Four												
4,651	Progressed	Beginning	58	28.2	50	2.8	3	0.2	0	0.0	111	2.4
		Intermediate	147	71.4	1,290	71.5	421	22.3	20	2.7	1,878	40.4
		Advanced	1	0.5	444	24.6	1,247	66.0	326	43.3	2,018	43.4
	Regressed	Advanced High	0	0.0	19	1.1	218	11.5	407	54.1	644	13.8
	829	2018 Total	206	100.0	1,803	100.0	1,889	100.0	753	100.0	4,651	100.0
Grade Five												
4,687	Progressed	Beginning	52	49.1	87	6.2	0	0.0	0	0.0	139	3.0
		Intermediate	53	50.0	983	69.6	570	29.5	35	2.8	1,641	35.0
		Advanced	1	0.9	313	22.2	1,213	62.7	661	53.6	2,188	46.7
	Regressed	Advanced High	0	0.0	29	2.1	152	7.9	538	43.6	719	15.3
	548	2018 Total	106	100.0	1,412	100.0	1,935	100.0	1,234	100.0	4,687	100.0
Grade Six												
318	Progressed	Beginning	1	33.3	5	5.2	0	0.0	0	0.0	6	1.9
		Intermediate	2	66.7	48	50.0	18	10.3	0	0.0	68	21.4
		Advanced	0	0.0	41	42.7	111	63.8	15	33.3	167	52.5
	Regressed	Advanced High	0	0.0	2	2.1	45	25.9	30	66.7	77	24.2
	90	2018 Total	3	100.0	96	100.0	174	100.0	45	100.0	318	100.0
Grades One to Two												
7,975	Progressed	Beginning	1,686	84.3	2,343	55.1	463	31.0	53	23.6	4,545	57.0
		Intermediate	295	14.8	1,733	40.7	752	50.3	106	47.1	2,886	36.2
		Advanced	14	0.7	158	3.7	234	15.7	52	23.1	458	5.7
	Regressed	Advanced High	5	0.3	22	0.5	45	3.0	14	6.2	86	1.1
	539	2018 Total	2,000	100.0	4,256	100.0	1,494	100.0	225	100.0	7,975	100.0
Grades Three to Six												
14,035	Progressed	Beginning	173	38.3	313	6.1	12	0.2	0	0.0	498	3.5
		Intermediate	277	61.3	3,825	74.6	1,973	33.9	122	4.6	6,197	44.2
		Advanced	2	0.4	940	18.3	3,393	58.3	1,399	53.2	5,734	40.9
	Regressed	Advanced High	0	0.0	51	1.0	445	7.6	1,110	42.2	1,606	11.4
	1,715	2018 Total	452	100.0	5,129	100.0	5,823	100.0	2,631	100.0	14,035	100.0
Grades One to Six												
22,010	Progressed	Beginning	1,859	75.8	2,656	28.3	475	6.5	53	1.9	5,043	22.9
		Intermediate	572	23.3	5,558	59.2	2,725	37.2	228	8.0	9,083	41.3
		Advanced	16	0.7	1,098	11.7	3,627	49.6	1,451	50.8	6,192	28.1
	Regressed	Advanced High	5	0.2	73	0.8	490	6.7	1,124	39.4	1,692	7.7
	2,254	2018 Total	2,452	100.0	9,385	100.0	7,317	100.0	2,856	100.0	22,010	100.0

Source: District TELPAS data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS demographic data file dated February 26, 2019.

Note: TELPAS = Texas English Language Proficiency Assessment System. 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 and were enrolled on the PEIMS snapshot date both years (October 27, 2017 and October 26, 2018). Intermed = Intermediate. Adv High = Advanced High. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019. Same = Student remained at the same proficiency level in 2018 and 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. PEIMS = Public Education Information Management System. Results are not included for students who took TELPAS-Alternate. Grade six students include those in elementary schools.

Appendix I, Table 5: 2018 to 2019 TELPAS Proficiency Rating Movement – English Learners in Two-Way Dual Language Program

Rated <i>N</i>	Progressed/ Regressed <i>n</i> %		2018 <i>TELPAS</i> Composite Rating	2019 <i>TELPAS</i> Composite Rating								2019 Total <i>n</i> %	
				Beginning		Intermed		Advanced		Adv High			
	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade One													
562	Progressed	Beginning	113	68.1	132	48.5	20	20.4	3	11.5	268	47.7	
	228	40.6	Intermediate	45	27.1	132	48.5	57	58.2	8	30.8	242	43.1
		Advanced	5	3.0	5	1.8	21	21.4	8	30.8	39	6.9	
	Regressed	Advanced High	3	1.8	3	1.1	0	0.0	7	26.9	13	2.3	
	61	10.9	2018 Total	166	100.0	272	100.0	98	100.0	26	100.0	562	100.0
Grade Two													
610	Progressed	Beginning	18	60.0	95	29.5	29	14.5	1	1.7	143	23.4	
	265	43.4	Intermediate	10	33.3	173	53.7	91	45.5	19	32.8	293	48.0
		Advanced	2	6.7	45	14.0	58	29.0	30	51.7	135	22.1	
	Regressed	Advanced High	0	0.0	9	2.8	22	11.0	8	13.8	39	6.4	
	88	14.4	2018 Total	30	100.0	322	100.0	200	100.0	58	100.0	610	100.0
Grade Three													
416	Progressed	Beginning	4	100.0	14	10.1	1	0.5	0	0.0	19	4.6	
	182	43.8	Intermediate	0	0.0	108	78.3	98	51.6	12	14.3	218	52.4
		Advanced	0	0.0	15	10.9	89	46.8	57	67.9	161	38.7	
	Regressed	Advanced High	0	0.0	1	0.7	2	1.1	15	17.9	18	4.3	
	18	4.3	2018 Total	4	100.0	138	100.0	190	100.0	84	100.0	416	100.0
Grade Four													
331	Progressed	Beginning	1	10.0	2	1.9	0	0.0	0	0.0	3	0.9	
	53	16.0	Intermediate	9	90.0	72	67.3	24	15.6	3	5.0	108	32.6
		Advanced	0	0.0	32	29.9	106	68.8	24	40.0	162	48.9	
	Regressed	Advanced High	0	0.0	1	0.9	24	15.6	33	55.0	58	17.5	
	66	19.9	2018 Total	10	100.0	107	100.0	154	100.0	60	100.0	331	100.0
Grade Five													
319	Progressed	Beginning	3	33.3	4	4.7	0	0.0	0	0.0	7	2.2	
	75	23.5	Intermediate	6	66.7	58	67.4	27	20.8	1	1.1	92	28.8
		Advanced	0	0.0	22	25.6	83	63.8	43	45.7	148	46.4	
	Regressed	Advanced High	0	0.0	2	2.3	20	15.4	50	53.2	72	22.6	
	50	15.7	2018 Total	9	100.0	86	100.0	130	100.0	94	100.0	319	100.0
Grade Six													
83	Progressed	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
	5	6.0	Intermediate	0	0.0	2	28.6	1	1.8	0	0.0	3	3.6
		Advanced	0	0.0	3	42.9	31	54.4	4	21.1	38	45.8	
	Regressed	Advanced High	0	0.0	2	28.6	25	43.9	15	78.9	42	50.6	
	30	36.1	2018 Total	0	0.0	7	100.0	57	100.0	19	100.0	83	100.0
Grades One to Two													
1,172	Progressed	Beginning	131	66.8	227	38.2	49	16.4	4	4.8	411	35.1	
	493	42.1	Intermediate	55	28.1	305	51.3	148	49.7	27	32.1	535	45.6
		Advanced	7	3.6	50	8.4	79	26.5	38	45.2	174	14.8	
	Regressed	Advanced High	3	1.5	12	2.0	22	7.4	15	17.9	52	4.4	
	149	12.7	2018 Total	196	100.0	594	100.0	298	100.0	84	100.0	1,172	100.0
Grades Three to Six													
1,149	Progressed	Beginning	8	34.8	20	5.9	1	0.2	0	0.0	29	2.5	
	315	27.4	Intermediate	15	65.2	240	71.0	150	28.2	16	6.2	421	36.6
		Advanced	0	0.0	72	21.3	309	58.2	128	49.8	509	44.3	
	Regressed	Advanced High	0	0.0	6	1.8	71	13.4	113	44.0	190	16.5	
	164	14.3	2018 Total	23	100.0	338	100.0	531	100.0	257	100.0	1,149	100.0
Grades One to Six													
2,321	Progressed	Beginning	139	63.5	247	26.5	50	6.0	4	1.2	440	19.0	
	808	34.8	Intermediate	70	32.0	545	58.5	298	35.9	43	12.6	956	41.2
		Advanced	7	3.2	122	13.1	388	46.8	166	48.7	683	29.4	
	Regressed	Advanced High	3	1.4	18	1.9	93	11.2	128	37.5	242	10.4	
	313	13.5	2018 Total	219	100.0	932	100.0	829	100.0	341	100.0	2,321	100.0

Source: District TELPAS data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS demographic data file dated February 26, 2019.

Note: TELPAS = Texas English Language Proficiency Assessment System. 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 and were enrolled on the PEIMS snapshot date both years (October 27, 2017 and October 26, 2018). Intermed = Intermediate. Adv High = Advanced High. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019. Same = Student remained at the same proficiency level in 2018 and 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. PEIMS = Public Education Information Management System. Results are not included for students who took TELPAS-Alternate. Grade six students include those in elementary schools.

Appendix I, Table 6: 2018 to 2019 TELPAS Proficiency Rating Movement – English Learners in Two-Way Dual Language Program (Immersion)

Rated N	Progressed/ Regressed n %	2018 TELPAS Composite Rating	2019 TELPAS Composite Rating								2019 Total	
			Beginning		Intermed		Advanced		Adv High			
			n	%	n	%	n	%	n	%	n	%
Grade One												
439	Progressed	Beginning	80	65.6	110	49.1	17	23.0	3	15.8	210	47.8
		Intermediate	34	27.9	106	47.3	45	60.8	7	36.8	192	43.7
		Advanced	5	4.1	5	2.2	12	16.2	2	10.5	24	5.5
		Advanced High	3	2.5	3	1.3	0	0.0	7	36.8	13	3.0
	50	2018 Total	122	100.0	224	100.0	74	100.0	19	100.0	439	100.0

Source: District TELPAS data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS demographic data file dated February 26, 2019.

Note: TELPAS = Texas English Language Proficiency Assessment System. 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 and were enrolled on the PEIMS snapshot date both years (October 27, 2017 and October 26, 2018). Intermed = Intermediate. Adv High = Advanced High. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019. Same = Student remained at the same proficiency level in 2018 and 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. PEIMS = Public Education Information Management System. Results are not included for students who took TELPAS-Alternate.

Appendix I, Table 7: 2018 to 2019 TELPAS Proficiency Rating Movement – English Learners in Two-Way Dual Language Program (Enrichment)

Rated N	Progressed/ Regressed n %	2018 TELPAS Composite Rating	2019 TELPAS Composite Rating								2019 Total	
			Beginning		Intermed		Advanced		Adv High			
			n	%	n	%	n	%	n	%	n	%
Grade One												
115	Progressed	Beginning	30	73.2	19	43.2	3	13.0	0	0.0	52	45.2
		Intermediate	11	26.8	25	56.8	11	47.8	1	14.3	48	41.7
		Advanced	0	0.0	0	0.0	9	39.1	6	85.7	15	13.0
		Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	11	2018 Total	41	100.0	44	100.0	23	100.0	7	100.0	115	100.0

Source: District TELPAS data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS demographic data file dated February 26, 2019.

Note: TELPAS = Texas English Language Proficiency Assessment System. 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 and were enrolled on the PEIMS snapshot date both years (October 27, 2017 and October 26, 2018). Intermed = Intermediate. Adv High = Advanced High. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019. Same = Student remained at the same proficiency level in 2018 and 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. PEIMS = Public Education Information Management System. Results are not included for students who took TELPAS-Alternate.

Appendix I, Table 8: 2018 to 2019 TELPAS Proficiency Rating Movement – Grade Six to Eight English Learners in Secondary Dual Language Program

Rated <i>N</i>	Progressed/ Regressed <i>n</i> %		2018 <i>TELPAS</i> Composite Rating	2019 <i>TELPAS</i> Composite Rating								2019 Total	
				Beginning		Intermed		Advanced		Adv High			
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade Six													
31	Progressed		Beginning	0	0.0	1	20.0	0	0.0	0	0.0	1	3.2
	2	8.5	Intermediate	0	0.0	1	20.0	1	4.3	0	0.0	2	6.5
			Advanced	0	0.0	3	60.0	15	65.2	0	0.0	18	58.1
	Regressed		Advanced High	0	0.0	0	0.0	7	30.4	3	100.0	10	32.3
	10	32.3	2018 Total	0	0.0	5	100.0	23	100.0	3	100.0	31	100.0
Grade Seven													
29	Progressed		Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	4	13.8	Intermediate	0	0.0	9	75.0	2	16.7	0	0.0	11	37.9
			Advanced	0	0.0	2	16.7	9	75.0	2	40.0	13	44.8
	Regressed		Advanced High	0	0.0	1	8.3	1	8.3	3	60.0	5	17.2
	4	13.8	2018 Total	0	0.0	12	100.0	12	100.0	5	100.0	29	100.0
Grade Eight													
56	Progressed		Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	9	16.1	Intermediate	0	0.0	4	66.7	3	11.1	1	4.3	8	14.3
			Advanced	0	0.0	1	16.7	15	55.6	5	21.7	21	37.5
	Regressed		Advanced High	0	0.0	1	16.7	9	33.3	17	73.9	27	48.2
	11	19.6	2018 Total	0	0.0	6	100.0	27	100.0	23	100.0	56	100.0
Grades Six to Eight													
116	Progressed		Beginning	0	0.0	1	4.3	0	0.0	0	0.0	1	0.9
	15	12.9	Intermediate	0	0.0	14	60.9	6	9.7	1	3.2	21	18.1
			Advanced	0	0.0	6	26.1	39	62.9	7	22.6	52	44.8
	Regressed		Advanced High	0	0.0	2	8.7	17	27.4	23	74.2	42	36.2
	25	21.6	2018 Total	0	0.0	23	100.0	62	100.0	31	100.0	116	100.0

Source: District TELPAS data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS demographic data file dated February 26, 2019.

Note: TELPAS = Texas English Language Proficiency Assessment System. 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 and were enrolled on the PEIMS snapshot date both years (October 27, 2017 and October 26, 2018). Intermed = Intermediate. Adv High = Advanced High. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019. Same = Student remained at the same proficiency level in 2018 and 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. PEIMS = Public Education Information Management System. Results are not included for students who took TELPAS-Alternate.

Appendix I, Table 9: 2018 to 2019 TELPAS Proficiency Rating Movement – Grade Nine to Twelve English Learners in Secondary Dual Language Program (Including Secondary Grade Level Summary)

Rated	Progressed/ Regressed		2018 TELPAS Composite Rating	2019 TELPAS Composite Rating								2019 Total	
				Beginning		Intermed		Advanced		Adv High			
	N	n		%	n	%	n	%	n	%	n	%	
Grade Nine													
133	Progressed		Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	12	9.0	Intermediate	2	66.7	25	44.6	4	9.1	0	0.0	31	23.3
			Advanced	1	33.3	28	50.0	22	50.0	8	26.7	59	44.4
	Regressed		Advanced High	0	0.0	3	5.4	18	40.9	22	73.3	43	32.3
	52	39.1	2018 Total	3	100.0	56	100.0	44	100.0	30	100.0	133	100.0
Grade Ten													
59	Progressed		Beginning	1	50.0	0	0.0	0	0.0	0	0.0	1	1.7
	6	10.2	Intermediate	1	50.0	9	33.3	1	5.6	1	8.3	12	20.3
			Advanced	0	0.0	15	55.6	11	61.1	4	33.3	30	50.8
	Regressed		Advanced High	0	0.0	3	11.1	6	33.3	7	58.3	16	27.1
	25	42.4	2018 Total	2	100.0	27	100.0	18	100.0	12	100.0	59	100.0
Grade Eleven													
8	Progressed		Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	1	12.5	Intermediate	2	100.0	2	50.0	1	50.0	0	0.0	5	62.5
			Advanced	0	0.0	2	50.0	1	50.0	0	0.0	3	37.5
	Regressed		Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	4	50.0	2018 Total	2	100.0	4	100.0	2	100.0	0	0.0	8	100.0
Grade Twelve													
14	Progressed		Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	1	7.1	Intermediate	0	0.0	5	62.5	0	0.0	0	0.0	5	35.7
			Advanced	0	0.0	3	37.5	3	75.0	1	50.0	7	50.0
	Regressed		Advanced High	0	0.0	0	0.0	1	25.0	1	50.0	2	14.3
	4	28.6	2018 Total	0	0.0	8	100.0	4	100.0	2	100.0	14	100.0
Grades Nine to Twelve													
214	Progressed		Beginning	1	14.3	0	0.0	0	0.0	0	0.0	1	0.5
	20	9.3	Intermediate	5	71.4	41	43.2	6	8.8	1	2.3	53	24.8
			Advanced	1	14.3	48	50.5	37	54.4	13	29.5	99	46.3
	Regressed		Advanced High	0	0.0	6	6.3	25	36.8	30	68.2	61	28.5
	85	39.7	2018 Total	7	100.0	95	100.0	68	100.0	44	100.0	214	100.0
All Secondary (Grades Six to Twelve)													
330	Progressed		Beginning	1	14.3	1	0.8	0	0.0	0	0.0	2	0.6
	35	10.6	Intermediate	5	71.4	55	46.6	12	9.2	2	2.7	74	22.4
			Advanced	1	14.3	54	45.8	76	58.5	20	26.7	151	45.8
	Regressed		Advanced High	0	0.0	8	6.8	42	32.3	53	70.7	103	31.2
	110	33.3	2018 Total	7	100.0	118	100.0	130	100.0	75	100.0	330	100.0

Source: District TELPAS data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS demographic data file dated February 26, 2019.

Note: TELPAS = Texas English Language Proficiency Assessment System. 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 and were enrolled on the PEIMS snapshot date both years (October 27, 2017 and October 26, 2018). Intermed = Intermediate. Adv High = Advanced High. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019. Same = Student remained at the same proficiency level in 2018 and 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. PEIMS = Public Education Information Management System. Results are not included for students who took TELPAS-Alternate.

Appendix I, Table 10: 2018 to 2019 TELPAS Proficiency Rating Movement – Grade One to Five English Learners in English as a Second Language Program

Rated <i>N</i>	Progressed/ Regressed <i>n</i> %	2018 TELPAS Composite Rating	2019 TELPAS Composite Rating								2019 Total		
			Beginning		Intermed		Advanced		Adv High				
			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	
Grade One													
230	Progressed	Beginning	25	61.0	31	38.3	11	18.0	5	10.6	72	31.3	
	91	39.6	Intermediate	16	39.0	40	49.4	21	34.4	10	21.3	87	37.8
		Advanced	0	0.0	8	9.9	18	29.5	13	27.7	39	17.0	
	Regressed	Advanced High	0	0.0	2	2.5	11	18.0	19	40.4	32	13.9	
	37	16.1	2018 Total	41	100.0	81	100.0	61	100.0	47	100.0	230	100.0
Grade Two													
161	Progressed	Beginning	7	63.6	23	33.3	9	15.8	1	4.2	40	24.8	
	53	32.9	Intermediate	3	27.3	28	40.6	14	24.6	3	12.5	48	29.8
		Advanced	0	0.0	16	23.2	15	26.3	3	12.5	34	21.1	
	Regressed	Advanced High	1	9.1	2	2.9	19	33.3	17	70.8	39	24.2	
	41	25.5	2018 Total	11	100.0	69	100.0	57	100.0	24	100.0	161	100.0
Grade Three													
181	Progressed	Beginning	3	50.0	5	7.7	0	0.0	0	0.0	8	4.4	
	54	29.8	Intermediate	3	50.0	46	70.8	23	30.7	2	5.7	74	40.9
		Advanced	0	0.0	13	20.0	48	64.0	24	68.6	85	47.0	
	Regressed	Advanced High	0	0.0	1	1.5	4	5.3	9	25.7	14	7.7	
	21	11.6	2018 Total	6	100.0	65	100.0	75	100.0	35	100.0	181	100.0
Grade Four													
160	Progressed	Beginning	5	62.5	4	7.5	0	0.0	0	0.0	9	5.6	
	28	17.5	Intermediate	3	37.5	34	64.2	11	17.7	0	0.0	48	30.0
		Advanced	0	0.0	13	24.5	44	71.0	13	35.1	70	43.8	
	Regressed	Advanced High	0	0.0	2	3.8	7	11.3	24	64.9	33	20.6	
	25	15.6	2018 Total	8	100.0	53	100.0	62	100.0	37	100.0	160	100.0
Grade Five													
165	Progressed	Beginning	6	54.5	2	5.0	1	1.8	0	0.0	9	5.5	
	39	23.6	Intermediate	5	45.5	30	75.0	15	26.3	1	1.8	51	30.9
		Advanced	0	0.0	8	20.0	30	52.6	20	35.1	58	35.2	
	Regressed	Advanced High	0	0.0	0	0.0	11	19.3	36	63.2	47	28.5	
	24	14.5	2018 Total	11	100.0	40	100.0	57	100.0	57	100.0	165	100.0
Grades One to Two													
391	Progressed	Beginning	32	61.5	54	36.0	20	16.9	6	8.5	112	28.6	
	144	36.8	Intermediate	19	36.5	68	45.3	35	29.7	13	18.3	135	34.5
		Advanced	0	0.0	24	16.0	33	28.0	16	22.5	73	18.7	
	Regressed	Advanced High	1	1.9	4	2.7	30	25.4	36	50.7	71	18.2	
	78	19.9	2018 Total	52	100.0	150	100.0	118	100.0	71	100.0	391	100.0
Grades Three to Five													
506	Progressed	Beginning	14	56.0	11	7.0	1	0.5	0	0.0	26	5.1	
	121	23.9	Intermediate	11	44.0	110	69.6	49	25.3	3	2.3	173	34.2
		Advanced	0	0.0	34	21.5	122	62.9	57	44.2	213	42.1	
	Regressed	Advanced High	0	0.0	3	1.9	22	11.3	69	53.5	94	18.6	
	70	13.8	2018 Total	25	100.0	158	100.0	194	100.0	129	100.0	506	100.0
Grades One to Five													
897	Progressed	Beginning	46	59.7	65	21.1	21	6.7	6	3.0	138	15.4	
	265	29.5	Intermediate	30	39.0	178	57.8	84	26.9	16	8.0	308	34.3
		Advanced	0	0.0	58	18.8	155	49.7	73	36.5	286	31.9	
	Regressed	Advanced High	1	1.3	7	2.3	52	16.7	105	52.5	165	18.4	
	148	16.5	2018 Total	77	100.0	308	100.0	312	100.0	200	100.0	897	100.0

Source: District TELPAS data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS demographic data file dated February 26, 2019.

Note: TELPAS = Texas English Language Proficiency Assessment System. 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 and were enrolled on the PEIMS snapshot date both years (October 27, 2017 and October 26, 2018). Intermed = Intermediate. Adv High = Advanced High. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019. Same = Student remained at the same proficiency level in 2018 and 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. PEIMS = Public Education Information Management System. Results are not included for students who took TELPAS-Alternate.

Appendix I, Table 11: 2018 to 2019 TELPAS Proficiency Rating Movement – Grade Six to Eight English Learners in English as a Second Language Program

Rated <i>N</i>	Progressed/ Regressed <i>n</i> %	2018 <i>TELPAS</i> Composite Rating	2019 <i>TELPAS</i> Composite Rating								2019 Total		
			Beginning		Intermed		Advanced		Adv High				
			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	
Grade Six													
365	Progressed	Beginning	26	59.1	29	15.9	1	0.8	0	0.0	56	15.3	
	70	19.2	Intermediate	18	40.9	102	56.0	34	27.6	1	6.3	155	42.5
			Advanced	0	0.0	43	23.6	50	40.7	5	31.3	98	26.8
	Regressed	Advanced High	0	0.0	8	4.4	38	30.9	10	62.5	56	15.3	
	107	29.3	2018 Total	44	100.0	182	100.0	123	100.0	16	100.0	365	100.0
Grade Seven													
356	Progressed	Beginning	12	34.3	36	18.0	0	0.0	0	0.0	48	13.5	
	84	23.6	Intermediate	23	65.7	141	70.5	46	40.7	1	12.5	211	59.3
			Advanced	0	0.0	23	11.5	53	46.9	1	12.5	77	21.6
	Regressed	Advanced High	0	0.0	0	0.0	14	12.4	6	75.0	20	5.6	
	60	16.9	2018 Total	35	100.0	200	100.0	113	100.0	8	100.0	356	100.0
Grade Eight													
357	Progressed	Beginning	23	62.2	36	17.2	0	0.0	0	0.0	59	16.5	
	71	19.9	Intermediate	14	37.8	132	63.2	28	29.5	0	0.0	174	48.7
			Advanced	0	0.0	39	18.7	56	58.9	7	43.8	102	28.6
	Regressed	Advanced High	0	0.0	2	1.0	11	11.6	9	56.3	22	6.2	
	66	18.5	2018 Total	37	100.0	209	100.0	95	100.0	16	100.0	357	100.0
Grades Six to Eight													
1,078	Progressed	Beginning	61	52.6	101	17.1	1	0.3	0	0.0	163	15.1	
	225	20.9	Intermediate	55	47.4	375	63.5	108	32.6	2	5.0	540	50.1
			Advanced	0	0.0	105	17.8	159	48.0	13	32.5	277	25.7
	Regressed	Advanced High	0	0.0	10	1.7	63	19.0	25	62.5	98	9.1	
	233	21.6	2018 Total	116	100.0	591	100.0	331	100.0	40	100.0	1,078	100.0

Source: District TELPAS data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS demographic data file dated February 26, 2019.

Note: TELPAS = Texas English Language Proficiency Assessment System. 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 and were enrolled on the PEIMS snapshot date both years (October 27, 2017 and October 26, 2018). Intermed = Intermediate. Adv High = Advanced High. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019. Same = Student remained at the same proficiency level in 2018 and 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. PEIMS = Public Education Information Management System. Results are not included for students who took TELPAS-Alternate.

Appendix I, Table 12: 2018 to 2019 TELPAS Proficiency Rating Movement – Grade Nine to Twelve English Learners in English as a Second Language Program (Including Secondary Grade Level Summary)

Rated N	Progressed/ Regressed n %	2018 TELPAS Composite Rating	2019 TELPAS Composite Rating								2019 Total	
			Beginning		Intermed		Advanced		Adv High			
			n	%	n	%	n	%	n	%	n	%
Grade Nine												
315	Progressed	Beginning	29	35.8	24	14.2	0	0.0	0	0.0	53	16.8
		Intermediate	51	63.0	119	70.4	15	30.0	0	0.0	185	58.7
		Advanced	1	1.2	26	15.4	31	62.0	6	40.0	64	20.3
	Regressed	Advanced High	0	0.0	0	0.0	4	8.0	9	60.0	13	4.1
		2018 Total	81	100.0	169	100.0	50	100.0	15	100.0	315	100.0
Grade Ten												
410	Progressed	Beginning	45	49.5	56	22.8	1	1.7	0	0.0	102	24.9
		Intermediate	44	48.4	169	68.7	29	48.3	1	7.7	243	59.3
		Advanced	2	2.2	21	8.5	25	41.7	7	53.8	55	13.4
	Regressed	Advanced High	0	0.0	0	0.0	5	8.3	5	38.5	10	2.4
		2018 Total	91	100.0	246	100.0	60	100.0	13	100.0	410	100.0
Grade Eleven												
261	Progressed	Beginning	9	32.1	18	11.6	0	0.0	0	0.0	27	10.3
		Intermediate	18	64.3	111	71.6	15	26.8	1	4.5	145	55.6
		Advanced	1	3.6	24	15.5	38	67.9	13	59.1	76	29.1
	Regressed	Advanced High	0	0.0	2	1.3	3	5.4	8	36.4	13	5.0
		2018 Total	28	100.0	155	100.0	56	100.0	22	100.0	261	100.0
Grade Twelve												
137	Progressed	Beginning	0	0.0	6	7.2	0	0.0	0	0.0	6	4.4
		Intermediate	7	87.5	55	66.3	4	12.1	1	7.7	67	48.9
		Advanced	1	12.5	21	25.3	29	87.9	6	46.2	57	41.6
	Regressed	Advanced High	0	0.0	1	1.2	0	0.0	6	46.2	7	5.1
		2018 Total	8	100.0	83	100.0	33	100.0	13	100.0	137	100.0
Grades Nine to Twelve												
1,123	Progressed	Beginning	83	39.9	104	15.9	1	0.5	0	0.0	188	16.7
		Intermediate	120	57.7	454	69.5	63	31.7	3	4.8	640	57.0
		Advanced	5	2.4	92	14.1	123	61.8	32	50.8	252	22.4
	Regressed	Advanced High	0	0.0	3	0.5	12	6.0	28	44.4	43	3.8
		2018 Total	208	100.0	653	100.0	199	100.0	63	100.0	1,123	100.0
All Secondary (Grades Six to Twelve)												
2,201	Progressed	Beginning	144	44.4	205	16.5	2	0.4	0	0.0	351	15.9
		Intermediate	175	54.0	829	66.6	171	32.3	5	4.9	1,180	53.6
		Advanced	5	1.5	197	15.8	282	53.2	45	43.7	529	24.0
	Regressed	Advanced High	0	0.0	13	1.0	75	14.2	53	51.5	141	6.4
		2018 Total	324	100.0	1,244	100.0	530	100.0	103	100.0	2,201	100.0

Source: District TELPAS data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS demographic data file dated February 26, 2019.

Note: TELPAS = Texas English Language Proficiency Assessment System. 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 and were enrolled on the PEIMS snapshot date both years. Intermed = Intermediate. Adv High = Advanced High. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019 (October 27, 2017 and October 26, 2018). Same = Student remained at the same proficiency level in 2018 and 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. PEIMS = Public Education Information Management System. Results are not included for students who took TELPAS-Alternate.

Appendix I, Table 13: 2018 to 2019 TELPAS Proficiency Rating Movement – Grade Six to Eight English Learners in Sheltered Classrooms

Rated N	Progressed/ Regressed n %	2018 TELPAS Composite Rating	2019 TELPAS Composite Rating								2019 Total	
			Beginning		Intermed		Advanced		Adv High		n	%
			n	%	n	%	n	%	n	%		
Grade Six												
3,433	Progressed	Beginning	9	16.7	23	1.6	1	0.1	0	0.0	33	1.0
		Intermediate	42	77.8	582	41.1	133	8.0	2	0.7	759	22.1
		Advanced	3	5.6	708	50.0	987	59.0	65	22.3	1,763	51.4
	Regressed	Advanced High	0	0.0	103	7.3	551	33.0	224	77.0	878	25.6
	1,407	2018 Total	54	100.0	1,416	100.0	1,672	100.0	291	100.0	3,433	100.0
Grade Seven												
3,450	Progressed	Beginning	2	5.9	7	0.5	1	0.1	0	0.0	10	0.3
		Intermediate	29	85.3	773	55.5	269	16.0	7	2.1	1,078	31.2
		Advanced	2	5.9	565	40.6	1,075	63.8	118	35.0	1,760	51.0
	Regressed	Advanced High	1	2.9	48	3.4	341	20.2	212	62.9	602	17.4
	986	2018 Total	34	100.0	1,393	100.0	1,686	100.0	337	100.0	3,450	100.0
Grade Eight												
3,230	Progressed	Beginning	5	20.8	13	1.0	1	0.1	1	0.3	20	0.6
		Intermediate	13	54.2	631	50.6	208	12.8	5	1.5	857	26.5
		Advanced	5	20.8	531	42.6	1,107	67.9	114	34.5	1,757	54.4
	Regressed	Advanced High	1	4.2	71	5.7	314	19.3	210	63.6	596	18.5
	935	2018 Total	24	100.0	1,246	100.0	1,630	100.0	330	100.0	3,230	100.0
Grades Six to Eight												
10,113	Progressed	Beginning	16	14.3	43	1.1	3	0.1	1	0.1	63	0.6
		Intermediate	84	75.0	1,986	49.0	610	12.2	14	1.5	2,694	26.6
		Advanced	10	8.9	1,804	44.5	3,169	63.5	297	31.0	5,280	52.2
	Regressed	Advanced High	2	1.8	222	5.5	1,206	24.2	646	67.4	2,076	20.5
	3,328	2018 Total	112	100.0	4,055	100.0	4,988	100.0	958	100.0	10,113	100.0

Source: District TELPAS data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS demographic data file dated February 26, 2019.

Note: TELPAS = Texas English Language Proficiency Assessment System. 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 and were enrolled on the PEIMS snapshot date both years. Intermed = Intermediate. Adv High = Advanced High. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019 (October 27, 2017 and October 26, 2018). Same = Student remained at the same proficiency level in 2018 and 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. PEIMS = Public Education Information Management System. Results are not included for students who took TELPAS-Alternate.

Appendix I, Table 14: 2018 to 2019 TELPAS Proficiency Rating Movement –Grade Nine to Twelve English Learners in Sheltered Classrooms (Including Secondary Grade Level Summary)

Rated N	Progressed/ Regressed n %	2018 TELPAS Composite Rating	2019 TELPAS Composite Rating								2019 Total	
			Beginning		Intermed		Advanced		Adv High			
			n	%	n	%	n	%	n	%	n	%
Grade Nine												
2,725	Progressed	Beginning	6	6.4	5	0.4	0	0.0	0	0.0	11	0.4
		Intermediate	40	42.6	615	45.7	132	13.7	13	4.0	800	29.4
		Advanced	40	42.6	645	47.9	643	66.7	115	35.8	1,443	53.0
	Regressed	Advanced High	8	8.5	81	6.0	189	19.6	193	60.1	471	17.3
	1,003	2018 Total	94	100.0	1,346	100.0	964	100.0	321	100.0	2,725	100.0
Grade Ten												
1,770	Progressed	Beginning	4	5.7	9	1.0	0	0.0	0	0.0	13	0.7
		Intermediate	29	41.4	499	56.6	124	21.0	18	7.9	670	37.9
		Advanced	33	47.1	352	39.9	382	64.7	81	35.5	848	47.9
	Regressed	Advanced High	4	5.7	22	2.5	84	14.2	129	56.6	239	13.5
	524	2018 Total	70	100.0	882	100.0	590	100.0	228	100.0	1,770	100.0
Grade Eleven												
1,249	Progressed	Beginning	7	14.9	13	2.1	1	0.2	0	0.0	21	1.7
		Intermediate	24	51.1	364	59.5	105	22.6	8	6.4	501	40.1
		Advanced	15	31.9	222	36.3	307	66.0	62	49.6	606	48.5
	Regressed	Advanced High	1	2.1	13	2.1	52	11.2	55	44.0	121	9.7
	327	2018 Total	47	100.0	612	100.0	465	100.0	125	100.0	1,249	100.0
Grade Twelve												
1,056	Progressed	Beginning	3	7.3	5	1.0	2	0.5	0	0.0	10	0.9
		Intermediate	21	51.2	266	53.4	71	17.8	10	8.4	368	34.8
		Advanced	14	34.1	211	42.4	266	66.8	56	47.1	547	51.8
	Regressed	Advanced High	3	7.3	16	3.2	59	14.8	53	44.5	131	12.4
	324	2018 Total	41	100.0	498	100.0	398	100.0	119	100.0	1,056	100.0
Grades Nine to Twelve												
6,800	Progressed	Beginning	20	7.9	32	1.0	3	0.1	0	0.0	55	0.8
		Intermediate	114	45.2	1,744	52.2	432	17.9	49	6.2	2,339	34.4
		Advanced	102	40.5	1,430	42.8	1,598	66.1	314	39.6	3,444	50.6
	Regressed	Advanced High	16	6.3	132	4.0	384	15.9	430	54.2	962	14.1
	2,178	2018 Total	252	100.0	3,338	100.0	2,417	100.0	793	100.0	6,800	100.0
All Secondary (Grades Six to Twelve)												
16,913	Progressed	Beginning	36	9.9	75	1.0	6	0.1	1	0.1	118	0.7
		Intermediate	198	54.4	3,730	50.5	1,042	14.1	63	3.6	5,033	29.8
		Advanced	112	30.8	3,234	43.7	4,767	64.4	611	34.9	8,724	51.6
	Regressed	Advanced High	18	4.9	354	4.8	1,590	21.5	1,076	61.5	3,038	18.0
	5,506	2018 Total	364	100.0	7,393	100.0	7,405	100.0	1,751	100.0	16,913	100.0

Source: District TELPAS data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS demographic data file dated February 26, 2019.

Note: TELPAS = Texas English Language Proficiency Assessment System. 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 and were enrolled on the PEIMS snapshot date both years. Intermed = Intermediate. Adv High = Advanced High. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019 (October 27, 2017 and October 26, 2018). Same = Student remained at the same proficiency level in 2018 and 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. PEIMS = Public Education Information Management System. Results are not included for students who took TELPAS-Alternate.

Appendix I, Table 15: 2018 to 2019 TELPAS Proficiency Rating Movement – Grade One to Five English Learner Immigrant Students

Rated <i>N</i>	Progressed/ Regressed <i>n</i> %	2018 TELPAS Composite Rating	2019 TELPAS Composite Rating								2019 Total <i>n</i> %		
			Beginning		Intermed		Advanced		Adv High				
			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%			
Grade One													
577	Progressed	Beginning	269	93.1	137	66.8	20	39.2	7	21.9	433	75.0	
	196	34.0	Intermediate	20	6.9	58	28.3	19	37.3	7	21.9	104	18.0
		Advanced	0	0.0	9	4.4	10	19.6	6	18.8	25	4.3	
	Regressed	Advanced High	0	0.0	1	0.5	2	3.9	12	37.5	15	2.6	
	32	5.5	2018 Total	289	100.0	205	100.0	51	100.0	32	100.0	577	100.0
Grade Two													
358	Progressed	Beginning	58	85.3	149	70.0	30	50.0	3	17.6	240	67.0	
	210	58.7	Intermediate	10	14.7	55	25.8	21	35.0	4	23.5	90	25.1
		Advanced	0	0.0	9	4.2	7	11.7	3	17.6	19	5.3	
	Regressed	Advanced High	0	0.0	0	0.0	2	3.3	7	41.2	9	2.5	
	21	5.9	2018 Total	68	100.0	213	100.0	60	100.0	17	100.0	358	100.0
Grade Three													
250	Progressed	Beginning	22	57.9	48	35.3	3	4.8	0	0.0	73	29.2	
	105	42.0	Intermediate	16	42.1	84	61.8	41	65.1	6	46.2	147	58.8
		Advanced	0	0.0	3	2.2	17	27.0	7	53.8	27	10.8	
	Regressed	Advanced High	0	0.0	1	0.7	2	3.2	0	0.0	3	1.2	
	22	8.8	2018 Total	38	100.0	136	100.0	63	100.0	13	100.0	250	100.0
Grade Four													
202	Progressed	Beginning	31	59.6	22	23.2	2	4.3	0	0.0	55	27.2	
	53	26.2	Intermediate	21	40.4	67	70.5	24	52.2	0	0.0	112	55.4
		Advanced	0	0.0	6	6.3	20	43.5	5	55.6	31	15.3	
	Regressed	Advanced High	0	0.0	0	0.0	0	0.0	4	44.4	4	2.0	
	27	13.4	2018 Total	52	100.0	95	100.0	46	100.0	9	100.0	202	100.0
Grade Five													
187	Progressed	Beginning	34	89.5	31	30.7	0	0.0	0	0.0	65	34.8	
	65	34.8	Intermediate	4	10.5	69	68.3	22	68.8	1	6.3	96	51.3
		Advanced	0	0.0	1	1.0	9	28.1	11	68.8	21	11.2	
	Regressed	Advanced High	0	0.0	0	0.0	1	3.1	4	25.0	5	2.7	
	6	3.2	2018 Total	38	100.0	101	100.0	32	100.0	16	100.0	187	100.0
Grades One to Two													
935	Progressed	Beginning	327	91.6	286	68.4	50	45.0	10	20.4	673	72.0	
	406	43.4	Intermediate	30	8.4	113	27.0	40	36.0	11	22.4	194	20.7
		Advanced	0	0.0	18	4.3	17	15.3	9	18.4	44	4.7	
	Regressed	Advanced High	0	0.0	1	0.2	4	3.6	19	38.8	24	2.6	
	53	5.7	2018 Total	357	100.0	418	100.0	111	100.0	49	100.0	935	100.0
Grades Three to Five													
639	Progressed	Beginning	87	68.0	101	30.4	5	3.5	0	0.0	193	30.2	
	223	34.9	Intermediate	41	32.0	220	66.3	87	61.7	7	18.4	355	55.6
		Advanced	0	0.0	10	3.0	46	32.6	23	60.5	79	12.4	
	Regressed	Advanced High	0	0.0	1	0.3	3	2.1	8	21.1	12	1.9	
	55	8.6	2018 Total	128	100.0	332	100.0	141	100.0	38	100.0	639	100.0
Grades One to Five													
1,574	Progressed	Beginning	414	85.4	387	51.6	55	21.8	10	11.5	866	55.0	
	629	40.0	Intermediate	71	14.6	333	44.4	127	50.4	18	20.7	549	34.9
		Advanced	0	0.0	28	3.7	63	25.0	32	36.8	123	7.8	
	Regressed	Advanced High	0	0.0	2	0.3	7	2.8	27	31.0	36	2.3	
	108	6.9	2018 Total	485	100.0	750	100.0	252	100.0	87	100.0	1,574	100.0

Source: District TELPAS data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS demographic data file dated February 26, 2019.

Note: TELPAS = Texas English Language Proficiency Assessment System. 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 and were enrolled on the PEIMS snapshot date both years (October 27, 2017 and October 26, 2018). Intermed = Intermediate. Adv High = Advanced High. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019. Same = Student remained at the same proficiency level in 2018 and 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. PEIMS = Public Education Information Management System. Results are not included for students who took TELPAS-Alternate.

Appendix I, Table 16: 2018 to 2019 TELPAS Proficiency Rating Movement – Grade Six to Eight English Learner Immigrant Students

Rated <i>N</i>	Progressed/ Regressed <i>n</i> %	2018 <i>TELPAS</i> Composite Rating	2019 <i>TELPAS</i> Composite Rating								2019 Total		
			Beginning		Intermed		Advanced		Adv High				
			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	
Grade Six													
162	Progressed	Beginning	22	68.8	29	33.0	1	2.7	0	0.0	52	32.1	
	55	34.0	Intermediate	10	31.3	49	55.7	21	56.8	1	20.0	81	50.0
			Advanced	0	0.0	10	11.4	11	29.7	3	60.0	24	14.8
	Regressed	Advanced High	0	0.0	0	0.0	4	10.8	1	20.0	5	3.1	
	24	14.8	2018 Total	32	100.0	88	100.0	37	100.0	5	100.0	162	100.0
Grade Seven													
168	Progressed	Beginning	9	39.1	24	26.1	0	0.0	0	0.0	33	19.6	
	48	28.6	Intermediate	14	60.9	66	71.7	23	46.0	1	33.3	104	61.9
			Advanced	0	0.0	2	2.2	24	48.0	0	0.0	26	15.5
	Regressed	Advanced High	0	0.0	0	0.0	3	6.0	2	66.7	5	3.0	
	19	11.3	2018 Total	23	100.0	92	100.0	50	100.0	3	100.0	168	100.0
Grade Eight													
174	Progressed	Beginning	19	63.3	28	29.8	0	0.0	0	0.0	47	27.0	
	51	29.3	Intermediate	11	36.7	59	62.8	20	47.6	0	0.0	90	51.7
			Advanced	0	0.0	6	6.4	17	40.5	3	37.5	26	14.9
	Regressed	Advanced High	0	0.0	1	1.1	5	11.9	5	62.5	11	6.3	
	23	13.2	2018 Total	30	100.0	94	100.0	42	100.0	8	100.0	174	100.0
Grades Six to Eight													
504	Progressed	Beginning	50	58.8	81	29.6	1	0.8	0	0.0	132	26.2	
	154	30.6	Intermediate	35	41.2	174	63.5	64	49.6	2	12.5	275	54.6
			Advanced	0	0.0	18	6.6	52	40.3	6	37.5	76	15.1
	Regressed	Advanced High	0	0.0	1	0.4	12	9.3	8	50.0	21	4.2	
	66	13.1	2018 Total	85	100.0	274	100.0	129	100.0	16	100.0	504	100.0

Source: District TELPAS data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS demographic data file dated February 26, 2019.

Note: TELPAS = Texas English Language Proficiency Assessment System. 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 and were enrolled on the PEIMS snapshot date both years (October 27, 2017 and October 26, 2018). Intermed = Intermediate. Adv High = Advanced High. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019. Same = Student remained at the same proficiency level in 2018 and 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. PEIMS = Public Education Information Management System. Results are not included for students who took TELPAS-Alternate.

Appendix I, Table 17: 2018 to 2019 TELPAS Proficiency Rating Movement – Grade Nine to Twelve English Learner Immigrant Students (Including Secondary Grade Level Summary)

Rated	Progressed/ Regressed		2018 TELPAS Composite Rating	2019 TELPAS Composite Rating								2019 Total	
				Beginning		Intermed		Advanced		Adv High			
	N	n		%	n	%	n	%	n	%	n	%	
Grade Nine													
180	Progressed	Beginning	24	43.6	15	15.8	0	0.0	0	0.0	39	21.7	
	28	15.6	Intermediate	30	54.5	67	70.5	12	44.4	0	0.0	109	60.6
			Advanced	1	1.8	13	13.7	11	40.7	1	33.3	26	14.4
	Regressed	Advanced High	0	0.0	0	0.0	4	14.8	2	66.7	6	3.3	
	48	26.7	2018 Total	55	100.0	95	100.0	27	100.0	3	100.0	180	100.0
Grade Ten													
299	Progressed	Beginning	42	58.3	47	27.0	1	2.3	0	0.0	90	30.1	
	72	24.1	Intermediate	28	38.9	113	64.9	18	41.9	1	10.0	160	53.5
			Advanced	2	2.8	14	8.0	18	41.9	5	50.0	39	13.0
	Regressed	Advanced High	0	0.0	0	0.0	6	14.0	4	40.0	10	3.3	
	50	16.7	2018 Total	72	100.0	174	100.0	43	100.0	10	100.0	299	100.0
Grade Eleven													
168	Progressed	Beginning	9	36.0	11	12.0	0	0.0	0	0.0	20	11.9	
	27	16.1	Intermediate	15	60.0	68	73.9	7	18.4	1	7.7	91	54.2
			Advanced	1	4.0	11	12.0	27	71.1	8	61.5	47	28.0
	Regressed	Advanced High	0	0.0	2	2.2	4	10.5	4	30.8	10	6.0	
	33	19.6	2018 Total	25	100.0	92	100.0	38	100.0	13	100.0	168	100.0
Grade Twelve													
59	Progressed	Beginning	1	25.0	3	9.7	0	0.0	0	0.0	4	6.8	
	12	20.3	Intermediate	2	50.0	19	61.3	2	18.2	1	7.7	24	40.7
			Advanced	1	25.0	9	29.0	8	72.7	6	46.2	24	40.7
	Regressed	Advanced High	0	0.0	0	0.0	1	9.1	6	46.2	7	11.9	
	13	22.0	2018 Total	4	100.0	31	100.0	11	100.0	13	100.0	59	100.0
Grades Nine to Twelve													
706	Progressed	Beginning	76	48.7	76	19.4	1	0.8	0	0.0	153	21.7	
	139	19.7	Intermediate	75	48.1	267	68.1	39	32.8	3	7.7	384	54.4
			Advanced	5	3.2	47	12.0	64	53.8	20	51.3	136	19.3
	Regressed	Advanced High	0	0.0	2	0.5	15	12.6	16	41.0	33	4.7	
	144	20.4	2018 Total	156	100.0	392	100.0	119	100.0	39	100.0	706	100.0
All Secondary (Grades Six to Twelve)													
1,210	Progressed	Beginning	126	52.3	157	23.6	2	0.8	0	0.0	285	23.6	
	293	24.2	Intermediate	110	45.6	441	66.2	103	41.5	5	9.1	659	54.5
			Advanced	5	2.1	65	9.8	116	46.8	26	47.3	212	17.5
	Regressed	Advanced High	0	0.0	3	0.5	27	10.9	24	43.6	54	4.5	
	210	17.4	2018 Total	241	100.0	666	100.0	248	100.0	55	100.0	1,210	100.0

Source: District TELPAS data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS demographic data file dated February 26, 2019.

Note: TELPAS = Texas English Language Proficiency Assessment System. 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 and were enrolled on the PEIMS snapshot date both years (October 27, 2017 and October 26, 2018). Intermed = Intermediate. Adv High = Advanced High. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019. Same = Student remained at the same proficiency level in 2018 and 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. PEIMS = Public Education Information Management System. Results are not included for students who took TELPAS-Alternate.

Appendix I, Table 18: 2018 to 2019 TELPAS Proficiency Rating Movement – Grade One to Five ELSPED Students

Rated N	Progressed/ Regressed n %	2018 TELPAS Composite Rating	2019 TELPAS Composite Rating								2019 Total	
			Beginning		Intermed		Advanced		Adv High		n	%
			n	%	n	%	n	%	n	%	n	%
Grade One												
321	Progressed	Beginning	110	82.1	91	61.5	11	44.0	2	14.3	214	66.7
		Intermediate	23	17.2	49	33.1	12	48.0	7	50.0	91	28.3
		Advanced	1	0.7	3	2.0	2	8.0	3	21.4	9	2.8
	Regressed	Advanced High	0	0.0	5	3.4	0	0.0	2	14.3	7	2.2
		2018 Total	134	100.0	148	100.0	25	100.0	14	100.0	321	100.0
Grade Two												
361	Progressed	Beginning	68	68.0	109	46.8	4	16.0	0	0.0	181	50.1
		Intermediate	27	27.0	102	43.8	9	36.0	2	66.7	140	38.8
		Advanced	5	5.0	18	7.7	8	32.0	1	33.3	32	8.9
	Regressed	Advanced High	0	0.0	4	1.7	4	16.0	0	0.0	8	2.2
		2018 Total	100	100.0	233	100.0	25	100.0	3	100.0	361	100.0
Grade Three												
384	Progressed	Beginning	26	43.3	37	15.0	3	4.5	0	0.0	66	17.2
		Intermediate	34	56.7	195	79.3	48	71.6	2	18.2	279	72.7
		Advanced	0	0.0	14	5.7	16	23.9	7	63.6	37	9.6
	Regressed	Advanced High	0	0.0	0	0.0	0	0.0	2	18.2	2	0.5
		2018 Total	60	100.0	246	100.0	67	100.0	11	100.0	384	100.0
Grade Four												
389	Progressed	Beginning	17	21.3	12	4.9	0	0.0	0	0.0	29	7.5
		Intermediate	63	78.8	205	83.7	23	39.7	0	0.0	291	74.8
		Advanced	0	0.0	28	11.4	30	51.7	3	50.0	61	15.7
	Regressed	Advanced High	0	0.0	0	0.0	5	8.6	3	50.0	8	2.1
		2018 Total	80	100.0	245	100.0	58	100.0	6	100.0	389	100.0
Grade Five												
408	Progressed	Beginning	17	37.0	18	7.3	0	0.0	0	0.0	35	8.6
		Intermediate	29	63.0	207	83.8	46	47.4	3	16.7	285	69.9
		Advanced	0	0.0	22	8.9	48	49.5	11	61.1	81	19.9
	Regressed	Advanced High	0	0.0	0	0.0	3	3.1	4	22.2	7	1.7
		2018 Total	46	100.0	247	100.0	97	100.0	18	100.0	408	100.0
Grades One to Two												
682	Progressed	Beginning	178	76.1	200	52.5	15	30.0	2	11.8	395	57.9
		Intermediate	50	21.4	151	39.6	21	42.0	9	52.9	231	33.9
		Advanced	6	2.6	21	5.5	10	20.0	4	23.5	41	6.0
	Regressed	Advanced High	0	0.0	9	2.4	4	8.0	2	11.8	15	2.2
		2018 Total	234	100.0	381	100.0	50	100.0	17	100.0	682	100.0
Grades Three to Five												
1,181	Progressed	Beginning	60	32.3	67	9.1	3	1.4	0	0.0	130	11.0
		Intermediate	126	67.7	607	82.2	117	52.7	5	14.3	855	72.4
		Advanced	0	0.0	64	8.7	94	42.3	21	60.0	179	15.2
	Regressed	Advanced High	0	0.0	0	0.0	8	3.6	9	25.7	17	1.4
		2018 Total	186	100.0	738	100.0	222	100.0	35	100.0	1,181	100.0
Grades One to Five												
1,863	Progressed	Beginning	238	56.7	267	23.9	18	6.6	2	3.8	525	28.2
		Intermediate	176	41.9	758	67.7	138	50.7	14	26.9	1,086	58.3
		Advanced	6	1.4	85	7.6	104	38.2	25	48.1	220	11.8
	Regressed	Advanced High	0	0.0	9	0.8	12	4.4	11	21.2	32	1.7
		2018 Total	420	100.0	1,119	100.0	272	100.0	52	100.0	1,863	100.0

Source: District TELPAS data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS demographic data file dated February 26, 2019.

Note: TELPAS = Texas English Language Proficiency Assessment System. 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 and were enrolled on the PEIMS snapshot date both years (October 27, 2017 and October 26, 2018). Intermed = Intermediate. Adv High = Advanced High. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019. Same = Student remained at the same proficiency level in 2018 and 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. PEIMS = Public Education Information Management System. Results are not included for students who took TELPAS-Alternate. ELSPED = dually-identified as an English learner requiring special education services.

Appendix I, Table 19: 2018 to 2019 TELPAS Proficiency Rating Movement – Grade Six to Eight ELSPED Students

Rated <i>N</i>	Progressed/ Regressed <i>n</i> %		2018 <i>TELPAS</i> Composite Rating	2019 <i>TELPAS</i> Composite Rating								2019 Total	
				Beginning		Intermed		Advanced		Adv High			
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade Six													
379	Progressed 31 8.2	Beginning	10	31.3	10	4.2	0	0.0	0	0.0	20	5.3	
		Intermediate	22	68.8	175	72.9	19	19.0	0	0.0	216	57.0	
		Advanced	0	0.0	51	21.3	70	70.0	2	28.6	123	32.5	
	Regressed 88 23.2	Advanced High	0	0.0	4	1.7	11	11.0	5	71.4	20	5.3	
		2018 Total	32	100.0	240	100.0	100	100.0	7	100.0	379	100.0	
Grade Seven													
283	Progressed 35 12.4	Beginning	2	11.8	1	0.5	0	0.0	0	0.0	3	1.1	
		Intermediate	15	88.2	154	83.2	31	40.8	0	0.0	200	70.7	
		Advanced	0	0.0	29	15.7	40	52.6	3	60.0	72	25.4	
	Regressed 50 17.7	Advanced High	0	0.0	1	0.5	5	6.6	2	40.0	8	2.8	
		2018 Total	17	100.0	185	100.0	76	100.0	5	100.0	283	100.0	
Grade Eight													
255	Progressed 33 12.9	Beginning	1	9.1	4	2.6	0	0.0	0	0.0	5	2.0	
		Intermediate	8	72.7	116	75.8	23	27.7	1	12.5	148	58.0	
		Advanced	2	18.2	31	20.3	53	63.9	5	62.5	91	35.7	
	Regressed 50 19.6	Advanced High	0	0.0	2	1.3	7	8.4	2	25.0	11	4.3	
		2018 Total	11	100.0	153	100.0	83	100.0	8	100.0	255	100.0	
Grades Six to Eight													
917	Progressed 99 10.8	Beginning	13	21.7	15	2.6	0	0.0	0	0.0	28	3.1	
		Intermediate	45	75.0	445	77.0	73	28.2	1	5.0	564	61.5	
		Advanced	2	3.3	111	19.2	163	62.9	10	50.0	286	31.2	
	Regressed 188 20.5	Advanced High	0	0.0	7	1.2	23	8.9	9	45.0	39	4.3	
		2018 Total	60	100.0	578	100.0	259	100.0	20	100.0	917	100.0	

Source: District TELPAS data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS demographic data file dated February 26, 2019.

Note: TELPAS = Texas English Language Proficiency Assessment System. 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 and were enrolled on the PEIMS snapshot date both years (October 27, 2017 and October 26, 2018). Intermed = Intermediate. Adv High = Advanced High. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019. Same = Student remained at the same proficiency level in 2018 and 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. PEIMS = Public Education Information Management System. Results are not included for students who took TELPAS-Alternate. ELSPED = dually-identified as an English learner requiring special education services.

Appendix I, Table 20: 2018 to 2019 TELPAS Proficiency Rating Movement – Grade Nine to Twelve ELSPED Students (Including Secondary Grade Level Summary)

Rated N	Progressed/ Regressed n %	2018 TELPAS Composite Rating	2019 TELPAS Composite Rating								2019 Total	
			Beginning		Intermed		Advanced		Adv High		n	%
			n	%	n	%	n	%	n	%	n	%
Grade Nine												
269	Progressed	Beginning	3	11.5	3	1.8	0	0.0	0	0.0	6	2.2
	31	11.5	23	88.5	118	71.1	19	31.7	1	5.9	161	59.9
		Advanced	0	0.0	43	25.9	35	58.3	8	47.1	86	32.0
	Regressed	Advanced High	0	0.0	2	1.2	6	10.0	8	47.1	16	5.9
	74	27.5	26	100.0	166	100.0	60	100.0	17	100.0	269	100.0
Grade Ten												
227	Progressed	Beginning	3	20.0	5	3.4	0	0.0	0	0.0	8	3.5
	23	10.1	11	73.3	103	71.0	15	25.4	0	0.0	129	56.8
		Advanced	1	6.7	36	24.8	38	64.4	3	37.5	78	34.4
	Regressed	Advanced High	0	0.0	1	0.7	6	10.2	5	62.5	12	5.3
	55	24.2	15	100.0	145	100.0	59	100.0	8	100.0	227	100.0
Grade Eleven												
183	Progressed	Beginning	4	30.8	4	3.5	0	0.0	0	0.0	8	4.4
	27	14.8	8	61.5	80	70.2	21	42.9	0	0.0	109	59.6
		Advanced	1	7.7	29	25.4	26	53.1	2	28.6	58	31.7
	Regressed	Advanced High	0	0.0	1	0.9	2	4.1	5	71.4	8	4.4
	41	22.4	13	100.0	114	100.0	49	100.0	7	100.0	183	100.0
Grade Twelve												
127	Progressed	Beginning	3	30.0	2	2.6	1	2.9	0	0.0	6	4.7
	13	10.2	6	60.0	52	67.5	6	17.6	0	0.0	64	50.4
		Advanced	1	10.0	22	28.6	21	61.8	4	66.7	48	37.8
	Regressed	Advanced High	0	0.0	1	1.3	6	17.6	2	33.3	9	7.1
	36	28.3	10	100.0	77	100.0	34	100.0	6	100.0	127	100.0
Grades Nine to Twelve												
806	Progressed	Beginning	13	20.3	14	2.8	1	0.5	0	0.0	28	3.5
	94	11.7	48	75.0	353	70.3	61	30.2	1	2.6	463	57.4
		Advanced	3	4.7	130	25.9	120	59.4	17	44.7	270	33.5
	Regressed	Advanced High	0	0.0	5	1.0	20	9.9	20	52.6	45	5.6
	206	25.6	64	100.0	502	100.0	202	100.0	38	100.0	806	100.0
All Secondary (Grades Six to Twelve)												
1,723	Progressed	Beginning	26	21.0	29	2.7	1	0.2	0	0.0	56	3.3
	193	11.2	93	75.0	798	73.9	134	29.1	2	3.4	1,027	59.6
		Advanced	5	4.0	241	22.3	283	61.4	27	46.6	556	32.3
	Regressed	Advanced High	0	0.0	12	1.1	43	9.3	29	50.0	84	4.9
	394	22.9	124	100.0	1,080	100.0	461	100.0	58	100.0	1,723	100.0

Source: District TELPAS data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS demographic data file dated February 26, 2019.

Note: TELPAS = Texas English Language Proficiency Assessment System. 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 and were enrolled on the PEIMS snapshot date both years (October 27, 2017 and October 26, 2018). Intermed = Intermediate. Adv High = Advanced High. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019. Same = Student remained at the same proficiency level in 2018 and 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. PEIMS = Public Education Information Management System. Results are not included for students who took TELPAS-Alternate. ELSPED = dually-identified as an English learner requiring special education services.

Appendix I, Table 21: 2018 to 2019 TELPAS Proficiency Rating Movement –Grade One to Five English Learner Parent Denials

Rated <i>N</i>	Progressed/ Regressed <i>n</i> %	2018 <i>TELPAS</i> Composite Rating	2019 <i>TELPAS</i> Composite Rating								2019 Total		
			Beginning		Intermed		Advanced		Adv High				
			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	
Grade One													
260	Progressed	Beginning	17	77.3	37	42.0	16	22.5	5	6.3	75	28.8	
	143	55.0	Intermediate	5	22.7	39	44.3	26	36.6	25	31.6	95	36.5
		Advanced	0	0.0	9	10.2	21	29.6	34	43.0	64	24.6	
	Regressed	Advanced High	0	0.0	3	3.4	8	11.3	15	19.0	26	10.0	
	25	9.6	2018 Total	22	100.0	88	100.0	71	100.0	79	100.0	260	100.0
Grade Two													
352	Progressed	Beginning	6	22.2	24	13.1	5	4.2	0	0.0	35	9.9	
	77	21.9	Intermediate	11	40.7	82	44.8	32	26.9	2	8.7	127	36.1
		Advanced	8	29.6	52	28.4	42	35.3	14	60.9	116	33.0	
	Regressed	Advanced High	2	7.4	25	13.7	40	33.6	7	30.4	74	21.0	
	138	39.2	2018 Total	27	100.0	183	100.0	119	100.0	23	100.0	352	100.0
Grade Three													
321	Progressed	Beginning	2	33.3	8	5.8	0	0.0	0	0.0	10	3.1	
	96	29.9	Intermediate	4	66.7	116	84.7	61	44.5	5	12.2	186	57.9
		Advanced	0	0.0	13	9.5	75	54.7	22	53.7	110	34.3	
	Regressed	Advanced High	0	0.0	0	0.0	1	0.7	14	34.1	15	4.7	
	18	5.6	2018 Total	6	100.0	137	100.0	137	100.0	41	100.0	321	100.0
Grade Four													
332	Progressed	Beginning	3	25.0	2	1.5	0	0.0	0	0.0	5	1.5	
	47	14.2	Intermediate	9	75.0	89	65.4	31	22.5	0	0.0	129	38.9
		Advanced	0	0.0	45	33.1	94	68.1	14	30.4	153	46.1	
	Regressed	Advanced High	0	0.0	0	0.0	13	9.4	32	69.6	45	13.6	
	67	20.2	2018 Total	12	100.0	136	100.0	138	100.0	46	100.0	332	100.0
Grade Five													
399	Progressed	Beginning	5	62.5	3	2.4	0	0.0	0	0.0	8	2.0	
	105	26.3	Intermediate	3	37.5	90	72.6	42	26.1	3	2.8	138	34.6
		Advanced	0	0.0	30	24.2	103	64.0	57	53.8	190	47.6	
	Regressed	Advanced High	0	0.0	1	0.8	16	9.9	46	43.4	63	15.8	
	50	12.5	2018 Total	8	100.0	124	100.0	161	100.0	106	100.0	399	100.0
Grades One to Two													
612	Progressed	Beginning	23	46.9	61	22.5	21	11.1	5	4.9	110	18.0	
	220	35.9	Intermediate	16	32.7	121	44.6	58	30.5	27	26.5	222	36.3
		Advanced	8	16.3	61	22.5	63	33.2	48	47.1	180	29.4	
	Regressed	Advanced High	2	4.1	28	10.3	48	25.3	22	21.6	100	16.3	
	163	26.6	2018 Total	49	100.0	271	100.0	190	100.0	102	100.0	612	100.0
Grades Three to Five													
1,052	Progressed	Beginning	10	38.5	13	3.3	0	0.0	0	0.0	23	2.2	
	248	23.6	Intermediate	16	61.5	295	74.3	134	30.7	8	4.1	453	43.1
		Advanced	0	0.0	88	22.2	272	62.4	93	48.2	453	43.1	
	Regressed	Advanced High	0	0.0	1	0.3	30	6.9	92	47.7	123	11.7	
	135	12.8	2018 Total	26	100.0	397	100.0	436	100.0	193	100.0	1,052	100.0
Grades One to Five													
1,664	Progressed	Beginning	33	44.0	74	11.1	21	3.4	5	1.7	133	8.0	
	468	28.1	Intermediate	32	42.7	416	62.3	192	30.7	35	11.9	675	40.6
		Advanced	8	10.7	149	22.3	335	53.5	141	47.8	633	38.0	
	Regressed	Advanced High	2	2.7	29	4.3	78	12.5	114	38.6	223	13.4	
	298	17.9	2018 Total	75	100.0	668	100.0	626	100.0	295	100.0	1,664	100.0

Source: District TELPAS data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS demographic data file dated February 26, 2019.

Note: TELPAS = Texas English Language Proficiency Assessment System. 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 and were enrolled on the PEIMS snapshot date both years (October 27, 2017 and October 26, 2018). Intermed = Intermediate. Adv High = Advanced High. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019. Same = Student remained at the same proficiency level in 2018 and 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. PEIMS = Public Education Information Management System. Results are not included for students who took TELPAS-Alternate.

Appendix I, Table 22: 2018 to 2019 TELPAS Proficiency Rating Movement – Grade Six to Eight English Learner Parent Denials

Rated <i>N</i>	Progressed/ Regressed <i>n</i> %	2018 TELPAS Composite Rating	2019 TELPAS Composite Rating								2019 Total <i>n</i> %		
			Beginning		Intermed		Advanced		Adv High				
			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%			
Grade Six													
330	Progressed	Beginning	1	50.0	3	2.2	0	0.0	0	0.0	4	1.2	
	30	9.1	Intermediate	1	50.0	58	43.0	19	11.5	0	0.0	78	23.6
			Advanced	0	0.0	64	47.4	104	63.0	8	28.6	176	53.3
	Regressed	Advanced High	0	0.0	10	7.4	42	25.5	20	71.4	72	21.8	
	117	35.5	2018 Total	2	100.0	135	100.0	165	100.0	28	100.0	330	100.0
Grade Seven													
264	Progressed	Beginning	0	0.0	1	0.9	0	0.0	0	0.0	1	0.4	
	31	11.7	Intermediate	2	100.0	65	59.6	12	10.0	0	0.0	79	29.9
			Advanced	0	0.0	41	37.6	82	68.3	18	54.5	141	53.4
	Regressed	Advanced High	0	0.0	2	1.8	26	21.7	15	45.5	43	16.3	
	71	26.9	2018 Total	2	100.0	109	100.0	120	100.0	33	100.0	264	100.0
Grade Eight													
291	Progressed	Beginning	0	0.0	2	2.3	0	0.0	0	0.0	2	0.7	
	38	13.1	Intermediate	2	66.7	43	49.4	20	12.1	0	0.0	65	22.3
			Advanced	1	33.3	39	44.8	110	66.7	16	44.4	166	57.0
	Regressed	Advanced High	0	0.0	3	3.4	35	21.2	20	55.6	58	19.9	
	80	27.5	2018 Total	3	100.0	87	100.0	165	100.0	36	100.0	291	100.0
Grades Six to Eight													
885	Progressed	Beginning	1	14.3	6	1.8	0	0.0	0	0.0	7	0.8	
	99	11.2	Intermediate	5	71.4	166	50.2	51	11.3	0	0.0	222	25.1
			Advanced	1	14.3	144	43.5	296	65.8	42	43.3	483	54.6
	Regressed	Advanced High	0	0.0	15	4.5	103	22.9	55	56.7	173	19.5	
	268	30.3	2018 Total	7	100.0	331	100.0	450	100.0	97	100.0	885	100.0

Source: District TELPAS data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS demographic data file dated February 26, 2019.

Note: TELPAS = Texas English Language Proficiency Assessment System. 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 and were enrolled on the PEIMS snapshot date both years (October 27, 2017 and October 26, 2018). Intermed = Intermediate. Adv High = Advanced High. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019. Same = Student remained at the same proficiency level in 2018 and 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. PEIMS = Public Education Information Management System. Results are not included for students who took TELPAS-Alternate.

Appendix I, Table 23: 2018 to 2019 TELPAS Proficiency Rating Movement – Grade Nine to Twelve English Learner Parent Denials (Including Secondary Grade Level Summary)

Rated <i>N</i>	Progressed/ Regressed <i>n</i> %		2018 TELPAS Composite Rating	2019 TELPAS Composite Rating								2019 Total <i>n</i> %	
				Beginning		Intermed		Advanced		Adv High			
	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Nine													
251	Progressed		Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	26	10.4	Intermediate	6	54.5	62	50.8	9	10.7	1	2.9	78	31.1
			Advanced	4	36.4	51	41.8	54	64.3	16	47.1	125	49.8
	Regressed		Advanced High	1	9.1	9	7.4	21	25.0	17	50.0	48	19.1
	92	36.7	2018 Total	11	100.0	122	100.0	84	100.0	34	100.0	251	100.0
Grade Ten													
224	Progressed		Beginning	0	0.0	1	1.0	0	0.0	1	2.8	2	0.9
	19	8.5	Intermediate	3	60.0	61	60.4	8	9.8	0	0.0	72	32.1
			Advanced	2	40.0	35	34.7	61	74.4	9	25.0	107	47.8
	Regressed		Advanced High	0	0.0	4	4.0	13	15.9	26	72.2	43	19.2
	57	25.4	2018 Total	5	100.0	101	100.0	82	100.0	36	100.0	224	100.0
Grade Eleven													
170	Progressed		Beginning	2	50.0	1	1.4	0	0.0	0	0.0	3	1.8
	22	12.9	Intermediate	2	50.0	41	55.4	11	18.3	1	3.1	55	32.4
			Advanced	0	0.0	29	39.2	38	63.3	9	28.1	76	44.7
	Regressed		Advanced High	0	0.0	3	4.1	11	18.3	22	68.8	36	21.2
	45	26.5	2018 Total	4	100.0	74	100.0	60	100.0	32	100.0	170	100.0
Grade Twelve													
108	Progressed		Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	11	10.2	Intermediate	2	33.3	20	44.4	5	12.5	2	11.8	29	26.9
			Advanced	4	66.7	21	46.7	26	65.0	4	23.5	55	50.9
	Regressed		Advanced High	0	0.0	4	8.9	9	22.5	11	64.7	24	22.2
	40	37.0	2018 Total	6	100.0	45	100.0	40	100.0	17	100.0	108	100.0
Grades Nine to Twelve													
753	Progressed		Beginning	2	7.7	2	0.6	0	0.0	1	0.8	5	0.7
	78	10.4	Intermediate	13	50.0	184	53.8	33	12.4	4	3.4	234	31.1
			Advanced	10	38.5	136	39.8	179	67.3	38	31.9	363	48.2
	Regressed		Advanced High	1	3.8	20	5.8	54	20.3	76	63.9	151	20.1
	234	31.1	2018 Total	26	100.0	342	100.0	266	100.0	119	100.0	753	100.0
All Secondary (Grades Six to Twelve)													
1,638	Progressed		Beginning	3	9.1	8	1.2	0	0.0	1	0.5	12	0.7
	177	10.8	Intermediate	18	54.5	350	52.0	84	11.7	4	1.9	456	27.8
			Advanced	11	33.3	280	41.6	475	66.3	80	37.0	846	51.6
	Regressed		Advanced High	1	3.0	35	5.2	157	21.9	131	60.6	324	19.8
	502	30.6	2018 Total	33	100.0	673	100.0	716	100.0	216	100.0	1,638	100.0

Source: District TELPAS data files dated October 5, 2018 (2018) and May 24, 2019 (2019). District PEIMS demographic data file dated February 26, 2019.

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Appendix J

Appendix J, Table 1: 2017 to 2019 *TerraNova* and *SUPERA* Students At or Above Grade Level by BE/ESL Program/Classification - Kindergarten

	2017		2018		2019		1 Yr Δ %pts	2 Yr Δ %pts
	Tested N	GL %	Tested N	GL %	Tested N	GL %		
TerraNova Reading								
All District	5,422	78.3	5,203	80.6	5,126	79.2	-1.4	0.9
All District EL	595	66.6	527	70.2	507	73.6	3.4	7.0
All District nonEL	4,809	79.9	4,670	81.8	4,602	79.9	-1.9	0.0
EL in One-Way Dual Language	105	52.4	31	58.1	75	58.7	0.6	6.3
EL in Two-Way Dual Language	35	77.1	20	60.0	21	71.4	11.4	-5.7
nonELs in Two-Way Dual Language	314	91.1	134	79.9	176	84.7	4.8	-6.4
English as a Second Language	171	72.5	230	73.5	234	79.1	5.6	6.6
Parent Denied Services	257	67.3	215	70.7	154	72.1	1.4	4.8
Immigrant	140	63.6	164	73.8	120	87.5	13.7	23.9
ELSPED	52	51.9	53	50.9	55	61.8	10.9	9.9
TerraNova Mathematics								
All District	10,579	60.4	10,219	61.9	9,908	63.8	1.9	3.4
All District EL	5,524	56.8	5,210	58.3	4,928	59.7	1.4	2.9
All District nonEL	5,036	64.4	5,000	65.7	4,963	68.0	2.3	3.6
EL in One-Way Dual Language	4,450	55.8	4,210	57.6	4,059	58.3	0.7	2.5
EL in Two-Way Dual Language	611	63.0	519	64.7	440	65.2	0.5	2.2
nonELs in Two-Way Dual Language	472	80.7	349	79.4	333	80.8	1.4	0.1
English as a Second Language	171	58.5	229	61.6	243	72.8	11.2	14.3
Parent Denied Services	259	59.8	216	57.4	162	61.1	3.7	1.3
Immigrant	493	54.4	583	58.1	501	63.3	5.2	8.9
ELSPED	165	35.8	191	39.3	197	54.3	15.0	18.5
SUPERA Reading								
All District	5,210	86.1	5,045	84.7	4,816	83.9	-0.8	-2.2
All District EL	4,972	86.6	4,707	85.3	4,450	84.7	-0.6	-1.9
All District nonEL	237	75.9	335	77.3	366	73.2	-4.1	-2.7
EL in One-Way Dual Language	4,374	86.7	4,198	85.2	4,014	84.9	-0.3	-1.8
EL in Two-Way Dual Language	590	86.3	502	86.3	422	83.9	-2.4	-2.4
nonELs in Two-Way Dual Language	160	71.9	215	73.0	158	68.4	-4.6	-3.5
English as a Second Language	*	*	-	-	7	85.7	-	-
Parent Denied Services	*	*	*	*	6	66.7	*	*
Immigrant	365	90.7	429	89.5	393	94.1	4.6	3.4
ELSPED	114	64.0	139	69.1	144	70.8	1.7	6.8

Source: District *TerraNova* data files dated November 1, 2017 (2017), August 7, 2018 (2018), and July 2, 2019 (2019). District *SUPERA* data files dated November 27, 2017 (2017), August 7, 2018 (2018), and July 2, 2019 (2019). District PEIMS snapshot demographic files dated October 31, 2016 (2017), October 30, 2017 (2018), and February 26, 2018 (2019).

Note: Includes students enrolled on the PEIMS snapshot dates of October 28, 2016 (2017), October 27, 2017 (2018), and October 26, 2018 (2019). GL = at or above grade level. BE = bilingual education. ESL = English as a Second Language. EL = English learner. ELSPED = dually-identified as an English learner requiring special education services. %pts = percentage points. 1 Yr Δ = one-year trend from 2018 to 2019. 2 Yr Δ = two-year trend from 2017 to 2019. * = fewer than five students were assessed. - = zero students were assessed. PEIMS = Public Education Information Management System. Students scoring at or above the 40th percentile were considered at grade level. Rates shown for students enrolled on the PEIMS snapshot date for the respective years. In June 2019, Dallas ISD received updated norms for 2017 and 2018 grades one and two *SUPERA*. As a result, the 2017 and 2018 grades one and two *SUPERA* data provided in previous reports will differ from the grades one and two data presented in this report.

Appendix J, Table 2: 2017 to 2019 *TerraNova* and *SUPERA* Students At or Above Grade Level by BE/ESL Program/Classification – Grade One

	2017		2018		2019		1 Yr Δ %pts	2 Yr Δ %pts
	Tested N	GL %	Tested N	GL %	Tested N	GL %		
TerraNova Reading								
All District	5,930	64.3	5,463	64.0	5,374	65.9	1.9	1.6
All District EL	618	54.7	647	56.9	643	61.0	4.1	6.3
All District nonEL	5,290	65.5	4,801	65.1	4,718	66.7	1.6	1.2
EL in One-Way Dual Language	90	31.1	37	54.1	48	41.7	-12.4	10.6
EL in Two-Way Dual Language	13	46.2	30	70.0	38	65.8	-4.2	19.6
nonELs in Two-Way Dual Language	216	87.0	312	79.5	260	73.5	-6.0	-13.5
English as a Second Language	169	64.5	198	65.7	243	68.7	3.0	4.2
Parent Denied Services	307	57.0	340	54.7	276	58.7	4.0	1.7
Immigrant	168	67.3	166	63.3	180	66.7	3.4	-0.6
ELSPED	64	29.7	76	22.4	90	37.8	15.4	8.1
TerraNova Mathematics								
All District	11,272	55.2	10,679	56.3	10,215	57.2	0.9	2.0
All District EL	5,789	52.8	5,642	55.2	5,248	55.2	0.0	2.4
All District nonEL	5,458	57.9	5,021	57.8	4,950	59.3	1.5	1.4
EL in One-Way Dual Language	4,856	52.6	4,359	55.8	4,097	55.2	-0.6	2.6
EL in Two-Way Dual Language	415	59.5	696	55.3	582	58.6	3.3	-0.9
nonELs in Two-Way Dual Language	318	84.9	463	79.0	407	78.6	-0.4	-6.3
English as a Second Language	171	55.6	198	58.6	247	58.3	-0.3	2.7
Parent Denied Services	306	48.7	341	51.0	278	47.1	-3.9	-1.6
Immigrant	556	54.3	634	53.6	678	55.5	1.9	1.2
ELSPED	239	25.1	250	24.8	327	36.7	11.9	11.6
SUPERA Reading								
All District	5,508	86.3	5,232	84.3	4,901	82.4	-1.9	-3.9
All District EL	5,306	86.4	5,011	84.5	4,647	82.2	-2.3	-4.2
All District nonEL	199	85.9	220	80.5	251	86.9	6.4	1.0
EL in One-Way Dual Language	4,897	86.3	4,336	84.2	4,082	82.3	-1.9	-4.0
EL in Two-Way Dual Language	404	87.4	667	86.7	553	81.6	-5.1	-5.8
nonELs in Two-Way Dual Language	102	78.4	151	78.1	146	82.2	4.1	3.8
English as a Second Language	*	*	*	*	*	*	*	*
Parent Denied Services	*	*	*	*	*	*	*	*
Immigrant	410	91.5	481	88.8	516	89.1	0.3	-2.4
ELSPED	179	59.8	171	57.3	235	61.3	4.0	1.5

Source: District *TerraNova* data files dated November 1, 2017 (2017), August 7, 2018 (2018), and July 2, 2019 (2019). District *SUPERA* data files dated July 12, 2019 (2017), June 14, 2019 (2018), and July 2, 2019 (2019). District PEIMS snapshot demographic files dated October 31, 2016 (2017), October 30, 2017 (2018), and February 26, 2018 (2019).

Note: Includes students enrolled on the PEIMS snapshot dates of October 28, 2016 (2017), October 27, 2017 (2018), and October 26, 2018 (2019). GL = at or above grade level. EL = English learner. BE = bilingual education. ESL = English as a Second Language. ELSPED = dually-identified as an English learner requiring special education services. %pts = percentage points. 1 Yr Δ = one-year trend from 2018 to 2019. 2 Yr Δ = two-year trend from 2017 to 2019. * = fewer than five students were assessed. PEIMS = Public Education Information Management System. Students scoring at or above the 40th percentile were considered at grade level. Rates shown for students enrolled on the PEIMS snapshot date for the respective years. In June 2019, Dallas ISD received updated norms for 2017 and 2018 grades one and two *SUPERA*. As a result, the 2017 and 2018 grades one and two *SUPERA* data provided in previous reports will differ from the grades one and two data presented in this report.

Appendix J, Table 3: 2017 to 2019 *TerraNova* and *SUPERA* Students At or Above Grade Level by BE/ESL Program/Classification – Grade Two

	2017		2018		2019		1 Yr Δ %pts	2 Yr Δ %pts
	Tested N	GL %	Tested N	GL %	Tested N	GL %		
TerraNova Reading								
All District	6,473	61.0	5,817	60.8	5,604	60.7	-0.1	-0.3
All District EL	654	46.9	684	53.8	837	54.8	1.0	7.9
All District nonEL	5,803	62.7	5,114	61.8	4,751	61.9	0.1	-0.8
EL in One-Way Dual Language	107	38.3	108	59.3	169	57.4	-1.9	19.1
EL in Two-Way Dual Language	43	48.8	38	71.1	94	73.4	2.3	24.6
nonELs in Two-Way Dual Language	230	87.8	246	84.1	353	83.0	-1.1	-4.8
English as a Second Language	150	53.3	183	55.2	173	60.7	5.5	7.4
Parent Denied Services	322	48.4	324	51.9	362	49.4	-2.5	1.0
Immigrant	139	54.7	132	56.8	113	61.1	4.3	6.4
ELSPED	79	21.5	79	17.7	117	20.5	2.8	-1.0
TerraNova Mathematics								
All District	12,019	58.4	10,969	59.5	10,350	59.7	0.2	1.3
All District EL	6,005	56.7	5,687	59.5	5,481	59.8	0.3	3.1
All District nonEL	5,998	60.2	5,262	59.7	4,853	59.8	0.1	-0.4
EL in One-Way Dual Language	5,138	57.5	4,730	59.9	4,267	60.0	0.1	2.5
EL in Two-Way Dual Language	355	56.1	414	67.9	629	63.4	-4.5	7.3
nonELs in Two-Way Dual Language	292	87.7	312	86.5	430	81.4	-5.1	-6.3
English as a Second Language	150	55.3	183	55.2	174	62.6	7.4	7.3
Parent Denied Services	326	48.5	329	48.3	369	53.4	5.1	4.9
Immigrant	393	56.2	456	53.9	446	54.3	0.4	-1.9
ELSPED	266	26.7	319	27.0	369	25.2	-1.8	-1.5
SUPERA Reading								
All District	5,601	83.4	5,185	83.4	4,841	79.2	-4.2	-4.2
All District EL	5,420	83.0	5,037	83.2	4,708	79.2	-4.0	-3.8
All District nonEL	181	95.6	147	88.4	133	78.9	-9.5	-16.7
EL in One-Way Dual Language	5,102	83.3	4,655	83.1	4,161	79.6	-3.5	-3.7
EL in Two-Way Dual Language	312	78.5	378	85.2	538	76.0	-9.2	-2.5
nonELs in Two-Way Dual Language	63	93.7	66	84.8	78	75.6	-9.2	-18.1
English as a Second Language	-	-	-	-	*	*	-	*
Parent Denied Services	*	*	*	*	*	*	*	*
Immigrant	276	88.0	346	87.9	361	86.4	-1.5	-1.6
ELSPED	187	50.3	239	45.2	260	36.2	-9.0	-14.1

Source: District *TerraNova* data files dated November 1, 2017 (2017), August 7, 2018 (2018), and July 2, 2019 (2019). District *SUPERA* data files dated July 12, 2019 (2017), June 14, 2019 (2018), and July 2, 2019 (2019). District PEIMS snapshot demographic files dated October 31, 2016 (2017), October 30, 2017 (2018), and February 26, 2018 (2019).

Note: Includes students enrolled on the PEIMS snapshot dates of October 28, 2016 (2017), October 27, 2017 (2018), and October 26, 2018 (2019). GL = at or above grade level. EL = English learner. BE = bilingual education. ESL = English as a Second Language. ELSPED = dually-identified as an English learner requiring special education services. %pts = percentage points. 1 Yr Δ = one-year trend from 2018 to 2019. 2 Yr Δ = two-year trend from 2017 to 2019. * = fewer than five students were assessed. - = zero students were assessed. PEIMS = Public Education Information Management System. Students scoring at or above the 40th percentile were considered at grade level. Rates shown for students enrolled on the PEIMS snapshot date for the respective years. In June 2019, Dallas ISD received updated norms for grades one and two *SUPERA*. As a result, the grades one and two *SUPERA* data provided in previous reports will differ from the grades one and two data presented in this report.

Appendix K

Appendix K, Table 1: 2017 to 2019 English Learner STAAR/EOC Rates at Approaches Grade Level or Above Performance Standard by Year, Subject, and Grade Level

Subject	Grade Level(s)	2017		2018		2019		1 Yr Δ %pts	2 Yr Δ %pts
		Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %		
STAAR									
Mathematics	3	6,335	72.6	5,991	77.6	5,709	78.7	1.1	6.1
	4	6,249	72.5	6,087	77.6	5,888	78.6	1.0	6.1
	5	6,096	84.3	6,093	89.5	5,985	89.8	0.3	5.5
	6	5,284	63.9	5,227	68.4	5,224	73.7	5.3	9.8
	7	3,898	47.8	4,064	55.3	3,683	59.8	4.5	12.0
	8	4,796	78.9	4,824	82.8	5,071	86.9	4.1	8.0
	3 to 5	18,680	76.4	18,171	81.6	17,582	82.5	0.9	6.1
	6 to 8	13,978	64.6	14,115	69.5	13,978	74.8	5.3	10.2
Reading	3	6,334	64.2	5,993	74.7	5,708	73.7	-1.0	9.5
	4	6,250	62.7	6,085	66.3	5,888	67.9	1.6	5.2
	5	6,097	82.6	6,093	84.7	5,984	87.3	2.6	4.7
	6	5,299	46.6	5,237	52.3	5,224	52.7	0.4	6.1
	7	4,880	53.9	4,922	57.8	4,826	60.3	2.5	6.4
	8	4,451	69.7	4,637	67.8	4,623	74.0	6.2	4.3
	3 to 5	18,681	69.7	18,171	75.3	17,580	76.3	1.0	6.6
	6 to 8	14,630	56.0	14,796	59.0	14,673	61.9	2.9	5.9
Writing	4	6,261	66.7	6,084	66.8	5,879	71.5	4.7	4.8
	7	4,903	48.5	4,942	48.5	4,840	52.8	4.3	4.3
Science	5	6,060	65.2	6,073	70.4	5,970	69.0	-1.4	3.8
	8	4,726	60.6	4,842	62.8	4,932	69.6	6.8	9.0
Social Studies	8	4,424	44.8	4,582	51.9	4,565	53.8	1.9	9.0
STAAR EOC									
Algebra I	8 to 12	5,367	74.9	5,083	77.3	5,197	82.5	5.2	7.6
English I	9 to 12	6,468	37.0	6,807	38.9	7,299	44.0	5.1	7.0
English II	9 to 12	4,639	31.8	5,116	36.0	5,443	40.9	4.9	9.1
Biology	9 to 12	3,998	77.1	4,431	77.0	4,634	77.2	0.2	0.1
US History	9 to 12	1,957	80.5	2,390	82.2	2,904	85.0	2.8	4.5

Source: District STAAR data files dated June 22, 2017 (2017), September 6, 2018 (2018), and June 13, 2019 (2019). District STAAR EOC data files dated April 30, 2018 (2017), September 6, 2018 (2018), and June 4, 2019 (2019). District PEIMS snapshot demographic files dated October 31, 2016 (2017), October 30, 2017 (2018), and February 26, 2018 (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. Appr+ = Approaches grade level or above performance standard. 1 Yr Δ = percentage point change from 2018 to 2019. 2 Yr Δ = percentage point change from 2017 to 2019. %pts = percentage points. US = United States. PEIMS = Public Education Information Management System.

Appendix K, Table 2: 2017 to 2019 English Learner STAAR/EOC Rates at Meets Grade Level or Above Performance Standard by Year, Subject, and Grade Level

Subject	Grade Level(s)	2017		2018		2019		1 Yr Δ %pts	2 Yr Δ %pts
		Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %		
STAAR									
Mathematics	3	6,272	41.3	5,930	44.1	5,646	45.1	1.0	3.8
	4	6,185	42.4	6,016	47.0	5,816	47.1	0.1	4.7
	5	6,015	45.1	6,019	57.8	5,913	58.4	0.6	13.3
	6	5,228	27.0	5,159	32.5	5,159	36.9	4.4	9.9
	7	3,862	14.1	4,011	17.4	3,621	20.7	3.3	6.6
	8	4,761	31.5	4,789	43.7	5,018	51.1	7.4	19.6
	3 to 5	18,472	42.9	17,965	49.7	17,375	50.3	0.6	7.4
	6 to 8	13,851	24.9	13,959	32.0	13,798	37.8	5.8	12.9
Reading	3	6,271	36.8	5,932	42.3	5,645	43.0	0.7	6.2
	4	6,186	34.8	6,014	35.6	5,816	37.2	1.6	2.4
	5	6,016	44.9	6,019	56.4	5,912	57.7	1.3	12.8
	6	5,243	16.7	5,170	22.4	5,159	20.7	-1.7	4.0
	7	4,844	20.3	4,869	26.5	4,764	30.1	3.6	9.8
	8	4,416	22.7	4,602	23.7	4,570	31.4	7.7	8.7
	3 to 5	18,473	38.7	17,965	44.8	17,373	46.0	1.2	7.3
	6 to 8	14,503	19.7	14,641	24.1	14,493	27.2	3.1	7.5
Writing	4	6,199	39.7	6,014	40.8	5,807	44.8	4.0	5.1
	7	4,867	17.1	4,889	20.0	4,778	22.4	2.4	5.3
Science	5	5,978	29.6	5,999	31.1	5,898	40.7	9.6	11.1
	8	4,691	25.7	4,807	31.5	4,879	30.1	-1.4	4.4
Social Studies	8	4,389	13.4	4,547	19.7	4,512	17.6	-2.1	4.2
STAAR EOC									
Algebra I	8 to 12	5,345	34.3	5,044	49.0	5,161	58.9	9.9	24.6
English I	9 to 12	6,450	15.6	6,770	17.9	7,261	24.6	6.7	9.0
English II	9 to 12	4,608	11.8	5,097	14.6	5,411	20.2	5.6	8.4
Biology	9 to 12	3,984	34.8	4,395	39.2	4,598	41.0	1.8	6.2
US History	9 to 12	1,925	36.8	2,359	47.1	2,887	52.7	5.6	15.9

Source: District STAAR data files dated June 22, 2017 (2017), September 6, 2018 (2018), and June 13, 2019 (2019). District STAAR EOC data files dated April 30, 2018 (2017), September 6, 2018 (2018), and June 4, 2019 (2019). District PEIMS snapshot demographic files dated October 31, 2016 (2017), October 30, 2017 (2018), and February 26, 2018 (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. 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. 1 Yr Δ = percentage point change from 2018 to 2019. 2 Yr Δ = percentage point change from 2017 to 2019. %pts = percentage points. US = United States. PEIMS = Public Education Information Management System.

Appendix K, Table 3: 2017 to 2019 English Learner STAAR/EOC Rates at Masters Grade Level Performance Standard by Year, Subject, and Grade Level

Subject	Grade Level(s)	2017		2018		2019		1 Yr Δ %pts	2 Yr Δ %pts
		Tested N	Masters %	Tested N	Masters %	Tested N	Masters %		
STAAR									
Mathematics	3	6,335	21.1	5,991	20.8	5,709	20.8	0.0	-0.3
	4	6,249	24.1	6,087	26.3	5,888	26.6	0.3	2.5
	5	6,096	20.4	6,093	30.9	5,985	36.4	5.5	16.0
	6	5,284	8.5	5,227	11.1	5,224	14.6	3.5	6.1
	7	3,898	3.2	4,064	4.7	3,683	4.8	0.1	1.6
	8	4,796	6.3	4,824	12.0	5,071	12.4	0.4	6.1
	3 to 5	18,680	21.9	18,171	26.0	17,582	28.1	2.1	6.2
	6 to 8	13,978	6.3	14,115	9.6	13,978	11.2	1.6	4.9
Reading	3	6,334	23.2	5,993	22.3	5,708	25.0	2.7	1.8
	4	6,250	16.3	6,085	17.4	5,888	17.6	0.2	1.3
	5	6,097	20.9	6,093	26.6	5,984	26.8	0.2	5.9
	6	5,299	6.0	5,237	8.5	5,224	7.7	-0.8	1.7
	7	4,880	8.1	4,922	12.7	4,826	15.4	2.7	7.3
	8	4,451	6.4	4,637	10.2	4,623	10.5	0.3	4.1
	3 to 5	18,681	20.2	18,171	22.1	17,580	23.1	1.0	2.9
	6 to 8	14,630	6.8	14,796	10.4	14,673	11.1	0.7	4.3
Writing	4	6,261	12.4	6,084	15.7	5,879	18.1	2.4	5.7
	7	4,903	3.4	4,942	3.8	4,840	7.1	3.3	3.7
Science	5	6,060	10.4	6,073	10.4	5,970	18.6	8.2	8.2
	8	4,726	5.6	4,842	11.2	4,932	10.0	-1.2	4.4
Social Studies	8	4,424	5.5	4,582	9.0	4,565	7.7	-1.3	2.2
STAAR EOC									
Algebra I	8 to 12	5,367	14.7	5,083	26.8	5,197	36.0	9.2	21.3
English I	9 to 12	6,468	0.6	6,807	0.9	7,299	1.7	0.8	1.1
English II	9 to 12	4,639	0.5	5,116	0.7	5,443	1.1	0.4	0.6
Biology	9 to 12	3,998	4.9	4,431	8.4	4,634	10.0	1.6	5.1
US History	9 to 12	1,957	10.3	2,390	16.4	2,904	20.7	4.3	10.4

Source: District STAAR data files dated June 22, 2017 (2017), September 6, 2018 (2018), and June 13, 2019 (2019). District STAAR EOC data files dated April 30, 2017 (2017), September 6, 2018 (2018), and June 4, 2019 (2019). District PEIMS snapshot demographic files dated October 31, 2016 (2017), October 30, 2017 (2018), and February 26, 2018 (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. Masters = Masters grade level performance standard. 1 Yr Δ = percentage point change from 2018 to 2019. 2 Yr Δ = percentage point change from 2017 to 2019. %pts = percentage points. US = United States. PEIMS = Public Education Information Management System.

Appendix L

Appendix L, Table 1: 2017 STAAR/EOC Rates at Approaches Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

Appendix 2, Table 2.02: STAAR EOC Rates at Approaches Grade Level or Above Standard by Dual Language Subject and Grade 2016															
Subject	Grade Level(s)	All District		District NonELs ^a		EL One-Way Dual Lang		EL Two-Way Dual Lang		NonEL Two-Way Dual Lang		EL Secondary Dual Lang		NonEL Secondary Dual Lang	
		Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %
STAAR															
Mathematics	3	12,570	71.0	6,175	69.4	5,349	73.4	352	74.4	257	92.6				
	4	12,370	69.3	6,056	65.9	5,389	73.6	203	79.8	122	89.3				
	5	11,828	81.4	5,678	78.4	5,123	85.2	209	91.9	117	96.6				
	6	10,292	65.6	4,747	66.2							53	84.9	20	90.0
	7	7,256	47.3	3,114	44.7							159	63.5	8	75.0
	8	9,975	80.6	4,571	80.5							134	91.8	19	94.7
	3 to 5	36,768	73.8	17,909	71.1	15,861	77.3	764	80.6	496	92.7				
	6 to 8	27,523	66.2	12,432	66.1							346	77.7	47	89.4
Reading	3	12,569	63.4	6,175	62.5	5,350	65.0	352	69.9	257	91.1				
	4	12,363	60.9	6,048	58.9	5,390	63.8	203	72.4	122	91.0				
	5	11,831	78.0	5,680	73.0	5,123	84.9	209	85.2	117	97.4				
	6	10,321	53.7	4,763	60.1							53	66.0	20	95.0
	7	9,729	59.9	4,370	63.7							208	60.6	18	88.9
	8	9,367	75.9	4,264	79.2							107	88.8	24	100.0
	3 to 5	36,763	67.2	17,903	64.6	15,863	71.0	764	74.7	496	92.5				
	6 to 8	29,417	62.8	13,397	67.4							368	69.6	62	95.2
Writing	4	12,389	62.3	6,063	57.7	5,398	68.8	203	71.9	120	80.8				
	7	9,780	55.6	4,397	60.3							208	57.7	18	83.3
Science	5	11,721	66.2	5,607	67.2	5,091	65.3	208	70.2	116	94.8				
	8	9,867	67.0	4,507	70.5							113	69.9	16	93.8
Social Studies	8	9,576	55.2	4,447	61.1							108	60.2	24	87.5
STAAR EOC															
Algebra I	8 to 12	12,434	77.4	6,139	77.3							32	90.6	22	100.0
English I	9 to 12	15,092	50.7	7,660	58.3							16	31.3	15	80.0
English II	9 to 12	13,556	55.1	8,003	66.9							22	27.3	9	100.0
Biology	9 to 12	10,543	82.6	5,705	84.5							9	77.8	14	92.9
US History	9 to 12	8,489	91.0	5,943	94.0							*	*	*	*

Source: District STAAR and STAAR EOC data files dated June 22, 2017 (STAAR) and April 30, 2018 (EOC). PEIMS snapshot demographic data file dated October 31, 2016.

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 28, 2016. Appr+ = Approaches grade level or above performance standard. EL = English learner. Dual Lang = dual language. 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." STAAR rates for monitored reclassified students are provided in Appendix P. * = fewer than five students in this category.

Appendix L, Table 2: 2017 STAAR/EOC Rates at Meets Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

Appendix E, Table E-2017-01: 2017 EOC Rates at Meets Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level															
Subject	Grade Level(s)	All District		District NonELs ^a		EL One-Way Dual Lang		EL Two-Way Dual Lang		NonEL Two-Way Dual Lang		EL Secondary Dual Lang		NonEL Secondary Dual Lang	
		Test <i>N</i>	Meets+ %	Test <i>N</i>	Meets+ %	Test <i>N</i>	Meets+ %	Test <i>N</i>	Meets+ %	Test <i>N</i>	Meets+ %	Test <i>N</i>	Meets+ %	Test <i>N</i>	Meets+ %
STAAR															
Mathematics	3	12,369	40.5	6,078	39.7	5,335	42.2	352	42.0	257	75.1				
	4	12,140	40.0	5,939	37.6	5,380	43.5	203	46.3	122	62.3				
	5	11,582	43.0	5,554	40.7	5,110	46.1	209	51.7	117	80.3				
	6	10,099	29.7	4,649	31.6							54	46.3	20	55.0
	7	7,099	14.3	3,037	13.4							159	18.9	8	0.0
	8	9,796	35.9	4,482	37.6							134	39.6	19	42.1
	3 to 5	36,091	41.1	17,571	39.3	15,825	43.9	764	45.8	496	73.2				
	6 to 8	26,994	27.9	12,168	29.2							347	31.1	47	40.4
Reading	3	12,368	36.3	6,078	35.9	5,336	37.9	352	41.8	257	73.9				
	4	12,133	34.4	5,931	34.1	5,381	35.9	203	37.9	122	78.7				
	5	11,586	42.6	5,557	40.1	5,110	46.9	209	50.2	117	69.2				
	6	10,126	23.3	4,663	29.4							54	24.1	20	20.0
	7	9,571	28.2	4,292	33.7							208	23.6	18	50.0
	8	9,188	32.9	4,175	39.1							107	39.3	24	45.8
	3 to 5	36,087	37.7	17,566	36.6	15,827	40.1	764	43.1	496	74.0				
	6 to 8	28,885	28.0	13,130	33.9							369	28.2	62	38.7
Writing	4	12,162	34.2	5,947	28.6	5,390	42.1	203	40.9	120	51.7				
	7	9,622	25.5	4,319	31.7							208	16.3	18	55.6
Science	5	11,475	32.1	5,484	34.8	5,077	30.0	208	27.4	116	68.1				
	8	9,687	32.1	4,417	35.6							113	30.1	16	56.3
Social Studies	8	9,396	22.2	4,357	28.0							108	22.2	24	45.8
STAAR EOC															
Algebra I	8 to 12	12,281	39.7	6,048	41.0							32	84.4	22	95.5
English I	9 to 12	14,950	30.2	7,576	39.0							16	18.8	15	60.0
English II	9 to 12	13,440	33.4	7,942	45.2							22	18.2	9	100.0
Biology	9 to 12	10,413	49.4	5,627	56.1							9	22.2	14	71.4
US History	9 to 12	8,367	63.4	5,878	71.7							*	*	*	*

Source: District STAAR and STAAR EOC data files dated June 22, 2017 (STAAR) and April 30, 2018 (EOC). PEIMS snapshot demographic data file dated October 31, 2016.

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 28, 2016. 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. Dual Lang = dual language. 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." STAAR rates for monitored reclassified students are provided in Appendix P. * = fewer than five students in this category.

Appendix L, Table 3: 2017 STAAR/EOC Rates at Masters Grade Level Standard by Dual Language Program, Subject, and Grade Level

Appendix E, Table 3. 2014 STAAR EOC Rates at Masters Grade Level, Standard by Dual Language Program, Subject, and Grade Level															
Subject	Grade Level(s)	All District		District NonELs ^a		EL One-Way Dual Lang		EL Two-Way Dual Lang		NonEL Two-Way Dual Lang		EL Secondary Dual Lang		NonEL Secondary Dual Lang	
		Test <i>N</i>	Masters %	Test <i>N</i>	Masters %	Test <i>N</i>	Masters %	Test <i>N</i>	Masters %	Test <i>N</i>	Masters %	Test <i>N</i>	Masters %	Test <i>N</i>	Masters %
STAAR															
Mathematics	3	12,570	20.5	6,175	19.9	5,349	21.6	352	20.2	257	46.7				
	4	12,370	22.7	6,056	21.2	5,389	24.9	203	26.1	122	43.4				
	5	11,828	19.9	5,678	19.4	5,123	20.7	209	21.5	117	47.9				
	6	10,292	11.5	4,747	13.8							53	13.2	20	35.0
	7	7,256	3.5	3,114	3.2							159	1.9	8	0.0
	8	9,975	8.9	4,571	10.2							134	7.5	19	10.5
	3 to 5	36,768	21.0	17,909	20.2	15,861	22.4	764	22.1	496	46.2				
	6 to 8	27,523	8.5	12,432	9.8							346	5.8	47	19.1
Reading	3	12,569	22.8	6,175	22.5	5,350	24.3	352	25.9	257	55.6				
	4	12,363	17.4	6,048	18.6	5,390	17.1	203	14.8	122	47.5				
	5	11,831	21.1	5,680	21.3	5,123	22.0	209	18.2	117	44.4				
	6	10,321	10.1	4,763	14.0							53	11.3	20	20.0
	7	9,729	14.5	4,370	19.4							208	8.2	18	50.0
	8	9,367	12.3	4,264	16.4							107	14.0	24	45.8
	3 to 5	36,763	20.4	17,903	20.8	15,863	21.1	764	20.8	496	51.0				
	6 to 8	29,417	12.2	13,397	16.5							368	10.3	62	38.7
Writing	4	12,389	11.0	6,063	9.3	5,398	13.4	203	12.3	120	20.0				
	7	9,780	7.6	4,397	11.0							208	2.9	18	5.6
Science	5	11,721	12.5	5,607	14.7	5,091	10.3	208	8.7	116	35.3				
	8	9,867	8.7	4,507	10.9							113	4.4	16	12.5
Social Studies	8	9,576	10.8	4,447	14.7							108	6.5	24	25.0
STAAR EOC															
Algebra I	8 to 12	12,434	19.3	6,139	20.7							32	56.3	22	54.5
English I	9 to 12	15,092	4.1	7,660	7.0							16	6.3	15	20.0
English II	9 to 12	13,556	3.8	8,003	5.9							22	4.5	9	22.2
Biology	9 to 12	10,543	13.9	5,705	19.2							9	0.0	14	28.6
US History	9 to 12	8,489	29.9	5,943	37.1							*	*	*	*

Source: District STAAR and STAAR EOC data files dated June 22, 2017 (STAAR) and April 30, 2018 (EOC). PEIMS snapshot demographic data file dated October 31, 2016.

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 28, 2016. Master = Masters grade level performance standard. EL = English learner. Dual Lang = dual language. 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." STAAR rates for monitored reclassified students are provided in Appendix P. * = fewer than five students in this category.

Appendix L, Table 4: 2018 STAAR/EOC Rates at Approaches Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

Appendix E, Table 7: 2010 STAAR EOC Rates at Approaches Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level															
Subject	Grade Level(s)	All District		District NonELs ^a		EL One-Way Dual Lang		EL Two-Way Dual Lang		NonEL Two-Way Dual Lang		EL Secondary Dual Lang		NonEL Secondary Dual Lang	
		Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %
STAAR															
Mathematics	3	11,908	75.6	5,856	73.5	5,040	79.1	350	71.4	260	93.1				
	4	12,086	76.0	5,946	74.3	5,061	78.4	351	78.6	244	95.5				
	5	12,038	87.6	5,886	85.6	5,162	90.2	210	92.9	113	99.1				
	6	10,202	68.3	4,776	67.1							30	70.0	27	96.3
	7	7,651	55.7	3,362	54.0							46	84.8	9	55.6
	8	9,887	84.0	4,535	83.9							172	77.9	31	96.8
	3 to 5	36,032	79.8	17,688	77.8	15,263	82.6	911	79.1	617	95.1				
	6 to 8	27,740	70.4	12,673	69.7							248	78.2	67	91.0
Reading	3	11,919	72.5	5,864	70.2	5,041	76.9	350	68.3	260	92.3				
	4	12,081	65.6	5,943	64.7	5,061	67.5	350	67.4	244	91.0				
	5	12,037	81.0	5,885	77.3	5,162	86.6	210	89.0	113	96.5				
	6	10,213	56.3	4,777	59.2							30	43.3	27	88.9
	7	10,037	63.8	4,604	66.9							57	84.2	33	97.0
	8	9,722	74.6	4,461	78.5							183	70.5	20	100.0
	3 to 5	36,037	73.0	17,692	70.7	15,264	77.1	910	72.7	617	92.5				
	6 to 8	29,972	64.7	13,842	68.0							270	70.4	80	95.0
Writing	4	12,087	60.5	5,950	54.1	5,058	69.2	351	67.0	244	84.0				
	7	10,071	58.0	4,617	64.4							57	77.2	33	93.9
Science	5	11,972	70.0	5,841	69.5	5,146	71.1	210	74.3	113	94.7				
	8	9,918	67.1	4,540	68.7							178	59.0	32	87.5
Social Studies	8	9,657	60.6	4,451	65.4							189	48.1	20	60.0
STAAR EOC															
Algebra I	8 to 12	11,787	80.2	5,691	80.5							101	96.0	21	100.0
English I	9 to 12	14,895	51.2	7,143	58.4							99	63.6	21	90.5
English II	9 to 12	14,027	58.0	7,568	68.5							29	24.1	9	88.9
Biology	9 to 12	11,160	83.7	5,790	86.8							88	96.6	18	100.0
US History	9 to 12	9,777	92.1	6,472	95.1							20	80.0	7	100.0

Source: District STAAR and STAAR EOC data files dated September 6, 2018. PEIMS snapshot demographic data file dated October 30, 2017.

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 27, 2017. Appr+ = Approaches grade level or above performance standard. EL = English learner. Dual Lang = dual language. 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." STAAR rates for monitored reclassified students are provided in Appendix P

Appendix L, Table 5: 2018 STAAR/EOC Rates at Meets Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

Appendix E, Table 3: 2019 STAAR Test Results at Middle Grade Level of Above Standard by Dual Language Program, Subject, and Grade Level															
Subject	Grade Level(s)	All District		District NonELs ^a		EL One-Way Dual Lang		EL Two-Way Dual Lang		NonEL Two-Way Dual Lang		EL Secondary Dual Lang		NonEL Secondary Dual Lang	
		Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %
STAAR															
Mathematics	3	11,662	42.4	5,720	40.6	5,032	45.4	350	39.1	260	74.6				
	4	11,851	44.7	5,822	42.4	5,050	48.3	351	48.7	244	74.2				
	5	11,787	54.5	5,755	51.1	5,152	58.9	210	62.9	113	85.8				
	6	9,977	33.9	4,664	34.2							30	33.3	27	74.1
	7	7,456	17.9	3,262	17.4							46	47.8	9	44.4
	8	9,732	47.7	4,460	48.5							172	30.8	31	74.2
	3 to 5	35,300	47.2	17,297	44.7	15,234	50.9	911	48.3	617	76.5				
	6 to 8	27,165	34.4	12,386	34.9							248	34.3	67	70.1
Reading	3	11,673	39.2	5,728	35.9	5,033	45.0	350	34.6	260	71.2				
	4	11,846	36.6	5,819	37.5	5,050	36.3	350	39.4	244	71.3				
	5	11,786	51.0	5,754	45.5	5,152	58.9	210	59.0	113	85.8				
	6	9,990	27.4	4,666	31.6							30	16.7	27	33.3
	7	9,842	35.1	4,504	40.6							57	56.1	33	60.6
	8	9,567	34.9	4,386	41.5							183	26.2	20	50.0
	3 to 5	35,305	42.2	17,301	39.6	15,235	46.8	910	42.1	617	73.9				
	6 to 8	29,399	32.4	13,556	37.8							270	31.5	80	48.8
Writing	4	11,855	36.2	5,828	31.4	5,047	43.3	351	40.2	244	63.1				
	7	9,877	30.7	4,517	38.6							57	38.6	33	75.8
Science	5	11,721	32.0	5,710	33.0	5,136	31.7	210	31.4	113	63.7				
	8	9,764	37.9	4,466	41.1							178	29.2	32	65.6
Social Studies	8	9,503	28.0	4,377	32.6							189	15.3	20	10.0
STAAR EOC															
Algebra I	8 to 12	11,601	53.9	5,606	54.1							101	78.2	21	90.5
English I	9 to 12	14,710	30.5	7,058	38.5							99	46.5	21	71.4
English II	9 to 12	13,885	37.8	7,485	50.1							29	13.8	9	77.8
Biology	9 to 12	10,979	52.5	5,703	59.2							88	56.8	18	88.9
US History	9 to 12	9,644	70.3	6,397	78.1							20	40.0	7	100.0

Source: District STAAR and STAAR EOC data files dated September 6, 2018. PEIMS snapshot demographic data file dated October 30, 2017.

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 27, 2017. 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. Dual Lang = dual language. 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." STAAR rates for monitored reclassified students are provided in Appendix P

Appendix L, Table 6: 2018 STAAR/EOC Rates at Masters Grade Level Standard by Dual Language Program, Subject, and Grade Level

Appendix E, Table 3: 2010 STAAR EOC Rates at Masters Grade Level Standard by Dual Language Program, Subject, and Grade Level															
Subject	Grade Level(s)	All District		District NonELs ^a		EL One-Way Dual Lang		EL Two-Way Dual Lang		NonEL Two-Way Dual Lang		EL Secondary Dual Lang		NonEL Secondary Dual Lang	
		Test N	Masters %	Test N	Masters %	Test N	Masters %	Test N	Masters %	Test N	Masters %	Test N	Masters %	Test N	Masters %
STAAR															
Mathematics	3	11,908	20.2	5,856	19.6	5,040	21.6	350	15.1	260	46.5				
	4	12,086	24.5	5,946	22.7	5,061	27.2	351	23.4	244	51.6				
	5	12,038	28.4	5,886	25.9	5,162	31.2	210	36.7	113	55.8				
	6	10,202	12.8	4,776	13.8							30	16.7	27	33.3
	7	7,651	5.1	3,362	5.1							46	13.0	9	11.1
	8	9,887	15.1	4,535	16.4							172	3.5	31	32.3
	3 to 5	36,032	24.4	17,688	22.8	15,263	26.7	911	23.3	617	50.2				
	6 to 8	27,740	11.5	12,673	12.4							248	6.9	67	29.9
Reading	3	11,919	21.7	5,864	21.2	5,041	24.0	350	17.1	260	45.8				
	4	12,081	18.5	5,943	19.7	5,061	17.8	350	20.9	244	45.9				
	5	12,037	24.4	5,885	22.1	5,162	28.0	210	25.2	113	55.8				
	6	10,213	12.2	4,777	15.4							30	6.7	27	33.3
	7	10,037	19.8	4,604	24.6							57	36.8	33	60.6
	8	9,722	18.1	4,461	23.2							183	11.5	20	50.0
	3 to 5	36,037	21.5	17,692	21.0	15,264	23.3	910	20.4	617	47.6				
	6 to 8	29,972	16.6	13,842	21.0							270	16.3	80	48.8
Writing	4	12,087	12.6	5,950	9.5	5,058	17.0	351	14.5	244	27.5				
	7	10,071	9.4	4,617	13.6							57	5.3	33	36.4
Science	5	11,972	12.1	5,841	13.9	5,146	10.2	210	4.8	113	31.0				
	8	9,918	16.5	4,540	19.8							178	7.3	32	28.1
Social Studies	8	9,657	15.3	4,451	19.0							189	6.9	20	5.0
STAAR EOC															
Algebra I	8 to 12	11,787	31.3	5,691	32.0							101	48.5	21	33.3
English I	9 to 12	14,895	3.5	7,143	5.6							99	0.0	21	4.8
English II	9 to 12	14,027	5.3	7,568	8.6							29	3.4	9	22.2
Biology	9 to 12	11,160	17.2	5,790	22.7							88	14.8	18	44.4
US History	9 to 12	9,777	37.4	6,472	45.4							20	10.0	7	71.4

Source: District STAAR and STAAR EOC data files dated September 6, 2018. PEIMS snapshot demographic data file dated October 30, 2017.

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 27, 2017. Masters = Masters grade level or above performance standard. EL = English learner. Dual Lang = dual language. 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." STAAR rates for monitored reclassified students are provided in Appendix P

Appendix L, Table 7: 2019 STAAR/EOC Rates at Approaches Grade Level or Above Standard by Dual Language Program, and Grade Level

Appendix E, Table 1: 2015 STAAR EOC Rates at Approaches Grade Level or Above Standard by Dual Language Program, and Grade Level															
Subject	Grade Level(s)	All District		District NonELs ^a		EL One-Way Dual Lang		EL Two-Way Dual Lang		NonEL Two-Way Dual Lang		EL Secondary Dual Lang		NonEL Secondary Dual Lang	
		Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %
STAAR															
Mathematics	3	10,969	76.5	5,196	74.2	4,638	79.3	428	83.9	308	92.9				
	4	11,666	76.0	5,720	73.2	4,924	79.3	340	77.9	251	93.2				
	5	11,805	88.6	5,766	87.4	4,943	90.1	331	93.1	208	98.6				
	6	10,568	75.0	5,090	75.5							32	81.3	13	100.0
	7	7,168	59.6	3,309	57.8							20	60.0	8	87.5
	8	10,454	88.0	4,733	87.8							55	100.0	27	96.3
	3 to 5	34,440	80.5	16,682	78.4	14,505	83.0	1,099	84.8	767	94.5				
	6 to 8	28,190	75.9	13,132	75.5							107	86.9	48	95.8
Reading	3	10,974	71.8	5,202	69.9	4,637	74.8	428	77.6	308	92.5				
	4	11,667	68.6	5,721	69.3	4,924	68.3	340	69.4	251	92.8				
	5	11,805	84.8	5,767	82.4	4,942	89.0	331	87.6	208	97.6				
	6	10,574	58.3	5,096	62.5							32	53.1	13	92.3
	7	9,959	66.1	4,647	69.1							30	53.3	24	100.0
	8	9,895	79.2	4,510	81.5							56	89.3	34	100.0
	3 to 5	34,446	75.2	16,690	74.0	14,503	77.4	1,099	78.1	767	94.0				
	6 to 8	30,428	67.6	14,253	70.7							118	70.3	71	98.6
Writing	4	11,662	65.7	5,725	59.6	4,915	73.9	340	70.0	251	86.9				
	7	9,986	59.2	4,659	62.2							30	50.0	24	95.8
Science	5	11,749	69.7	5,725	70.4	4,932	69.6	329	70.2	207	93.2				
	8	10,270	74.7	4,708	77.4							58	86.2	27	100.0
Social Studies	8	9,862	62.4	4,534	66.3							56	66.1	34	94.1
STAAR EOC															
Algebra I	8 to 12	11,358	83.7	5,194	82.8							118	94.1	31	100.0
English I	9 to 12	15,137	54.8	6,666	60.2							147	64.6	18	88.9
English II	9 to 12	13,342	58.5	6,046	65.1							84	60.7	19	94.7
Biology	9 to 12	10,592	83.1	4,899	85.5							130	92.3	15	100.0
US History	9 to 12	9,736	92.0	5,101	93.9							9	66.7	12	91.7

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. Appr+ = Approaches grade level or above performance standard. EL = English learner. Dual Lang = dual language. 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." STAAR rates for monitored reclassified students are provided in Appendix P

Appendix L, Table 8: 2019 STAAR/EOC Rates at Meets Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

Appendix E, Table 3. 2016 STAAR EOC Rates at Meets Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level															
Subject	Grade Level(s)	All District		District NonELs ^a		EL One-Way Dual Lang		EL Two-Way Dual Lang		NonEL Two-Way Dual Lang		EL Secondary Dual Lang		NonEL Secondary Dual Lang	
		Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %
STAAR															
Mathematics	3	10,740	43.6	5,077	41.9	4,631	45.7	428	52.6	308	76.3				
	4	11,408	45.3	5,582	43.5	4,914	47.8	340	47.4	251	77.7				
	5	11,561	56.0	5,637	53.5	4,935	59.0	331	65.0	208	83.2				
	6	10,344	38.5	4,977	38.8							32	21.9	13	61.5
	7	6,937	21.0	3,194	20.4							18	0.0	8	25.0
	8	10,262	55.6	4,634	56.6							55	61.8	27	66.7
	3 to 5	33,709	48.4	16,296	46.4	14,480	50.9	1,099	54.7	767	78.6				
6 to 8	27,543	40.5	12,805	40.7							105	39.0	48	58.3	
Reading	3	10,745	41.1	5,083	39.0	4,630	45.1	428	45.8	308	71.8				
	4	11,409	38.2	5,583	39.3	4,914	38.3	340	36.8	251	70.9				
	5	11,561	53.1	5,638	48.4	4,934	60.5	331	57.4	208	79.3				
	6	10,350	26.9	4,983	31.8							32	12.5	13	7.7
	7	9,728	38.1	4,532	42.7							28	25.0	24	62.5
	8	9,704	41.7	4,411	46.2							56	62.5	34	58.8
	3 to 5	33,715	44.2	16,304	42.4	14,478	48.0	1,099	46.5	767	73.5				
6 to 8	29,782	35.4	13,926	39.9							116	39.7	71	50.7	
Writing	4	11,404	37.0	5,587	28.9	4,905	48.1	340	37.9	251	60.2				
	7	9,755	30.6	4,544	35.3							28	21.4	24	91.7
Science	5	11,505	41.5	5,596	42.3	4,924	41.3	329	41.9	207	74.4				
	8	10,079	37.4	4,609	41.3							58	51.7	27	74.1
Social Studies	8	9,670	26.5	4,435	31.0							56	21.4	34	38.2
STAAR EOC															
Algebra I	8 to 12	11,202	62.2	5,118	61.4							118	82.2	31	93.5
English I	9 to 12	14,977	37.3	6,589	43.8							147	49.7	18	88.9
English II	9 to 12	13,167	38.9	5,964	47.3							84	44.0	19	84.2
Biology	9 to 12	10,429	53.6	4,820	58.8							130	73.1	15	86.7
US History	9 to 12	9,610	71.4	5,029	77.4							9	11.1	12	75.0

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. Dual Lang = dual language. 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." STAAR rates for monitored reclassified students are provided in Appendix P.

Appendix L, Table 9: 2019 STAAR/EOC Rates at Masters Grade Level Standard by Dual Language Program, Subject, and Grade Level

Appendix E, Table 3: 2010 STAAR EOC Rates at Masters Grade Level Standard by Dual Language Program, Subject, and Grade Level															
Subject	Grade Level(s)	All District		District NonELs ^a		EL One-Way Dual Lang		EL Two-Way Dual Lang		NonEL Two-Way Dual Lang		EL Secondary Dual Lang		NonEL Secondary Dual Lang	
		Test N	Masters %	Test N	Masters %	Test N	Masters %	Test N	Masters %	Test N	Masters %	Test N	Masters %	Test N	Masters %
STAAR															
Mathematics	3	10,969	21.2	5,196	21.5	4,638	21.1	428	21.0	308	53.9				
	4	11,666	25.8	5,720	25.1	4,924	26.7	340	27.6	251	54.6				
	5	11,805	34.7	5,766	33.0	4,943	36.9	331	42.6	208	65.4				
	6	10,568	16.7	5,090	18.0							32	6.3	13	23.1
	7	7,168	5.6	3,309	5.8							20	5.0	8	25.0
	8	10,454	15.6	4,733	16.6							55	12.7	27	25.9
	3 to 5	34,440	27.4	16,682	26.7	14,505	28.4	1,099	29.6	767	57.2				
	6 to 8	28,190	13.5	13,132	14.4							107	9.3	48	25.0
Reading	3	10,974	24.8	5,202	24.7	4,637	26.5	428	26.2	308	57.5				
	4	11,667	18.6	5,721	19.8	4,924	18.2	340	17.1	251	46.2				
	5	11,805	26.9	5,767	27.1	4,942	28.2	331	27.5	208	56.3				
	6	10,574	12.0	5,096	15.7							32	0.0	13	7.7
	7	9,959	21.9	4,647	25.3							30	16.7	24	62.5
	8	9,895	18.7	4,510	23.2							56	28.6	34	58.8
	3 to 5	34,446	23.4	16,690	23.8	14,503	24.3	1,099	23.7	767	53.5				
	6 to 8	30,428	17.4	14,253	21.2							118	17.8	71	50.7
Writing	4	11,662	13.9	5,725	9.6	4,915	19.8	340	12.9	251	23.5				
	7	9,986	12.6	4,659	16.1							30	0.0	24	29.2
Science	5	11,749	19.8	5,725	21.1	4,932	18.5	329	20.4	207	45.4				
	8	10,270	15.0	4,708	18.1							58	13.8	27	37.0
Social Studies	8	9,862	14.0	4,534	17.4							56	5.4	34	29.4
STAAR EOC															
Algebra I	8 to 12	11,358	40.7	5,194	41.2							118	56.8	31	87.1
English I	9 to 12	15,137	7.0	6,666	10.7							147	1.4	18	16.7
English II	9 to 12	13,342	4.8	6,046	7.8							84	3.6	19	31.6
Biology	9 to 12	10,592	20.4	4,899	26.1							130	16.9	15	40.0
US History	9 to 12	9,736	40.2	5,101	47.9							9	11.1	12	50.0

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. Masters = Masters grade level performance standard. EL = English learner. Dual Lang = dual language. 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." STAAR rates for monitored reclassified students are provided in Appendix P

Appendix M

Appendix M, Table 1: 2017 to 2019 One- and Two-Year STAAR/EOC Trends in Rates at Approaches Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

		All District		District NonELs ^a		EL One-Way Dual Lang		EL Two-Way Dual Lang		NonEL Two-Way Dual Lang		EL Secondary Dual Lang		NonEL Secondary Dual Lang	
Subject	Grade Level(s)	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts
STAAR															
Mathematics	3	0.9	5.5	0.7	4.8	0.2	5.9	12.5	9.5	-0.2	0.3				
	4	0.0	6.7	-1.1	7.3	0.9	5.7	-0.7	-1.9	-2.3	3.9				
	5	1.0	7.2	1.8	9.0	-0.1	4.9	0.2	1.2	-0.5	2.0				
	6	6.7	9.4	8.4	9.3							11.3	-3.6	3.7	10.0
	7	3.9	12.3	3.8	13.1							-24.8	-3.5	31.9	12.5
	8	4.0	7.4	3.9	7.3							22.1	8.2	-0.5	1.6
	3 to 5	0.7	6.7	0.6	7.3	0.4	5.7	5.7	4.2	-0.6	1.8				
	6 to 8	5.5	9.7	5.8	9.4							8.7	9.2	4.8	6.4
Reading	3	-0.7	8.4	-0.3	7.4	-2.1	9.8	9.3	7.7	0.2	1.4				
	4	3.0	7.7	4.6	10.4	0.8	4.5	2.0	-3.0	1.8	1.8				
	5	3.8	6.8	5.1	9.4	2.4	4.1	-1.4	2.4	1.1	0.2				
	6	2.0	4.6	3.3	2.4							9.8	-12.9	3.4	-2.7
	7	2.3	6.2	2.2	5.4							-30.9	-7.3	3.0	11.1
	8	4.6	3.3	3.0	2.3							18.8	0.5	0.0	0.0
	3 to 5	2.2	8.0	3.3	9.4	0.3	6.4	5.4	3.4	1.5	1.5				
	6 to 8	2.9	4.8	2.7	3.3							-0.1	0.7	3.6	3.4
Writing	4	5.2	3.4	5.5	1.9	4.7	5.1	3.0	-1.9	2.9	6.1				
	7	1.2	3.6	-2.2	1.9							-27.2	-7.7	1.9	12.5
Science	5	-0.3	3.5	0.9	3.2	-1.5	4.3	-4.1	0.0	-1.5	-1.6				
	8	7.6	7.7	8.7	6.9							27.2	16.3	12.5	6.2
Social Studies	8	1.8	7.2	0.9	5.2							18.0	5.9	34.1	6.6
STAAR EOC															
Algebra I	8 to 12	3.5	6.3	2.3	5.5							-1.9	3.5	0.0	0.0
English I	9 to 12	3.6	4.1	1.8	1.9							1.0	33.3	-1.6	8.9
English II	9 to 12	0.5	3.4	-3.4	-1.8							36.6	33.4	5.8	-5.3
Biology	9 to 12	-0.6	0.5	-1.3	1.0							-4.3	14.5	0.0	7.1
US History	9 to 12	-0.1	1.0	-1.2	-0.1							-13.3	*	-8.3	*

Source: District STAAR data files dated June 22, 2017 (2017), September 6, 2018 (2018), and June 13, 2019 (2019). STAAR EOC data files dated April 30, 2017 (2017), September 6, 2018 (2018), and June 4, 2019 (2019). District PEIMS snapshot demographic files dated October 31, 2016 (2017), October 30, 2017 (2018), 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. Dual Lang = dual language. US = United States. 1 Yr Δ = percentage point change from 2018 to 2019. 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."

Appendix M, Table 2: 2017 to 2019 One- and Two-Year STAAR/EOC Trends in Rates at Meets Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

Regency, Subject, and Grade Level															
Subject	Grade Level(s)	All District		District NonELs ^a		EL One-Way Dual Lang		EL Two-Way Dual Lang		NonEL Two-Way Dual Lang		EL Secondary Dual Lang		NonEL Secondary Dual Lang	
		1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts
STAAR															
Mathematics	3	1.2	3.1	1.3	2.2	0.3	3.5	13.5	10.6	1.7	1.2				
	4	0.6	5.3	1.1	5.9	-0.5	4.3	-1.3	1.1	3.5	15.4				
	5	1.5	13.0	2.4	12.8	0.1	12.9	2.1	13.3	-2.6	2.9				
	6	4.6	8.8	4.6	7.2							-11.4	-25.3	-12.6	6.5
	7	3.1	6.7	3.0	7.0							-47.8	-18.9	-19.4	25.0
	8	7.9	19.7	8.1	19.0							31.0	22.2	-7.5	24.6
	3 to 5	1.2	7.3	1.7	7.1	0.0	7.0	6.4	8.9	2.1	5.4				
	6 to 8	6.1	12.6	5.8	11.5							4.7	7.8	-11.8	17.9
Reading	3	1.9	4.8	3.1	3.1	0.1	7.2	11.2	4.0	0.6	-2.1				
	4	1.6	3.8	1.8	5.2	2.0	2.4	-2.6	-1.1	-0.4	-7.8				
	5	2.1	10.5	2.9	8.3	1.6	13.6	-1.6	7.2	-6.5	10.1				
	6	-0.5	3.6	0.2	2.4							-4.2	-12.0	-25.6	-12.3
	7	3.0	9.9	2.1	9.0							-31.1	1.4	1.9	12.5
	8	6.8	8.8	4.7	7.1							36.3	23.2	8.8	13.0
	3 to 5	2.0	6.5	2.8	5.8	1.2	7.9	4.4	3.4	-0.4	-0.5				
	6 to 8	3.0	7.4	2.1	6.0							8.2	11.4	1.9	12.0
Writing	4	0.8	2.8	-2.5	0.3	4.8	6.0	-2.3	-3.0	-2.9	8.5				
	7	-0.1	5.1	-3.3	3.6							-17.2	5.1	15.9	36.1
Science	5	9.5	9.4	9.3	7.5	9.6	11.3	10.5	14.5	10.7	6.3				
	8	-0.5	5.3	0.2	5.7							22.5	21.6	8.5	17.8
Social Studies	8	-1.5	4.3	-1.6	3.0							6.1	-0.8	28.2	-7.6
STAAR EOC															
Algebra I	8 to 12	8.3	22.5	7.3	20.4							4.0	-2.2	3.0	-2.0
English I	9 to 12	6.8	7.1	5.3	4.8							3.2	30.9	17.5	28.9
English II	9 to 12	1.1	5.5	-2.8	2.1							30.2	25.8	6.4	-15.8
Biology	9 to 12	1.1	4.2	-0.4	2.7							16.3	50.9	-2.2	15.3
US History	9 to 12	1.1	8.0	-0.7	5.7							-28.9	*	-25.0	*

Source: District STAAR data files dated June 22, 2017 (2017), September 6, 2018 (2018), and June 13, 2019 (2019). STAAR EOC data files dated April 30, 2017 (2017), September 6, 2018 (2018), and June 4, 2019 (2019). District PEIMS snapshot demographic files dated October 31, 2016 (2017), October 30, 2017 (2018), 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. 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. EL = English learner. Dual Lang = dual language. US = United States. 1 Yr Δ = percentage point change from 2018 to 2019. 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."

Appendix M, Table 3: 2017 to 2019 One- and Two-Year STAAR/EOC Trends in Rates at Masters Grade Level Standard by Dual Language Program, Subject, and Grade Level

		All District		District NonELs ^a		EL One-Way Dual Lang		EL Two-Way Dual Lang		NonEL Two-Way Dual Lang		EL Secondary Dual Lang		NonEL Secondary Dual Lang	
		1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts
Subject	Grade Level(s)														
STAAR															
Mathematics	3	1.0	0.7	1.9	1.6	-0.5	-0.5	5.9	0.8	7.4	7.2				
	4	1.3	3.1	2.4	3.9	-0.5	1.8	4.2	1.5	3.0	11.2				
	5	6.3	14.8	7.1	13.6	5.7	16.2	5.9	21.1	9.6	17.5				
	6	3.9	5.2	4.2	4.2							-10.4	-6.9	-10.2	-11.9
	7	0.5	2.1	0.7	2.6							-8.0	3.1	13.9	25.0
	8	0.5	6.7	0.2	6.4							9.2	5.2	-6.4	15.4
	3 to 5	3.0	6.4	3.9	6.5	1.7	6.0	6.3	7.5	7.0	11.0				
	6 to 8	2.0	5.0	2.0	4.6							2.4	3.5	-4.9	5.9
Reading	3	3.1	2.0	3.5	2.2	2.5	2.2	9.1	0.3	11.7	1.9				
	4	0.1	1.2	0.1	1.2	0.4	1.1	-3.8	2.3	0.3	-1.3				
	5	2.5	5.8	5.0	5.8	0.2	6.2	2.3	9.3	0.5	11.9				
	6	-0.2	1.9	0.3	1.7							-6.7	-11.3	-25.6	-12.3
	7	2.1	7.4	0.7	5.9							-20.1	8.5	1.9	12.5
	8	0.6	6.4	0.0	6.8							17.1	14.6	8.8	13.0
	3 to 5	1.9	3.0	2.8	3.0	1.0	3.2	3.3	2.9	5.9	2.5				
	6 to 8	0.8	5.2	0.2	4.7							1.5	7.5	1.9	12.0
Writing	4	1.3	2.9	0.1	0.3	2.8	6.4	-1.6	0.6	-4.0	3.5				
	7	3.2	5.0	2.5	5.1							-5.3	-2.9	-7.2	23.6
Science	5	7.7	7.3	7.2	6.4	8.3	8.2	15.6	11.7	14.4	10.1				
	8	-1.5	6.3	-1.7	7.2							6.5	9.4	8.9	24.5
Social Studies	8	-1.3	3.2	-1.6	2.7							-1.5	-1.1	24.4	4.4
STAAR EOC															
Algebra I	8 to 12	9.4	21.4	9.2	20.5							8.3	0.5	53.8	32.6
English I	9 to 12	3.5	2.9	5.1	3.7							1.4	-4.9	11.9	-3.3
English II	9 to 12	-0.5	1.0	-0.8	1.9							0.2	-0.9	9.4	9.4
Biology	9 to 12	3.2	6.5	3.4	6.9							2.1	16.9	-4.4	11.4
US History	9 to 12	2.8	10.3	2.5	10.8							1.1	*	-21.4	*

Source: District STAAR data files dated June 22, 2017 (2017), September 6, 2018 (2018), and June 13, 2019 (2019). STAAR EOC data files dated April 30, 2017 (2017), September 6, 2018 (2018), and June 4, 2019 (2019). District PEIMS snapshot demographic files dated October 31, 2016 (2017), October 30, 2017 (2018), 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. Dual Lang = dual language. US = United States. 1 Yr Δ = percentage point change from 2018 to 2019. 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."

Appendix N

Appendix N, Table 1: 2017 STAAR/EOC Rates at Approaches Grade Level or Above Standard by English Learner Program/Classification, Subject, and Grade Level

		District													
		All District		NonELs ^a		ESL		Sheltered		Immigrant		ELSPED		Parent Denials	
Subject	Grade Level(s)	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %
STAAR															
Mathematics	3	12,570	71.0	6,175	69.4	152	67.1			356	66.0	335	47.2	391	62.9
	4	12,370	69.3	6,056	65.9	140	65.7			292	55.8	363	41.9	431	57.8
	5	11,828	81.4	5,678	78.4	161	72.7			305	67.5	392	60.5	490	76.1
	6	10,292	65.6	4,747	66.2	500	45.4	4,024	64.5	282	41.5	334	38.6	414	59.9
	7	7,256	47.3	3,114	44.7	470	33.6	2,849	49.1	287	27.2	354	28.8	287	41.1
	8	9,975	80.6	4,571	80.5	420	60.5	3,594	80.4	269	53.5	358	46.1	355	71.5
	3 to 5	36,768	73.8	17,909	71.1	453	68.7			953	63.4	1,090	50.2	1,312	66.2
	6 to 8	27,523	66.2	12,432	66.1	1,390	46.0	10,467	65.8	838	40.5	1,046	37.9	1,056	58.7
Reading	3	12,569	63.4	6,175	62.5	152	55.3			355	68.5	334	38.6	390	51.8
	4	12,363	60.9	6,048	58.9	140	55.7			292	61.3	365	35.3	431	46.6
	5	11,831	78.0	5,680	73.0	161	62.7			305	77.4	392	50.0	491	66.2
	6	10,321	53.7	4,763	60.1	500	22.0	4,026	46.4	280	22.9	335	24.8	418	47.6
	7	9,729	59.9	4,370	63.7	490	25.1	3,504	55.1	303	22.4	361	23.8	334	47.6
	8	9,367	75.9	4,264	79.2	423	38.3	3,411	72.6	269	30.9	362	30.7	352	68.2
	3 to 5	36,763	67.2	17,903	64.6	453	58.1			952	69.1	1,091	41.6	1,312	55.5
	6 to 8	29,417	62.8	13,397	67.4	1,413	28.0	10,941	57.4	852	25.2	1,058	26.5	1,104	54.2
Writing	4	12,389	62.3	6,063	57.7	144	50.0			296	61.1	362	32.6	430	44.2
	7	9,780	55.6	4,397	60.3	490	20.8	3,524	49.5	303	16.8	366	18.3	337	39.8
Science	5	11,721	66.2	5,607	67.2	158	58.9			298	55.4	392	43.1	489	62.4
	8	9,867	67.0	4,507	70.5	424	39.6	3,548	61.3	271	33.6	356	29.5	346	58.1
Social Studies	8	9,576	55.2	4,447	61.1	424	28.5	3,366	45.2	271	25.8	355	22.5	350	44.9
STAAR EOC															
Algebra I	8 to 12	12,434	77.4	6,139	77.3	1,021	59.4	3,556	79.0	848	58.8	485	44.5	401	71.8
English I	9 to 12	15,092	50.7	7,660	58.3	986	10.9	4,602	39.9	823	16.3	612	13.6	480	41.0
English II	9 to 12	13,556	55.1	8,003	66.9	764	13.1	3,377	34.0	570	20.4	455	14.7	345	45.2
Biology	9 to 12	10,543	82.6	5,705	84.5	644	53.0	2,712	81.0	543	56.4	357	48.5	307	80.8
US History	9 to 12	8,489	91.0	5,943	94.0	318	63.2	1,399	84.3	254	72.4	248	54.0	169	86.4

Source: District STAAR and STAAR EOC data files dated June 22, 2017 (STAAR) and April 30, 2018 (EOC). PEIMS snapshot demographic data file dated October 31, 2016.

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 28, 2016. Appr+ = Approaches grade level or above performance standard. EL = English learner. US = United States. ESL = English as a Second Language. ELSPED = dually-identified as an English learner requiring special education services. 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."

Appendix N, Table 2: 2017 STAAR/EOC Rates at Meets Grade Level or Above Standard by English Learner Program/Classification, Subject, and Grade Level

		All District		District NonELs ^a		ESL		Sheltered		Immigrant		ELSPED		Parent Denials	
Subject	Grade Level(s)	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %
STAAR															
Mathematics	3	12,369	40.5	6,078	39.7	152	36.2			354	33.6	274	17.2	387	31.5
	4	12,140	40.0	5,939	37.6	140	41.4			290	26.2	300	10.0	422	28.7
	5	11,582	43.0	5,554	40.7	161	43.5			303	27.1	313	14.1	483	33.1
	6	10,099	29.7	4,649	31.6	496	16.3	4,018	25.6	280	13.9	279	5.0	404	21.8
	7	7,099	14.3	3,037	13.4	470	9.6	2,847	14.7	287	9.8	318	4.4	283	10.2
	8	9,796	35.9	4,482	37.6	418	18.2	3,592	31.2	265	17.0	323	8.7	350	27.4
	3 to 5	36,091	41.1	17,571	39.3	453	40.4			947	29.3	887	13.6	1,292	31.2
	6 to 8	26,994	27.9	12,168	29.2	1,384	14.6	10,457	24.6	832	13.5	920	6.1	1,037	20.5
Reading	3	12,368	36.3	6,078	35.9	152	23.7			353	77.4	273	9.5	386	24.1
	4	12,133	34.4	5,931	34.1	140	29.3			290	36.2	302	8.3	422	22.5
	5	11,586	42.6	5,557	40.1	161	29.8			303	41.9	313	9.9	484	28.9
	6	10,126	23.3	4,663	29.4	496	6.3	4,020	15.7	278	10.4	280	3.6	408	15.7
	7	9,571	28.2	4,292	33.7	490	6.7	3,502	19.6	303	9.2	325	4.0	330	14.8
	8	9,188	32.9	4,175	39.1	421	9.0	3,409	23.2	265	9.8	327	4.3	347	22.8
	3 to 5	36,087	37.7	17,566	36.6	453	27.6			946	41.1	888	9.2	1,292	25.4
	6 to 8	28,885	28.0	13,130	33.9	1,407	7.2	10,931	19.3	846	9.8	932	4.0	1,085	17.7
Writing	4	12,162	34.2	5,947	28.6	144	22.9			294	33.7	301	7.3	422	17.5
	7	9,622	25.5	4,319	31.7	490	4.9	3,522	16.8	303	7.9	330	2.7	333	9.9
Science	5	11,475	32.1	5,484	34.8	158	27.2			296	23.6	312	7.4	482	28.2
	8	9,687	32.1	4,417	35.6	422	13.3	3,546	26.1	267	10.9	321	6.2	341	18.5
Social Studies	8	9,396	22.2	4,357	28.0	422	7.6	3,364	13.2	267	8.2	320	3.4	345	13.0
STAAR EOC															
Algebra I	8 to 12	12,281	39.7	6,048	41.0	1,020	17.2	3,550	37.0	845	19.5	464	8.4	397	32.5
English I	9 to 12	14,950	30.2	7,576	39.0	984	3.7	4,597	15.7	819	8.1	595	3.2	478	17.8
English II	9 to 12	13,440	33.4	7,942	45.2	763	4.1	3,371	12.1	569	10.5	424	1.2	340	21.5
Biology	9 to 12	10,413	49.4	5,627	56.1	642	12.5	2,708	36.7	541	19.0	343	6.4	305	39.0
US History	9 to 12	8,367	63.4	5,878	71.7	315	21.3	1,393	39.6	251	37.1	216	12.0	166	45.8

Source: District STAAR and STAAR EOC data files dated June 22, 2017 (STAAR) and April 30, 2018 (EOC). PEIMS snapshot demographic data file dated October 31, 2016.

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 28, 2016. 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. US = United States. ESL = English as a Second Language. ELSPED = dually-identified as an English learner requiring special education services. 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."

Appendix N, Table 3: 2017 STAAR/EOC Rates at Masters Grade Level Standard by English Learner Program/Classification, Subject, and Grade Level

Appendix F, Table 3: 2021 STAAR Test Results at Masters Grade Level Standard by English Learner Program Classification, Subject and Grade Level															
Subject	Grade Level(s)	All District		District NonELs ^a		ESL		Sheltered		Immigrant		ELSPED		Parent Denials	
		Test N	Masters %	Test N	Masters %	Test N	Masters %	Test N	Masters %	Test N	Masters %	Test N	Masters %	Test N	Masters %
STAAR															
Mathematics	3	12,570	20.5	6,175	19.9	152	20.4			356	21.1	335	11.9	391	14.6
	4	12,370	22.7	6,056	21.2	140	25.0			292	16.1	363	7.2	431	15.1
	5	11,828	19.9	5,678	19.4	161	20.5			305	12.8	392	10.5	490	15.1
	6	10,292	11.5	4,747	13.8	500	4.0	4,024	7.0	282	6.7	334	9.9	414	7.2
	7	7,256	3.5	3,114	3.2	470	2.3	2,849	2.9	287	2.4	354	6.8	287	1.7
	8	9,975	8.9	4,571	10.2	420	2.6	3,594	5.6	269	3.0	358	7.5	355	5.1
	3 to 5	36,768	21.0	17,909	20.2	453	21.9			953	16.9	1,090	9.8	1,312	14.9
	6 to 8	27,523	8.5	12,432	9.8	1,390	3.0	10,467	5.4	838	4.1	1,046	8.0	1,056	5.0
Reading	3	12,569	22.8	6,175	22.5	152	14.5			355	32.4	334	6.6	390	12.3
	4	12,363	17.4	6,048	18.6	140	12.9			292	15.1	365	5.8	431	10.0
	5	11,831	21.1	5,680	21.3	161	14.3			305	16.4	392	5.4	491	14.3
	6	10,321	10.1	4,763	14.0	500	2.0	4,026	5.3	280	4.3	335	5.7	418	4.8
	7	9,729	14.5	4,370	19.4	490	1.8	3,504	7.1	303	3.6	361	6.6	334	6.6
	8	9,367	12.3	4,264	16.4	423	1.7	3,411	6.0	269	4.5	362	4.7	352	7.7
	3 to 5	36,763	20.4	17,903	20.8	453	13.9			952	22.0	1,091	5.9	1,312	12.3
	6 to 8	29,417	12.2	13,397	16.5	1,413	1.8	10,941	6.1	852	4.1	1,058	5.7	1,104	6.3
Writing	4	12,389	11.0	6,063	9.3	144	6.9			296	12.2	362	3.3	430	3.5
	7	9,780	7.6	4,397	11.0	490	0.8	3,524	2.6	303	1.7	366	4.6	337	1.2
Science	5	11,721	12.5	5,607	14.7	158	13.3			298	6.4	392	9.9	489	9.4
	8	9,867	8.7	4,507	10.9	424	2.4	3,548	5.2	271	3.3	356	7.0	346	3.2
Social Studies	8	9,576	10.8	4,447	14.7	424	3.3	3,366	4.7	271	4.8	355	7.0	350	6.6
STAAR EOC															
Algebra I	8 to 12	12,434	19.3	6,139	20.7	1,021	8.2	3,556	15.2	848	9.3	485	3.5	401	12.5
English I	9 to 12	15,092	4.1	7,660	7.0	986	0.1	4,602	0.5	823	1.0	612	1.1	480	0.4
English II	9 to 12	13,556	3.8	8,003	5.9	764	0.0	3,377	0.3	570	1.2	455	2.4	345	1.2
Biology	9 to 12	10,543	13.9	5,705	19.2	644	1.2	2,712	4.5	543	3.7	357	1.4	307	8.8
US History	9 to 12	8,489	29.9	5,943	37.1	318	5.3	1,399	10.7	254	18.5	248	2.8	169	14.2

Source: District STAAR and STAAR EOC data files dated June 22, 2017 (STAAR) and April 30, 2018 (EOC). PEIMS snapshot demographic data file dated October 31, 2016.

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 28, 2016. Masters = Masters grade level performance standard. EL = English learner. US = United States. ESL = English as a Second Language. ELSPED = dually-identified as an English learner requiring special education services. 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."

Appendix N, Table 4: 2018 STAAR/EOC Rates at Approaches Grade Level or Above Standard by English Learner Program/Classification, Subject, and Grade Level

		District													
		All District		NonELs ^a		ESL		Sheltered		Immigrant		ELSPED		Parent Denials	
Subject	Grade Level(s)	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %
STAAR															
Mathematics	3	11,908	75.6	5,856	73.5	166	69.9			358	69.8	376	50.8	360	66.4
	4	12,086	76.0	5,946	74.3	169	71.0			311	62.1	401	49.6	414	72.0
	5	12,038	87.6	5,886	85.6	158	81.6			301	72.1	434	70.7	481	84.6
	6	10,202	68.3	4,776	67.1	509	48.7	4,044	70.2	298	49.0	378	42.6	319	54.2
	7	7,651	55.7	3,362	54.0	482	41.1	3,123	57.2	280	34.3	320	39.1	307	47.2
	8	9,887	84.0	4,535	83.9	520	71.5	3,527	84.9	309	66.0	366	52.5	337	74.5
	3 to 5	36,032	79.8	17,688	77.8	493	74.0			970	68.0	1,211	57.6	1,255	75.2
6 to 8	27,740	70.4	12,673	69.7	1,511	54.1	10,694	71.2	887	50.3	1,064	44.9	963	59.1	
Reading	3	11,919	72.5	5,864	70.2	167	62.3			359	76.0	375	45.9	360	58.1
	4	12,081	65.6	5,943	64.7	169	55.6			311	65.3	400	35.5	413	55.0
	5	12,037	81.0	5,885	77.3	158	74.1			301	78.7	434	53.0	481	67.2
	6	10,213	56.3	4,777	59.2	513	29.2	4,049	52.7	299	28.8	379	26.6	320	47.2
	7	10,037	63.8	4,604	66.9	507	32.7	3,749	59.3	294	26.5	321	32.4	362	53.0
	8	9,722	74.6	4,461	78.5	509	37.9	3,400	71.1	303	33.0	365	32.1	318	67.0
	3 to 5	36,037	73.0	17,692	70.7	494	63.8			971	73.4	1,209	45.0	1,254	60.5
6 to 8	29,972	64.7	13,842	68.0	1,529	33.3	11,198	60.5	896	29.5	1,065	30.2	1,000	55.6	
Writing	4	12,087	60.5	5,950	54.1	170	45.3			311	63.0	399	30.1	413	47.0
	7	10,071	58.0	4,617	64.4	509	19.6	3,758	49.8	297	19.9	330	23.9	370	47.8
Science	5	11,972	70.0	5,841	69.5	157	66.9			297	60.6	431	46.4	478	60.7
	8	9,918	67.1	4,540	68.7	516	41.5	3,527	64.2	307	39.4	357	33.1	331	63.7
Social Studies	8	9,657	60.6	4,451	65.4	502	32.5	3,354	53.2	300	32.0	356	30.9	311	54.0
STAAR EOC															
Algebra I	8 to 12	11,787	80.2	5,691	80.5	899	60.6	3,296	81.1	731	62.1	484	50.4	368	72.8
English I	9 to 12	14,895	51.2	7,143	58.4	1,005	11.3	4,667	41.7	772	15.3	691	15.1	520	36.3
English II	9 to 12	14,027	58.0	7,568	68.5	904	15.6	3,499	38.9	684	18.4	496	14.3	377	42.7
Biology	9 to 12	11,160	83.7	5,790	86.8	683	53.6	2,871	80.4	553	57.3	465	48.0	340	80.3
US History	9 to 12	9,777	92.1	6,472	95.1	312	68.9	1,679	84.6	254	81.1	243	53.9	180	85.0

Source: District STAAR and STAAR EOC data files dated September 6, 2018. PEIMS snapshot demographic data file dated October 30, 2017.

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 27, 2017. Appr+ = Approaches grade level or above performance standard. EL = English learner. US = United States. ESL = English as a Second Language. ELSPED = dually-identified as an English learner requiring special education services. 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."

Appendix N, Table 5: 2018 STAAR/EOC Rates at Meets Grade Level or Above Standard by English Learner Program/Classification, Subject, and Grade Level

2023-2024 STAAR Test Results by Subject and Grade															
Subject	Grade Level(s)	All District		District NonELs ^a		ESL		Sheltered		Immigrant		ELSPED		Parent Denials	
		Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %
STAAR															
Mathematics	3	11,662	42.4	5,720	40.6	165	44.2			356	36.2	316	14.9	352	32.4
	4	11,851	44.7	5,822	42.4	169	40.8			308	37.3	332	16.9	407	34.4
	5	11,787	54.5	5,755	51.1	157	53.5			300	38.0	362	24.0	470	47.0
	6	9,977	33.9	4,664	34.2	504	18.3	4,038	32.3	295	22.0	310	8.4	316	23.7
	7	7,456	17.9	3,262	17.4	480	12.9	3,118	17.7	279	10.4	267	6.0	298	14.4
	8	9,732	47.7	4,460	48.5	519	31.2	3,524	45.6	308	30.8	332	14.2	334	38.3
	3 to 5	35,300	47.2	17,297	44.7	491	46.0			964	37.1	1,010	18.8	1,229	38.6
	6 to 8	27,165	34.4	12,386	34.9	1,503	21.0	10,680	32.4	882	21.4	909	9.8	948	25.9
Reading	3	11,673	39.2	5,728	35.9	166	22.9			357	78.7	315	13.3	352	23.3
	4	11,846	36.6	5,819	37.5	169	33.1			308	41.9	331	7.9	406	27.3
	5	11,786	51.0	5,754	45.5	157	43.9			300	54.3	362	16.3	470	34.0
	6	9,990	27.4	4,666	31.6	508	11.8	4,044	21.9	296	13.9	312	2.6	317	17.4
	7	9,842	35.1	4,504	40.6	505	11.1	3,744	26.1	293	12.6	268	3.4	353	24.9
	8	9,567	34.9	4,386	41.5	508	7.5	3,397	24.3	302	10.9	331	6.9	315	21.3
	3 to 5	35,305	42.2	17,301	39.6	492	33.1			965	47.9	1,008	12.6	1,228	28.7
	6 to 8	29,399	32.4	13,556	37.8	1,521	10.1	11,185	24.0	891	12.5	911	4.4	985	21.3
Writing	4	11,855	36.2	5,828	31.4	170	22.9			308	41.2	331	6.0	406	21.2
	7	9,877	30.7	4,517	38.6	507	5.9	3,753	19.7	296	9.8	277	1.8	361	19.1
Science	5	11,721	32.0	5,710	33.0	156	34.0			296	24.3	359	10.0	467	24.0
	8	9,764	37.9	4,466	41.1	515	18.4	3,524	31.4	306	18.6	323	9.9	328	31.1
Social Studies	8	9,503	28.0	4,377	32.6	501	12.0	3,351	19.9	299	14.4	322	7.1	308	21.8
STAAR EOC															
Algebra I	8 to 12	11,601	53.9	5,606	54.1	896	29.9	3,290	52.4	728	30.2	445	16.6	363	42.1
English I	9 to 12	14,710	30.5	7,058	38.5	1,003	4.3	4,661	17.4	770	7.4	654	2.3	516	17.8
English II	9 to 12	13,885	37.8	7,485	50.1	902	6.0	3,493	14.3	681	10.3	477	3.1	375	20.3
Biology	9 to 12	10,979	52.5	5,703	59.2	681	17.9	2,863	39.7	552	23.2	429	12.6	336	43.5
US History	9 to 12	9,644	70.3	6,397	78.1	311	33.4	1,672	48.0	254	49.6	212	21.2	176	59.7

Source: District STAAR and STAAR EOC data files dated September 6, 2018. PEIMS snapshot demographic data file dated October 30, 2017.

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 27, 2017. 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. US = United States. ESL = English as a Second Language. ELSPED = dually-identified as an English learner requiring special education services. 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."

Appendix N, Table 6: 2018 STAAR/EOC Rates at Masters Grade Level Standard by English Learner Program/Classification, Subject, and Grade Level

Appendix F, Table 3: 2020 STAAR Test Rates at Masters Grade Level, Standard 5, English Learner Program, Classification, Subject, and Grade Level															
Subject	Grade Level(s)	All District		District NonELs ^a		ESL		Sheltered		Immigrant		ELSPED		Parent Denials	
		Test N	Masters %	Test N	Masters %	Test N	Masters %	Test N	Masters %	Test N	Masters %	Test N	Masters %	Test N	Masters %
STAAR															
Mathematics	3	11,908	20.2	5,856	19.6	166	21.1			358	15.9	376	10.9	360	14.2
	4	12,086	24.5	5,946	22.7	169	26.0			311	22.2	401	13.7	414	16.9
	5	12,038	28.4	5,886	25.9	158	30.4			301	16.3	434	17.3	481	24.7
	6	10,202	12.8	4,776	13.8	509	6.3	4,044	10.1	298	9.4	378	11.1	319	7.5
	7	7,651	5.1	3,362	5.1	482	3.5	3,123	4.1	280	3.6	320	9.4	307	5.9
	8	9,887	15.1	4,535	16.4	520	8.8	3,527	12.0	309	9.1	366	9.0	337	9.5
	3 to 5	36,032	24.4	17,688	22.8	493	25.8			970	18.0	1,211	14.1	1,255	19.1
	6 to 8	27,740	11.5	12,673	12.4	1,511	6.3	10,694	9.0	887	7.4	1,064	9.9	963	7.7
Reading	3	11,919	21.7	5,864	21.2	167	10.2			359	26.5	375	8.0	360	11.4
	4	12,081	18.5	5,943	19.7	169	16.6			311	26.0	400	6.5	413	10.4
	5	12,037	24.4	5,885	22.1	158	18.4			301	24.9	434	10.4	481	15.0
	6	10,213	12.2	4,777	15.4	513	4.7	4,049	7.8	299	8.0	379	7.7	320	6.6
	7	10,037	19.8	4,604	24.6	507	4.1	3,749	11.7	294	5.8	321	8.7	362	13.5
	8	9,722	18.1	4,461	23.2	509	3.1	3,400	9.9	303	4.6	365	7.7	318	7.2
	3 to 5	36,037	21.5	17,692	21.0	494	15.0			971	25.8	1,209	8.4	1,254	12.4
	6 to 8	29,972	16.6	13,842	21.0	1,529	4.0	11,198	9.7	896	6.1	1,065	8.0	1,000	9.3
Writing	4	12,087	12.6	5,950	9.5	170	6.5			311	18.3	399	6.5	413	3.4
	7	10,071	9.4	4,617	13.6	509	0.4	3,758	3.1	297	1.3	330	8.5	370	4.6
Science	5	11,972	12.1	5,841	13.9	157	12.1			297	6.4	431	10.4	478	11.3
	8	9,918	16.5	4,540	19.8	516	5.0	3,527	11.1	307	7.5	357	7.3	331	8.2
Social Studies	8	9,657	15.3	4,451	19.0	502	4.8	3,354	8.6	300	6.7	356	9.0	311	9.0
STAAR EOC															
Algebra I	8 to 12	11,787	31.3	5,691	32.0	899	14.1	3,296	28.5	731	15.2	484	11.4	368	21.7
English I	9 to 12	14,895	3.5	7,143	5.6	1,005	0.1	4,667	0.7	772	0.6	691	2.2	520	0.8
English II	9 to 12	14,027	5.3	7,568	8.6	904	0.0	3,499	0.5	684	0.9	496	2.0	377	0.8
Biology	9 to 12	11,160	17.2	5,790	22.7	683	3.1	2,871	7.0	553	5.4	465	4.5	340	10.0
US History	9 to 12	9,777	37.4	6,472	45.4	312	12.5	1,679	15.7	254	23.6	243	10.3	180	25.6

Source: District STAAR and STAAR EOC data files dated September 6, 2018. PEIMS snapshot demographic data file dated October 30, 2017.

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 27, 2017. Masters = Masters grade level performance standard. EL = English learner. US = United States. ESL = English as a Second Language. ELSPED = dually-identified as an English learner requiring special education services. 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."

Appendix N, Table 7: 2019 STAAR/EOC Rates at Approaches Grade Level or Above Standard by English Learner Program/Classification, Subject, and Grade Level

		All District		District NonELs ^a		ESL		Sheltered		Immigrant		ELSPED		Parent Denials	
Subject	Grade Level(s)	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %
STAAR															
Mathematics	3	10,969	76.5	5,196	74.2	202	73.8			390	69.2	455	53.6	367	68.4
	4	11,666	76.0	5,720	73.2	181	77.3			325	65.5	478	46.9	366	70.5
	5	11,805	88.6	5,766	87.4	188	87.2			311	72.7	506	70.4	428	87.9
	6	10,568	75.0	5,090	75.5	501	57.1	3,582	74.2	293	45.4	455	43.7	364	65.9
	7	7,168	59.6	3,309	57.8	468	43.2	2,842	62.1	266	39.1	357	43.7	240	57.5
	8	10,454	88.0	4,733	87.8	541	68.6	3,810	88.9	336	60.7	329	61.4	341	83.3
	3 to 5	34,440	80.5	16,682	78.4	571	79.3			1,026	69.1	1,439	57.3	1,161	76.2
	6 to 8	28,190	75.9	13,132	75.5	1,510	56.9	10,234	76.3	895	49.3	1,141	48.8	945	70.1
Reading	3	10,974	71.8	5,202	69.9	202	63.9			389	78.4	454	43.4	367	59.4
	4	11,667	68.6	5,721	69.3	181	67.4			325	70.8	477	35.2	366	59.6
	5	11,805	84.8	5,767	82.4	188	75.0			311	78.5	506	56.9	428	75.7
	6	10,574	58.3	5,096	62.5	499	31.1	3,585	52.4	293	22.5	453	29.1	363	46.6
	7	9,959	66.1	4,647	69.1	511	31.9	3,659	62.0	292	29.1	365	32.9	296	58.4
	8	9,895	79.2	4,510	81.5	514	39.1	3,496	77.9	323	33.7	326	42.9	333	73.3
	3 to 5	34,446	75.2	16,690	74.0	571	68.7			1,025	76.0	1,437	45.4	1,161	65.5
	6 to 8	30,428	67.6	14,253	70.7	1,524	34.1	10,740	64.0	908	28.6	1,144	34.3	992	59.1
Writing	4	11,662	65.7	5,725	59.6	181	61.9			325	69.2	475	33.9	366	45.6
	7	9,986	59.2	4,659	62.2	513	23.0	3,669	54.6	293	23.9	369	25.5	297	46.8
Science	5	11,749	69.7	5,725	70.4	188	66.5			308	55.5	505	43.0	427	61.8
	8	10,270	74.7	4,708	77.4	522	42.1	3,692	71.4	327	38.2	326	44.8	332	69.3
Social Studies	8	9,862	62.4	4,534	66.3	507	33.5	3,452	54.8	318	31.8	324	31.2	328	54.6
STAAR EOC															
Algebra I	8 to 12	11,358	83.7	5,194	82.8	813	67.0	3,523	86.0	585	68.0	476	59.0	361	76.5
English I	9 to 12	15,137	54.8	6,666	60.2	1,113	15.6	5,029	48.1	743	19.0	725	18.2	513	41.3
English II	9 to 12	13,342	58.5	6,046	65.1	928	17.3	3,571	43.1	664	21.2	521	16.3	389	44.0
Biology	9 to 12	10,592	83.1	4,899	85.5	726	60.7	3,076	79.9	528	61.7	463	48.4	319	73.4
US History	9 to 12	9,736	92.0	5,101	93.9	470	75.1	1,974	87.9	370	77.6	289	58.1	232	86.2

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. Appr+ = Approaches grade level or above performance standard. EL = English learner. US = United States. ESL = English as a Second Language. ELSPED = dually-identified as an English learner requiring special education services. 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."

Appendix N, Table 8: 2019 STAAR/EOC Rates at Meets Grade Level or Above Standard by English Learner Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District		District NonELs ^a		ESL		Sheltered		Immigrant		ELSPED		Parent Denials	
		Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %
STAAR															
Mathematics	3	10,740	43.6	5,077	41.9	200	42.0			388	33.0	392	16.6	357	31.4
	4	11,408	45.3	5,582	43.5	179	54.7			322	34.5	407	12.8	360	35.3
	5	11,561	56.0	5,637	53.5	186	64.5			307	39.1	435	21.4	421	47.3
	6	10,344	38.5	4,977	38.8	498	22.1	3,575	35.5	290	19.0	391	8.4	355	26.8
	7	6,937	21.0	3,194	20.4	464	14.0	2,833	21.9	265	15.5	295	7.5	237	16.5
	8	10,262	55.6	4,634	56.6	539	33.4	3,802	52.0	333	28.5	276	21.0	332	46.7
	3 to 5	33,709	48.4	16,296	46.4	565	53.5			1,017	35.3	1,234	17.0	1,138	38.5
	6 to 8	27,543	40.5	12,805	40.7	1,501	23.7	10,210	37.9	888	21.5	962	11.7	924	31.3
Reading	3	10,745	41.1	5,083	39.0	200	29.5			387	78.5	391	10.2	357	22.4
	4	11,409	38.2	5,583	39.3	179	34.1			322	40.4	406	6.4	360	25.8
	5	11,561	53.1	5,638	48.4	186	42.5			307	55.4	435	18.6	421	35.2
	6	10,350	26.9	4,983	31.8	496	11.3	3,578	19.5	290	11.7	389	3.6	354	16.9
	7	9,728	38.1	4,532	42.7	507	14.6	3,650	30.0	291	16.2	303	6.3	293	23.9
	8	9,704	41.7	4,411	46.2	512	12.3	3,488	31.9	320	14.4	273	6.2	324	30.9
	3 to 5	33,715	44.2	16,304	42.4	565	35.2			1,016	50.0	1,232	11.9	1,138	28.2
	6 to 8	29,782	35.4	13,926	39.9	1,515	12.7	10,716	27.1	901	14.1	965	5.2	971	23.7
Writing	4	11,404	37.0	5,587	28.9	179	29.6			322	46.3	404	7.9	360	15.8
	7	9,755	30.6	4,544	35.3	509	9.2	3,660	22.0	292	11.0	307	4.2	294	21.8
Science	5	11,505	41.5	5,596	42.3	186	41.9			304	30.3	434	13.8	420	34.0
	8	10,079	37.4	4,609	41.3	520	16.0	3,684	29.6	324	15.7	273	6.6	323	27.2
Social Studies	8	9,670	26.5	4,435	31.0	505	10.5	3,444	17.8	315	11.7	271	7.0	319	15.0
STAAR EOC															
Algebra I	8 to 12	11,202	62.2	5,118	61.4	810	38.1	3,519	62.1	580	39.3	441	26.1	357	53.2
English I	9 to 12	14,977	37.3	6,589	43.8	1,109	6.9	5,025	25.8	737	10.2	689	5.1	509	24.4
English II	9 to 12	13,167	38.9	5,964	47.3	924	5.5	3,566	19.6	661	10.6	490	3.5	385	24.2
Biology	9 to 12	10,429	53.6	4,820	58.8	722	19.4	3,071	42.4	524	24.8	428	11.4	315	39.7
US History	9 to 12	9,610	71.4	5,029	77.4	467	41.3	1,971	54.6	367	45.2	272	22.8	230	59.6

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. US = United States. ESL = English as a Second Language. ELSPED = dually-identified as an English learner requiring special education services. 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."

Appendix N, Table 9: 2019 STAAR/EOC Rates at Masters Grade Level Standard by English Learner Program/Classification, Subject, and Grade Level

Appendix F, Table 6: 2020 STAAR Test Results at Masters Grade Level Standard by English Learner Category, Classification, Subject, and Grade Level															
Subject	Grade Level(s)	All District		District NonELs ^a		ESL		Sheltered		Immigrant		ELSPED		Parent Denials	
		Test N	Masters %	Test N	Masters %	Test N	Masters %	Test N	Masters %	Test N	Masters %	Test N	Masters %	Test N	Masters %
STAAR															
Mathematics	3	10,969	21.2	5,196	21.5	202	22.3			390	14.4	455	10.5	367	14.7
	4	11,666	25.8	5,720	25.1	181	33.7			325	17.2	478	10.7	366	21.3
	5	11,805	34.7	5,766	33.0	188	35.1			311	21.9	506	14.6	428	27.6
	6	10,568	16.7	5,090	18.0	501	7.8	3,582	12.3	293	9.9	455	11.2	364	7.1
	7	7,168	5.6	3,309	5.8	468	4.1	2,842	4.3	266	3.8	357	10.6	240	2.5
	8	10,454	15.6	4,733	16.6	541	6.7	3,810	11.6	336	6.5	329	14.9	341	12.3
	3 to 5	34,440	27.4	16,682	26.7	571	30.1			1,026	17.5	1,439	12.0	1,161	21.5
	6 to 8	28,190	13.5	13,132	14.4	1,510	6.2	10,234	9.8	895	6.8	1,141	12.1	945	7.8
Reading	3	10,974	24.8	5,202	24.7	202	16.3			389	34.7	454	7.3	367	11.2
	4	11,667	18.6	5,721	19.8	181	17.1			325	20.6	477	5.5	366	10.4
	5	11,805	26.9	5,767	27.1	188	18.6			311	28.0	506	7.3	428	15.7
	6	10,574	12.0	5,096	15.7	499	4.4	3,585	7.0	293	4.4	453	5.7	363	5.2
	7	9,959	21.9	4,647	25.3	511	6.8	3,659	14.5	292	8.9	365	11.5	296	12.5
	8	9,895	18.7	4,510	23.2	514	3.3	3,496	9.8	323	5.9	326	8.9	333	9.9
	3 to 5	34,446	23.4	16,690	23.8	571	17.3			1,025	28.2	1,437	6.7	1,161	12.6
	6 to 8	30,428	17.4	14,253	21.2	1,524	4.9	10,740	10.5	908	6.4	1,144	8.5	992	9.0
Writing	4	11,662	13.9	5,725	9.6	181	6.1			325	17.2	475	6.3	366	5.5
	7	9,986	12.6	4,659	16.1	513	3.3	3,669	6.5	293	5.5	369	10.3	297	6.1
Science	5	11,749	19.8	5,725	21.1	188	22.9			308	14.3	505	10.7	427	14.1
	8	10,270	15.0	4,708	18.1	522	5.2	3,692	8.8	327	6.1	326	12.3	332	9.0
Social Studies	8	9,862	14.0	4,534	17.4	507	4.3	3,452	7.0	318	5.7	324	11.7	328	8.5
STAAR EOC															
Algebra I	8 to 12	11,358	40.7	5,194	41.2	813	20.0	3,523	37.1	585	22.7	476	14.5	361	33.8
English I	9 to 12	15,137	7.0	6,666	10.7	1,113	0.3	5,029	1.3	743	2.0	725	2.2	513	2.3
English II	9 to 12	13,342	4.8	6,046	7.8	928	0.1	3,571	0.6	664	1.7	521	2.1	389	1.0
Biology	9 to 12	10,592	20.4	4,899	26.1	726	3.9	3,076	9.4	528	7.6	463	3.2	319	10.7
US History	9 to 12	9,736	40.2	5,101	47.9	470	13.2	1,974	21.0	370	18.6	289	8.0	232	32.3

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. Masters = Masters grade level performance standard. EL = English learner. US = United States. ESL = English as a Second Language. ELSPED = dually-identified as an English learner requiring special education services. 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."

Appendix O

Appendix O, Table 1: 2017 to 2019 One- and Two-Year STAAR/EOC Trends in Rates at Approaches Grade Level or Above Standard by English Learner Program/Classification, Subject, and Grade Level

		District													
		All District		NonELs ^a		ESL		Sheltered		Immigrant		ELSPED		Parent Denials	
	Grade	1 Yr Δ	2 Yr Δ	1 Yr Δ	2 Yr Δ	1 Yr Δ	2 Yr Δ	1 Yr Δ	2 Yr Δ	1 Yr Δ	2 Yr Δ	1 Yr Δ	2 Yr Δ	1 Yr Δ	2 Yr Δ
Subject	Level(s)	%pts	%pts	%pts	%pts	%pts	%pts	%pts	%pts	%pts	%pts	%pts	%pts	%pts	%pts
STAAR															
Mathematics	3	0.9	5.5	0.7	4.8	3.9	6.7			-0.6	3.2	2.8	6.4	2.0	5.5
	4	0.0	6.7	-1.1	7.3	6.3	11.6			3.4	9.7	-2.7	5.0	-1.5	12.7
	5	1.0	7.2	1.8	9.0	5.6	14.5			0.6	5.2	-0.3	9.9	3.3	11.8
	6	6.7	9.4	8.4	9.3	8.4	11.7	4.0	9.7	-3.6	3.9	1.1	5.1	11.7	6.0
	7	3.9	12.3	3.8	13.1	2.1	9.6	4.9	13.0	4.8	11.9	4.6	14.9	10.3	16.4
	8	4.0	7.4	3.9	7.3	-2.9	8.1	4.0	8.5	-5.3	7.2	8.9	15.3	8.8	11.8
	3 to 5	0.7	6.7	0.6	7.3	5.3	10.6			1.1	5.7	-0.3	7.1	1.0	10.0
6 to 8	5.5	9.7	5.8	9.4	2.8	10.9	5.1	10.5	-1.0	8.8	3.9	10.9	11.0	11.4	
Reading	3	-0.7	8.4	-0.3	7.4	1.6	8.6			2.4	9.9	-2.5	4.8	1.3	7.6
	4	3.0	7.7	4.6	10.4	11.8	11.7			5.5	9.5	-0.3	-0.1	4.6	13.0
	5	3.8	6.8	5.1	9.4	0.9	12.3			-0.2	1.1	3.9	6.9	8.5	9.5
	6	2.0	4.6	3.3	2.4	1.9	9.1	-0.3	6.0	-6.3	-0.4	2.5	4.3	-0.6	-1.0
	7	2.3	6.2	2.2	5.4	-0.8	6.8	2.7	6.9	2.6	6.7	0.5	9.1	5.4	10.8
	8	4.6	3.3	3.0	2.3	1.2	0.8	6.8	5.3	0.7	2.8	10.8	12.2	6.3	5.1
	3 to 5	2.2	8.0	3.3	9.4	4.9	10.6			2.6	6.9	0.4	3.8	5.0	10.0
6 to 8	2.9	4.8	2.7	3.3	0.8	6.1	3.5	6.6	-0.9	3.4	4.1	7.8	3.5	4.9	
Writing	4	5.2	3.4	5.5	1.9	16.6	11.9			6.2	8.1	3.8	1.3	-1.4	1.4
	7	1.2	3.6	-2.2	1.9	3.4	2.2	4.8	5.1	4.0	7.1	1.6	7.2	-1.0	7.0
Science	5	-0.3	3.5	0.9	3.2	-0.4	7.6			-5.1	0.1	-3.4	-0.1	1.1	-0.6
	8	7.6	7.7	8.7	6.9	0.6	2.5	7.2	10.1	-1.2	4.6	11.7	15.3	5.6	11.2
Social Studies	8	1.8	7.2	0.9	5.2	1.0	5.0	1.6	9.6	-0.2	6.0	0.3	8.7	0.6	9.7
STAAR EOC															
Algebra I	8 to 12	3.5	6.3	2.3	5.5	6.4	7.6	4.9	7.0	5.9	9.2	8.6	14.5	3.7	4.7
English I	9 to 12	3.6	4.1	1.8	1.9	4.3	4.7	6.4	8.2	3.7	2.7	3.1	4.6	5.0	0.3
English II	9 to 12	0.5	3.4	-3.4	-1.8	1.7	4.2	4.2	9.1	2.8	0.8	2.0	1.6	1.3	-1.2
Biology	9 to 12	-0.6	0.5	-1.3	1.0	7.1	7.7	-0.5	-1.1	4.4	5.3	0.4	-0.1	-6.9	-7.4
US History	9 to 12	-0.1	1.0	-1.2	-0.1	6.2	11.9	3.3	3.6	-3.5	5.2	4.2	4.1	1.2	-0.2

Source: District STAAR data files dated June 22, 2017 (2017), September 6, 2018 (2018), and June 13, 2019 (2019). STAAR EOC data files dated April 30, 2018 (2017), September 6, 2018 (2018), and June 4, 2019 (2019). District PEIMS snapshot demographic file dated October 31, 2016 (2017), October 30, 2017 (2018), 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. ESL = English as a Second Language. ELSPED = dually-identified as an English learner needing special education services. US = United States. 1 Yr Δ = percentage point change from 2018 to 2019. 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."

Appendix O, Table 2: 2017 to 2019 One- and Two-Year STAAR/EOC Trends in Rates at Meets Grade Level or Above Standard by English Learner Program/Classification, Subject, and Grade Level

Regency Classification, Subject, and Grade Level															
Subject	Grade Level(s)	All District		District NonELs ^a		ESL		Sheltered		Immigrant		ELSPED		Parent Denials	
		1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts
STAAR															
Mathematics	3	1.2	3.1	1.3	2.2	-2.2	5.8			-3.2	-0.6	1.7	-0.6	-1.0	-0.1
	4	0.6	5.3	1.1	5.9	13.9	13.3			-2.8	8.3	-4.1	2.8	0.9	6.6
	5	1.5	13.0	2.4	12.8	11.0	21.0			1.1	12.0	-2.6	7.3	0.3	14.2
	6	4.6	8.8	4.6	7.2	3.8	5.8	3.2	9.9	-3.0	5.1	0.0	3.4	3.1	5.0
	7	3.1	6.7	3.0	7.0	1.1	4.4	4.2	7.2	5.1	5.7	1.5	3.1	2.1	6.3
	8	7.9	19.7	8.1	19.0	2.2	15.2	6.4	20.8	-2.3	11.5	6.8	12.3	8.4	19.3
	3 to 5	1.2	7.3	1.7	7.1	7.5	13.1			-1.8	6.0	-1.8	3.4	-0.1	7.3
	6 to 8	6.1	12.6	5.8	11.5	2.7	9.1	5.5	13.3	0.1	8.0	1.9	5.6	5.4	10.8
Reading	3	1.9	4.8	3.1	3.1	6.6	5.8			-0.2	1.1	-3.1	0.7	-0.9	-1.7
	4	1.6	3.8	1.8	5.2	1.0	4.8			-1.5	4.2	-1.5	-1.9	-1.5	3.3
	5	2.1	10.5	2.9	8.3	-1.4	12.7			1.1	13.5	2.3	8.7	1.2	6.3
	6	-0.5	3.6	0.2	2.4	-0.5	5.0	-2.4	3.8	-2.2	1.3	1.0	0.0	-0.5	1.2
	7	3.0	9.9	2.1	9.0	3.5	7.9	3.9	10.4	3.6	7.0	2.9	2.3	-1.0	9.1
	8	6.8	8.8	4.7	7.1	4.8	3.3	7.6	8.7	3.5	4.6	-0.7	1.9	9.6	8.1
	3 to 5	2.0	6.5	2.8	5.8	2.1	7.6			2.1	8.9	-0.7	2.7	-0.5	2.8
	6 to 8	3.0	7.4	2.1	6.0	2.6	5.5	3.1	7.8	1.6	4.3	0.8	1.2	2.4	6.0
Writing	4	0.8	2.8	-2.5	0.3	6.7	6.7			5.1	12.6	1.9	0.6	-5.4	-1.7
	7	-0.1	5.1	-3.3	3.6	3.3	4.3	2.3	5.2	1.2	3.1	2.4	1.5	2.7	11.9
Science	5	9.5	9.4	9.3	7.5	7.9	14.7			6.0	6.7	3.8	6.4	10.0	5.8
	8	-0.5	5.3	0.2	5.7	-2.4	2.7	-1.8	3.5	-2.9	4.8	-3.3	0.4	-3.9	8.7
Social Studies	8	-1.5	4.3	-1.6	3.0	-1.5	2.9	-2.1	4.6	-2.7	3.5	-0.1	3.6	-6.8	2.0
STAAR EOC															
Algebra I	8 to 12	8.3	22.5	7.3	20.4	8.2	20.9	9.7	25.1	9.1	19.8	9.5	17.7	11.1	20.7
English I	9 to 12	6.8	7.1	5.3	4.8	2.6	3.2	8.4	10.1	2.8	2.1	2.8	1.9	6.6	6.6
English II	9 to 12	1.1	5.5	-2.8	2.1	-0.5	1.4	5.3	7.5	0.3	0.1	0.4	2.3	3.9	2.7
Biology	9 to 12	1.1	4.2	-0.4	2.7	1.5	6.9	2.7	5.7	1.6	5.8	-1.2	5.0	-3.8	0.7
US History	9 to 12	1.1	8.0	-0.7	5.7	7.9	20.0	6.6	15.0	-4.4	8.1	1.6	10.8	-0.1	13.8

Source: District STAAR data files dated June 22, 2017 (2017), September 6, 2018 (2018), and June 13, 2019 (2019). STAAR EOC data files dated April 30, 2018 (2017), September 6, 2018 (2018), and June 4, 2019 (2019). District PEIMS snapshot demographic files dated October 31, 2016 (2017), October 30, 2017 (2018), 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. ESL = English as a Second Language. ELSPED = dually-identified as an English learner needing special education services. US = United States. 1 Yr Δ = percentage point change from 2018 to 2019. 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."

Appendix O, Table 3: 2017 to 2019 One- and Two-Year STAAR/EOC Trends in Rates at Masters Grade Level Standard by English Learner Program/Classification, Subject, and Grade Level

Program Classification, Subject, and Grade 2016															
Subject	Grade Level(s)	All District		District NonELs ^a		ESL		Sheltered		Immigrant		ELSPED		Parent Denials	
		1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts
STAAR															
Mathematics	3	1.0	0.7	1.9	1.6	1.2	1.9			-1.5	-6.7	-0.4	-1.4	0.5	0.1
	4	1.3	3.1	2.4	3.9	7.7	8.7			-5.0	1.1	-3.0	3.5	4.4	6.2
	5	6.3	14.8	7.1	13.6	4.7	14.6			5.6	9.1	-2.7	4.1	2.9	12.5
	6	3.9	5.2	4.2	4.2	1.5	3.8	2.2	5.3	0.5	3.2	0.1	1.3	-0.4	-0.1
	7	0.5	2.1	0.7	2.6	0.6	1.8	0.2	1.4	0.2	1.4	1.2	3.8	-3.4	0.8
	8	0.5	6.7	0.2	6.4	-2.1	4.1	-0.4	6.0	-2.6	3.5	5.9	7.4	2.8	7.2
	3 to 5	3.0	6.4	3.9	6.5	4.3	8.2			-0.5	0.6	-2.1	2.2	2.4	6.6
6 to 8	2.0	5.0	2.0	4.6	-0.1	3.2	0.8	4.4	-0.6	2.7	2.2	4.1	0.1	2.8	
Reading	3	3.1	2.0	3.5	2.2	6.1	1.8			8.2	2.3	-0.7	0.7	-0.2	-1.1
	4	0.1	1.2	0.1	1.2	0.5	4.2			-5.4	5.5	-1.0	-0.3	0.0	0.4
	5	2.5	5.8	5.0	5.8	0.2	4.3			3.1	11.6	-3.1	1.9	0.7	1.4
	6	-0.2	1.9	0.3	1.7	-0.3	2.4	-0.8	1.7	-3.6	0.1	-2.0	0.0	-1.4	0.4
	7	2.1	7.4	0.7	5.9	2.7	5.0	2.8	7.4	3.1	5.3	2.8	4.9	-1.0	5.9
	8	0.6	6.4	0.0	6.8	0.2	1.6	-0.1	3.8	1.3	1.4	1.2	4.2	2.7	2.2
	3 to 5	1.9	3.0	2.8	3.0	2.3	3.4			2.4	6.2	-1.7	0.8	0.2	0.3
6 to 8	0.8	5.2	0.2	4.7	0.9	3.1	0.8	4.4	0.3	2.3	0.5	2.8	-0.3	2.7	
Writing	4	1.3	2.9	0.1	0.3	-0.4	-0.8			-1.1	5.0	-0.2	3.0	2.1	2.0
	7	3.2	5.0	2.5	5.1	2.9	2.5	3.4	3.9	4.2	3.8	1.8	5.7	1.5	4.9
Science	5	7.7	7.3	7.2	6.4	10.8	9.6			7.9	7.9	0.3	0.8	2.8	4.7
	8	-1.5	6.3	-1.7	7.2	0.2	2.8	-2.3	3.6	-1.4	2.8	5.0	5.3	0.8	5.8
Social Studies	8	-1.3	3.2	-1.6	2.7	-0.5	1.0	-1.6	2.3	-1.0	0.9	2.7	4.7	-0.5	1.9
STAAR EOC															
Algebra I	8 to 12	9.4	21.4	9.2	20.5	5.9	11.8	8.6	21.9	7.5	13.4	3.1	11.0	12.1	21.3
English I	9 to 12	3.5	2.9	5.1	3.7	0.2	0.2	0.6	0.8	1.4	1.0	0.0	1.1	1.5	1.9
English II	9 to 12	-0.5	1.0	-0.8	1.9	0.1	0.1	0.1	0.3	0.8	0.5	0.1	-0.3	0.2	-0.2
Biology	9 to 12	3.2	6.5	3.4	6.9	0.8	2.7	2.4	4.9	2.2	3.9	-1.3	1.8	0.7	1.9
US History	9 to 12	2.8	10.3	2.5	10.8	0.7	7.9	5.3	10.3	-5.0	0.1	-2.3	5.2	6.7	18.1

Source: District STAAR data files dated June 22, 2017 (2017), September 6, 2018 (2018), and June 13, 2019 (2019). STAAR EOC data files dated April 30, 2018 (2017), September 6, 2018 (2018), and June 4, 2019 (2019). District PEIMS snapshot demographic files dated October 31, 2016 (2017), October 30, 2017 (2018), 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. ESL = English as a Second Language. ELSPED = dually-identified as an English learner needing special education services. US = United States. 1 Yr Δ = percentage point change from 2018 to 2019. 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."

Appendix P

Appendix P, Table 1: 2019 English Learner STAAR Performance by TELPAS Proficiency Level - Mathematics

Grade Level(s)	TELPAS Proficiency	Tested N	STAAR Performance		
			Approaches+ %	Meets+ %	Masters %
3	Beginning	231	32.9	8.7	1.7
	Intermediate	2,287	63.0	23.4	6.0
	Advanced	2,321	91.8	57.3	25.9
	Advanced High	792	98.5	83.0	52.1
4	Beginning	343	31.2	9.9	3.5
	Intermediate	2,232	63.8	23.6	8.6
	Advanced	2,304	91.7	59.5	31.0
	Advanced High	922	98.7	87.5	67.5
5	Beginning	213	40.4	8.5	4.2
	Intermediate	1,771	78.1	30.1	13.0
	Advanced	2,389	96.4	63.6	34.9
	Advanced High	1,536	99.5	89.9	69.5
6	Beginning	176	23.3	0.0	0.0
	Intermediate	1,964	56.0	16.0	3.4
	Advanced	2,417	86.3	47.7	17.0
	Advanced High	516	98.6	81.8	46.7
7	Beginning	119	15.1	2.5	0.0
	Intermediate	1,651	46.2	11.3	0.9
	Advanced	1,557	73.5	28.8	5.7
	Advanced High	183	94.5	54.6	19.7
8	Beginning	121	28.1	3.3	1.7
	Intermediate	1,827	77.8	32.8	5.0
	Advanced	2,348	94.9	60.0	12.6
	Advanced High	583	99.1	86.4	33.1
3 to 5	Beginning	787	34.2	9.1	3.2
	Intermediate	6,290	67.5	25.4	8.9
	Advanced	7,014	93.3	60.2	30.6
	Advanced High	3,250	99.0	87.5	64.7
6 to 8	Beginning	416	22.4	1.7	0.5
	Intermediate	5,442	60.3	20.2	3.2
	Advanced	6,322	86.4	47.6	12.6
	Advanced High	1,282	98.3	80.0	36.7
3 to 8	Beginning	1,203	30.1	6.6	2.2
	Intermediate	11,732	64.2	23.0	6.3
	Advanced	13,336	90.0	54.2	22.1
	Advanced High	4,532	98.8	85.4	56.8

Source: District STAAR data file dated June 13, 2019. District TELPAS data file dated May 24, 2019. District PEIMS snapshot demographic files dated February 26, 2019.

Note: STAAR = State of Texas Assessments of Academic Readiness. TELPAS = Texas English Language Proficiency Assessment System. Approaches+ = Approaches Grade Level or Above STAAR performance standard. Meets+ = Meets Grade Level or Above STAAR performance standard. Masters = Masters STAAR performance standard. PEIMS = Public Education Information Management System. Rates include scores for the first and second administrations of the standard version of STAAR for students enrolled on the PEIMS snapshot date of October 26, 2018 who took both the 2019 STAAR subtest and TELPAS. Does not include data for students who took STAAR Alternate 2 or TELPAS-Alternate.

Appendix P, Table 2: 2019 English Learner STAAR Performance by TELPAS Proficiency Level - Reading

Grade Level(s)	TELPAS Proficiency	Tested N	STAAR Performance		
			Approaches+ %	Meets+ %	Masters %
3	Beginning	231	42.4	23.4	10.8
	Intermediate	2,286	54.3	22.7	10.4
	Advanced	2,321	86.7	52.0	28.3
	Advanced High	792	98.2	81.2	61.0
4	Beginning	343	30.0	12.0	4.1
	Intermediate	2,233	44.9	14.9	5.6
	Advanced	2,304	82.7	43.5	17.1
	Advanced High	922	98.8	84.7	52.3
5	Beginning	213	43.2	23.9	8.5
	Intermediate	1,770	71.8	33.3	10.8
	Advanced	2,389	94.4	60.7	23.3
	Advanced High	1,536	99.8	85.6	53.1
6	Beginning	176	4.5	0.0	0.0
	Intermediate	1,962	25.2	5.4	1.4
	Advanced	2,419	69.2	26.0	8.2
	Advanced High	516	95.5	63.0	29.1
7	Beginning	121	5.8	0.8	0.8
	Intermediate	1,858	37.1	12.5	4.5
	Advanced	2,163	75.3	36.9	16.8
	Advanced High	484	97.1	77.1	50.2
8	Beginning	122	7.4	2.5	0.0
	Intermediate	1,728	56.3	14.9	3.5
	Advanced	2,107	86.9	37.2	9.9
	Advanced High	478	98.7	72.2	36.2
3 to 5	Beginning	787	37.2	18.6	7.2
	Intermediate	6,289	55.9	22.9	8.8
	Advanced	7,014	88.0	52.2	22.9
	Advanced High	3,250	99.1	84.3	54.8
6 to 8	Beginning	419	5.7	1.0	0.2
	Intermediate	5,548	38.9	10.7	3.1
	Advanced	6,689	76.8	33.1	11.5
	Advanced High	1,478	97.1	70.6	38.3
3 to 8	Beginning	1,206	26.3	12.4	4.8
	Intermediate	11,837	47.9	17.2	6.1
	Advanced	13,703	82.5	42.9	17.4
	Advanced High	4,728	98.5	80.0	49.6

Source: District STAAR data file dated June 13, 2019. District TELPAS data file dated May 24, 2019. District PEIMS snapshot demographic file dated February 26, 2019.

Note: STAAR = State of Texas Assessments of Academic Readiness. TELPAS = Texas English Language Proficiency Assessment System. Approaches+ = Approaches Grade Level or Above STAAR performance standard. Meets+ = Meets Grade Level or Above STAAR performance standard. Masters = Masters STAAR performance standard. PEIMS = Public Education Information Management System. Rates include scores for the first and second administrations of the standard version of STAAR for students enrolled on the PEIMS snapshot date of October 26, 2018 who took both the 2019 STAAR subtest and TELPAS. Does not include data for students who took STAAR Alternate 2 or TELPAS-Alternate.

Appendix P, Table 3: 2019 English Learner STAAR Performance by TELPAS Proficiency Level - Writing

Grade Level(s)	TELPAS Proficiency	Tested N	STAAR Performance		
			Approaches+ %	Meets+ %	Masters %
4	Beginning	342	36.0	17.5	3.5
	Intermediate	2,231	53.1	24.8	6.9
	Advanced	2,299	83.6	53.6	19.4
	Advanced High	922	97.9	81.7	46.1
7	Beginning	123	3.3	0.8	0.0
	Intermediate	1,867	29.0	8.0	1.4
	Advanced	2,173	66.7	26.9	6.4
	Advanced High	484	94.2	66.5	28.3
4 and 7	Beginning	465	27.3	13.1	2.6
	Intermediate	4,098	42.1	17.2	4.4
	Advanced	4,472	75.4	40.6	13.1
	Advanced High	1,406	96.7	76.5	40.0

Source: District STAAR data file dated June 13, 2019. District TELPAS data file dated May 24, 2019. District PEIMS snapshot demographic file dated February 26, 2019.

Note: STAAR = State of Texas Assessments of Academic Readiness. TELPAS = Texas English Language Proficiency Assessment System. Approaches+ = Approaches Grade Level or Above STAAR performance standard. Meets+ = Meets Grade Level or Above STAAR performance standard. Masters = Masters STAAR performance standard. PEIMS = Public Education Information Management System. Rates include scores for the first and second administrations of the standard version of STAAR for students enrolled on the PEIMS snapshot date of October 26, 2018 who took both the 2019 STAAR subtest and TELPAS. Does not include data for students who took STAAR Alternate 2 or TELPAS-Alternate.

Appendix P, Table 4: 2019 English Learner STAAR Performance by TELPAS Proficiency Level - Science

Grade Level(s)	TELPAS Proficiency	Tested N	STAAR Performance		
			Approaches+ %	Meets+ %	Masters %
5	Beginning	211	19.9	6.2	2.8
	Intermediate	1,766	41.1	14.7	4.6
	Advanced	2,381	75.9	39.9	14.5
	Advanced High	1,536	95.8	76.3	41.9
8	Beginning	115	11.3	2.6	0.0
	Intermediate	1,760	51.4	14.7	3.2
	Advanced	2,316	80.1	34.9	9.5
	Advanced High	564	95.9	67.6	30.5
5 and 8	Beginning	326	16.9	4.9	1.8
	Intermediate	3,526	46.2	14.7	3.9
	Advanced	4,697	77.9	37.4	12.0
	Advanced High	2,100	95.8	74.0	38.8

Source: District STAAR data file dated June 13, 2019. District TELPAS data file dated May 24, 2019. District PEIMS snapshot demographic file dated February 26, 2019.

Note: STAAR = State of Texas Assessments of Academic Readiness. TELPAS = Texas English Language Proficiency Assessment System. Approaches+ = Approaches Grade Level or Above STAAR performance standard. Meets+ = Meets Grade Level or Above STAAR performance standard. Masters = Masters STAAR performance standard. PEIMS = Public Education Information Management System. Rates include scores for the first and second administrations of the standard version of STAAR for students enrolled on the PEIMS snapshot date of October 26, 2018 who took both the 2019 STAAR subtest and TELPAS. Does not include data for students who took STAAR Alternate 2 or TELPAS-Alternate.

Appendix P, Table 5: 2019 English Learner STAAR Performance by TELPAS Proficiency Level – Social Studies

Grade Level(s)	TELPAS Proficiency	Tested N	STAAR Performance		
			Approaches+ %	Meets+ %	Masters %
8	Beginning	118	7.6	1.7	0.0
	Intermediate	1,705	34.7	7.9	2.5
	Advanced	2,091	64.1	19.8	7.7
	Advanced High	476	86.8	47.3	23.5

Source: District STAAR data file dated June 13, 2019. District TELPAS data file dated May 24, 2019. District PEIMS snapshot demographic file dated February 26, 2019.

Note: STAAR = State of Texas Assessments of Academic Readiness. TELPAS = Texas English Language Proficiency Assessment System. Approaches+ = Approaches Grade Level or Above STAAR performance standard. Meets+ = Meets Grade Level or Above STAAR performance standard. Masters = Masters STAAR performance standard. PEIMS = Public Education Information Management System. Rates include scores for the first and second administrations of the standard version of STAAR for students enrolled on the PEIMS snapshot date of October 26, 2018 who took both the 2019 STAAR subtest and TELPAS. Does not include data for students who took STAAR Alternate 2 or TELPAS-Alternate.

Appendix P, Table 6: 2019 English Learner STAAR EOC Performance by TELPAS Proficiency Level

Subject	TELPAS Proficiency	Tested N	STAAR EOC Performance		
			Approaches+ %	Meets+ %	Masters %
Algebra I	Beginning	408	55.4	22.3	10.3
	Intermediate	2,250	78.4	49.5	24.9
	Advanced	1,639	92.9	74.8	47.3
	Advanced High	563	98.9	93.3	76.6
English I	Beginning	503	13.1	5.4	0.0
	Intermediate	3,525	31.0	13.8	0.3
	Advanced	2,064	61.7	33.3	1.0
	Advanced High	652	94.8	81.4	11.7
English II	Beginning	344	20.3	9.9	0.3
	Intermediate	2,543	28.0	10.2	0.0
	Advanced	1,525	53.3	24.1	0.1
	Advanced High	470	89.4	70.9	8.1
Biology	Beginning	333	45.6	13.8	2.7
	Intermediate	2,118	69.5	25.8	3.7
	Advanced	1,320	91.4	55.8	9.4
	Advanced High	553	99.8	90.6	43.6
US History	Beginning	147	58.5	22.4	8.8
	Intermediate	1,261	79.0	40.2	13.8
	Advanced	885	93.3	62.4	20.0
	Advanced High	319	99.7	89.3	49.5

Source: District STAAR EOC data file dated June 4, 2019. District TELPAS data file dated May 24, 2019. District PEIMS snapshot demographic file dated February 26, 2019.

Note: STAAR = State of Texas Assessments of Academic Readiness. EOC = End-of-Course. TELPAS = Texas English Language Proficiency Assessment System. US = United States. Approaches+ = Approaches Grade Level or Above STAAR performance standard. Meets+ = Meets Grade Level or Above STAAR performance standard. Masters = Masters STAAR performance standard. PEIMS = Public Education Information Management System. Rates include scores for the December and May administrations of the standard version of STAAR EOC for students enrolled on the PEIMS snapshot date of October 26, 2018 who took both the 2019 STAAR EOC and TELPAS. Does not include data for students who took STAAR EOC Alternate 2 or TELPAS-Alternate.

Appendix Q

Appendix Q, Table 1: 2017 to 2019 Dual Language STAAR Reading by Grade Level, English Learner Status, and Test Language – Approaches Grade Level or Above Performance Standard

Grade Level	EL Status	Test Language	2017		2018		2019		1 Yr Δ %pts	2 Yr Δ %pts
			Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %		
One-Way Dual Language										
3	EL	English	318	51.6	415	73.7	515	68.3	-5.4	16.7
		Spanish	5,018	65.7	4,626	77.2	4,122	75.6	-1.6	9.9
	nonEL	English	30	83.3	51	86.3	32	68.8	-17.5	-14.5
Spanish		79	91.1	85	92.9	53	84.9	-8.0	-6.2	
4	EL	English	643	61.9	526	62.0	735	66.9	4.9	5.0
		Spanish	4,738	64.0	4,535	68.1	4,189	68.5	0.4	4.5
	nonEL	English	45	80.0	31	83.9	66	86.4	2.5	6.4
Spanish		72	77.8	71	87.3	65	81.5	-5.8	3.7	
5	EL	English	1,288	76.9	1,323	81.7	1,183	85.0	3.3	8.1
		Spanish	3,822	87.6	3,839	88.3	3,759	90.3	2.0	2.7
	nonEL	English	45	86.7	69	89.9	66	90.9	1.0	4.2
Spanish		34	97.1	52	90.4	51	100.0	9.6	2.9	
6	EL	English					338	52.7		
	Spanish									
	nonEL	English					8	37.5		
	Spanish									
3 to 6	EL	English	2,249	69.1	2,264	75.7	2,771	73.2	-2.5	4.1
		Spanish	13,578	71.3	13,000	77.3	12,070	77.7	0.4	6.4
	nonEL	English	120	83.3	151	87.4	172	82.6	-4.8	-0.7
Spanish		185	87.0	208	90.4	169	88.2	-2.2	1.2	
Two-Way Dual Language										
3	EL	English	99	66.7	85	67.1	117	75.2	8.1	8.5
		Spanish	253	71.1	265	68.7	311	78.5	9.8	7.4
	nonEL	English	235	91.1	236	93.2	279	92.5	-0.7	1.4
Spanish		22	90.9	24	83.3	29	93.1	9.8	2.2	
4	EL	English	56	67.9	137	61.3	144	70.1	8.8	2.2
		Spanish	147	74.1	213	71.4	196	68.9	-2.5	-5.2
	nonEL	English	117	91.5	225	91.1	234	92.7	1.6	1.2
Spanish		5	80.0	19	89.5	17	94.1	4.6	14.1	
5	EL	English	85	78.8	96	81.3	150	84.7	3.4	5.9
		Spanish	124	89.5	114	95.6	181	90.1	-5.5	0.6
	nonEL	English	114	97.4	110	96.4	191	98.4	2.0	1.0
Spanish		*	*	*	*	17	88.2	-11.8	-11.8	
6	EL	English					83	88.0		
	Spanish									
	nonEL	English					*	*		
		Spanish								

table continues

Appendix Q, Table 1 (continued)

Grade Level	EL Status	Test Language	2017		2018		2019		1 Yr Δ %pts	2 Yr Δ %pts
			Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %		
3 to 6	EL	English	240	71.3	318	68.9	494	78.7	9.8	7.4
		Spanish	524	76.3	592	74.8	688	78.8	4.0	2.5
	nonEL	English	466	92.7	571	93.0	706	94.2	1.2	1.5
		Spanish	30	90.0	46	87.0	63	92.1	5.1	2.1

Source: District STAAR data files dated June 22, 2017 (2017), September 6, 2018 (2018), and June 13, 2019 (2019). District PEIMS snapshot demographic files dated October 31, 2016 (2017), October 30, 2017 (2018), and February 26, 2019 (2019).

Note: STAAR = *State of Texas Assessments of Academic Readiness*. Rates include scores for the first and second administrations of all versions of STAAR for students enrolled on the PEIMS snapshot date for each year. Appr+ = Approaches grade level or above performance standard. EL = English learner. 1 Yr Δ = change from 2018 to 2019. 2 Yr Δ = change from 2017 to 2019. %pts = percentage points. PEIMS = Public Education Information Management System. NonELs include students who opted-in to dual language programs and do not include students who coded as "untestable." Results include only records for which data included a test language; totals for each grade level may not equal those shown for that category in other analyses. 2017 STAAR data included no test language information for *Alternate 2* records, and in 2018 and 2019 all records indicated the English test language. * = fewer than five students tested in this category.

Appendix Q, Table 2: 2017 to 2019 Dual Language STAAR Reading by Grade Level, English Learner Status, and Test Language – Meets Grade Level or Above Performance Standard

Learner Status, and Test Language										
			2017		2018		2019			
Grade Level	EL Status	Test Language	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	1 Yr Δ %pts	2 Yr Δ %pts
One-Way Dual Language										
3	EL	English	318	25.8	407	39.6	508	35.6	-4.0	9.8
		Spanish	5,018	38.6	4,626	45.5	4,122	46.3	0.8	7.7
	nonEL	English	30	50.0	50	54.0	32	43.8	-10.2	-6.2
		Spanish	79	63.3	85	75.3	53	64.2	-11.1	0.9
4	EL	English	643	37.2	515	34.8	725	34.2	-0.6	-3.0
		Spanish	4,738	35.7	4,535	36.4	4,189	39.0	2.6	3.3
	nonEL	English	45	48.9	31	61.3	65	60.0	-1.3	11.1
		Spanish	72	56.9	71	63.4	65	58.5	-4.9	1.6
5	EL	English	1,288	40.7	1,313	47.8	1,175	48.0	0.2	7.3
		Spanish	3,822	49.0	3,839	62.7	3,759	64.4	1.7	15.4
	nonEL	English	45	71.1	69	62.3	66	68.2	5.9	-2.9
		Spanish	34	73.5	52	73.1	51	88.2	15.1	14.7
6	EL	English					338	21.9		
	nonEL	English					8	25.0		
3 to 6	EL	English	2,249	37.6	2,235	43.3	2,746	38.9	-4.4	1.3
		Spanish	13,578	40.5	13,000	47.4	12,070	49.4	2.0	8.9
	nonEL	English	120	57.5	150	59.3	171	58.5	-0.8	1.0
		Spanish	185	62.7	208	70.7	169	69.2	-1.5	6.5
Two-Way Dual Language										
3	EL	English	99	35.4	85	31.8	117	35.0	3.2	-0.4
		Spanish	253	44.3	265	35.5	311	49.8	14.3	5.5
	nonEL	English	235	73.6	236	71.2	279	70.6	-0.6	-3.0
		Spanish	22	77.3	24	70.8	29	82.8	12.0	5.5
4	EL	English	56	35.7	137	35.8	144	42.4	6.6	6.7
		Spanish	147	38.8	213	41.8	196	32.7	-9.1	-6.1
	nonEL	English	117	79.5	225	71.1	234	72.6	1.5	-6.9
		Spanish	5	60.0	19	73.7	17	47.1	-26.6	-12.9
5	EL	English	85	34.1	96	42.7	150	45.3	2.6	11.2
		Spanish	124	61.3	114	72.8	181	67.4	-5.4	6.1
	nonEL	English	114	69.3	110	85.5	191	79.1	-6.4	9.8
		Spanish	*	*	*	*	17	82.4	-17.6	15.7
6	EL	English					83	54.2		
	nonEL	English					*	*		

table continues

Appendix Q, Table 2 (continued)

Grade Level	EL Status	Test Language	2017		2018		2019		1 Yr Δ %pts	2 Yr Δ %pts
			Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %		
3 to 6	EL	English	240	35.0	318	36.8	494	43.5	6.7	8.5
		Spanish	524	46.8	592	44.9	688	49.6	4.7	2.8
	nonEL	English	466	74.0	571	73.9	706	73.7	-0.2	-0.3
		Spanish	30	73.3	46	73.9	63	73.0	-0.9	-0.3

Source: District STAAR data files dated June 22, 2017 (2017), September 6, 2018 (2018), and June 13, 2019 (2019). District PEIMS snapshot demographic files dated October 31, 2016 (2017), October 30, 2017 (2018), and February 26, 2019 (2019).

Note: STAAR = State of Texas Assessments of Academic Readiness. Rates include scores for the first and second administrations of all versions of STAAR for students enrolled on the PEIMS snapshot date for each year. Students taking the *Alternate 2* version of STAAR are not evaluated on the Meets performance level; sample sizes may be slightly lower for the Meets+ level than for the Approaches+ and Masters level. Appr+ = Approaches grade level or above performance standard. EL = English learner. 1 Yr Δ = change from 2018 to 2019. 2 Yr Δ = change from 2017 to 2019. %pts = percentage points. PEIMS = Public Education Information Management System. NonELs include students who opted-in to dual language programs and do not include students who coded as "untestable." Results include only records for which data included a test language; totals for each grade level may not equal those shown for that category in other analyses. 2017 STAAR data included no test language information for *Alternate 2* records, and in 2018 and 2019 all records indicated the English test language. * = fewer than five students tested in this category.

Appendix Q, Table 3: 2017 to 2019 Dual Language STAAR Reading by Grade Level, English Learner Status, and Test Language – Masters Performance Standard

		2017		2018		2019				
Grade Level	EL Status	Test Language	Tested N	Masters %	Tested N	Masters %	Tested N	Masters %	1 Yr Δ %pts	2 Yr Δ %pts
One-Way Dual Language										
3	EL	English	318	16.0	415	20.2	515	20.0	-0.2	4.0
		Spanish	5,018	24.9	4,626	24.3	4,122	27.3	3.0	2.4
	nonEL	English	30	26.7	51	31.4	32	15.6	-15.8	-11.1
		Spanish	79	49.4	85	48.2	53	49.1	0.9	-0.3
4	EL	English	643	16.8	526	16.9	735	17.7	0.8	0.9
		Spanish	4,738	17.1	4,535	17.9	4,189	18.3	0.4	1.2
	nonEL	English	45	33.3	31	41.9	66	39.4	-2.5	6.1
		Spanish	72	31.9	71	40.8	65	30.8	-10.0	-1.1
5	EL	English	1,288	19.4	1,323	20.6	1,183	22.3	1.7	2.9
		Spanish	3,822	22.9	3,839	30.6	3,759	30.0	-0.6	7.1
	nonEL	English	45	51.1	69	31.9	66	43.9	12.0	-7.2
		Spanish	34	32.4	52	36.5	51	56.9	20.4	24.5
6	EL	English					338	5.9		
	nonEL	English					8	0.0		
3 to 6	EL	English	2,249	18.2	2,264	19.7	2,771	18.7	-1.0	0.5
		Spanish	13,578	21.6	13,000	23.9	12,070	25.0	1.1	3.4
	nonEL	English	120	38.3	151	33.8	172	34.9	1.1	-3.4
		Spanish	185	39.5	208	42.8	169	44.4	1.6	4.9
Two-Way Dual Language										
3	EL	English	99	17.2	85	17.6	117	21.4	3.8	4.2
		Spanish	253	29.2	265	17.0	311	28.0	11.0	-1.2
	nonEL	English	235	55.7	236	46.6	279	56.3	9.7	0.6
		Spanish	22	54.5	24	37.5	29	69.0	31.5	14.5
4	EL	English	56	8.9	137	19.7	144	19.4	-0.3	10.5
		Spanish	147	17.0	213	21.6	196	15.3	-6.3	-1.7
	nonEL	English	117	48.7	225	45.3	234	47.9	2.6	-0.8
		Spanish	5	20.0	19	52.6	17	23.5	-29.1	3.5
5	EL	English	85	10.6	96	12.5	150	21.3	8.8	10.7
		Spanish	124	23.4	114	36.0	181	32.6	-3.4	9.2
	nonEL	English	114	44.7	110	54.5	191	55.5	1.0	10.8
		Spanish	*	*	*	*	17	64.7	-35.3	31.4
6	EL	English					83	20.5		
	nonEL	English					*	*		

table continues

Appendix Q, Table 3 (continued)

Grade Level	EL Status	Test Language	2017		2018		2019		1 Yr Δ %pts	2 Yr Δ %pts
			Tested N	Masters %	Tested N	Masters %	Tested N	Masters %		
3 to 6	EL	English	240	12.9	318	17.0	494	20.6	3.6	7.7
		Spanish	524	24.4	592	22.3	688	25.6	3.3	1.2
	nonEL	English	466	51.3	571	47.6	706	53.4	5.8	2.1
		Spanish	30	46.7	46	47.8	63	55.6	7.8	8.9

Source: District STAAR data files dated June 22, 2017 (2017), September 6, 2018 (2018), and June 13, 2019 (2019). District PEIMS snapshot demographic files dated October 31, 2016 (2017), October 30, 2017 (2018), and February 26, 2019 (2019).

Note: STAAR = State of Texas Assessments of Academic Readiness. Rates include scores for the first and second administrations of all versions of STAAR for students enrolled on the PEIMS snapshot date for each year. Appr+ = Approaches grade level or above performance standard. EL = English learner. 1 Yr Δ = change from 2018 to 2019. 2 Yr Δ = change from 2017 to 2019. %pts = percentage points. PEIMS = Public Education Information Management System. NonELs include students who opted-in to dual language programs and do not include students who coded as "untestable." Results include only records for which data included a test language; totals for each grade level may not equal those shown for that category in other analyses. 2017 STAAR data included no test language information for Alternate 2 records, and in 2018 and 2019 all records indicated the English test language. * = fewer than five students tested in this category.

Appendix R

Appendix R, Table 1: 2018 to 2019 Grade Five to Grade Six Change in STAAR Mathematics and Reading Performance by Performance Standard: All Students

Performance Standards for Students												
2018 Program	EL/ nonEL	2018 Test Language	Tested in 2018 and 2019 N	Grade Five (2018)			Grade Six (2019)			Grade Five (2018) to Grade Six (2019)		
				Appr+ %	Meets+ %	Masters %	Appr+ %	Meets+ %	Masters %	Appr+ Δ %pts	Meets+ Δ %pts	Masters Δ %pts
Mathematics												
OW Dual Language	EL	English	4,201	91.4	60.8	33.2	77.2	41.0	16.4	-14.2	-19.8	-16.8
		Spanish	109	72.5	25.7	3.7	45.9	9.2	2.8	-26.6	-16.5	-0.9
		All	4,310	91.0	60.0	32.4	76.4	40.2	16.0	-14.6	-19.8	-16.4
	nonEL	English	101	97.0	70.3	41.6	91.1	58.4	32.7	-5.9	-11.9	-8.9
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	101	97.0	70.3	41.6	91.1	58.4	32.7	-5.9	-11.9	-8.9
TW Dual Language	EL	English	186	93.5	63.4	38.2	77.4	42.5	13.4	-16.1	-20.9	-24.8
		Spanish	*	*	*	*	*	*	*	*	*	*
		All	189	92.6	62.4	37.6	76.7	41.8	13.2	-15.9	-20.6	-24.4
	nonEL	English	95	100.0	86.3	54.7	94.7	73.7	34.7	-5.3	-12.6	-20.0
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	95	100.0	86.3	54.7	94.7	73.7	34.7	-5.3	-12.6	-20.0
ESL	EL	English	125	84.8	54.0	28.8	79.2	43.5	16.8	-5.6	-10.5	-12.0
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	125	84.8	54.0	28.8	79.2	43.5	16.8	-5.6	-10.5	-12.0
Parent Denials	EL	English	398	84.9	47.4	25.4	69.1	30.3	11.6	-15.8	-17.1	-13.8
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	398	84.9	47.4	25.4	69.1	30.3	11.6	-15.8	-17.1	-13.8
All EL	EL	English	4,971	90.7	59.6	32.7	76.7	40.1	16.2	-14.0	-19.5	-16.5
		Spanish	112	71.4	25.0	3.6	45.5	8.9	2.7	-25.9	-16.1	-0.9
		All	5,083	90.3	58.8	32.0	76.1	39.4	15.9	-14.2	-19.4	-16.1
All nonEL	nonEL	English	4,379	87.7	53.7	27.9	76.8	39.6	18.6	-10.9	-14.1	-9.3
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	4,379	87.7	53.7	27.9	76.8	39.6	18.6	-10.9	-14.1	-9.3
Reading												
OW Dual Language	EL	English	1,089	82.9	49.0	21.2	67.8	31.8	12.4	-15.1	-17.2	-8.8
		Spanish	3,223	88.8	63.1	31.0	51.6	20.0	7.4	-37.2	-43.1	-23.6
		All	4,312	87.3	59.5	28.5	55.7	23.0	8.7	-31.6	-36.5	-19.8
	nonEL	English	60	88.3	61.7	31.7	83.3	48.3	18.3	-5.0	-13.4	-13.4
		Spanish	41	92.7	73.2	36.6	65.9	46.3	26.8	-26.8	-26.9	-9.8
		All	101	90.1	66.3	33.7	76.2	47.5	21.8	-13.9	-18.8	-11.9
TW Dual Language	EL	English	89	83.1	43.8	13.5	64.2	24.7	5.6	-18.9	-19.1	-7.9
		Spanish	100	96.0	74.0	37.0	72.6	32.0	8.0	-23.4	-42.0	-29.0
		All	189	89.9	59.8	25.9	68.6	28.6	6.9	-21.3	-31.2	-19.0
	nonEL	English	92	97.8	88.0	54.3	89.1	67.4	39.1	-8.7	-20.6	-15.2
		Spanish	*	*	*	*	*	*	*	*	*	*
		All	95	97.9	88.4	55.8	89.5	68.4	38.9	-8.4	-20.0	-16.9

table continues

Appendix R, Table 1 (continued)

2018 Program	EL/ nonEL	2018 Test Language	Tested in 2018 and 2019 N	Grade Five (2018)			Grade Six (2019)			Grade Five (2018) to Grade Six (2019)		
				Appr+ %	Meets+ %	Masters %	Appr+ %	Meets+ %	Masters %	Appr+ Δ %pts	Meets+ Δ %pts	Masters Δ %pts
ESL	EL	English	125	75.2	44.4	19.2	64.0	30.6	12.8	-11.2	-13.8	-6.4
		Spanish	*	*	*	*	*	*	*	*	*	*
Parent Denials	EL	All	126	75.4	44.8	19.0	64.3	30.4	12.7	-11.1	-14.4	-6.3
		English	397	66.2	34.9	15.9	50.6	22.2	7.8	-15.6	-12.7	-8.1
All EL	EL	Spanish	-	-	-	-	-	-	-	-	-	-
		All	397	66.2	34.9	15.9	50.6	22.2	7.8	-15.6	-12.7	-8.1
All nonEL	nonEL	English	1,761	78.5	44.8	19.5	63.2	28.7	11.4	-15.3	-16.1	-8.1
		Spanish	3,324	89.0	63.4	31.2	52.1	20.4	7.4	-36.9	-43.0	-23.8
		All	5,085	85.4	57.1	27.2	55.9	23.2	8.8	-29.5	-33.9	-18.4
All nonEL	nonEL	English	4,336	78.8	47.5	23.9	63.5	32.3	16.1	-15.3	-15.2	-7.8
		Spanish	49	91.8	73.5	40.8	65.3	49.0	24.5	-26.5	-24.5	-16.3
		All	4,385	79.0	47.8	24.1	63.5	32.5	16.2	-15.5	-15.3	-7.9

Source: District STAAR data files dated September 6, 2018 (2018) and June 13, 2019 (2019). PEIMS snapshot demographic data files dated October 31, 2017 (2018) and February 26, 2019 (2019).

Note: Rates include students enrolled on the PEIMS snapshot date for each year who also tested in the subject in both grade five (2018) and grade six (2019). Includes first and second administration of all versions of STAAR. Alternate 2 test scores are not evaluated on the Meets performance standard; therefore, sample sizes may vary slightly for the Meets+ standard than for Approaches+ and Masters. Appr+ = Approaches grade level or above performance standard. Meets+ = Meets grade level or above performance standard. OW = one-way. TW = two-way. ESL = English as a second language. EL = English learner. PEIMS = Public Education Information Management System. 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." * = fewer than five students tested in this category. - = zero students tested in this category.

Appendix R, Table 2: 2018 to 2019 Grade Five to Grade Six Change in STAAR Mathematics and Reading Performance by Performance Standard: Grade Six Students at (Pre)Kindergarten to Grade Six Campuses

Performance Standard: Grade Six Students at (H)/Kindergarten to Grade Six Campuses												
2018 Program	EL/ nonEL	2018 Test Language	Tested in 2018 and 2019 N	Grade Five (2018)			Grade Six (2019)			Grade Five (2018) to Grade Six (2019)		
				Appr+ %	Meets+ %	Masters %	Appr+ %	Meets+ %	Masters %	Appr+ Δ %pts	Meets+ Δ %pts	Masters Δ %pts
Mathematics												
OW Dual Language	EL	English	380	91.6	65.0	38.9	85.5	57.4	29.7	-6.1	-7.6	-9.2
		Spanish	11	72.7	36.4	27.3	36.4	27.3	18.2	-36.3	-9.1	-9.1
		All	391	91.0	64.2	38.6	84.1	56.5	29.4	-6.9	-7.7	-9.2
	nonEL	English	10	90.0	70.0	50.0	90.0	60.0	40.0	0.0	-10.0	-10.0
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	10	90.0	70.0	50.0	90.0	60.0	40.0	0.0	-10.0	-10.0
TW Dual Language	EL	English	23	87.0	47.8	8.7	78.3	47.8	21.7	-8.7	0.0	13.0
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	23	87.0	47.8	8.7	78.3	47.8	21.7	-8.7	0.0	13.0
	nonEL	English	8	100.0	75.0	37.5	100.0	87.5	50.0	0.0	12.5	12.5
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	8	100.0	75.0	37.5	100.0	87.5	50.0	0.0	12.5	12.5
ESL	EL	English	5	100.0	60.0	20.0	100.0	80.0	20.0	0.0	20.0	0.0
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	5	100.0	60.0	20.0	100.0	80.0	20.0	0.0	20.0	0.0
Parent Denials	EL	English	34	73.5	26.5	14.7	73.5	23.5	11.8	0.0	-3.0	-2.9
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	34	73.5	26.5	14.7	73.5	23.5	11.8	0.0	-3.0	-2.9
All EL	EL	English	442	90.0	61.1	35.3	84.4	54.5	27.8	-5.6	-6.6	-7.5
		Spanish	11	72.7	36.4	27.3	36.4	27.3	18.2	-36.3	-9.1	-9.1
		All	453	89.6	60.5	35.1	83.2	53.9	27.6	-6.4	-6.6	-7.5
All nonEL	nonEL	English	393	89.1	52.2	26.7	83.5	47.1	20.9	-5.6	-5.1	-5.8
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	393	89.1	52.2	26.7	83.5	47.1	20.9	-5.6	-5.1	-5.8
Reading												
OW Dual Language	EL	English	161	80.1	46.6	20.5	72.0	37.9	13.7	-8.1	-8.7	-6.8
		Spanish	230	88.7	67.4	31.3	61.7	28.7	8.3	-27.0	-38.7	-23.0
		All	391	85.2	58.8	26.9	66.0	32.5	10.5	-19.2	-26.3	-16.4
	nonEL	English	*	*	*	*	*	*	*	*	*	*
		Spanish	6	83.3	66.7	50.0	66.7	50.0	16.7	-16.6	-16.7	-33.3
		All	10	90.0	70.0	40.0	80.0	50.0	10.0	-10.0	-20.0	-30.0
TW Dual Language	EL	English	19	78.9	42.1	10.5	68.4	36.8	5.3	-10.5	-5.3	-5.2
		Spanish	*	*	*	*	*	*	*	*	*	*
		All	23	82.6	47.8	17.4	69.6	34.8	8.7	-13.0	-13.0	-8.7
	nonEL	English	6	100.0	100.0	83.3	83.3	83.3	66.7	-16.7	-16.7	-16.6
		Spanish	*	*	*	*	*	*	*	*	*	*
		All	8	100.0	100.0	87.5	87.5	87.5	62.5	-12.5	-12.5	-25.0

table continues

Appendix R, Table 2 (continued)

2018 Program	EL/ nonEL	2018 Test Language	Tested in 2018 and 2019 N	Grade Five (2018)			Grade Six (2019)			Grade Five (2018) to Grade Six (2019)		
				Appr+ %	Meets+ %	Masters %	Appr+ %	Meets+ %	Masters %	Appr+ Δ %pts	Meets+ Δ %pts	Masters Δ %pts
ESL	EL	English	5	100.0	60.0	20.0	80.0	60.0	0.0	-20.0	0.0	-20.0
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	5	100.0	60.0	20.0	80.0	60.0	0.0	-20.0	0.0	-20.0
Parent Denials	EL	English	34	61.8	26.5	2.9	52.9	11.8	0.0	-8.9	-14.7	-2.9
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	34	61.8	26.5	2.9	52.9	11.8	0.0	-8.9	-14.7	-2.9
All EL	EL	English	219	77.6	43.4	16.9	68.9	34.2	10.5	-8.7	-9.2	-6.4
		Spanish	234	88.9	67.5	31.6	62.0	28.6	8.5	-26.9	-38.9	-23.1
		All	453	83.4	55.8	24.5	65.3	31.3	9.5	-18.1	-24.5	-15.0
All nonEL	nonEL	English	385	76.9	47.0	21.8	67.3	31.1	14.5	-9.6	-15.9	-7.3
		Spanish	8	87.5	75.0	62.5	75.0	62.5	25.0	-12.5	-12.5	-37.5
		All	393	77.1	47.6	22.6	67.4	31.7	14.8	-9.7	-15.9	-7.8

Source: District STAAR data files dated September 6, 2018 (2018) and June 13, 2019 (2019). PEIMS snapshot demographic data files dated October 31, 2017 (2018) and February 26, 2019 (2019).

Note: Rates include students enrolled on the PEIMS snapshot date for each year who also tested in the subject in both grade five (2018) and grade six (2019). Includes first and second administration of all versions of STAAR. Alternate 2 test scores are not evaluated on the Meets performance standard; therefore, sample sizes may vary slightly for the Meets+ standard than for Approaches+ and Masters. Appr+ = Approaches grade level or above performance standard. Meets+ = Meets grade level or above performance standard. OW = one-way. TW = two-way. ESL = English as a second language. EL = English learner. PEIMS = Public Education Information Management System. 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." * = fewer than five students tested in this category. - = zero students tested in this category.

Appendix R. Table 3: 2018 to 2019 Grade Five to Grade Six Change in STAAR Mathematics and Reading Performance by Performance Standard: Grade Six Students at Grade Six to Eight Campuses

Performance Standard: Grade Six Students at Grade Six to Eight Campuses												
2018 Program	EL/ nonEL	2018 Test Language	Tested in 2018 and 2019 N	Grade Five (2018)			Grade Six (2019)			Grade Five (2018) to Grade Six (2019)		
				Appr+ %	Meets+ %	Masters %	Appr+ %	Meets+ %	Masters %	Appr+ Δ %pts	Meets+ Δ %pts	Masters Δ %pts
Mathematics												
OW Dual Language	EL	English	3,764	91.3	60.0	32.0	76.1	38.8	14.8	-15.2	-21.2	-17.2
		Spanish	98	72.4	24.5	1.0	46.9	7.1	1.0	-25.5	-17.4	0.0
		All	3,862	90.8	59.1	31.2	75.3	38.0	14.4	-15.5	-21.1	-16.8
	nonEL	English	89	97.8	69.7	40.4	91.0	58.4	31.5	-6.8	-11.3	-8.9
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	89	97.8	69.7	40.4	91.0	58.4	31.5	-6.8	-11.3	-8.9
TW Dual Language	EL	English	153	94.1	64.7	41.2	76.5	40.5	11.1	-17.6	-24.2	-30.1
		Spanish	*	*	*	*	*	*	*	*	*	*
		All	155	92.9	63.9	40.6	75.5	40.0	11.0	-17.4	-23.9	-29.6
	nonEL	English	83	100.0	89.2	56.6	95.2	72.3	33.7	-4.8	-16.9	-22.9
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	83	100.0	89.2	56.6	95.2	72.3	33.7	-4.8	-16.9	-22.9
ESL	EL	English	109	82.6	54.6	29.4	77.1	41.7	14.7	-5.5	-12.9	-14.7
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	109	82.6	54.6	29.4	77.1	41.7	14.7	-5.5	-12.9	-14.7
Parent Denials	EL	English	360	85.8	49.1	26.1	68.3	30.5	11.1	-17.5	-18.6	-15.0
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	360	85.8	49.1	26.1	68.3	30.5	11.1	-17.5	-18.6	-15.0
All EL	EL	English	4,447	90.6	59.0	31.9	75.6	38.1	14.7	-15.0	-20.9	-17.2
		Spanish	100	71.0	24.0	1.0	46.0	7.0	1.0	-25.0	-17.0	0.0
		All	4,547	90.2	58.2	31.2	75.0	37.4	14.4	-15.2	-20.8	-16.8
All nonEL	nonEL	English	3,747	86.8	51.6	26.1	74.7	35.6	15.6	-12.1	-16.0	-10.5
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	3,747	86.8	51.6	26.1	74.7	35.6	15.6	-12.1	-16.0	-10.5
Reading												
OW Dual Language	EL	English	906	83.3	48.9	20.6	66.6	29.8	11.7	-16.7	-19.1	-8.9
		Spanish	2,958	88.7	62.4	30.7	50.4	19.1	7.2	-38.3	-43.3	-23.5
		All	3,864	87.5	59.3	28.3	54.2	21.6	8.2	-33.3	-37.7	-20.1
	nonEL	English	54	87.0	61.1	33.3	83.3	48.1	20.4	-3.7	-13.0	-12.9
		Spanish	35	94.3	74.3	34.3	65.7	45.7	28.6	-28.6	-28.6	-5.7
		All	89	89.9	66.3	33.7	76.4	47.2	23.6	-13.5	-19.1	-10.1
TW Dual Language	EL	English	67	85.1	44.8	13.4	55.2	20.9	4.5	-29.9	-23.9	-8.9
		Spanish	88	96.6	73.9	38.6	67.0	31.8	8.0	-29.6	-42.1	-30.6
		All	155	91.6	61.3	27.7	61.9	27.1	6.5	-29.7	-34.2	-21.2
	nonEL	English	82	97.6	87.8	53.7	89.0	65.9	36.6	-8.6	-21.9	-17.1
		Spanish	*	*	*	*	*	*	*	*	*	*
		All	83	97.6	88.0	54.2	89.2	66.3	36.1	-8.4	-21.7	-18.1

table continues

Appendix R, Table 3 (continued)

2018 Program	EL/ nonEL	2018 Test Language	Tested in 2018 and 2019 N	Grade Five (2018)			Grade Six (2019)			Grade Five (2018) to Grade Six (2019)		
				Appr+ %	Meets+ %	Masters %	Appr+ %	Meets+ %	Masters %	Appr+ Δ %pts	Meets+ Δ %pts	Masters Δ %pts
ESL	EL	English	109	71.6	39.8	17.4	59.6	26.9	12.8	-12.0	-12.9	-4.6
		Spanish	*	*	*	*	*	*	*	*	*	*
		All	110	71.8	40.4	17.3	60.0	26.6	12.7	-11.8	-13.8	-4.6
Parent Denials	EL	English	359	66.6	35.5	17.0	50.1	22.9	8.6	-16.5	-12.6	-8.4
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	359	66.6	35.5	17.0	50.1	22.9	8.6	-16.5	-12.6	-8.4
All EL	EL	English	1,502	78.4	44.4	19.3	61.7	27.0	11.2	-16.7	-17.4	-8.1
		Spanish	3,047	89.0	62.8	30.9	50.9	19.5	7.2	-38.1	-43.3	-23.7
		All	4,549	85.5	56.9	27.1	54.5	21.9	8.5	-31.0	-35.0	-18.6
All nonEL	nonEL	English	3,712	77.7	44.6	21.0	60.9	29.1	13.6	-16.8	-15.5	-7.4
		Spanish	41	92.7	73.2	36.6	63.4	46.3	24.4	-29.3	-26.9	-12.2
		All	3,753	77.9	44.9	21.1	61.0	29.3	13.7	-16.9	-15.6	-7.4

Source: District STAAR data files dated September 6, 2018 (2018) and June 13, 2019 (2019). PEIMS snapshot demographic data files dated October 31, 2017 (2018) and February 26, 2019 (2019).

Note: Rates include students enrolled on the PEIMS snapshot date for each year who also tested in the subject in both grade five (2018) and grade six (2019). Includes first and second administration of all versions of STAAR. Alternate 2 test scores are not evaluated on the Meets performance standard; therefore, sample sizes may vary slightly for the Meets+ standard than for Approaches+ and Masters. Appr+ = Approaches grade level or above performance standard. Meets+ = Meets grade level or above performance standard. OW = one-way. TW = two-way. ESL = English as a second language. EL = English learner. PEIMS = Public Education Information Management System. 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." * = fewer than five students tested in this category. - = zero students tested in this category.

Appendix R. Table 4: 2018 to 2019 Grade Five to Grade Six Change in STAAR Mathematics and Reading Performance by Performance Standard: Grade Six Students at (Pre)Kindergarten to Grade Eight Campuses

Performance Standard: Grade Six Students at (H)/Kindergarten to Grade Eight Campuses												
2018 Program	EL/ nonEL	2018 Test Language	Tested in 2018 and 2019 N	Grade Five (2018)			Grade Six (2019)			Grade Five (2018) to Grade Six (2019)		
				Appr+ %	Meets+ %	Masters %	Appr+ %	Meets+ %	Masters %	Appr+ Δ %pts	Meets+ Δ %pts	Masters Δ %pts
Mathematics												
OW Dual Language	EL	English	57	100.0	89.5	70.2	98.2	75.4	29.8	-1.8	-14.1	-40.4
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	57	100.0	89.5	70.2	98.2	75.4	29.8	-1.8	-14.1	-40.4
	nonEL	English	2	100.0	100.0	50.0	100.0	50.0	50.0	0.0	-50.0	0.0
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	2	100.0	100.0	50.0	100.0	50.0	50.0	0.0	-50.0	0.0
TW Dual Language	EL	English	10	100.0	80.0	60.0	90.0	60.0	30.0	-10.0	-20.0	-30.0
		Spanish	*	*	*	*	*	*	*	*	*	*
		All	11	100.0	72.7	54.5	90.9	54.5	27.3	-9.1	-18.2	-27.2
	nonEL	English	4	*	*	*	*	*	*	*	*	*
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	4	*	*	*	*	*	*	*	*	*
ESL	EL	English	11	100.0	45.5	27.3	90.9	45.5	36.4	-9.1	0.0	9.1
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	11	100.0	45.5	27.3	90.9	45.5	36.4	-9.1	0.0	9.1
Parent Denials	EL	English	4	*	*	*	*	*	*	*	*	*
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	4	*	*	*	*	*	*	*	*	*
All EL	EL	English	82	100.0	81.7	62.2	96.3	69.5	31.7	-3.7	-12.2	-30.5
		Spanish	*	*	*	*	*	*	*	*	*	*
		All	83	100.0	80.7	61.4	96.4	68.7	31.3	-3.6	-12.0	-30.1
All nonEL	nonEL	English	239	100.0	87.9	57.7	97.9	88.3	61.9	-2.1	0.4	4.2
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	239	100.0	87.9	57.7	97.9	88.3	61.9	-2.1	0.4	4.2
Reading												
OW Dual Language	EL	English	22	86.4	68.2	50.0	86.4	68.2	31.8	0.0	0.0	-18.2
		Spanish	35	97.1	88.6	57.1	88.6	42.9	20.0	-8.5	-45.7	-37.1
		All	57	93.0	80.7	54.4	87.7	52.6	24.6	-5.3	-28.1	-29.8
	nonEL	English	2	*	*	*	*	*	*	*	*	*
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	2	*	*	*	*	*	*	*	*	*
TW Dual Language	EL	English	*	*	*	*	*	*	*	*	*	*
		Spanish	8	87.5	75.0	12.5	50.0	37.5	0.0	-37.5	-37.5	-12.5
		All	11	81.8	63.6	18.2	54.5	36.4	9.1	-27.3	-27.2	-9.1
	nonEL	English	4	*	*	*	*	*	*	*	*	*
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	4	*	*	*	*	*	*	*	*	*

Appendix R, Table 4 (continued)

2018 Program	EL/ nonEL	2018 Test Language	Tested in 2018 and 2019 N	Grade Five (2018)			Grade Six (2019)			Grade Five (2018) to Grade Six (2019)		
				Appr+ %	Meets+ %	Masters %	Appr+ %	Meets+ %	Masters %	Appr+ Δ %pts	Meets+ Δ %pts	Masters Δ %pts
ESL	EL	English	11	100.0	81.8	36.4	100.0	54.5	18.2	0.0	-27.3	-18.2
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	11	100.0	81.8	36.4	100.0	54.5	18.2	0.0	-27.3	-18.2
Parent Denials	EL	English	*	*	*	*	*	*	*	*	*	*
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	*	*	*	*	*	*	*	*	*	*
All EL	EL	English	40	87.5	67.5	42.5	87.5	60.0	25.0	0.0	-7.5	-17.5
		Spanish	43	95.3	86.0	48.8	81.4	41.9	16.3	-13.9	-44.1	-32.5
		All	83	91.6	77.1	45.8	84.3	50.6	20.5	-7.3	-26.5	-25.3
All nonEL	nonEL	English	239	99.2	92.1	72.8	96.7	82.0	57.3	-2.5	-10.1	-15.5
		Spanish	-	-	-	-	-	-	-	-	-	-
		All	239	99.2	92.1	72.8	96.7	82.0	57.3	-2.5	-10.1	-15.5

Source: District STAAR data files dated September 6, 2018 (2018) and June 13, 2019 (2019). PEIMS snapshot demographic data files dated October 31, 2017 (2018) and February 26, 2019 (2019).

Note: Rates include students enrolled on the PEIMS snapshot date for each year who also tested in the subject in both grade five (2018) and grade six (2019). Includes first and second administration of all versions of STAAR. Alternate 2 test scores are not evaluated on the Meets performance standard; therefore, sample sizes may vary slightly for the Meets+ standard than for Approaches+ and Masters. Appr+ = Approaches grade level or above performance standard. Meets+ = Meets grade level or above performance standard. OW = one-way. TW = two-way. ESL = English as a second language. EL = English learner. PEIMS = Public Education Information Management System. 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." * = fewer than five students tested in this category. - = zero students tested in this category.

Appendix S

Appendix S, Table 1: 2019 STAAR/EOC Rates of Reclassified English Learners at Approaches Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

Monitoring, Subject, and Grade Level															
Subject	Grade Level(s)	All District		District NonELs/Not Monitored		Reclassified English Learner Monitor Year									
		Test N	Appr+ %	Test N	Appr+ %	Year One		Year Two		Year Three		Year Four		All Monitored	
						Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %
STAAR															
Mathematics	6	10,568	75.0	5,090	75.5	196	96.4	3*	100.0					199	96.5
	7	7,168	59.6	3,309	57.8	63	93.7	50	88.0					113	91.2
	8	10,454	88.0	4,733	87.8	330	98.8	202	98.5	71	98.6			603	98.7
	6 to 8	28,190	75.9	13,132	75.5	589	97.5	255	96.5	71	98.6			915	97.3
Reading	6	10,574	58.3	5,096	62.5	196	90.8	3*	100.0					199	91.0
	7	9,959	66.1	4,647	69.1	254	97.6	168	95.2					422	96.7
	8	9,895	79.2	4,510	81.5	304	99.7	240	98.8	172	97.7			716	98.9
	6 to 8	30,428	67.6	14,253	70.7	754	96.7	411	97.3	172	97.7			1,337	97.0
Writing	7	9,986	59.2	4,659	62.2	253	96.8	170	95.9					423	96.5
Science	8	10,270	74.7	4,708	77.4	315	95.9	193	95.9	75	90.7			583	95.2
Social Studies	8	9,862	62.4	4,534	66.3	302	89.7	243	92.6	171	91.2			716	91.1
STAAR EOC															
Algebra I	8 to 12	11,358	83.7	5,194	82.8	391	98.5	264	96.2	202	96.0	56	82.1	913	96.3
English I	9 to 12	15,137	54.8	6,666	60.2	395	91.1	356	93.8	234	94.4	129	90.7	1,114	92.6
English II	9 to 12	13,342	58.5	6,046	65.1	411	85.9	719	87.9	218	91.7	436	93.3	1,784	89.2
Biology	9 to 12	10,592	83.1	4,899	85.5	267	98.1	387	97.9	215	99.1	131	97.7	1,000	98.2
US History	9 to 12	9,736	92.0	5,101	93.9	200	99.0	663	98.2	388	98.7	436	99.1	1,687	98.6

Source: District STAAR data file dated June 13, 2019 and STAAR EOC data file 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. Appr+ = Approaches grade level or above performance standard. EL = English learner. US = United States. With few exceptions, ELs are not reclassified until after grade five at the earliest. Monitored students include those who were reclassified after program participation, parent denial, or unserved status. PEIMS = Public Education Information Management System. ^a = Includes nonEL students who have opted-in to dual language programs; does not include monitored students or students coded as "untestable." * = data indicated students in year two of monitoring, which is out of range for a typical grade six student, but results are included for completeness.

Appendix S, Table 2: 2019 STAAR/EOC Rates of Reclassified English Learners at Meets Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

		Reclassified English Learner Monitor Year													
		All District		District NonELs/Not Monitored		Year One		Year Two		Year Three		Year Four		All Monitored	
Subject	Grade Level(s)	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %	Test N	Meets+ %
STAAR															
Mathematics	6	10,344	38.5	4,977	38.8	196	73.5	3*	0.0					199	72.4
	7	6,937	21.0	3,194	20.4	63	58.7	50	48.0					113	54.0
	8	10,262	55.6	4,634	56.6	330	87.3	202	85.6	71	69.0			603	84.6
	6 to 8	27,543	40.5	12,805	40.7	589	79.6	255	77.3	71	69.0			915	78.1
Reading	6	10,350	26.9	4,983	31.8	196	61.2	3*	66.7					199	61.3
	7	9,728	38.1	4,532	42.7	254	81.5	168	79.2					422	80.6
	8	9,704	41.7	4,411	46.2	304	76.3	240	85.0	172	82.0			716	80.6
	6 to 8	29,782	35.4	13,926	39.9	754	74.1	411	82.5	172	82.0			1,337	77.7
Writing	7	9,755	30.6	4,544	35.3	253	70.4	170	77.1					423	73.0
Science	8	10,079	37.4	4,609	41.3	315	70.2	193	67.9	75	54.7			583	67.4
Social Studies	8	9,670	26.5	4,435	31.0	302	53.3	243	56.4	171	57.9			716	55.4
STAAR EOC															
Algebra I	8 to 12	11,202	62.2	5,118	61.4	391	88.7	264	86.4	202	84.2	56	58.9	913	85.2
English I	9 to 12	14,977	37.3	6,589	43.8	395	80.0	356	80.9	234	86.8	129	79.8	1,114	81.7
English II	9 to 12	13,167	38.9	5,964	47.3	411	57.2	719	65.5	218	72.0	436	78.9	1,784	67.7
Biology	9 to 12	10,429	53.6	4,820	58.8	267	85.8	387	88.1	215	88.4	131	84.0	1,000	87.0
US History	9 to 12	9,610	71.4	5,029	77.4	200	73.5	663	84.9	388	87.4	436	90.8	1,687	85.7

Source: District STAAR data file dated June 13, 2019 and STAAR EOC data file 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. US = United States. With few exceptions, ELs are not reclassified until after grade five at the earliest. Monitored students include those who were reclassified after program participation, parent denial, or unserved status. PEIMS = Public Education Information Management System. ^a = Includes nonEL students who have opted-in to dual language programs; does not include monitored students or students coded as "untestable." * = data indicated students in year two of monitoring, which is out of range for a typical grade six student, but results are included for completeness.

Appendix S, Table 3: 2019 STAAR/EOC Rates of Reclassified English Learners at Masters Grade Level Standard by Year of Monitoring, Subject, and Grade Level

Grade 2019.																
Subject	Grade Level(s)	All District		District NonELs/Not Monitored		Reclassified English Learner Monitored Year										
		Test N	Masters %	Test N	Masters %	Year One		Year Two		Year Three		Year Four		All Monitored		
						Test N	Masters %	Test N	Masters %	Test N	Masters %	Test N	Masters %	Test N	Masters %	
STAAR																
Mathematics	6	10,568	16.7	5,090	18.0	196	34.7	3*	0.0						199	34.2
	7	7,168	5.6	3,309	5.8	63	12.7	50	14.0						113	13.3
	8	10,454	15.6	4,733	16.6	330	33.9	202	38.1	71	11.3				603	32.7
	6 to 8	28,190	13.5	13,132	14.4	589	31.9	255	32.9	71	11.3				915	30.6
Reading	6	10,574	12.0	5,096	15.7	196	28.1	3*	0.0						199	27.6
	7	9,959	21.9	4,647	25.3	254	59.8	168	58.9						422	59.5
	8	9,895	18.7	4,510	23.2	304	37.2	240	48.3	172	44.2				716	42.6
	6 to 8	30,428	17.4	14,253	21.2	754	42.4	411	52.3	172	44.2				1,337	45.7
Writing	7	9,986	12.6	4,659	16.1	253	31.2	170	38.2						423	34.0
Science	8	10,270	15.0	4,708	18.1	315	33.7	193	33.7	75	18.7				583	31.7
Social Studies	8	9,862	14.0	4,534	17.4	302	28.1	243	35.4	171	32.7				716	31.7
STAAR EOC																
Algebra I	8 to 12	11,358	40.7	5,194	41.2	391	63.9	264	67.0	202	69.8	56	42.9		913	64.8
English I	9 to 12	15,137	7.0	6,666	10.7	395	13.7	356	19.9	234	23.9	129	24.0		1,114	19.0
English II	9 to 12	13,342	4.8	6,046	7.8	411	2.4	719	3.9	218	7.3	436	8.7		1,784	5.2
Biology	9 to 12	10,592	20.4	4,899	26.1	267	32.6	387	43.7	215	43.3	131	44.3		1,000	40.7
US History	9 to 12	9,736	40.2	5,101	47.9	200	25.0	663	49.9	388	53.1	436	63.1		1,687	51.1

Source: District STAAR data file dated June 13, 2019 and STAAR EOC data file 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 for October 26, 2018. Masters = Masters grade level performance standard. EL = English learner. US = United States. With few exceptions, ELs are not reclassified until after grade five at the earliest. Monitored students include those who were reclassified after program participation, parent denial, or unserved status. PEIMS = Public Education Information Management System. ^a = Includes nonEL students who have opted-in to dual language programs; does not include monitored students or students coded as "untestable." * = data indicated students in year two of monitoring, which is out of range for a typical grade six student, but results are included for completeness.

Appendix T

Appendix T, Table 1: 2018-19 ELSPED Teacher, CIC, and Administrator Survey – Respondent Characteristics

	Teachers		CICs		Administrators	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
What is your role at the campus?						
Teacher	778	90.0				
Campus Instructional Coach			34	3.9		
Administrator					52	6.0
Have you participated in professional development this year that addressed the needs of students dually-identified as English learners and receiving special education services?						
Yes	490	63.0	23	67.6	31	59.6
No	288	37.0	11	32.4	21	40.4
Which of the following best describes your teaching role?						
General Education	459	59.9				
Bilingual/ESL	132	17.2				
Special Education	115	15.0				
Other	60	7.8				
How many students dually-identified as English learners and in special education have you worked with during the school year?						
None	82	10.7				
1 to 5	238	31.1				
6 to 10	96	12.5				
11 to 15	59	7.7				
16 to 20	48	6.3				
21 or more	198	25.8				
Do not know	45	5.9				

Source: 2018-19 ELSPED Survey for Dallas ISD Teachers, CICs, and Administrators.

Note: Percentages may not sum to 100 because of rounding. ELSPED = English learners dually-identified as requiring special education. ESL = English as a second language. CIC = Campus Instructional Coach.

Appendix T, Table 2: 2018-19 ELSPED Teacher, CIC, and Administrator Survey - Certifications

	Teachers	
	<i>n</i>	%
Which of the following certifications do you have?*		
Special Education	159	20.8
Bilingual	104	13.6
English as a Second Language	191	24.9
Other	465	60.7

Source: 2018-19 ELSPED Survey for Dallas ISD Teachers, CICs, and Administrators.

Note: *Participants could choose more than one answer. ELSPED = English learners dually-identified as requiring special education.

Appendix T, Table 3: 2018-19 ELSPED Teacher, CIC, and Administrator Survey – Bilingual/ESL Services Awareness

		Not at all aware		Slightly aware		Somewhat aware		Moderately aware		Extremely aware		Do not know	
	N	n	%	n	%	n	%	n	%	n	%	n	%
Teachers													
At your campus, to what extent are the following types of teachers aware that qualified students should receive both special education services and Bilingual/ESL services?													
General Education	737	29	3.9	74	10.0	116	15.7	159	21.6	239	32.4	120	16.3
Bilingual/ESL	725	15	2.1	35	4.8	69	9.5	136	18.8	345	47.6	125	17.2
Special Education	720	17	2.4	35	4.9	62	8.6	121	16.8	362	50.3	123	17.1
Campus Instructional Coaches													
At your campus, to what extent are the following types of teachers aware that qualified students should receive both special education services and Bilingual/ESL services?													
General Education	33	0	0.0	2	6.1	4	12.1	10	30.3	13	39.4	4	12.1
Bilingual/ESL	33	0	0.0	0	0.0	3	9.1	9	27.3	19	57.6	2	6.1
Special Education	33	0	0.0	0	0.0	3	9.1	4	12.1	24	72.7	2	6.1
Administrators													
At your campus, to what extent are the following types of teachers aware that qualified students should receive both special education services and Bilingual/ESL services?													
General Education	49	2	4.1	3	6.1	4	8.2	16	32.7	22	44.9	2	4.1
Bilingual/ESL	49	2	4.1	2	4.1	2	4.1	10	20.4	32	65.3	1	2.0
Special Education	49	2	4.1	3	6.1	1	2.0	6	12.2	36	73.5	1	2.0

Source: 2018-19 ELSPED Survey for Dallas ISD Teachers, CICs, and Administrators.

Note: Percentages may not sum to 100 because of rounding. ELSPED = English learners dually-identified as requiring special education. ESL = English as a Second Language.

Appendix T, Table 4: 2018-19 ELSPED Teacher, CIC, and Administrator Survey – Priority and Frequency of ARD and LPAC Collaboration

	Teachers		CICs		Administrators	
	n	%	n	%	n	%
At your campus, rate the priority of ARD and LPAC collaboration for students dually-identified as English learners and in special education.						
Not a priority	20	2.7	0	0.0	1	2.1
Low priority	77	10.4	3	9.7	4	8.5
Medium priority	137	18.6	9	29.0	8	17.0
High priority	249	33.7	10	32.3	21	44.7
Essential priority	106	14.4	5	16.1	11	23.4
Do not know	149	20.2	4	12.9	2	4.3
How frequently do LPAC representatives collaborate with ARD committees regarding students dually-identified as English learners and in special education?						
Never	12	1.6	0	0.0	0	0.0
Rarely	47	6.4	2	6.5	2	4.3
Occasionally	89	12.1	6	19.4	9	19.1
Frequently	167	22.6	7	22.6	12	25.5
Very frequently	163	22.1	9	29.0	22	46.8
Do not know	260	35.2	7	22.6	2	4.3

Source: 2018-19 ELSPED Survey for Dallas ISD Teachers, CICs, and Administrators.

Note: Percentages may not sum to 100 because of rounding. ELSPED = English learners dually-identified as requiring special education. LPAC = Language Proficiency Assessment Committee. ARD = Admission, Review, and Dismissal committee. CICs = Campus Instructional Coaches.

Appendix T, Table 5: 2018-19 ELSPED Teacher, CIC, and Administrator Survey – Instructional Specialists

	Teachers		CICs		Administrators	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
At your campus, how helpful are the ELSPED Instructional Specialists in supporting your instruction of students dually identified as English Learners and in special education?						
I did not work with an EL/Special Education Instructional Specialist	232	31.5	9	29.0	10	21.3
Not at all helpful	36	4.9	1	3.2	1	2.1
Not so helpful	51	6.9	3	9.7	1	2.1
Somewhat helpful	174	23.6	11	35.5	9	19.1
Very helpful	206	28.0	6	19.4	21	44.7
Extremely helpful	38	5.2	1	3.2	5	10.6

Source: 2018-19 EL/SPED Survey for Dallas ISD Teachers, CICs, and Administrators.

Note: Percentages may not sum to 100 percent because of rounding. ELSPED = English learners dually-identified as requiring special education. CICs = Campus Instructional Coaches.

Appendix T, Table 6: 2018-19 ELSPED Teacher, CIC, and Administrator Survey - Curriculum

	Teachers		CICs		Administrators	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
To what extent does the Reading/Language Arts curriculum support differentiated instruction for students dually-identified as English Learners and in special education?						
I do not teach Reading/Language Arts	294	39.8	9	29.0	8	17.0
I did not use the Reading/Language Arts curriculum.	45	6.1	0	0.0	4	8.5
Not at all	23	3.1	3	9.7	3	6.4
Slightly	69	9.3	1	3.2	5	10.6
Somewhat	88	11.9	7	22.6	12	25.5
Moderately	119	16.1	6	19.4	11	23.4
To a great extent	100	13.6	5	16.1	4	8.5
To what extent does the Social Studies curriculum support differentiated instruction for students dually-identified as English Learners and in special education?						
I do not teach Social Studies.	357	48.4	11	35.5	8	17.0
I did not use the Social Studies curriculum.	51	6.9	1	3.2	5	10.6
Not at all	32	4.3	1	3.2	6	12.8
Slightly	62	8.4	3	9.7	5	10.6
Somewhat	91	12.3	10	32.3	9	19.1
Moderately	90	12.2	2	6.5	10	21.3
To a great extent	55	7.5	3	9.7	4	8.5

Source: 2018-19 ELSPED Survey for Dallas ISD Teachers, CICs, and Administrators.

Note: Percentages may not sum to 100 because of rounding. ELSPED = English learners dually-identified as requiring special education. CICs = Campus Instructional Coaches.

Appendix U

Appendix U: 2018-19 Percentage of ELSPED Students by Feeder Pattern and Grade Level

Feeder	Students		% of ELSPED Students by Grade Level																
			ELs		PK	K	1	2	3	4	5	6	7	8	9	10	11	12	All
	N	n	%	%															
District	155,057	69,419	44.8	0.2	0.4	0.6	0.6	0.7	0.7	0.7	0.7	0.6	0.5	0.6	0.5	0.4	0.3	0.3	7.4
ACE	6,391	2,318	36.3	0.2	0.5	0.7	1.1	0.8	1.4	1.4	0.8	0.4	0.4	0.0	0.0	0.0	0.0	0.0	7.7
Adams	9,797	4,761	48.6	0.4	0.5	0.8	0.7	0.7	0.5	0.4	0.7	0.6	0.4	0.6	0.4	0.4	0.4	0.4	7.4
Adamson	4,546	2,439	53.7	0.0	0.2	0.4	0.4	0.8	0.6	0.9	0.9	0.5	0.5	1.1	0.8	0.4	0.3	0.3	7.9
Carter	5,204	1,330	25.6	0.9	0.2	0.5	0.4	0.8	0.5	0.7	0.5	0.3	0.2	0.8	0.7	0.6	0.3	0.3	7.4
Conrad	4,674	3,273	70.0	0.2	0.4	0.4	0.5	0.6	0.7	0.5	0.4	0.6	0.2	0.5	0.3	0.5	0.5	0.5	6.4
Hillcrest	5,453	2,769	50.8	0.4	0.7	0.9	0.7	0.6	0.7	0.8	0.8	0.5	0.5	0.7	0.3	0.4	0.1	0.1	8.0
Hospital Sec	98	7	7.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	14.3	0.0	0.0	14.3
Jefferson	7,470	5,442	72.9	0.2	0.5	0.6	0.6	0.7	0.7	0.6	0.5	0.7	0.6	0.6	0.6	0.5	0.3	0.3	7.4
JJAEP ^a	11	2	18.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Kimball	7,305	3,659	50.1	0.1	0.2	0.5	0.7	0.8	0.6	0.8	0.5	0.5	0.5	0.4	0.3	0.2	0.2	0.2	6.3
Lincoln	1,189	117	9.8	0.0	0.0	1.7	0.9	0.9	0.9	0.0	0.0	0.0	0.0	1.7	5.1	4.3	1.7	17.1	17.1
Madison	1,948	677	34.8	0.0	0.1	0.3	0.7	0.1	0.9	0.0	1.3	1.8	0.7	0.3	0.4	0.4	0.1	0.1	7.4
Magnet Schools	6,689	967	14.5	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.4	0.1	0.1	0.2	0.1	0.0	0.0	0.0	1.1
Molina	6,735	3,110	46.2	0.2	0.3	0.5	0.6	0.7	0.5	0.9	1.0	0.5	0.6	0.7	0.8	0.5	0.3	0.3	8.1
North Dallas	3,376	1,657	49.1	0.2	0.4	0.8	0.4	0.7	0.7	0.5	0.4	0.5	0.6	0.7	0.6	0.7	0.8	0.8	8.1
Pinkston	5,752	2,751	47.8	0.1	0.5	0.7	0.6	1.1	0.7	0.9	1.2	1.0	0.8	0.5	0.3	0.2	0.1	0.1	8.7
PK Partner ^a	2,130	293	13.8	2.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0
Roosevelt	3,853	1,238	32.1	0.2	0.1	0.3	1.0	0.6	0.7	1.1	0.3	0.5	0.2	1.1	0.2	0.1	0.3	0.3	6.6
Samuell	8,434	4,855	57.6	0.2	0.2	0.4	0.4	0.5	0.6	0.7	0.8	0.6	0.6	0.5	0.6	0.3	0.4	0.4	6.7
Seagoville	6,596	3,117	47.3	0.2	0.3	0.5	0.7	0.7	0.7	0.9	0.7	0.7	0.4	0.6	0.4	0.4	0.4	0.4	7.5
Skyline	11,612	4,835	41.6	0.2	0.3	0.4	0.8	0.6	0.7	0.7	0.7	0.5	0.6	0.6	0.6	0.4	0.4	0.4	7.5
South Oak Cliff	5,994	2,069	34.5	0.2	0.4	0.6	0.3	0.7	0.7	1.0	0.3	0.6	0.3	0.3	0.4	0.1	0.1	0.1	6.2
Spruce	9,858	5,463	55.4	0.3	0.4	0.5	0.7	0.6	0.8	0.6	0.5	0.5	0.3	0.5	0.6	0.4	0.5	0.5	7.0
Sunset	8,149	3,782	46.4	0.3	0.4	0.5	0.3	0.5	0.8	0.9	0.7	0.4	0.4	0.7	0.4	0.4	0.3	0.3	7.0
Transformation & Inno.	2,857	896	31.4	0.3	0.9	1.5	1.7	1.0	1.3	0.4	1.6	0.2	0.4	0.4	0.7	0.7	0.2	0.2	11.4
White	8,838	4,804	54.4	0.3	0.5	0.9	0.8	0.9	0.9	0.9	0.6	0.5	0.4	0.4	0.3	0.4	0.3	0.3	8.4
Wilmer-Hutchins	2,638	866	32.8	0.0	0.1	0.5	0.6	0.5	0.7	0.7	0.5	0.2	0.6	0.1	0.8	0.2	0.6	0.6	6.0
Wilson	7,460	1,922	25.8	0.3	0.2	0.4	0.4	0.2	0.7	0.9	1.1	0.3	0.7	1.7	0.7	0.6	0.5	0.5	8.7

Source: District PEIMS snapshot demographic file dated February 26, 2019.

Note: Includes students enrolled on the PEIMS snapshot date of October 26, 2018. Transformation & Inno. = Transformation & Innovation. ^a = not a feeder pattern but included for complete accounting of all students enrolled at PEIMS in 2018-19. ELSPED = English learners dually-identified as requiring special education services. ACE = Accelerating Campus Excellence. EL – English learner. JJAEP = Juvenile Justice Alternative Education Program. PK = prekindergarten. K = kindergarten. Percentages may not sum to 100 because of rounding.

Appendix V

Appendix V, Table 1: 2019 TELPAS Composite Proficiency Levels by English Learner/Special Education Grouping and Grade Level

Grade Level(s)	TELPAS				
	Tested N	Beg %	Int %	Adv %	Adv High %
District ELs					
K	5,103	59.9	33.8	4.2	2.1
1	5,440	38.5	44.0	12.8	4.6
2	5,627	10.8	57.4	27.2	4.7
3	5,676	4.2	40.6	41.2	14.0
4	5,841	6.0	38.6	39.7	15.8
5	5,913	3.7	29.9	40.4	26.0
6	5,108	3.4	38.9	47.6	10.1
7	4,672	2.7	40.2	46.7	10.4
8	4,429	2.8	38.8	47.5	10.8
9	4,499	8.6	46.1	32.0	13.3
10	3,108	7.5	48.1	30.9	13.5
11	2,119	5.7	46.8	34.4	13.2
12	1,526	5.1	47.6	35.3	12.0
K to 2	16,170	35.6	45.4	15.1	3.8
3 to 5	17,430	4.6	36.3	40.4	18.7
6 to 8	14,209	3.0	39.3	47.3	10.4
9 to 12	11,252	7.3	47.0	32.6	13.1
K to 5	33,600	19.5	40.7	28.2	11.5
6 to 12	25,461	4.9	42.7	40.8	11.6
K to 12	59,061	13.2	41.6	33.6	11.6
nonSPED ELs					
K	4,888	59.9	33.7	4.2	2.2
1	5,079	38.3	44.0	13.2	4.6
2	5,246	9.5	56.9	28.7	5.0
3	5,282	3.3	38.8	43.0	14.8
4	5,432	4.8	36.8	41.6	16.9
5	5,480	3.0	27.5	41.8	27.7
6	4,715	2.9	36.9	49.4	10.8
7	4,372	2.4	38.5	48.1	11.0
8	4,160	2.6	37.5	48.6	11.3
9	4,197	8.4	45.0	32.8	13.8
10	2,846	7.5	46.7	31.4	14.4
11	1,913	5.5	45.3	35.1	14.1
12	1,383	4.8	46.1	36.4	12.8
K to 2	15,213	35.3	45.1	15.6	4.0
3 to 5	16,194	3.7	34.3	42.1	19.9
6 to 8	13,247	2.7	37.6	48.7	11.0
9 to 12	10,339	7.1	45.7	33.3	13.9
K to 5	31,407	19.0	39.6	29.3	12.2
6 to 12	23,586	4.6	41.2	42.0	12.3
K to 12	54,993	12.8	40.2	34.7	12.2

table continues

Appendix V (continued)

Grade Level(s)	TELPAS				
	Tested N	Beg %	Int %	Adv %	Adv High %
ELSPED					
K	215	60.9	35.3	3.3	0.5
1	361	42.7	44.9	8.3	4.2
2	381	28.3	63.8	7.1	0.8
3	394	15.5	64.5	17.3	2.8
4	409	21.5	62.3	14.7	1.5
5	433	12.2	60.3	23.3	4.2
6	393	9.4	62.6	26.2	1.8
7	300	6.7	65.3	26.3	1.7
8	269	5.9	59.5	31.2	3.3
9	302	11.3	61.3	21.9	5.6
10	262	7.6	63.7	25.2	3.4
11	206	7.3	60.7	27.7	4.4
12	143	8.4	62.2	25.2	4.2
K to 2	957	41.1	50.3	6.7	2.0
3 to 5	1,236	16.3	62.3	18.5	2.8
6 to 8	962	7.6	62.6	27.7	2.2
9 to 12	913	8.9	62.0	24.6	4.5
K to 5	2,193	27.1	57.0	13.4	2.5
6 to 12	1,875	8.2	62.3	26.2	3.3
K to 12	4,068	18.4	59.5	19.3	2.9

Source: TELPAS data file dated May 24, 2019. District PEIMS snapshot demographic data files dated February 26, 2019.

Note: Results are for students enrolled on the PEIMS snapshot date (October 26, 2018) and were provided a score in the data file. TELPAS = Texas English Language Proficiency Assessment System. K = kindergarten. Beg = Beginning. Int = Intermediate. Adv = Advanced. Adv High = Advanced High. EL = English learner. SPED = special education. ELSPED = English learner dually-identified as requiring special education services. PEIMS = Public Education Information Management System.

Appendix V, Table 2: 2019 TELPAS-Alternate Composite Proficiency Levels by Grade Level

Grade Level(s)	Tested N	Aware %	Imitat %	Early Ind %	Dev Ind %	Basic Fluency %
K	0	0.0	0.0	0.0	0.0	0.0
1	0	0.0	0.0	0.0	0.0	0.0
2	31	9.7	25.8	48.4	16.1	0.0
3	59	13.6	18.6	30.5	30.5	6.8
4	68	8.8	33.8	22.1	26.5	8.8
5	67	10.4	10.4	22.4	34.3	22.4
6	60	15.0	30.0	15.0	20.0	20.0
7	55	18.2	14.5	16.4	18.2	32.7
8	51	17.6	11.8	13.7	27.5	29.4
9	34	11.8	20.6	8.8	26.5	32.4
10	33	9.1	6.1	33.3	33.3	18.2
11	19	26.3	10.5	15.8	15.8	31.6
12	35	25.7	11.4	17.1	28.6	17.1
K to 2	31	9.7	25.8	48.4	16.1	0.0
3 to 5	194	10.8	21.1	24.7	30.4	12.9
6 to 8	166	16.9	19.3	15.1	21.7	27.1
9 to 12	121	17.4	12.4	19.0	27.3	24.0
K to 5	225	10.7	21.8	28.0	28.4	11.1
6 to 12	287	17.1	16.4	16.7	24.0	25.8
K to 12	512	14.3	18.8	21.7	26.0	19.3

Source: District TELPAS Alternate data file dated August 2, 2019. PEIMS snapshot demographic data file dated February 26, 2019.

Note: Results included are for students enrolled on the PEIMS snapshot date (October 26, 2018) and were provided a score in the data file. Three included students were not classified as special education in the PEIMS demographic file but are included this year for completeness and because too few could not constitute a distinct group. 2019 was the first year that TELPAS Alternate was offered. TELPAS = Texas English Language Proficiency Assessment System. K = kindergarten. Aware = Awareness. Imitat = Imitation. Early Ind = Early Independence. Dev Ind = Developing Independence. PEIMS = Public Education Information Management System. Percentages may not sum to 100 because of rounding.

Appendix W

Appendix W, Table 1: 2017 STAAR/EOC Rates at Approaches Grade Level Standard by English Learner/Special Education Grouping, Subject, and Grade Level

Subject	Grade Level(s)	All District		District NonELs ^a		District ELs		District SPED		NonSPED ELs		NonEL SPED		ESPED	
		Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %
STAAR															
Mathematics	3	12,570	71.0	6,175	69.4	6,335	72.6	889	48.8	6,000	74.0	499	47.1	335	47.2
	4	12,370	69.3	6,056	65.9	6,249	72.5	973	43.5	5,886	74.4	547	40.8	363	41.9
	5	11,828	81.4	5,678	78.4	6,096	84.3	1,045	58.9	5,704	85.9	606	56.1	392	60.5
	6	10,292	65.6	4,747	66.2	5,284	63.9	872	46.2	4,950	65.6	483	47.6	334	38.6
	7	7,256	47.3	3,114	44.7	3,898	47.8	861	32.8	3,544	49.7	452	30.5	354	28.8
	8	9,975	80.6	4,571	80.5	4,796	78.9	867	49.9	4,438	81.5	449	48.6	358	46.1
	3 to 5	36,768	73.8	17,909	71.1	18,680	76.4	2,907	50.7	17,590	78.0	1,652	48.3	1,090	50.2
	6 to 8	27,523	66.2	12,432	66.1	13,978	64.6	2,600	43.0	12,932	66.7	1,384	42.3	1,046	37.9
Reading	3	12,569	63.4	6,175	62.5	6,334	64.2	888	42.6	6,000	65.7	499	42.1	334	38.6
	4	12,363	60.9	6,048	58.9	6,250	62.7	974	38.0	5,885	64.4	546	35.9	365	35.3
	5	11,831	78.0	5,680	73.0	6,097	82.6	1,046	48.9	5,705	84.9	607	46.3	392	50.0
	6	10,321	53.7	4,763	60.1	5,299	46.6	876	32.6	4,964	48.0	487	34.1	335	24.8
	7	9,729	59.9	4,370	63.7	4,880	53.9	877	28.3	4,519	56.3	461	27.5	361	23.8
	8	9,367	75.9	4,264	79.2	4,451	69.7	874	38.4	4,089	73.1	450	38.7	362	30.7
	3 to 5	36,763	67.2	17,903	64.6	18,681	69.7	2,908	43.3	17,590	71.4	1,652	41.6	1,091	41.6
	6 to 8	29,417	62.8	13,397	67.4	14,630	56.0	2,627	33.1	13,572	58.4	1,398	33.4	1,058	26.5
Writing	4	12,389	62.3	6,063	57.7	6,261	66.7	973	35.4	5,899	68.8	548	33.4	362	32.6
	7	9,780	55.6	4,397	60.3	4,903	48.5	886	23.6	4,537	51.0	465	24.1	366	18.3
Science	5	11,721	66.2	5,607	67.2	6,060	65.2	1,036	46.2	5,668	66.7	597	45.4	392	43.1
	8	9,867	67.0	4,507	70.5	4,726	60.6	852	37.7	4,370	63.1	435	37.5	356	29.5
Social Studies	8	9,576	55.2	4,447	61.1	4,424	44.8	853	32.1	4,069	46.8	436	32.6	355	22.5
STAAR EOC															
Algebra I	8 to 12	12,434	77.4	6,139	77.3	5,367	74.9	1,415	42.9	4,882	77.9	873	39.5	485	44.5
English I	9 to 12	15,092	50.7	7,660	58.3	6,468	37.0	1,713	18.4	5,856	39.4	1,035	18.6	612	13.6
English II	9 to 12	13,556	93.1	8,003	66.9	4,639	31.8	1,276	20.8	4,184	33.6	769	22.4	455	14.7
Biology	9 to 12	10,543	82.6	5,705	84.5	3,998	77.1	1,104	48.3	3,641	79.9	696	46.0	357	48.5
US History	9 to 12	8,489	91.0	5,943	94.0	1,957	80.5	734	58.2	1,709	84.4	441	59.2	248	54.0

Source: District STAAR and STAAR EOC data files dated June 22, 2017 (STAAR) and April 30, 2018 (EOC). PEIMS snapshot demographic data file dated October 31, 2016.

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 28, 2016. Appr+ = Approaches grade level or above performance standard. EL = English learner. SPED = special education. ELSPED = ELs dually-identified as requiring special education services. 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."

Appendix W, Table 2: 2017 STAAR/EOC Rates at Meets Grade Level Standard by English Learner/Special Education Grouping, Subject, and Grade Level

Appendix A: Table 2: 2021 STAAR Test Results at Most Grade Levels Standard by English Learner/ Special Education Grouping Subject and Grade Level															
Subject	Grade Level(s)	All District		District NonELs ^a		District ELs		District SPED		NonSPED ELs		NonEL SPED		ELSPED	
		Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %
STAAR															
Mathematics	3	12,369	40.5	6,078	39.7	6,272	41.3	691	17.1	5,998	42.4	403	17.1	274	17.2
	4	12,140	40.0	5,939	37.6	6,185	42.4	746	11.0	5,885	44.0	432	11.6	300	10.0
	5	11,582	43.0	5,554	40.7	6,015	45.1	804	12.7	5,702	46.8	485	12.0	313	14.1
	6	10,099	29.7	4,649	31.6	5,228	27.0	681	6.3	4,949	28.2	386	7.5	279	5.0
	7	7,099	14.3	3,037	13.4	3,862	14.1	704	4.1	3,544	15.0	375	3.7	318	4.4
	8	9,796	35.9	4,482	37.6	4,761	31.5	688	8.9	4,438	33.1	360	8.9	323	8.7
	3 to 5	36,091	41.1	17,571	39.3	18,472	42.9	2,241	13.5	17,585	44.4	1,320	13.4	887	13.6
	6 to 8	26,994	27.9	12,168	29.2	13,851	24.9	2,073	6.4	12,931	26.3	1,121	6.7	920	6.1
Reading	3	12,368	36.3	6,078	35.9	6,271	36.8	690	10.7	5,998	38.0	403	11.7	273	9.5
	4	12,133	34.4	5,931	34.1	6,186	34.8	747	8.8	5,884	36.1	431	9.0	302	8.3
	5	11,586	42.6	5,557	40.1	6,016	44.9	805	10.8	5,703	46.9	486	11.5	313	9.9
	6	10,126	23.3	4,663	29.4	5,243	16.7	683	5.3	4,963	17.5	388	6.4	280	3.6
	7	9,571	28.2	4,292	33.7	4,844	20.3	719	3.5	4,519	21.4	383	3.1	325	4.0
	8	9,188	32.9	4,175	39.1	4,416	22.7	695	5.2	4,089	24.2	361	5.5	327	4.3
	3 to 5	36,087	37.7	17,566	36.6	18,473	38.7	2,242	10.1	17,585	40.2	1,320	10.8	888	9.2
	6 to 8	28,885	28.0	13,130	33.9	14,503	19.7	2,097	4.6	13,571	20.8	1,132	5.0	932	4.0
Writing	4	12,162	34.2	5,947	28.6	6,199	39.7	748	7.1	5,898	41.4	433	7.2	301	7.3
	7	9,622	25.5	4,319	31.7	4,867	17.1	728	2.6	4,537	18.1	387	2.6	330	2.7
Science	5	11,475	32.1	5,484	34.8	5,978	29.6	794	9.8	5,666	30.9	476	11.6	312	7.4
	8	9,687	32.1	4,417	35.6	4,691	25.7	672	4.9	4,370	27.1	345	3.5	321	6.2
Social Studies	8	9,396	22.2	4,357	28.0	4,389	13.4	673	3.4	4,069	14.2	346	2.9	320	3.4
STAAR EOC															
Algebra I	8 to 12	12,281	39.7	6,048	41.0	5,345	34.3	1,266	6.2	4,881	36.8	785	4.8	464	8.4
English I	9 to 12	14,950	30.2	7,576	39.0	6,450	15.6	1,575	3.4	5,855	16.9	954	3.4	595	3.2
English II	9 to 12	13,440	33.4	7,942	45.2	4,608	11.8	1,160	3.8	4,184	12.9	708	5.2	424	1.2
Biology	9 to 12	10,413	49.4	5,627	56.1	3,984	34.8	976	8.0	3,641	37.5	620	8.7	343	6.4
US History	9 to 12	8,367	63.4	5,878	71.7	1,925	36.8	612	17.5	1,709	39.9	376	20.5	216	12.0

Source: District STAAR and STAAR EOC data files dated June 22, 2017 (STAAR) and April 30, 2018 (EOC). PEIMS snapshot demographic data file dated October 31, 2016.

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 28, 2015. Students taking the Alternate 2 version of STAAR are not evaluated on the Meets performance level; sample sizes may 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. SPED = special education. ELSPED = ELs dually-identified as requiring special education services. 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."

Appendix W, Table 3: 2018 STAAR/EOC Rates at Approaches Grade Level Standard by English Learner/Special Education Grouping, Subject, and Grade Level

Subject	Grade Level(s)	All District		District NonELs ^a		District ELs		District SPED		NonSPED ELs		NonEL SPED		ELSPED	
		Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %
STAAR															
Mathematics	3	11,908	75.6	5,856	73.5	5,991	77.6	1,028	53.7	5,615	79.4	592	53.2	376	50.8
	4	12,086	76.0	5,946	74.3	6,087	77.6	1,076	51.6	5,686	79.6	625	50.2	401	49.6
	5	12,038	87.6	5,886	85.6	6,093	89.5	1,133	68.8	5,659	91.0	641	65.5	434	70.7
	6	10,202	68.3	4,776	67.1	5,227	68.4	993	46.5	4,849	70.4	561	45.5	378	42.6
	7	7,651	55.7	3,362	54.0	4,064	55.3	829	44.9	3,744	56.7	455	44.8	320	39.1
	8	9,887	84.0	4,535	83.9	4,824	82.8	904	54.3	4,458	85.3	478	51.7	366	52.5
	3 to 5	36,032	79.8	17,688	77.8	18,171	81.6	3,237	58.3	16,960	83.4	1,858	56.5	1,211	57.6
	6 to 8	27,740	70.4	12,673	69.7	14,115	69.5	2,726	48.6	13,051	71.6	1,494	47.3	1,064	44.9
Reading	3	11,919	72.5	5,864	70.2	5,993	74.7	1,029	50.9	5,618	76.6	593	51.8	375	45.9
	4	12,081	65.6	5,943	64.7	6,085	66.3	1,074	43.3	5,685	68.5	624	46.0	400	35.5
	5	12,037	81.0	5,885	77.3	6,093	84.7	1,134	53.6	5,659	87.1	642	51.7	434	53.0
	6	10,213	56.3	4,777	59.2	5,237	52.3	992	32.1	4,858	54.3	559	31.1	379	26.6
	7	10,037	63.8	4,604	66.9	4,922	57.8	850	38.6	4,601	59.6	474	38.4	321	32.4
	8	9,722	74.6	4,461	78.5	4,637	67.8	892	39.9	4,272	70.8	468	41.5	365	32.1
	3 to 5	36,037	73.0	17,692	70.7	18,171	75.3	3,237	49.3	16,962	77.4	1,859	49.8	1,209	45.0
	6 to 8	29,972	64.7	13,842	68.0	14,796	59.0	2,734	36.6	13,731	61.2	1,501	36.6	1,065	30.2
Writing	4	12,087	60.5	5,950	54.1	6,084	66.8	1,073	32.9	5,685	69.4	624	32.4	399	30.1
	7	10,071	58.0	4,617	64.4	4,942	48.5	857	32.7	4,612	50.3	471	34.2	330	23.9
Science	5	11,972	70.0	5,841	69.5	6,073	70.4	1,123	51.8	5,642	72.2	635	52.4	431	46.4
	8	9,918	67.1	4,540	68.7	4,842	62.8	877	38.2	4,485	65.2	461	35.6	357	33.1
Social Studies	8	9,657	60.6	4,451	65.4	4,582	51.9	862	35.5	4,226	53.7	447	33.6	356	30.9
STAAR EOC															
Algebra I	8 to 12	11,787	80.2	5,691	80.5	5,083	77.3	1,299	47.7	4,599	80.1	737	42.6	484	50.4
English I	9 to 12	14,895	51.2	7,143	58.4	6,807	38.9	1,770	21.5	6,116	41.6	990	21.6	691	15.1
English II	9 to 12	14,027	58.0	7,568	68.5	5,116	36.0	1,359	21.6	4,620	38.3	795	22.5	496	14.3
Biology	9 to 12	11,160	83.7	5,790	86.8	4,431	77.0	1,224	52.0	3,966	80.4	682	51.2	465	48.0
US History	9 to 12	9,777	92.1	6,472	95.1	2,390	82.2	747	63.2	2,147	85.4	456	66.4	243	53.9

Source: District STAAR and STAAR EOC data files dated September 6, 2018. PEIMS snapshot demographic data file dated October 30, 2017.

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 27, 2017. Appr+ = Approaches grade level or above performance standard. EL = English learner. SPED = special education. ELSPED = ELs dually-identified as requiring special education services. 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."

Appendix W, Table 4: 2018 STAAR/EOC Rates at Meets Grade Level Standard by English Learner/Special Education Grouping, Subject, and Grade Level

Appendix A: Table A.2018 STAAR Test Results at Most Grade Level Standard by English Learner/ Special Education Grouping Subject and Grade Level															
Subject	Grade Level(s)	All District		District NonELs ^a		District ELs		District SPED		NonSPED ELs		NonEL SPED		ELSPED	
		Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %	Tested N	Meets+ %
STAAR															
Mathematics	3	11,662	42.4	5,720	40.6	5,930	44.1	785	15.9	5,614	45.7	458	16.6	316	14.9
	4	11,851	44.7	5,822	42.4	6,016	47.0	848	16.0	5,684	48.7	505	15.0	332	16.9
	5	11,787	54.5	5,755	51.1	6,019	57.8	888	25.2	5,657	60.0	514	25.9	362	24.0
	6	9,977	33.9	4,664	34.2	5,159	32.5	768	8.5	4,849	34.0	449	8.0	310	8.4
	7	7,456	17.9	3,262	17.4	4,011	17.4	634	6.5	3,744	18.2	355	7.0	267	6.0
	8	9,732	47.7	4,460	48.5	4,789	43.7	751	14.2	4,457	46.0	404	13.4	332	14.2
	3 to 5	35,300	47.2	17,297	44.7	17,965	49.7	2,521	19.2	16,955	51.5	1,477	19.3	1,010	18.8
	6 to 8	27,165	34.4	12,386	34.9	13,959	32.0	2,153	9.9	13,050	33.5	1,208	9.5	909	9.8
Reading	3	11,673	39.2	5,728	35.9	5,932	42.3	786	13.1	5,617	43.9	459	12.9	315	13.3
	4	11,846	36.6	5,819	37.5	6,014	35.6	846	10.9	5,683	37.3	504	12.9	331	7.9
	5	11,786	51.0	5,754	45.5	6,019	56.4	889	16.4	5,657	58.9	515	15.9	362	16.3
	6	9,990	27.4	4,666	31.6	5,170	22.4	769	4.6	4,858	23.7	448	5.6	312	2.6
	7	9,842	35.1	4,504	40.6	4,869	26.5	655	6.4	4,601	27.8	374	8.6	268	3.4
	8	9,567	34.9	4,386	41.5	4,602	23.7	739	7.2	4,271	25.0	394	7.4	331	6.9
	3 to 5	35,305	42.2	17,301	39.6	17,965	44.8	2,521	13.5	16,957	46.7	1,478	13.9	1,008	12.6
	6 to 8	29,399	32.4	13,556	37.8	14,641	24.1	2,163	6.0	13,730	25.5	1,216	7.1	911	4.4
Writing	4	11,855	36.2	5,828	31.4	6,014	40.8	848	7.8	5,683	42.9	506	8.7	331	6.0
	7	9,877	30.7	4,517	38.6	4,889	20.0	663	4.5	4,612	21.1	371	6.2	277	1.8
Science	5	11,721	32.0	5,710	33.0	5,999	31.1	878	13.3	5,640	32.4	508	15.2	359	10.0
	8	9,764	37.9	4,466	41.1	4,807	31.5	725	10.1	4,484	33.1	388	9.8	323	9.9
Social Studies	8	9,503	28.0	4,377	32.6	4,547	19.7	710	7.0	4,225	20.6	374	6.7	322	7.1
STAAR EOC															
Algebra I	8 to 12	11,601	53.9	5,606	54.1	5,044	49.0	1,113	13.7	4,599	52.1	652	11.0	445	16.6
English I	9 to 12	14,710	30.5	7,058	38.5	6,770	17.9	1,585	3.5	6,116	19.6	905	4.0	654	2.3
English II	9 to 12	13,885	37.8	7,485	50.1	5,097	14.6	1,217	4.9	4,620	15.8	712	5.6	477	3.1
Biology	9 to 12	10,979	52.5	5,703	59.2	4,395	39.2	1,043	11.5	3,966	42.1	595	9.7	429	12.6
US History	9 to 12	9,644	70.3	6,397	78.1	2,359	47.1	614	26.2	2,147	49.7	381	28.9	212	21.2

Source: District STAAR and STAAR EOC data files dated September 6, 2018. PEIMS snapshot demographic data file dated October 30, 2017.

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 27, 2017. Students taking the Alternate 2 version of STAAR are not evaluated on the Meets performance level; sample sizes may 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. SPED = special education. ELSPED = ELs dually-identified as requiring special education services. 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."

Appendix W, Table 5: 2019 STAAR/EOC Rates at Approaches Grade Level Standard by English Learner/Special Education Grouping, Subject, and Grade Level

Subject	Grade Level(s)	All District		District NonELs ^a		District ELs		District SPED		NonSPED ELs		NonEL SPED		ELSPED	
		Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %	Tested N	Appr+ %
STAAR															
Mathematics	3	10,969	76.5	5,196	74.2	5,709	78.7	1,166	53.7	5,254	80.9	647	51.5	455	53.6
	4	11,666	76.0	5,720	73.2	5,888	78.6	1,259	50.2	5,410	81.4	723	49.9	478	46.9
	5	11,805	88.6	5,766	87.4	5,985	89.8	1,288	69.8	5,479	91.6	731	68.9	506	70.4
	6	10,568	75.0	5,090	75.5	5,224	73.7	1,132	49.1	4,769	76.5	620	50.5	455	43.7
	7	7,168	59.6	3,309	57.8	3,683	59.8	967	45.8	3,326	61.6	548	42.3	357	43.7
	8	10,454	88.0	4,733	87.8	5,071	86.9	884	62.4	4,742	88.7	504	60.1	329	61.4
	3 to 5	34,440	80.5	16,682	78.4	17,582	82.5	3,713	58.1	16,143	84.7	2,101	57.0	1,439	57.3
	6 to 8	28,190	75.9	13,132	75.5	13,978	74.8	2,983	52.0	12,837	77.1	1,672	50.7	1,141	48.8
Reading	3	10,974	71.8	5,202	69.9	5,708	73.7	1,169	48.1	5,254	76.3	651	49.2	454	43.4
	4	11,667	68.6	5,721	69.3	5,888	67.9	1,259	42.3	5,411	70.7	724	44.1	477	35.2
	5	11,805	84.8	5,767	82.4	5,984	87.3	1,289	58.3	5,478	90.1	732	59.2	506	56.9
	6	10,574	58.3	5,096	62.5	5,224	52.7	1,134	34.2	4,771	55.0	624	34.3	453	29.1
	7	9,959	66.1	4,647	69.1	4,826	60.3	995	40.0	4,461	62.6	568	40.3	365	32.9
	8	9,895	79.2	4,510	81.5	4,623	74.0	873	48.2	4,297	76.4	497	48.9	326	42.9
	3 to 5	34,446	75.2	16,690	74.0	17,580	76.3	3,717	49.7	16,143	79.1	2,107	50.9	1,437	45.4
	6 to 8	30,428	67.6	14,253	70.7	14,673	61.9	3,002	40.2	13,529	64.3	1,689	40.6	1,144	34.3
Writing	4	11,662	65.7	5,725	59.6	5,879	71.5	1,255	36.7	5,404	74.8	722	35.3	475	33.9
	7	9,986	59.2	4,659	62.2	4,840	52.8	1,001	32.4	4,471	55.1	569	32.0	369	25.5
Science	5	11,749	69.7	5,725	70.4	5,970	69.0	1,281	47.9	5,465	71.4	725	49.1	505	43.0
	8	10,270	74.7	4,708	77.4	4,932	69.6	865	50.8	4,606	71.3	490	52.0	326	44.8
Social Studies	8	9,862	62.4	4,534	66.3	4,565	53.8	856	41.4	4,241	55.6	481	44.3	324	31.2
STAAR EOC															
Algebra I	8 to 12	11,358	83.7	5,194	82.8	5,197	82.5	1,203	55.2	4,721	84.9	668	49.9	476	59.0
English I	9 to 12	15,137	54.8	6,666	60.2	7,299	44.0	1,745	20.9	6,574	46.9	950	19.5	725	18.2
English II	9 to 12	13,342	58.5	6,046	65.1	5,443	40.9	1,356	24.2	4,922	43.5	748	23.9	521	16.3
Biology	9 to 12	10,592	83.1	4,899	85.5	4,634	77.2	1,128	53.2	4,171	80.4	600	53.3	463	48.4
US History	9 to 12	9,736	92.0	5,101	93.9	2,904	85.0	780	65.5	2,615	88.0	436	67.9	289	58.1

Source: District STAAR data files dated June 13, 2019 and STAAR EOC data files dated June 4, 2018. 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. Appr+ = Approaches grade level or above performance standard. EL = English learner. SPED = special education. ELSPED = ELs dually-identified as requiring special education services. 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."

Appendix W, Table 6: 2019 STAAR/EOC Rates at Meets Grade Level Standard by English Learner/Special Education Grouping, Subject, and Grade Level

Subject	Grade Level(s)	All District		District NonELs ^a		District ELs		District SPED		NonSPED ELs		NonEL SPED		ELSPED	
		Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %
STAAR															
Mathematics	3	10,740	43.6	5,077	41.9	5,646	45.1	941	16.7	5,254	47.2	532	16.5	392	16.6
	4	11,408	45.3	5,582	43.5	5,816	47.1	1,004	15.6	5,409	49.7	587	17.2	407	12.8
	5	11,561	56.0	5,637	53.5	5,913	58.4	1,047	24.3	5,478	61.4	604	26.2	435	21.4
	6	10,344	38.5	4,977	38.8	5,159	36.9	910	10.5	4,768	39.2	508	11.6	391	8.4
	7	6,937	21.0	3,194	20.4	3,621	20.7	737	8.0	3,326	21.8	434	8.5	295	7.5
	8	10,262	55.6	4,634	56.6	5,018	51.1	693	21.8	4,742	52.9	406	22.2	276	21.0
	3 to 5	33,709	48.4	16,296	46.4	17,375	50.3	2,992	19.0	16,141	52.9	1,723	20.1	1,234	17.0
	6 to 8	27,543	40.5	12,805	40.7	13,798	37.8	2,340	13.1	12,836	39.8	1,348	13.8	962	11.7
Reading	3	10,745	41.1	5,083	39.0	5,645	43.0	944	12.1	5,254	45.5	536	13.4	391	10.2
	4	11,409	38.2	5,583	39.3	5,816	37.2	1,004	10.6	5,410	39.5	588	13.4	406	6.4
	5	11,561	53.1	5,638	48.4	5,912	57.7	1,048	18.6	5,477	60.8	605	18.7	435	18.6
	6	10,350	26.9	4,983	31.8	5,159	20.7	912	6.1	4,770	22.1	512	7.6	389	3.6
	7	9,728	38.1	4,532	42.7	4,764	30.1	765	7.6	4,461	31.7	454	8.6	303	6.3
	8	9,704	41.7	4,411	46.2	4,570	31.4	683	8.8	4,297	33.0	399	10.5	273	6.2
	3 to 5	33,715	44.2	16,304	42.4	17,373	46.0	2,996	13.9	16,141	48.6	1,729	15.3	1,232	11.9
	6 to 8	29,782	35.4	13,926	39.9	14,493	27.2	2,360	7.4	13,528	28.7	1,365	8.8	965	5.2
Writing	4	11,404	37.0	5,587	28.9	5,807	44.8	1,000	7.6	5,403	47.5	586	7.0	404	7.9
	7	9,755	30.6	4,544	35.3	4,778	22.4	771	5.1	4,471	23.7	455	5.7	307	4.2
Science	5	11,505	41.5	5,596	42.3	5,898	40.7	1,040	15.7	5,464	42.8	598	16.9	434	13.8
	8	10,079	37.4	4,609	41.3	4,879	30.1	675	10.8	4,606	31.5	392	13.5	273	6.6
Social Studies	8	9,670	26.5	4,435	31.0	4,512	17.6	665	8.1	4,241	18.2	383	8.6	271	7.0
STAAR EOC															
Algebra I	8 to 12	11,202	62.2	5,118	61.4	5,161	58.9	1,049	22.8	4,720	62.0	593	19.4	441	26.1
English I	9 to 12	14,977	37.3	6,589	43.8	7,261	24.6	1,588	5.0	6,572	26.7	874	4.6	689	5.1
English II	9 to 12	13,167	38.9	5,964	47.3	5,411	20.2	1,182	5.3	4,921	21.9	666	6.0	490	3.5
Biology	9 to 12	10,429	53.6	4,820	58.8	4,598	41.0	967	12.0	4,170	44.1	522	11.7	428	11.4
US History	9 to 12	9,610	71.4	5,029	77.4	2,887	52.7	654	26.8	2,615	55.8	364	27.7	272	22.8

Source: District STAAR data files dated June 13, 2019 and STAAR EOC data files dated June 4, 2018. 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 may 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. SPED = special education. ELSPED = ELs dually-identified as requiring special education services. 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."

Appendix X

Appendix X, Table 1: 2017 to 2019 One- and Two-Year STAAR/EOC Trends in Rates at Approaches Grade Level or Above Standard by English Learner/Special Education Grouping, Subject, and Grade Level

Learning/ Special Education Grouping, Subject, and Grade Level															
Subject	Grade Level(s)	All District		District NonELs ^a		District ELs		District SPED		NonSPED ELs		NonEL SPED		ELSPED	
		1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts
STAAR															
Mathematics	3	0.9	5.5	0.7	4.8	1.1	6.1	0.0	4.9	1.5	6.9	-1.7	4.4	2.8	6.4
	4	0.0	6.7	-1.1	7.3	1.0	6.1	-1.4	6.7	1.8	7.0	-0.3	9.1	-2.7	5.0
	5	1.0	7.2	1.8	9.0	0.3	5.5	1.0	10.9	0.6	5.7	3.4	12.8	-0.3	9.9
	6	6.7	9.4	8.4	9.3	5.3	9.8	2.6	2.9	6.1	10.9	5.0	2.9	1.1	5.1
	7	3.9	12.3	3.8	13.1	4.5	12.0	0.9	13.0	4.9	11.9	-2.5	11.8	4.6	14.9
	8	4.0	7.4	3.9	7.3	4.1	8.0	8.1	12.5	3.4	7.2	8.4	11.5	8.9	15.3
	3 to 5	0.7	6.7	0.6	7.3	0.9	6.1	-0.2	7.4	1.3	6.7	0.5	8.7	-0.3	7.1
	6 to 8	5.5	9.7	5.8	9.4	5.3	10.2	3.4	9.0	5.5	10.4	3.4	8.4	3.9	10.9
Reading	3	-0.7	8.4	-0.3	7.4	-1.0	9.5	-2.8	5.5	-0.3	10.6	-2.6	7.1	-2.5	4.8
	4	3.0	7.7	4.6	10.4	1.6	5.2	-1.0	4.3	2.2	6.3	-1.9	8.2	-0.3	-0.1
	5	3.8	6.8	5.1	9.4	2.6	4.7	4.7	9.4	3.0	5.2	7.5	12.9	3.9	6.9
	6	2.0	4.6	3.3	2.4	0.4	6.1	2.1	1.6	0.7	7.0	3.2	0.2	2.5	4.3
	7	2.3	6.2	2.2	5.4	2.5	6.4	1.4	11.7	3.0	6.3	1.9	12.8	0.5	9.1
	8	4.6	3.3	3.0	2.3	6.2	4.3	8.3	9.8	5.6	3.3	7.4	10.2	10.8	12.2
	3 to 5	2.2	8.0	3.3	9.4	1.0	6.6	0.4	6.4	1.7	7.7	1.1	9.3	0.4	3.8
	6 to 8	2.9	4.8	2.7	3.3	2.9	5.9	3.6	7.1	3.1	5.9	4.0	7.2	4.1	7.8
Writing	4	5.2	3.4	5.5	1.9	4.7	4.8	3.8	1.3	5.4	6.0	2.9	1.9	3.8	1.3
	7	1.2	3.6	-2.2	1.9	4.3	4.3	-0.3	8.8	4.8	4.1	-2.2	7.9	1.6	7.2
Science	5	-0.3	3.5	0.9	3.2	-1.4	3.8	-3.9	1.7	-0.8	4.7	-3.3	3.7	-3.4	-0.1
	8	7.6	7.7	8.7	6.9	6.8	9.0	12.6	13.1	6.1	8.2	16.4	14.5	11.7	15.3
Social Studies	8	1.8	7.2	0.9	5.2	1.9	9.0	5.9	9.3	1.9	8.8	10.7	11.7	0.3	8.7
STAAR EOC															
Algebra I	8 to 12	3.5	6.3	2.3	5.5	5.2	7.6	7.5	12.3	4.8	7.0	7.3	10.4	8.6	14.5
English I	9 to 12	3.6	4.1	1.8	1.9	5.1	7.0	-0.6	2.5	5.3	7.5	-2.1	0.9	3.1	4.6
English II	9 to 12	0.5	3.4	-3.4	-1.8	4.9	9.1	2.6	3.4	5.2	9.9	1.4	1.5	2.0	1.6
Biology	9 to 12	-0.6	0.5	-1.3	1.0	0.2	0.1	1.2	4.9	0.0	0.5	2.1	7.3	0.4	-0.1
US History	9 to 12	-0.1	1.0	-1.2	-0.1	2.8	4.5	2.3	7.3	2.6	3.6	1.5	8.7	4.2	4.1

Source: District STAAR data files dated June 22, 2017 (2017), September 6, 2018 (2018), and June 13, 2019 (2019). STAAR EOC data files dated April 30, 2018 (2017), September 6, 2018 (2018), and June 4, 2019 (2019). District PEIMS snapshot demographic files dated October 31, 2016 (2017), October 30, 2017 (2018), 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. SPED = special education. ELSPED = dually-identified as an English learner needing special education services. US = United States. 1 Yr Δ = percentage point change from 2018 to 2019. 2 Yr Δ = percentage point change from 2017 to 2019. %pts = percentage points. ^a = PEIMS = Public Education Information Management System. 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."

Appendix X, Table 2: 2017 to 2019 One- and Two-Year STAAR/EOC Trends in Rates at Meets Grade Level or Above Standard by English Learner/Special Education Grouping, Subject, and Grade Level

Learning/ Special Education Grouping, Subject, and Grade Level															
Subject	Grade Level(s)	All District		District NonELs ^a		District ELs		District SPED		NonSPED ELs		NonEL SPED		ELSPED	
		1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts	1 Yr Δ %pts	2 Yr Δ %pts
STAAR															
Mathematics	3	1.2	3.1	1.3	2.2	1.0	3.8	0.8	-0.4	1.5	4.8	-0.1	-0.6	1.7	-0.6
	4	0.6	5.3	1.1	5.9	0.1	4.7	-0.4	4.6	1.0	5.7	2.2	5.6	-4.1	2.8
	5	1.5	13.0	2.4	12.8	0.6	13.3	-0.9	11.6	1.4	14.6	0.3	14.2	-2.6	7.3
	6	4.6	8.8	4.6	7.2	4.4	9.9	2.0	4.2	5.2	11.0	3.6	4.1	0.0	3.4
	7	3.1	6.7	3.0	7.0	3.3	6.6	1.5	3.9	3.6	6.8	1.5	4.8	1.5	3.1
	8	7.9	19.7	8.1	19.0	7.4	19.6	7.6	12.9	6.9	19.8	8.8	13.3	6.8	12.3
	3 to 5	1.2	7.3	1.7	7.1	0.6	7.4	-0.2	5.5	1.4	8.5	0.8	6.7	-1.8	3.4
	6 to 8	6.1	12.6	5.8	11.5	5.8	12.9	3.2	6.7	6.3	13.5	4.3	7.1	1.9	5.6
Reading	3	1.9	4.8	3.1	3.1	0.7	6.2	-1.0	1.4	1.6	7.5	0.5	1.7	-3.1	0.7
	4	1.6	3.8	1.8	5.2	1.6	2.4	-0.3	1.8	2.2	3.4	0.5	4.4	-1.5	-1.9
	5	2.1	10.5	2.9	8.3	1.3	12.8	2.2	7.8	1.9	13.9	2.8	7.2	2.3	8.7
	6	-0.5	3.6	0.2	2.4	-1.7	4.0	1.5	0.8	-1.6	4.6	2.0	1.2	1.0	0.0
	7	3.0	9.9	2.1	9.0	3.6	9.8	1.2	4.1	3.9	10.3	0.0	5.5	2.9	2.3
	8	6.8	8.8	4.7	7.1	7.7	8.7	1.6	3.6	8.0	8.8	3.1	5.0	-0.7	1.9
	3 to 5	2.0	6.5	2.8	5.8	1.2	7.3	0.4	3.8	1.9	8.4	1.4	4.5	-0.7	2.7
	6 to 8	3.0	7.4	2.1	6.0	3.1	7.5	1.4	2.8	3.2	7.9	1.7	3.8	0.8	1.2
Writing	4	0.8	2.8	-2.5	0.3	4.0	5.1	-0.2	0.5	4.6	6.1	-1.7	-0.2	1.9	0.6
	7	-0.1	5.1	-3.3	3.6	2.4	5.3	0.6	2.5	2.6	5.6	-0.5	3.1	2.4	1.5
Science	5	9.5	9.4	9.3	7.5	9.6	11.1	2.4	5.9	10.4	11.9	1.7	5.3	3.8	6.4
	8	-0.5	5.3	0.2	5.7	-1.4	4.4	0.7	5.9	-1.6	4.4	3.7	10.0	-3.3	0.4
Social Studies	8	-1.5	4.3	-1.6	3.0	-2.1	4.2	1.1	4.7	-2.4	4.0	1.9	5.7	-0.1	3.6
STAAR EOC															
Algebra I	8 to 12	8.3	22.5	7.3	20.4	9.9	24.6	9.1	16.6	9.9	25.2	8.4	14.6	9.5	17.7
English I	9 to 12	6.8	7.1	5.3	4.8	6.7	9.0	1.5	1.6	7.1	9.8	0.6	1.2	2.8	1.9
English II	9 to 12	1.1	5.5	-2.8	2.1	5.6	8.4	0.4	1.5	6.1	9.0	0.4	0.8	0.4	2.3
Biology	9 to 12	1.1	4.2	-0.4	2.7	1.8	6.2	0.5	4.0	2.0	6.6	2.0	3.0	-1.2	5.0
US History	9 to 12	1.1	8.0	-0.7	5.7	5.6	15.9	0.6	9.3	6.1	15.9	-1.2	7.2	1.6	10.8

Source: District STAAR data files dated June 22, 2017 (2017), September 6, 2018 (2018), and June 13, 2019 (2019). STAAR EOC data files dated April 30, 2018 (2017), September 6, 2018 (2018), and June 4, 2019 (2019). District PEIMS snapshot demographic files dated October 31, 2016 (2017), October 30, 2017 (2018), 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. SPED = special education. ELSPED = dually-identified as an English learner needing special education services. US = United States. 1 Yr Δ = percentage point change from 2018 to 2019. 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."