

2019-20

Evaluation of Bilingual Education and English as a Second Language Programs

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools*



2019-20

Evaluation of Bilingual Education and English as a Second Language Programs

Approved Report of the Department of Evaluation and Assessment

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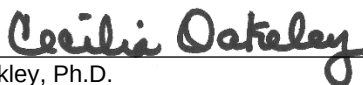
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ACRONYMS AND ABBREVIATIONS

%pts	Percentage points
1 Yr Δ	Change from 2019 to 2020
2 Yr Δ	Change from 2018 to 2020
Adv	Advanced
Adv High	Advanced high
Approaches+	Approaches Grade Level or Above
BE	Bilingual Education
Beg	Beginning
Dist	District
DL	Dual language
Dual Lang	Dual language
Eco Dis	Economically disadvantaged
EL	English learner
ELSPED	Dually-identified as English learner and requiring special education
EOC	<i>End-of-Course</i>
ESL	English as a second language
GT	Gifted and talented
IB	International Baccalaureate
Intermed	Intermediate
<i>IPT</i>	<i>IDEA Proficiency Test</i>
K	Kindergarten
<i>LAS Links</i>	<i>Language Assessment System Links</i>
LPAC	Language Proficient Assessment Committee
LPT	language proficiency test
Masters	Masters Grade Level or Above
OW	One-way
OWDL	One-way dual language
PEIMS	Public Education Information Management System
PK	Prekindergarten
PLC	Professional learning community
R/LA	Reading/language arts
SECDL	Secondary dual language program
STAAR	<i>State of Texas Assessments of Academic Readiness</i>
STEAM	Science, technology, engineering, art, and mathematics
TAG	Talented and gifted
T-CALL	Teachers and Coaches Accelerated Language Learning
TEI	Teacher Excellence Initiative
TELPAS	<i>Texas English Language Proficiency Assessment System</i>
Trans & Innov	Transformation and innovation
TW	Two-way
TWDL	Two-way dual language
US	United States

Evaluation of Bilingual Education and English as a Second Language Programs

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

The Dallas Independent School District (ISD) Bilingual Education/English as a Second Language (BE/ESL) department mission is to increase student achievement by effectively addressing the academic, linguistic, and social needs of English learners (ELs). The department oversees Dual Language (DL) and ESL programs, sheltered instruction, services for immigrant students, tutoring, and summer programs, and oversees the Language Proficiency Assessment Committee (LPAC), which is responsible for the identification, reclassification, and monitoring of ELs. Finally, the department collaborates with the Special Education (SPED) Department to provide services for ELs who require SPED services (ELSPED). The purpose of this report was to evaluate the effectiveness of programs for district ELs. Funding in 2019-20 totaled \$6,622,785, a decrease from \$7,442,245 in 2018-19.

STUDENTS, PROGRAMS, AND SERVICES

The district enrolled 70,004 ELs (46% of district) and 7,859 reclassified ELs (6,204 monitored) in 2019-20. From 2018-19, EL enrollment increased by 585 students, and the number of reclassified students decreased by 882 students. The highest rates of 2019-20 ELs were enrolled for at least the seventh year (39%) and in PK to grade two (32%). The top language spoken in EL homes was Spanish. Six percent of ELs were parent denials, and one percent were coded as unservable. Most reclassified monitored students were in grades 10 (23%) and 11 (23%). Table E1 shows the number of students in each program/classification in 2019-20.

Table E1: 2019-20 District Enrollment by Bilingual Education/ESL Program/Classification

Program/Classification	Students N	District %
District	152,963	100.0
All EL	70,004	45.8
All nonEL	82,959	54.2
Monitored	6,204	4.1
EL in OWDL	31,809	20.8
EL in TWDL	3,996	2.6
nonEL in TWDL	2,382	1.6
EL in SECDL	474	0.3
nonEL in SECDL	156	0.1
ESL	5,546	3.6
Sheltered	21,271	13.9
Immigrant	8,862	5.8
ELSPED	5,334	3.5
Parent Denials	4,080	2.7
Unservable	894	0.6

Source: District PEIMS snapshot demographic data file dated 11/01/19.

Note: Students may be included in more than one category. OWDL = one-way dual language. TWDL = two-way dual language. SECDL = secondary dual language. PEIMS = Public Education Information Management System.

The Dallas ISD offers a wide variety of programs and services for ELs. First, the district provides three DL programs: One-Way DL (OWDL; PK to grade 5/6; 140 campuses), Two-Way DL (TWDL; PK to grade 5/6; 65 campuses), and Secondary DL (SECDL; grades 6 to 12; 7 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 (6% in 2019-20), 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 (ELSPED), the campus Admission, Review, and Dismissal (ARD) committee and Language Proficient Assessment Committee (LPAC) must collaborate to ensure issues related to both the disability and language

proficiency are carefully considered. In 2019-20, an important focus was improving student identification and service provision to ELSPED students. For evaluation of programs serving immigrant students and ELSPED students, see Voss (2020) and Barton and Voss (2020).

EVALUATION QUESTIONS/OUTCOMES

What were the characteristics of BE/ESL teachers?

In 2019-20, the district employed 2,652 DL or ESL teachers in elementary schools and 98 DL or ESL teachers in secondary schools.

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). The number of requested ESL waivers decreased 14 percent since 2018-19 (2018-19: 241; 2019-20: 207).

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

DL/ESL Survey

Key findings from the 2019-20 DL ($N = 106$; 67% response rate) and ESL ($N = 74$; 59% response rate) staff member survey include 1) DL and ESL staff members who worked with an instructional specialist in 2019-20 generally said they were provided with beneficial supports, resources, and PD during in-school learning, and 2) during at-home learning, half of DL staff members reported receiving a little less or a great deal less help than during in-school learning, as opposed to 23 percent of ESL staff members.

Sheltered Survey

Of the 526 surveyed R/LA teachers (55% response rate) who had at least one sheltered student in their classroom(s) in 2019-20, 17 percent reported having no sheltered students in their classrooms. Of those who indicated that they implemented sheltered instruction, the highest percentages of respondents indicated implementing it daily (68%) or weekly (27%).

What activities did the BE/ESL department implement in order to reach yearly goals?

The BE/ESL Department aimed to reach two primary goals for 2019-20. The first goal was to increase the percentage of ELs meeting the Approaches Grade Level or Above (Approaches+) performance standard on *State of Texas Assessments of Academic Readiness (STAAR)* in 2019-20 by three percentage points over the rate of students meeting Approaches+ in 2018-19. The second goal was to

increase the percentage of ELs who improved their *Texas English Language Proficiency Assessment System (TELPAS)* composite level by one from 2018-19 to 2019-20 by three percentage points over the percentage progressed by one level from 2017-18 to 2018-19. Although the BE/ESL Department worked toward these goals throughout the school year, the goal relating to STAAR was not assessed in this evaluation because it was cancelled as part of the statewide response to the COVID-19 pandemic. In order to reach these two primary goals, the BE/ESL Department planned to implement six activities. Planned activities included 1) supplemental professional development, 2) supplemental tutoring, 3) summer enrichment programs, 4) engagement in parent workshops and trainings, 5) supplemental resources, and 6) the Dual Language Cadre and ESL Leadership Cohort. Beyond the planned activities, the BE/ESL Department also implemented unplanned activities in response to the COVID-19-related district change to at-home learning after spring break.

Key 2019-20 findings regarding the activities include 1) 7,404 teachers attended PD (DL: 3,428 ESL: 3,976) and 197 administrators attended PD (DL: 58; ESL: 139); 2) 794 students were tutored in 2019-20 through the Biliteracy Camp and Title III tutoring efforts; 3) 328 students attended the PK/Bilingual Program, 616 attended Science Discovery Camp, and 111 attended the Teaching and Coaching in Accelerated Language Learning program; 4) 99 percent of parents indicated that attending workshops made them want to be more involved in their children's education, exceeding the BE/ESL Department's goal of 90 percent; 5) the BE/ESL department distributed resources such as books, parent guides, dictionaries, and manipulatives; and 6) 20 teachers were added to the DL CADRE (97 total) and 7 teachers were added to the ESL Leadership Cohort (10 total). Also, in response to COVID-19 at-home learning needs, the BE/ESL Department provided supports such as translated and transadapted online content, weekly activities for students, online resources, and webinars and google classroom support meetings for teachers.

What were the academic outcomes for EL students during the 2019-20 school year?

Texas English Language Proficiency Assessment System (TELPAS)

Because of the transition to at-home learning and the resulting incomplete testing in all domains required to calculate composite scores for all students, spring 2020 composite TELPAS results represent 62.4 percent of test

takers.¹ Therefore, the 2019-20 results, trends from previous years, and goal attainment should be reviewed with caution and are provided for informational purposes only. Trends in progression rates for each EL grouping are shown in Table E2.

Table E2: 2019 to 2020 TELPAS English Proficiency Progression Rate Trends by Program/Classification

Program/Classification	Progressed		1 Yr Δ %pts
	2019 %	2020 %	
All ELs	23.8	32.0	8.2
OWDL	34.5	38.0	3.5
TWDL	34.8	36.7	1.9
SECDL	10.6	18.8	8.2
ESL	22.4	33.4	11.0
Sheltered	10.6	18.7	8.1
Parent Denials	19.5	28.7	9.2

Source: District TELPAS data files dated 05/24/19 (2019) and 07/19/20 (2020). District PEIMS snapshot demographic data file dated 11/01/19.

Note: 2019 to 2020 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate.

ELs Overall

Composite ratings for ELs at all grade levels clustered at intermediate and advanced level of English proficiency. Over half of ELs remained at the same proficiency level in 2020 as in 2019, and ELs in grades one to five progressed at higher rates and regressed at lower rates than those in the middle and upper grades. One-year trends in English proficiency rates varied, and 2020 ELs overall exceeded the BE/ESL Department goal of a one-year three percentage point increase in the rate of students who progressed at least one TELPAS proficiency level from 2019 (Table E2).

With respect to domains, proficiency rates in listening were generally 15 to 20 percent higher at the advanced and advanced high levels than for speaking and reading. ELs progressed at higher rates across all domains than they regressed in 2020; progressed at a higher rate in 2020 than in 2019 on the listening, speaking, and reading domains; and regressed at lower rates on all domains.

Dual Language

ELs in OWDL and TWDL programs performed similarly in 2020, with the highest rates of students proficient at the intermediate or advanced levels. Over a third of students in both programs progressed to a higher proficiency level from 2019 to 2020, and rates of OWDL and TWDL students who remained the same or regressed differed by two percentage points or less. The highest rates of 2020 SECDL ELs scored at the advanced and advanced high levels. Like students in

OWDL and TWDL, over half of 2020 ELs in SECDL remained at the same proficiency level as the previous year, but a higher rate of SECDL students regressed (24%) than progressed (19%) a level over one year.

One-year trends in English proficiency rates for DL programs varied, and 2020 rates were generally similar to those from 2019, except for SECDL rates, which notably increased over one year at the advanced and advanced high proficiency levels. In addition, although the TELPAS-related goal of the BE/ESL Department was intended for ELs overall, rates of 2020 DL students in OWDL and SECDL also exceeded the BE/ESL Department goal of a one-year three percentage point increase in the rate of students who progressed at least one TELPAS proficiency level from 2019 (Table E2).

With respect to individual domains, generally, rates for OWDL and TWDL clustered around the beginning and intermediate levels for all domains, and rates for SECDL clustered around the advanced and advanced high levels. In general, rates at the advanced and advanced high levels were highest for the listening domain. One-year changes in domain rates for ELs varied. Except for SECDL ELs in the speaking domain, ELs in all DL programs and grade levels progressed at higher rates across all domains than they regressed. Generally, for most DL programs, progression rates trended higher and regression rates trended lower over one year in all domains.

ESL/Sheltered

Composite ratings for ELs in the ESL program typically clustered at the beginning or intermediate proficiency levels on the 2020 TELPAS, whereas composite ratings for ELs in the sheltered program tended to cluster at the intermediate and advanced levels. ELs in ESL progressed at higher rates than they regressed in all grade level groupings, whereas ELs in sheltered classrooms either regressed at higher rates than they progressed (grades 9 to 12) or regressed and progressed at the same rate (grades 6 to 8).

One-year trends in English proficiency rates for ESL and sheltered students varied, and often rates remained consistent from 2019 to 2020. Although the TELPAS-related goal of the BE/ESL Department was intended for ELs overall, both ESL and sheltered students also exceeded the BE/ESL Department goal of a one-year three percentage point increase in the rate of students who progressed at least one proficiency level from 2019.

With respect to domains, rates for ESL students across all grade levels and domains clustered around the beginning and intermediate levels. The rates for sheltered students

¹ Of students who were assessed on at least one domain, the percentages of test takers on each spring 2020 TELPAS domain were as follows: Listening: 94%; Speaking: 94%; Reading: 95.5%; and Writing: 67.5%.

varied across domains, with higher rates of students achieving the advanced and advanced high levels in the listening and writing domains than in the speaking and reading domains. One-year change rates for ESL and sheltered students varied. With few exceptions, ESL students progressed at higher rates across all domains and grade levels than they regressed. Across grade levels, sheltered students progressed at higher rates than they regressed in the listening and writing domains but regressed at higher rates than they progressed for the speaking and reading domains. For all grade levels overall, ESL student progression rates were trended higher in 2020 than in 2019 in listening, speaking, and reading and trended lower in writing, whereas sheltered student progression rates trended higher in 2020 than in 2019 in the listening and speaking domains and trended lower for the reading and writing domains.

Parent Denials

Students whose parents denied EL services generally performed similarly to ELs overall on the *TELPAS*. Composite ratings for parent denials at all grade levels tended to cluster in the intermediate and advanced level of English proficiency, with similar patterns as those for all ELs. Parent denials in grades one to five progressed at higher rates and regressed at lower rates than those in the middle and upper grades. One-year trends in English proficiency rates for parent denials varied, and often rates remained relatively consistent from 2019 to 2020.

With respect to domains, parent denial rates for the listening domain clustered around the advanced to advanced high levels, and scores in the other domains generally clustered around the intermediate or advanced levels. One-year trends in domain proficiency rates for parent denials varied. Overall, 2020 parent denials progressed at higher rates than they regressed in listening, reading, and writing. Overall for all grades, parent denials progressed at higher rates and regressed at lower rates in 2020 than in 2019 in all domains.

How did EL and monitored student participation in advanced opportunities compare to nonELs?

Qualified ELs were accepted to at least one magnet program at lower rates (56%) than nonELs (64%) and monitored students (63%) and participated in magnet programs at lower rates (55%) than nonELs (63%) and monitored students (65%).

Grade six to eight advanced course enrollment rates of ELs who scored at Masters on *STAAR* in 2018-19 ranged from 63 percent (grade eight mathematics) to 99 percent (grade eight science). One-year trends in enrollment for ELs were positive or comparable in all subjects.

How did outcomes compare to other Texas ISDs and the state?

Because of the statewide response to COVID-19 in spring 2020, students in Texas districts completed the *TELPAS* at different rates. Therefore, comparisons of Dallas ISD results to those for other districts and the state are limited and are provided for information only.

Rates of students in the Dallas ISD performing at the higher English proficiency levels on the 2020 *TELPAS* were generally comparable or lower than the state and all regional comparison group rates (i.e., large Texas urban districts), especially for the younger grades. Differences between district and state attainment rates ranged from 10 points below state rates (K to 2, Advanced) to 13 points above comparison rates (K to 2, Beginning). Differences between district and regional comparisons ranged from 17 points below comparison rates (grades 3 to 12, Advanced High; San Antonio ISD) to 14 points above comparison rates (grades 3 to 12, Intermediate; San Antonio ISD).

RECOMMENDATIONS

Based on the key findings, the following recommendations are offered for stakeholders.

Continue efforts to reduce parent denials and students coded as “unservable.”

Include more process data in future evaluations to explore sheltered instruction.

Explore reasons for lower EL participation in advanced opportunities.

Bolster efforts to increase EL progression and reduce EL regression on *TELPAS*.

Explore the weakest areas of English proficiency for enhanced focus.

2019-20

Evaluation of Bilingual Education and English as a Second Language Programs

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION²

This section summarizes the programs and services provided to district students served by the Bilingual Education/English as a Second Language (BE/ESL) Department in 2019-20. For in-depth program information, see the 2018-19 evaluation (Palladino, Mickelson, Hinkley & Voss, 2019).

Programs and Services

The mission of the Dallas Independent School District (ISD) BE/ESL Department is to improve student achievement by effectively addressing the academic, linguistic, and social needs of English learners (ELs) through research-based Dual Language (DL) and English as a Second Language (ESL) programs. In addition to overseeing classroom instructional models and curricula for ELs, major services provided by the department 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 briefly summarizes the programs and services for district ELs that are included in this report. For evaluation of programs serving immigrant students and ELSPED students, see Voss (2020) and Barton & Voss (2020).

Dual Language (DL) Programs

DL programs in the Dallas ISD aim to promote dual literacy in English and Spanish. 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. Available at most 2019-20 elementary school campuses,³ 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).

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. 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

² Portions of this report were adapted from Palladino, Mickelson, Hinkley & Voss, 2019.

³ Nine elementary school level campuses with limited English learner populations lacked 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.

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). The one-way program was offered at 140 campuses in the Dallas ISD in 2019-20, a number that remained consistent from 2018-19, and is the largest of district DL programs. For a list of campuses with a OWDL program, see Appendix A.

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 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).⁴ The TWDL immersion program follows the same instructional time guidelines as OWDL (e.g., 70% Spanish/30% English in PK to grade one; 50% Spanish/50% English in grade two through grade five/six). TWDL was offered in 2019-20 at 65 campuses in the Dallas ISD, an increase from 58 campuses in 2018-19. See Appendix B for list of TWDL models by campus.

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.⁵ 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. In 2019-20, seven campuses (four middle schools/three high schools) offered the SECDL program, a decrease from nine campuses in 2018-19.

English as a Second Language (ESL) Program

The purpose of the ESL program is to provide intensive instruction to develop English proficiency in listening, reading, speaking, and writing, as achieved 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.⁶ ESL at the secondary level is for students in the first three years in United States (US) schools.

⁴ Five campuses use the enrichment TWDL model, and the rest use the immersion model. According to the program director, the district is moving toward universal use of the immersion model in all one- and two-way DL programs.

⁵ 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.

⁶ 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.

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.⁷ 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.⁸ In the Dallas ISD, most sheltered classrooms include both ELs and nonELs.

Language Proficiency Assessment Committee (LPAC)

Each campus in the Dallas ISD operates an LPAC 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; 5) parental notification; and 6) maintaining updated and accurate documentation. LPAC membership must at least consist of a principal or assistant principal, a bilingual certified or ESL certified teacher who works directly with ELs, and a non-faculty parent of a currently enrolled EL student. The LPAC must meet at least six documented times per academic year, ideally every six weeks.⁹

Identification Process

The identification and placement of identified ELs must be completed within 20 school days of initial student enrollment.¹⁰ 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.¹¹ 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.¹² Before placing an EL student in a program, a parent must sign and date a notification letter. If parent permission for enrollment is not secured, explicit parental denial must be documented in writing. Identified EL students whose parents deny services (Parent Denials) are placed in general education and are ineligible for specialized language supports. An identification flowchart is provided in Appendix C.

⁷ R/LA classes at the secondary level are differentiated by student program 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 (2019).

⁸ Short, Vogt, & Echevarria, 2008 and interviews with program stakeholders, 2019.

⁹ For an LPAC meeting to be considered official, at least the minimally required members must be present.

¹⁰ Missing this deadline may impact staffing and funding for a campus, and potentially may negatively affect student success.

¹¹ 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.

¹² In November 2019, Dallas ISD transitioned from using the *IDEA Proficiency Test (IPT)* to *Language Assessment System Links (LAS Links)* as the English language proficiency test.

Reclassification Process

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. 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.¹³ Grade-level details of reclassification criteria are provided in Appendix C.

Monitoring of Reclassified ELs

Along with monitoring all ELs, campus LPACs review the academic progress, grades, and assessment 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).

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 the 2019-20 workscope entitled *Title III, Part A, ELA*. 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 last day of 2019-20 in-class instruction in the Dallas ISD was March 13, 2020. In response to the COVID-19 pandemic, the district transitioned to at-home learning after spring break beginning on March 23, 2020. As a result, district operations and support functions were modified accordingly, and most state and district assessments were cancelled for the year. For topics included in this evaluation report that were affected by the transition to at-home learning, resulting changes to operations, supports, and outcomes will be outlined and summarized within each section of the report, as appropriate. The report includes information related to several key areas, including the following.

- Funding Information
- Characteristics of students served by the BE/ESL department
- Characteristics of BE/ESL teachers
- Summary of BE/ESL teacher exceptions/waivers

¹³ Prior to 2018-19, reclassified ELs were monitored for two years.

- BE/ESL teacher and administrator perceptions of offered programs and services
- Resources and activities implemented by the BE/ESL Department to reach 2019-20 goals
- Academic outcomes for students served by the BE/ESL Department
- EL admission to magnet programs and participation in rigorous courses
- Comparisons of district EL *TELPAS* outcomes to the state and other large urban districts in Texas
- Actionable program recommendations

EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for the BE/ESL program in 2019-20?

Methodology

The Special Revenue Funds Management Department provided Title III budget and funding information on April 11, 2019 (for 2018-19) and April 30, 2020 (for 2019-20). The BE/ESL Department provided general operating budget and funding information on May 6, 2020.

Results

The reported budget for the Bilingual/ESL Program totaled \$6,622,785: \$5,744,614 from Title III, Part A funds (\$6,637,252 in 2018-19) and \$878,171 from general operating funds (\$804,993 in 2018-19).

What were the characteristics of 2019-20 ELs and monitored reclassified ELs?

This section includes 2019-20 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.¹⁴ First, for 2019-20 summary statistics and historical enrollment statistics from 2009-10 to present, the evaluator ran frequency analyses to determine the number of 2019-20 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 2018-19 were extracted from previous program evaluations (Ledezma, 2018; Palladino, et al., 2019).

Next, the evaluator ran frequency analyses to determine the 2019-20 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 evaluator calculated the years since enrollment date as a proxy for the current year of EL status¹⁵ and used frequency analyses to determine the rates of students in each year of EL status by

¹⁴ District PEIMS snapshot dates were 10/27/17 (2017-18; file date 10/30/17), 10/26/18 (2018-19; file date 2/26/19), and 10/28/19 (2019-20; file date 11/01/19).

¹⁵ Available demographic files provided a 'Years LEP' field that included data for approximately 84% of current ELs. At the suggestion of department leadership, the evaluator calculated a new field that used the original enrollment date and the 2019 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.

grade level. In addition, for monitored reclassified ELs, the evaluator used frequency analyses to calculate the rates of students in their first through fourth year of monitoring by grade level.

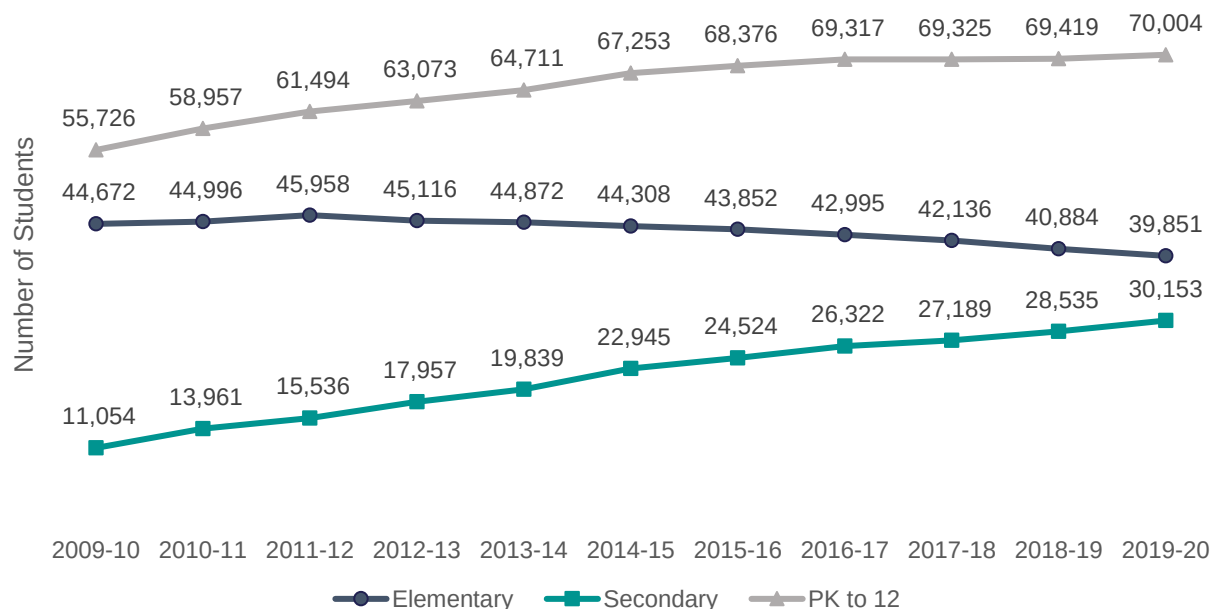
To determine enrollment rates and one- and two-year trends by BE/ESL program/classification, the evaluator ran frequency analyses for 2019-20 and the previous two years aggregated by the programs/classifications used in analyses and for comparisons in this report. The evaluator also calculated the rates of students speaking the top ten home languages of district ELs in 2019-20 and the previous two years.

Results

Historically Enrolled and Reclassified¹⁶ EL Students

As shown in Figure 1, the number of ELs enrolled on the PEIMS snapshot date for 2019-20 totaled 70,004, an increase of 585 students (0.8%) from 2018-19. Year-over-year trends by campus level 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 1: 2009-10 to 2019-20 Students Identified as English Learners by Grade Level



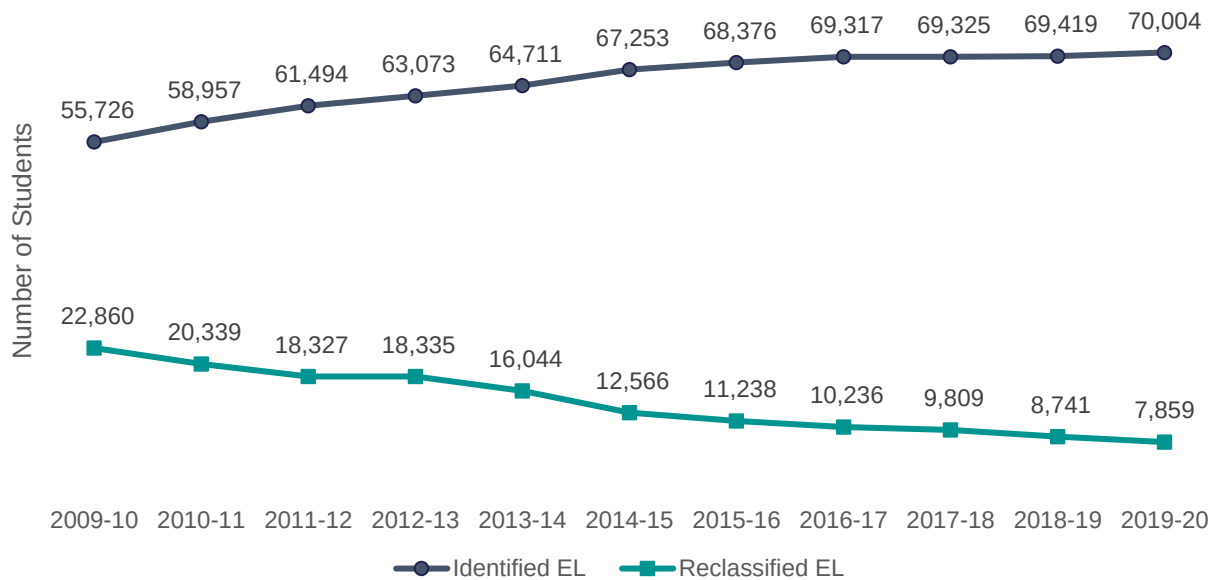
Source: 2009-10 to 2015-16: 2017-18 program evaluation (Ledezma, 2018). 2016-17 to 2019-20: District PEIMS snapshot demographic files dated 10/31/16 (2016-17), 10/30/17 (2017-18), 02/26/19 (2018-19), and 11/01/19 (2019-20).

Note: Includes students enrolled on the PEIMS snapshot date for each year. Ns include students in PK through grade 12.

¹⁶ 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.

As shown in Figure 2, year-over-year trends in reclassified students continued in 2019-20, with the number of reclassified ELs decreasing 882 students (-10%) from 2018-19. At least part of decreased counts of reclassified students may be attributed to the rigor of reclassification requirements.

Figure 2: 2009-10 to 2019-20 Enrolled and Reclassified (Monitored and Unmonitored) English Learners



Source: 2009-10 to 2015-16: 2017-18 program evaluation (Ledezma, 2018). 2016-17 to 2019-20: District PEIMS snapshot demographic files dated 10/31/16 (2017-18), 10/30/17 (2017-18), 02/26/19 (2018-19), and 11/01/19 (2019-20).

Note: Includes students enrolled on the PEIMS snapshot date for the respective year. Ns include students in PK through grade 12. 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.

Student Characteristics

Student characteristics for ELs, nonELs, and monitored students are provided in Table 1 (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 (12%).

Table 1: 2019-20 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 = 39,851)		NonELs (N = 39,640)		ELs (N = 30,153)		NonELs (N = 43,319)		(N = 6,204)	
	n	%	n	%	n	%	n	%	n	%
Sex										
Female	19,407	48.7	19,371	48.9	14,150	46.9	21,926	50.6	3,475	56.0
Male	20,444	51.3	20,269	51.1	16,003	53.1	21,393	49.4	2,729	44.0
Race/Ethnicity										
African-American	528	1.3	16,767	42.3	340	1.1	14,847	34.3	35	.6
Hispanic	38,018	95.4	16,819	42.4	29,089	96.5	23,817	55.0	6,077	98.0
White	422	1.1	4,022	10.1	182	.6	3,162	7.3	20	.3
Other/Unknown	883	2.3	2,032	5.1	542	1.8	1,493	3.4	72	1.2
Language Spoken at Home										
English	759	1.9	35,895	90.6	361	1.2	29,688	68.5	64	1.0
Spanish	37,633	94.4	3,479	8.8	28,935	96.0	13,224	30.5	6,039	97.3
Other	1,459	3.7	266	0.7	857	2.8	407	0.9	101	1.6
Birth Country										
United States	30,278	76.0	34,860	87.9	23,675	78.5	41,289	95.3	5,638	90.9
Other	9,573	24.0	4,780	12.1	6,478	21.5	2,030	4.7	566	9.1
Special Student Groups										
TAG Participant	4,090	10.3	4,864	12.3	3,704	12.3	9,184	21.2	2,205	35.5
Special Education	2,793	7.0	4,108	10.4	2,541	8.4	4,524	10.4	63	1.0
At Risk	26,100	65.5	3,477	8.8	27,368	90.8	19,276	44.5	4,010	64.6
Eco Dis	37,283	93.6	32,480	81.9	26,240	87.0	32,965	76.1	5,116	82.5
Homeless	516	1.3	1,070	2.7	335	1.1	595	1.4	29	0.5

Source: District PEIMS snapshot demographic data file dated 11/01/19.

Note: 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 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.

As shown in Table 2, the largest proportion (39%) of 2019-20 district EL students were enrolled for at least the seventh year as an EL, and most of these students were in grades six to eight (44%) or grades nine to 12 (40%).

Table 2: 2019-20 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	783	257	32.8	147	18.8	264	33.7	115	14.7
Year Two	1,534	601	39.2	262	17.1	372	24.3	299	19.5
Years Three to Four	13,886	9,680	69.7	1,988	14.3	982	7.1	1,236	8.9
Years Five to Six	11,660	523	4.5	9,574	82.1	820	7.0	743	6.4
Year Seven or Higher	27,503	6	0.0	4,342	15.8	12,070	43.9	11,085	40.3
Unknown	14,638	11,014	75.2	1,457	10.0	890	6.1	1,277	8.7
Total	70,004	22,081	31.5	17,770	25.4	15,398	22.0	14,755	21.1

Source: District PEIMS snapshot demographic data file dated 11/01/19.

Note: Enrollment date was used as a proxy for parent permission/denial date. Percentages may not sum to 100 because of rounding.

As shown in Table 3, the highest rates of monitored reclassified EL students in the district were in grades 10 (23%) and 11 (23%), with the highest rate of monitored district students in the third year of monitoring (31%).

Table 3: 2019-20 Monitored Reclassified English Learner Students by Monitoring Year and Grade Level

Grade Level	All Monitored <i>N</i>	Year of Monitoring							
		First Year		Second Year		Third Year		Fourth Year	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
6	126	122	96.8	4	3.2	0	0.0	0	0.0
7	471	265	56.3	203	43.1	3	0.6	0	0.0
8	669	235	35.1	268	40.1	166	24.8	0	0.0
9	938	222	23.7	302	32.2	241	25.7	173	18.4
10	1,424	480	33.7	387	27.2	343	24.1	214	15.0
11	1,406	177	12.6	443	31.5	597	42.5	189	13.4
12	1,170	39	3.3	215	18.4	579	49.5	337	28.8
Total	6,204	1,540	24.8	1,822	29.4	1,929	31.1	913	14.7

Source: District PEIMS snapshot demographic data file dated 11/01/19.

Note: As per district policy, students may not be reclassified until the end of grade five. Seven students coded in monitored status were coded in elementary school grade levels. Only students in secondary school grade levels were included. Percentages may not sum to 100 because of rounding.

Student Enrollment by Program/Classification

As shown in Table 4, 46 percent of district students were ELs in 2019-20, a proportion remaining relatively stable for the past two years. The greatest number of ELs served by the BE/ESL Department in 2019-20 were enrolled in OWDL ($n = 31,809$; 21% of district), followed by students in sheltered classrooms ($n = 21,271$; 14% of district), immigrant students ($n = 8,862$; 6% of district), and students in the ESL program ($n = 5,546$; 4% of district).

Year-over-year trends in the number of students in BE/ESL programs and classifications from 2017-18 are mostly explained by program change during that same time period. The hefty jump in monitored reclassified students from 2017-18 to 2019-20 (+47%) coincided with a new 2018-19 requirement to monitor students for four years instead of two years after reclassification from EL status. The two-year enrollment increases of both ELs (+40%) and nonELs (+28%) in TWDL programs is likely related to program expansion of seven new campuses offering the programs in 2019-20.

One positive finding was the decline in number of students whose parents denied services since 2017-18 (-7%). Similarly, the number of students classified as unservable¹⁷ decreased from 2018-19 to 2019-20 (-3%), likely because department leadership has prioritized decreasing the number of students with this classification since 2018-19 by offering more professional development on using linguistic supports to most effectively serve these students.

¹⁷ Students that both the ARD (Admission, Review, and Dismissal) and LPAC determined cannot be appropriately served in a DL or ESL program.

Table 4: 2017-18 to 2019-20 District Enrollment by Bilingual Education/ESL Program/Classification

Program/Classification	2017-18		2018-19		2019-20		Enrollment	
	Students	Dist	Students	Dist	Students	Dist	1 Yr Δ	2 Yr Δ
	N	%	N	%	N	%	%	%
District	156,389	100.0	155,057	100.0	152,963	100.0	-1.4	-2.2
All EL	69,325	44.3	69,419	44.8	70,004	45.8	0.8	1.0
All nonEL	86,205	55.1	84,709	54.6	82,959	54.2	-2.1	-3.8
Monitored	4,234	2.7	6,653	4.3	6,204	4.1	-6.7	46.5
EL in OWDL	34,883	22.3	33,820	21.8	31,809	20.8	-5.9	-8.8
EL in TWDL	2,858	1.8	3,106	2.0	3,996	2.6	28.7	39.8
nonEL in TWDL	1,865	1.2	2,061	1.3	2,382	1.6	15.6	27.7
EL in SECDL	400	0.3	346	0.2	474	0.3	37.0	18.5
nonEL in SECDL	121	0.1	127	0.1	156	0.1	22.8	28.9
ESL	5,036	3.2	5,301	3.4	5,546	3.6	4.6	10.1
Sheltered	19,587	12.5	20,105	13.0	21,271	13.9	5.8	8.6
Immigrant	6,111	3.9	6,143	4	8,862	5.8	44.3	45.0
ELSPED	4,534	2.9	5,111	3.3	5,334	3.5	4.4	17.6
Parent Denials	4,380	2.8	4,249	2.7	4,080	2.7	-4.0	-6.8
Unservable	882	0.6	924	0.6	894	0.6	-3.2	1.4

Source: District PEIMS snapshot demographic data files dated 10/30/17, 02/26/19, and 11/01/19.

Note: Students may be included in more than one program/classification. Ns include students in PK through grade 12.

As shown in Table 5, the top language spoken at home for ELs was expectedly Spanish. As in previous years, other than Spanish and English, the top three home languages in the district were Burmese, Swahili, and Arabic. For the top 10 home languages other than Spanish and English, Nepali speakers decreased at the highest rate (-25%; -54 ELs) and Swahili speakers increased at the highest rate (+14%; +35 ELs) from 2018-19 to 2019-20.

Table 5: 2017-18 to 2019-20 Top 10 Languages Spoken in Homes of English Learner Students

2017-18		2018-19		2019-20	
Language	n	Language	n	Language	n
Spanish	59,415	Spanish	66,175	Spanish	66,568
English/Spanish	6,778	English	947	English	1,120
English	814	Burmese	526	Burmese	473
Burmese	552	Swahili	244	Swahili	279
Arabic	275	Arabic	224	Arabic	214
Nepali	234	Nepali	213	Amharic	198
Swahili	183	Amharic	194	Nepali	159
Amharic	182	Afroasiatic	131	Afroasiatic	131
Afroasiatic	140	Vietnamese	91	French	91
Vietnamese	95	French	81	Vietnamese	86

Source: District PEIMS snapshot demographic data files dated 10/30/17, 02/26/19, and 11/01/19.

Note: English/Spanish was not a coding option in 2018-19 or 2019-20. Ns include students in PK through grade 12.

Parent Denials

Detailed student characteristics for the 4,080 students classified as parent denials in 2019-20 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 four percent over one year ($n = 4,249$ students in 2018-19) and seven percent over the past two years ($n = 4,380$ students in 2017-18). Most students classified as parent denials were Hispanic (99%), male (58%), and/or born in the United States (96%). About 21 percent of parent denials qualified for

special education services, and most were classified as at risk (92%) and/or economically disadvantaged (87%). Students were approximately evenly distributed among the elementary school grade levels (51%) and the secondary school grade levels (49%).

ELs Coded as Unservable

According to program representatives, students whom the ARD (Admission, Review, and Dismissal) 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. Detailed student characteristics for the 894 students classified as unservable in 2019-20 are provided in Appendix E. These students represented approximately one percent of district enrollment and one percent of ELs for the past three years; the raw number of students classified as unservable decreased by three percent over one year ($n = 924$ students in 2018-19) and increased by one percent over the past two years ($n = 882$ students in 2017-18). Most students classified as unservable were Hispanic (97%), male (70%), and/or born in the United States (91%). Most unservable students qualified for special education services (98%), were classified as at risk (84%), and/or were economically disadvantaged (88%). Students were evenly distributed among the elementary school (50%) and the secondary school grade levels (50%).

What were the characteristics of BE/ESL teachers?

This section summarizes the characteristics of teachers in BE/ESL classrooms and the number of exceptions and waivers submitted to the state for those lacking required certifications.

Methodology

Teacher Characteristics

For the elementary school level, the evaluator identified the DL and ESL teachers at elementary-level and elementary/middle-level campuses using job codes in the district personnel file dated September 17, 2019. 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 evaluator identified the teachers of DL and ESL courses offered by the district during the first semester of the 2019-20 school year using the student course file dated November 13, 2019. These data were merged with the district personnel file dated September 17, 2019 and the 2018-19 Teacher Excellence Initiative (TEI) scorecard file dated September 24, 2019 to obtain teacher characteristics. The evaluator selected teachers of DL and ESL courses at middle-level, middle/high-level, and high school-level campuses. The evaluator 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, TEI effectiveness levels, and the number of years with the Dallas ISD. Because the department noted that all R/LA teachers in the Dallas ISD are considered sheltered teachers, the total number of district R/LA teachers was provided for informational purposes.

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).¹⁸ To document the current and historical number of bilingual exceptions and ESL waivers submitted to the state, the evaluator obtained the bilingual exception and ESL waiver reports for 2019-20 and the previous two years from the BE/ESL Department in November 2019. The evaluator then extracted the number of bilingual certified teachers currently teaching in the bilingual program, the number of ESL certified teachers currently instructing in an ESL program, and the number of exception and waiver requests for each academic year. Finally, the evaluator calculated the one- and two-year changes in the number of exceptions and waivers requested.

Results

Teacher Characteristics

Characteristics of elementary and secondary ESL and DL teachers are provided in Table 6. At the elementary level, 2,652 teachers instructed in ESL and DL classrooms. The highest percentage of elementary school ESL and DL teachers were female (78%), Hispanic (73%), held bachelor's degrees (72%), and/or had been with the district between one and five years (43%). The percentage of elementary-level DL (68%) teachers at TEI effectiveness levels Proficient I or above was higher than the district (65%), and the percentage of ESL (58%) teachers at TEI effectiveness levels Proficient I or above was lower than the district. At the secondary level, 98 teachers instructed in SECDL and ESL classrooms. The highest percentage of SECDL and ESL teachers were female (80%), Hispanic (46%), held bachelor's degrees (68%), and/or had been with the district between one and five years (48%). The percentages of secondary-level DL (44%) and ESL (47%) teachers at TEI effectiveness levels Proficient I or above were lower than the district (65%). In addition to the SECDL and ESL teachers, all secondary R/LA teachers were considered sheltered teachers. In 2019-20, the district employed 988 secondary R/LA teachers.

¹⁸ The details regarding certification requirements are beyond the scope of this document. For more information, see the *2019-20 Bilingual Education and ESL Waiver Application* information on tea.texas.gov.

Table 6: 2019-20 Elementary and Secondary Teacher Characteristics by BE/ESL Program

	Elementary Teachers (Elementary & Elementary/Middle)						Secondary Teachers (Middle, Middle/High, & High)					
	ESL (N = 727)		Dual Language (N = 1,925)		Total (N = 2,652)		ESL (N = 75)		Dual Language (N = 23)		Total (N = 98)	
	n	%	n	%	n	%	n	%	n	%	n	%
Sex												
Female	648	89.1	1,430	74.3	2,078	78.4	63	84.0	15	65.2	78	79.6
Male	79	10.9	495	25.7	574	21.6	12	16.0	8	34.8	20	20.4
Race/Ethnicity												
Hispanic	119	16.4	1,803	93.7	1,922	72.5	24	32.0	21	91.3	45	45.9
African-American	239	32.9	12	0.6	251	9.5	12	16.0	0	0.0	12	12.2
White	321	44.2	87	4.5	408	15.4	35	46.7	0	0.0	35	35.7
Other/Unknown	48	6.6	23	1.2	71	2.7	4	5.3	2	8.7	6	6.1
Highest Degree Attained												
Associate's	4	0.6	20	1.0	24	0.9	0	0.0	0	0.0	0	0.0
Bachelor's	523	71.9	1,393	72.4	1,916	72.2	48	64.0	19	82.6	67	68.4
Master's	143	19.7	324	16.8	467	17.6	23	30.7	2	8.7	25	25.5
Ph.D.	6	0.8	16	0.8	22	0.8	0	0.0	0	0.0	0	0.0
No Data	51	7.0	172	8.9	223	8.4	4	5.3	2	8.7	6	6.1
TEI Effectiveness Level												
No TEI Data	114	15.7	202	10.5	316	11.9	11	14.7	3	13.0	14	14.3
Progressing II or Below	191	26.3	418	21.7	609	23.0	29	38.7	10	43.5	39	39.8
Proficient I or Above	422	58.0	1,305	67.8	1,727	65.1	35	46.7	10	43.5	45	45.9
Number of Years with the District												
< 1 Year	88	12.1	122	6.3	210	7.9	9	12.0	2	8.7	11	11.2
1-5 Years	329	45.3	808	42.0	1,137	42.9	32	42.7	15	65.2	47	48.0
6-10 Years	105	14.4	399	20.7	504	19.0	11	14.7	4	17.4	15	15.3
> 10 Years	205	28.2	596	31.0	801	30.2	23	30.7	2	8.7	25	25.5

Source: District personnel file dated 09/17/19. TEI scorecard file dated 9/24/19 (2018-19). District PEIMS snapshot demographic data file dated 11/01/19. District secondary course file dated 11/13/19.

Note: Elementary teachers were included if they were assigned to a school with a TEA number that was classified as an elementary-level or elementary/middle-level campus. Secondary teachers were included if they were assigned to a school with a TEA number that was classified as a middle-level, middle/high-level, or high school level campus. Some percentages may not add to 100 because of rounding. *Other includes Asian, Native American/Alaska Native, Native Hawaiian/Pacific Islander, and Two or More Races.

Exceptions and Waivers

Because of the new ESL certification requirement at the high school level in 2018-19 and the fact that the ESL program operates a pull-out model at the secondary level, the number of requested ESL waivers increased 283 percent since 2017-18 and decreased 14 percent since 2018-19 (Table 7). In addition, the reported number of Bilingual teachers increased while the number of ESL teachers decreased since 2017-18.

Table 7: 2017-18 to 2019-20 Number of Bilingual Exceptions and ESL Waivers

Type		2017-18	2018-19	2019-20	1 Yr Δ		2 Yr Δ	
		n	n	n	n	%	n	%
Bilingual (DL)	Certified Teachers*	1,726	1,730	1,798	68	3.9	72	4.2
	Exceptions	99	91	75	-16	-17.6	-24	-24.2
ESL	Certified Teachers*	674	639	563	-76	-11.9	-111	-16.5
	Waivers	54	241	207	-34	-14.1	153	283.3

Source: BE/ESL Department documents dated 01/30/19, 03/29/19, and 11/19/19.

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. * = includes certified teachers currently teaching in a bilingual or ESL program (as applicable).

What were the perceptions of BE/ESL staff members?

This section provides response data from DL and ESL staff surveys regarding perceptions of district DL and ESL programs and sheltered teacher surveys regarding perceptions of sheltered instruction.

Methodology

DL/ESL Survey

In conjunction with BE/ESL program leadership, the evaluator developed and administered a fifteen-item online survey for DL and ESL teachers, administrators, and campus instructional coaches (CICs) who worked with DL or ESL instructional specialists in 2019-20. The survey was divided into two parts. Part one included questions about experiences prior to the 2019-20 transition to at-home learning including 1) how beneficial participants considered the support, resources, and professional development provided by the instructional specialists and the collaborative opportunities provided by the BE/ESL department, and 2) how frequently participants used the new Ellevation¹⁹ platform and the extent to which they found the platform to be beneficial. Part two included questions about experiences for the remainder of the year during at-home learning, including 1) how needs changed, 2) what supports were successfully provided, and 3) what challenges were faced.

To identify potential respondents, DL and ESL instructional specialists provided a list of DL and ESL teachers, administrators, and CICs at each campus with whom they worked directly. The survey was open from April 29, 2020 to May 22, 2020, with periodic reminders sent to those who had yet to complete the survey. The evaluator conducted frequency analyses on item responses by respondent type, where appropriate. For open ended questions, the evaluator content-analyzed the responses and summarized them into themes.

Sheltered Instruction Survey

To collect baseline perceptions about sheltered instruction in the Dallas ISD, the evaluator developed a four-item online survey and invited all R/LA teachers with at least one sheltered student enrolled in their classrooms during 2019-20 to participate. The evaluator merged the district student course files dated February 25, 2020 with the district PEIMS demographic data file dated November 01, 2019 to identify qualifying 2019-20 R/LA teachers. The survey collected perceptions about knowledge of sheltered student enrollment in their classrooms, knowledge about sheltered instruction, and frequency of sheltered instruction implementation. The survey was open from March 9, 2020 to April 21, 2020, with periodic reminders sent to those who had yet to complete the survey. The evaluator conducted frequency analyses on item responses.

¹⁹ In 2019-20, the BE/ESL department began using Ellevation, an online resource that provides individual and aggregated district EL assessment data, as well as LPAC and instructional resources for staff that work with ELs. For more information, see ellevationeducation.com/home.

Results

DL/ESL Survey

This section includes key results from the DL/ESL survey. Full results by question, respondent type, and response frequency are provided in Appendix F. Of the 158 DL and 126 ESL staff members who received an invitation to complete the online survey, 106 (67%) DL and 74 (59%) ESL staff members completed at least part of the survey. Because of the small number of administrators (DL: $n = 3$; ESL: $n = 12$) and CICs (DL: $n = 3$; ESL: $n = 7$) who completed the survey, results were combined for all respondents and reported overall for both DL and ESL staff members. The highest percentage of DL staff members worked with PK to grade two (70%) and grade three to five students (37%), whereas the highest percentage of ESL staff worked with grade six to eight (49%) and grade 9 to 12 students (46%).

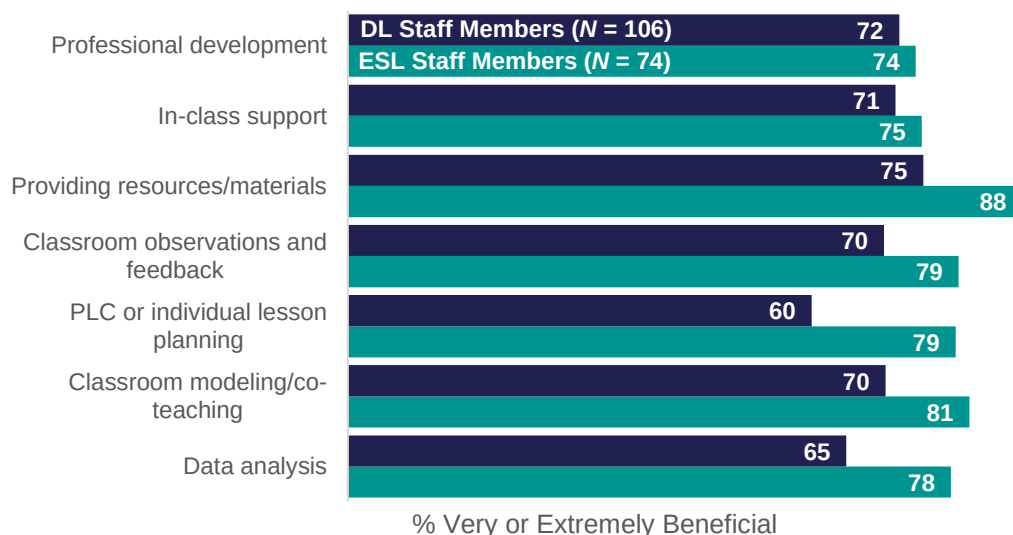
Prior to At-Home Learning. This section includes results related to experiences prior to the COVID-19-related district change to at-home learning.

The highest percentage of DL staff members reported meeting with a DL instructional specialist between four and six times (32%), and 26 percent reported meeting with an instructional specialist more than 10 times. The highest percentage of ESL staff members reported meeting with an ESL instructional specialist more than 10 times (41%).

Respondents generally reported that instructional specialists provided beneficial supports during the 2019-20 school year. As shown in Figure 3, a higher percentage of ESL than DL staff members rated each support provided by the instructional specialists as very or extremely beneficial. The percentage of DL staff who rated the supports as very or extremely beneficial ranged from 60 percent (PLC or individual lesson planning) to 75 percent (providing resources/materials). The percentage of ESL staff who rated the supports as very or extremely beneficial ranged from 74 percent (professional development) to 88 percent (providing resources/materials).

Figure 3: 2019-20 DL/ESL Survey – Instructional Specialist In-School Supports

Rate how beneficial each of the following supports were from your instructional specialist(s) in 2019-20 prior to at-home learning.



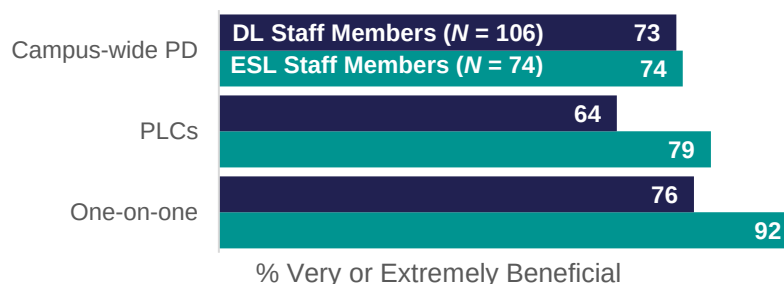
Source: 2019-20 DL/ESL Survey.

Note: Rates do not include results for those who responded “do not know/not applicable.” For Ns and detailed survey response rates by question and respondent type, see Appendix F.

High percentages of DL and ESL respondents also rated campuswide professional development, professional learning communities (PLCs), and one-on-one professional development opportunities provided by the instructional specialists as beneficial (Figure 4). For both DL and ESL staff members, one-on-one professional development was most often rated as very or extremely beneficial (DL: 76%; ESL: 92%). In addition, most DL and ESL staff members rated the collaborative opportunities and networking events provided by the BE/ESL department as very or extremely beneficial for student support (DL: 67%; ESL: 70%).

Figure 4: 2019-20 DL/ESL Survey – Instructional Specialist Professional Development Opportunities

Rate how beneficial each of the following professional development opportunities provided by your instructional specialist(s) were for you in 2019-20 prior to at-home learning.



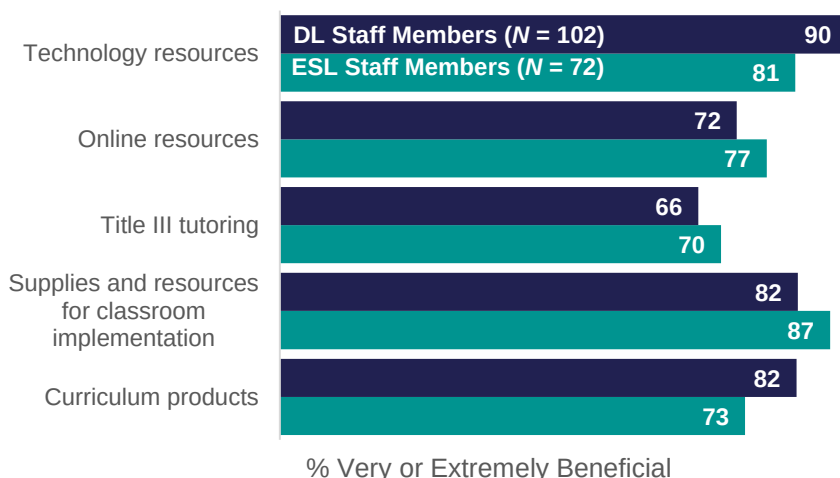
Source: 2019-20 DL/ESL Survey.

Note: Rates do not include results for those who responded “do not know/not applicable.” For Ns and detailed survey response rates by question and respondent type, see Appendix F.

Generally, resources also were rated as beneficial by a high percentage of respondents. As shown in Figure 5, the percentage of DL staff members who rated the resources as very or extremely beneficial ranged from 66 percent (Title III tutoring) to 90 percent (technology resources), and the percentage of ESL staff members who rated the resources provided by the instructional specialist(s) as very or extremely beneficial ranged from 70 percent (Title III tutoring) to 87 percent (supplies and resources for classroom implementation). Although rated as very or extremely beneficial by two-thirds of respondents in both groups, the lowest percentage of respondents rated Title III tutoring highly, suggesting this resource may offer the greatest opportunity for improvement.

Figure 5: 2019-20 DL/ESL Survey – Instructional Specialist In-School Resources

Rate how beneficial each of the following resources were for impacting student achievement in 2019-20 prior to at-home learning.



Source: 2019-20 DL/ESL Survey.

Note: Rates do not include results for those who responded “do not know/not applicable.” For Ns and detailed survey response rates by question and respondent type, see Appendix F.

Results indicated that DL participants used the elevation platform to a lesser extent than ESL participants (DL: 26%, $n = 26$; ESL: 63%; $n = 45$). Of those who reported using Ellevation, the highest percentage of staff members reported using both the instructional strategies resources (DL: 32%; ESL: 37%) and the data management tools (DL: 63%; ESL: 37%) once every six weeks. Both DL and ESL staff members generally rated the Ellevation platform as beneficial, with the percentage of respondents who rated Ellevation components as very or extremely beneficial ranging from 65 percent (DL: instructional strategy resources and data management tools) to 75 percent (ESL: instructional resources).

During At-Home Learning. This section includes results related to experiences during the COVID-19-related district at-home learning.

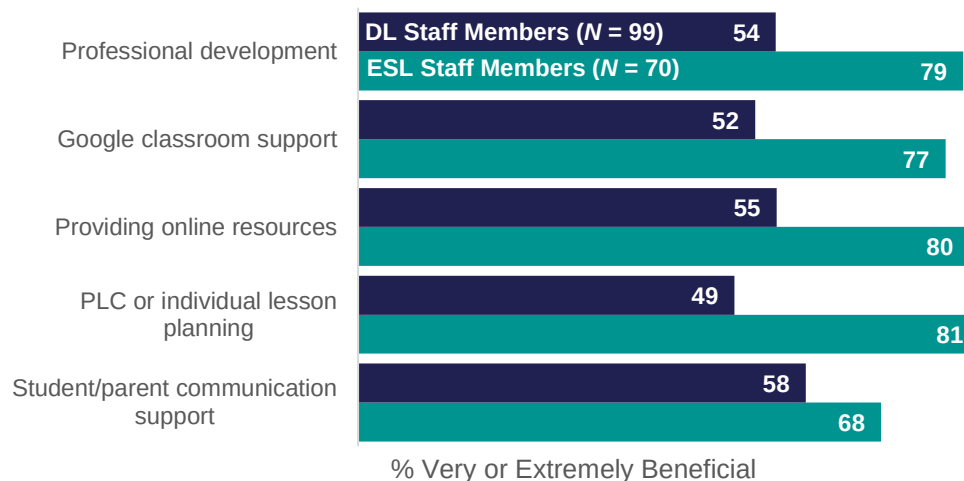
DL and ESL staff members reported differences in how support frequency changed during at-home learning compared to before the transition. When asked to rate how often they received help or support from a BE/ESL instructional specialist during at-home learning compared to when students were in the

classroom, half of DL staff members reported receiving at least a little less help (a great deal less or a little less help; 51%) during at-home learning than they did when on campus, and 24 percent reported they received about the same amount of help. In contrast, 23 percent of ESL staff members reported receiving at least a little less help, with almost half reporting they received about the same amount of help (48%).

DL and ESL staff members also differed in how beneficial they considered various supports provided by the instructional specialist(s) during at-home learning. As shown in Figure 6, overall, DL staff members rated all supports as very or extremely beneficial at lower rates than ESL staff members. DL staff member support ratings of very or extremely beneficial ranged from 49 percent (PLC or individual lesson planning) to 58 percent (student/parent communication support). ESL staff member support ratings of very or extremely beneficial ranged from 68 percent (student/parent communication support) to 81 percent (PLC or individual lesson planning).

Figure 6: 2019-20 DL/ESL Survey – Instructional Specialist At-Home Learning Supports

Rate how beneficial each of the following supports from your BE/ESL instructional specialist(s) were in 2019-20 during COVID-19-related district at-home learning.



Source: 2019-20 DL/ESL Survey.

Note: Rates do not include results for those who responded “do not know/not applicable.” For Ns and detailed survey response rates by question and respondent type, see Appendix F.

Regarding how staff member needs from the BE/ESL instructional specialist(s) changed during at-home learning (105 responses), DL and ESL staff members most often mentioned needing more online resources ($n = 23$; 22%) and needing more technology support ($n = 12$; 11%), while a few reported no changes to their needs during this time ($n = 20$; 19%). When asked what supports the BE/ESL instructional specialist(s) most successfully provided to help meet needs during at-home learning (115 responses), respondents most frequently mentioned online resources and materials ($n = 36$; 31%), availability to discuss needs ($n = 20$; 17%), professional development and webinars ($n = 16$; 14%), and instructional resources and materials ($n = 16$; 14%). Finally, when asked what challenges were faced during at-home learning that required additional support or resources that were not received from the BE/ESL instructional specialist(s)

and what could be done to improve support for future at-home learning scenarios (70 responses), respondents most frequently reported needing support to help students with at-home learning ($n = 19$; 27%), needing more online resources ($n = 19$; 27%), needing more technology support ($n = 11$; 16%), and needing help communicating with and supporting parents ($n = 11$; 16%). Interestingly, 18 responses across all open-ended questions (6%) mentioned not receiving support from an instructional specialist during at-home learning.

Sheltered Instruction Survey

This section includes key results for the survey sent to R/LA teachers with at least one sheltered student enrolled in their classrooms in 2019-20. Full results by question and response frequency are provided in Appendix G.

Of the 950 R/LA teachers invited to complete the survey, 526 (55%) completed at least part of the survey. Most R/LA teachers (94%) indicated they knew about sheltered instruction. That said, despite inviting R/LA teachers with at least one enrolled sheltered student in 2019-20, 17 percent reported no sheltered students in their classroom(s) in 2019-20. In addition, 20 percent of respondents indicated that they did not implement sheltered instruction in 2019-20. Of those who indicated that they implemented sheltered instruction, the highest percentages of respondents indicated implementing sheltered instruction daily (68%) or weekly (27%). These findings indicate that more training and communication may help students who require sheltered instruction receive the supports they need to succeed.

What were the BE/ESL Department 2019-20 goals and what activities were implemented to reach those goals?

This section provides the BE/ESL Department goals for 2019-20 and summaries of the activities they planned to implement to reach those goals. The BE/ESL Department aimed to reach two primary goals for 2019-20. The first goal was to increase the percentage of ELs meeting the Approaches Grade Level or Above (Approaches+) performance standard on *State of Texas Assessments of Academic Readiness (STAAR)* in 2019-20 by three percentage points over the rate of students meeting Approaches+ in 2018-19. The second goal was to increase the percentage of ELs who improved their *Texas English Language Proficiency Assessment System (TELPAS)* composite by at least one level from 2018-19 to 2019-20 by three percentage points over the percentage that progressed by at least one level from 2017-18 to 2018-19. Although the BE/ESL Department worked toward reaching both of these goals throughout the school year, attainment of the STAAR-related goal was not assessed in this evaluation because Texas Education Agency cancelled STAAR in response to the COVID-19 pandemic.

In order to reach these two primary goals, the BE/ESL Department planned to implement six activities. Planned activities included 1) supplemental professional development, 2) supplemental tutoring, 3) summer enrichment programs, 4) engagement in parent workshops and trainings, 5) supplemental resources, and 6) the Dual Language Cadre and ESL Leadership Cohort. Beyond the planned activities, the BE/ESL Department also implemented supplemental activities in response to the COVID-19-related district change to at-home learning. These unplanned activities are addressed in a dedicated

COVID-19-related at-home learning activities section. Where appropriate, descriptions of planned activities include discussion of modifications that were necessary to adapt to at-home learning.

Methodology

Supplemental Professional Development

The first activity the BE/ESL Department sought to implement was providing supplemental professional development. DL and ESL instructional specialists conducted professional development on instructional strategies for ELs to DL and ESL teachers, teacher assistants, counselors, and principals. Department leadership provided a list of all DL and ESL professional development topics and teacher and administrator attendance numbers for in-school sessions offered in the Dallas ISD from July 1, 2019 to March 13, 2020 and for all virtual, at-home sessions offered from March 14, 2020 to July 1, 2020.²⁰ The evaluator calculated the total number of sessions offered, the total number of teacher and administrator attendees,²¹ and the median number of teacher and administrator attendees per session for in-school and at-home professional development, grouped by program (DL, ESL) and session type (districtwide, campus-based), as appropriate.

Supplemental Tutoring

The second activity the BE/ESL Department sought to implement was providing supplemental tutoring. Supplemental tutoring was designed to target at-risk ELs in grades 3 to 12 with low academic performance (e.g., ELs who failed any assessments). As part of this supplemental tutoring effort, the BE/ESL Department piloted the Biliteracy Camp in 2019-20, which was “an innovative feeder pattern tutoring program targeted at struggling English learners in grades 3 – 5.” Beyond the Biliteracy Camp, Title III tutoring also was provided to select campuses. To provide additional support to these students, the BE/ESL Department also aimed to add 10 teaching assistants to campuses with a high concentration of ELs to enhance ESL instruction. To find out more about supplemental tutoring implementation, the evaluator interviewed program staff members, who provided tutoring rosters, schedules, and other relevant documents for review. The evaluator summarized the number of students tutored, the campuses that received tutoring, and the number of teaching assistants provided to campuses with high concentrations of ELs. No tutoring occurred after March 13, 2020 during at-home learning.

Summer Enrichment Programs

The third activity the BE/ESL Department sought to implement was providing new or updated summer enrichment programs. Four summer programs served ELs in the Dallas ISD in summer 2019, including 1) the PK/Bilingual Program, 2) Science Discovery Camp, 3) Teaching and Coaching in Accelerated Language Learning (T-CALL), and 4) Newcomers’ Summer Language Enrichment Program.

²⁰ The agreed upon window of time for reporting PD was 07/01/19 to 07/01/20 to allow for timely publication of this information in the evaluation report while including most professional development offered for a given year; however, because of COVID-19 and the transition to at-home learning, all professional development conducted after March 13, 2020 was conducted virtually.

²¹ Teachers and administrators may have attended multiple sessions.

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.²² To find out more about summer enrichment programs for ELs, the evaluator conducted interviews with program leadership, who provided attendance records from the Extended Learning Opportunities Department and the BE/ESL Department. The evaluator content-analyzed program information and merged the provided attendance data with the district student demographic file dated May 28, 2019. The evaluator then conducted frequency analyses to determine attendee characteristics by sex, race/ethnicity, and special student groups. The evaluator also calculated the average number of days attended for each program.

Parent Workshop/Training Engagement

The fourth activity the BE/ESL Department sought to implement was providing parent and family outreach activities, such as the Dual Language Parent Academy and Family Literacy Fairs, to increase parental involvement and engagement. The DL Parent Academy sessions typically were led by instructional specialists and were focused primarily on DL-related topics, increasing program awareness and responding to parent needs. Two DL parent specialists also conducted sessions at campuses about upcoming assessments and the magnet enrollment process. Family Literacy Fairs also were held throughout the district, where participating teachers would help run interactive stations for children and their parents focused on various literacy topics (e.g., story elements, sequencing, reading fluency).

To measure parent engagement in these activities, the BE/ESL Department surveyed parents of ELs who attended Dual Language Parent Academy sessions or who attended the Family Literacy Fairs. Parent workshops were not conducted after March 13, 2020 because of the COVID-19-related transition to at-home learning. The BE/ESL Department set a goal of 90 percent of parent attendees indicating that the sessions motivated them to become more involved in the education of their children.²³ The BE/ESL department provided survey response data, and the evaluator ran frequency analyses on response rates to summarize parent perceptions.

Supplemental Resources

The fifth activity the BE/ESL Department sought to implement was providing supplemental resources for ELs and their parents, teachers, and administrators. BE/ESL staff members provided information regarding the resources and materials distributed during 2019-20. No physical resources were distributed after March 13, 2020 during at-home learning, though virtual resources continued to be provided throughout the school year. The evaluator content-analyzed and summarized the information.

DL Cadre/ESL Leadership Cohort

The sixth activity the BE/ESL Department sought to implement was providing the DL Cadre and ESL Leadership Cohort to develop leadership capacity at the campus level. The DL Cadre is a large DL

²² 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.

²³ The survey question was written by the BE/ESL Department as follows: "Attending this workshop/session has made me want to become more involved in my child's education"(English) or "Asistir a este taller hará que me involucre más en la educación de mi hijo(a)" (Spanish). Participants could select either agree (de acuerdo), neutral (neutral), or disagree (de desacuerdo).

teacher leadership group focused on improving teaching, building knowledge, and providing professional development throughout the summer. They also help run summer programs. To join the DL Cadre, teachers with three or more years of DL certified teaching experience must be recommended by a DL stakeholder, submit an application, interview with the Cadre committee, present a DL PowerPoint to the Cadre committee, and translate/adapt a selected text to be evaluated. Teachers were unable to participate in summer professional development, present professional development, or work at the Science Discovery Camp unless they were accepted. The DL Cadre meets multiple times throughout the year. The ESL Leadership Cohort is similar to the DL Cadre, though smaller and dedicated to ESL and sheltered teachers. Teachers are invited to apply by BE/ESL staff leadership or instructional specialists at campuses. The ESL Leadership Cohort participates in approximately five Saturday sessions a year and focuses on increasing pedagogical content knowledge.

The evaluator interviewed program administrators who provided documentation about the DL Cadre and ESL Leadership Cohort. The evaluator then summarized the number of teachers accepted into the DL Cadre and ESL Leadership Cohort during 2019-20²⁴.

COVID-19-Related At-Home Learning Supports

In response to the COVID-19-related district change to at-home learning beginning March 23, 2020, the BE/ESL Department provided additional supports beyond the planned activities to help support students, parents, and teachers. The evaluator interviewed program administrators who provided information regarding these new supports and supplemental resources. The evaluator then content analyzed and summarized the information.

Results

Supplemental Professional Development

The number of PD sessions, number of attendees, and median number of attendees per professional development session are shown in Table 8. Professional development session types and attendance varied and were administered to an extensive number of teachers and administrators in the district.

²⁴ The DL Cadre and ESL Leadership Cohort acceptance processes were completed prior to the COVID-19-related district change to at-home learning, and thus were not affected by COVID-19.

Table 8: 2019-20 Dual Language and ESL Teacher and Administrator In-School Professional Development Sessions and Attendance

Role	Session Type	Sessions <i>N</i>	Attendees <i>N</i>	Attendees/ Session <i>Median</i>	Attendees/ Session <i>Range</i>
Dual Language					
Teachers	Districtwide (In-School)	29	2,026	29	5 – 291
	Districtwide (At-Home)	17	857	43	15 – 221
	Campus-based (In-School)	41	545	11	1 – 76
Administrators	Districtwide (In-School)	1	53	53	53 – 53
	Districtwide (At-Home)	0	0	0	0 – 0
	Campus-based (In-School)	3	5	2	1 – 2
ESL					
Teachers	Districtwide (In-School)	22	262	9	1 – 55
	Districtwide (At-Home)	29	615	13	7 – 240
	Campus-based (In-School)	100	3,099	27	3 – 120
Administrators	Districtwide (In-School)	3	27	10	6 – 11
	Districtwide (At-Home)	2	2	1	1 – 1
	Campus-based (In-School)	49	110	2	1 – 8

Source: Professional development documentation received from the Bilingual Education/ESL Department on 06/11/20.

Note: In-school professional development sessions were held from 07/01/19 to 03/13/20. At-home professional development sessions were held virtually from 03/14/20 to 07/01/20. Attendees could have participated in more than one professional development session. Some in-school districtwide sessions may have been provided either in person or online by Region 10.

Supplemental Tutoring

The BE/ESL Department administered the Biliteracy Camp at four host schools (David G. Burnet, George W. Truett, William M. Anderson, and Herbert Marcus) across the district, and included students from 19 participating schools.²⁵ Full-day sessions were held on four Saturdays throughout January and February 2020 and provided participants the opportunity to “experience hands-on, engaging activities and lessons to promote listening, speaking, reading, writing, and metalinguistic connections for *TELPAS*.” Program staff members identified 175 students in need of tutoring through data available on Ellevation. Of those students, 90 attended at least one Saturday tutoring session through the Biliteracy Camp, with 49 students attending three or more Saturday sessions. For Title III tutoring, 704 students were tutored across 12 elementary schools and two high schools.²⁶ Tutoring content included subjects such as English/Language Arts, Mathematics, and Social Studies.

In addition to supplemental tutoring, the BE/ESL department provided 11 teaching assistants to campuses with high concentrations of ELs, exceeding the goal of adding an additional 10 teaching assistants. Teaching assistants were provided at two elementary schools, four middle schools, and five high schools.²⁷

²⁵ Participating campuses in the Biliteracy Camp included Jose Joe May, Julian T. Saldivar, K. B Polk Center for Academically Talented and Gifted, Leonides Gonzalez Cigarroa MD, Stephen C. Foster, Ascher Silberstein, Edna Rowe, S. S. Conner, Urban Park, B. H. Macon, Gilbert Cuellar Sr., Henry B. Gonzalez, Julius Dorsey, Rufus C. Burleson, W. A. Blair, Chapel Hill Preparatory, F. P. Caillet, Nathan Adams, and George Herbert Walker Bush.

²⁶ Participating campuses in Title III tutoring were William M. Anderson, Gabe P. Allen, Julius Dorsey, John Ireland, B. H. Macon, Daniel Webster, Felix G. Botello, W. W. Bushman, Nancy Moseley, Thomas Tolbert, Gilbert Cuellar, Sidney Lanier, Bryan Adams, and Justin F. Kimball.

²⁷ The BE/ESL department provided 11 teaching assistants to the following campuses: Hillcrest High School, Thomas Jefferson High School, J. F. Kimball High School, Samuell High School, Skyline High School, Benjamin Franklin International Exploratory Academy,

Summer Enrichment Programs

Table 9 summarizes student characteristics of participants in the PK/Bilingual Program, Science Discovery Camp, and T-CALL. For more information regarding the Newcomers' Program, please see the Immigrant Program evaluation (Voss, 2020).

Table 9: Summer 2019 Characteristics of English Learners Attending Summer Programs

Student Group	Attended PK/Bilingual Program (N = 328)		Attended Science Discovery Camp (N = 616)		Attended T-CALL Program (N = 111)	
	n	%	n	%	n	%
Sex						
Female	153	46.6	312	50.6	60	54.1
Male	175	53.4	304	49.4	51	45.9
Race/Ethnicity						
Hispanic	256	78.0	609	98.9	65	58.6
African American	55	16.8	1	0.2	42	37.8
White	7	2.1	4	0.6	1	0.9
American Indian/Alaska Native	3	0.9	2	0.3	0	0.0
Asian	6	1.8	0	0.0	3	2.7
Two or More Races	0	0.0	0	0.0	0	0.0
Special Student Groups						
Economically Disadvantaged	323	98.5	566	91.9	90	81.1
TAG Participant	0	0.0	234	38.0	0	0.0
Homeless	9	2.7	2	0.3	1	0.9
Asylee/Refugee	0	0.0	0	0.0	41	36.9
Special Education	13	4.0	24	3.9	2	1.8
At-Risk	72	22.0	573	93.0	66	59.5

Source: Extended Learning Opportunities Department on 12/17/19. All attendance files were matched with the district demographic data file dated 05/28/19.

Note: 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 2019-20 school year and met at 14 campuses from 8:00 a.m. to 2:30 p.m., Monday through Thursday, from June 3 to June 27, 2019. The program provided hands-on academic enrichment activities and supported social-emotional growth for these students. A total of 328 students attended at least one day of the Prekindergarten/Bilingual Summer Camp. Most students were male (53%) and/or Hispanic (78%). Of the 16 program days, students attended over 14 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 July 18, 2019. 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. The 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 616 elementary school students attended at least one day of the Science Discovery Camp. The highest percentages of students were female (51%) and/or Hispanic (99%). Nearly 40 percent of the students participated in talented and gifted programs. Of the 22 program days, students attended over 17 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 students at three middle schools and two high schools from 9:00 a.m. to 2:00 p.m., Monday through Thursday, from June 24 to July 31, 2019.²⁸ This program focused on improving language acquisition through educational enrichment activities (e.g., robotics, stop motion, plays). At least 111 students attended at least one day of the T-CALL program. Most students were female (54%) and/or Hispanic (59%). Additionally, 37 percent of the students were asylees or refugees and 60 percent were considered at-risk. Of the 22 program days, students attended almost 21 days, on average.

Parent Workshop/Training Engagement

A total of 346 parents (DL Parent Academy: 310; Family Literacy Fairs: 36) completed parent surveys administered by the BE/ESL Department at the end of various parent workshops and trainings. Most (99%) parents agreed that attending the workshops motivated them to be more involved in the education of their children. This rate exceeded the BE/ESL Department goal of 90 percent agreement, indicating achievement of their parent engagement goal for 2019-20.

Supplemental Resources

During 2019-20, the BE/ESL Department distributed resources and materials to ELs and those involved with helping ELs (e.g., parents, teachers, administrators). Provided materials included books in both Spanish and English, picture dictionaries, and parent guides, as well as manipulatives including letter tile games, guided reading question sticks, fact math cards, and social/emotional learning kits. Manipulatives also included school supplies and materials to create resources and activities to support ELs at home, such as index cards, wooden sticks, notebooks, and hole punches.

DL Cadre/ESL Leadership Cohort

In the 2019-20 school year, the DL Cadre accepted 20 new teachers, bringing the total number of teachers in the DL Cadre to 97. The ESL Leadership Cohort accepted seven new teachers in 2019-20, bringing the total number of teachers in the ESL Leadership Cohort to 10.

COVID-19-Related At-Home Learning Supports

In response to the COVID-19-related district change to at-home learning, the BE/ESL Department provided several new supports. For students and parents, the BE/ESL Department 1) created Spanish versions of lessons with daily and weekly lesson plans; 2) translated and transadapted content on the

²⁸ Students did not attend from July 1 to July 5 (Independence Day holiday).

Teaching & Learning website into Spanish and translated and transadapted weekly activities for the top five other languages spoken by district students (Arabic, Amharic, Swahili, Burmese, and Nepali); 3) created weekly sections for activities for which parents and students would not need technology (e.g., outdoor learning activities); 4) provided lists of online websites and resources that further support English language development; 5) created additional avenues for communication through the district's *Let's Talk* platform; and 6) provided every ESL student (or sheltered, if requested) with a Rosetta Stone and Nearpod subscription. For teachers and administrators, the BE/ESL department provided weekly Ellevation highlights, informational webinars and Google Classroom support meetings, ESL google classroom exemplars, distance learning resources, and online content support for secondary teachers.

What were the academic outcomes for ELs during 2019-20?

This section includes summaries of academic outcomes for ELs in 2019-20. Before the COVID-19-related district transition to at-home learning, this evaluation planned to include: 1) 2020 and one-year trends in *Texas English Language Proficiency Assessment System (TELPAS)* English proficiency ratings and one-year level movement; 2) 2020 and one- and two-year trends in students meeting or exceeding grade level on *TerraNova (TN)/SUPERA (SUP)*; 3) 2020 and one- and two-year trends in students attaining performance standards on the mathematics and reading subtests for *State of Texas Assessments of Academic Readiness (STAAR)* and all subtests for *STAAR End-of-Course (EOC)*, as well as 2020 progress measures on *STAAR*; 4) 2018 to 2020 grades three to five DL *STAAR* reading by test language; and 5) grade five (2019) to six (2020) transition attainment of *STAAR* reading and mathematics performance standards. However, because of the COVID-19 pandemic, all of the above assessments were cancelled except for *TELPAS*. Thus, this section includes academic outcomes limited to *TELPAS*. As appropriate, some comparisons of assessment results among groups also are included.

Methodology

Unless otherwise specified, academic outcomes were examined for students enrolled on the PEIMS snapshot date for each year.²⁹ As appropriate, outcomes were grouped by programs/classifications related to students served by the BE/ESL department (e.g., all ELs, ELs in OWDL, ELs in TWDL, ESL, Sheltered) and applicable comparison groups (e.g., parent denials). Results also were aggregated by grade level, as appropriate.

²⁹ District PEIMS snapshot dates were 10/27/17 (2017-18; file date 10/30/17), 10/26/18 (2018-19; file date 02/26/19), and 10/28/19 (2019-20; file date 11/01/19). 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.

TELPAS English Proficiency Ratings and Level Movement

TELPAS is a state-required assessment that measures English language proficiency for ELs in K to grade 12³⁰ in four domains: listening, speaking, reading, and writing.³¹ To determine composite and domain rates of 2019-20 students earning each English proficiency rating, the evaluator merged the 2020 *TELPAS* data file dated July 19, 2020 with the 2019-20 district PEIMS snapshot demographic file. The evaluator 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 each domain and the composite rating. For comparison purposes, the evaluator extracted historical composite rating data for 2018 and 2019 from the 2018-19 program evaluation (Palladino et al., 2019), merged the *TELPAS* data file dated May 24, 2019 with the 2018-19 district PEIMS snapshot demographic file, and used frequency analyses to determine the rates of students earning each English proficiency rating in each domain for 2019.

To determine *TELPAS* English proficiency rating movement from 2019 to 2020, the evaluator merged *TELPAS* data files dated May 24, 2019 (2019) and July 19, 2020 with the 2019-20 district PEIMS snapshot demographic data file. ELs who received English proficiency level composite ratings for both school years were included in analyses. The evaluator calculated the number and percentage of students who progressed, stayed the same, or regressed at least one level among all composite ratings between 2019 and 2020. For comparison purposes, the evaluator extracted historical composite rating movement data from 2018 to 2019 from the 2018-19 program evaluation (Palladino et al., 2019), merged *TELPAS* data files dated October 5, 2018 (2018) and May 24, 2019 (2019) with the 2018-19 district PEIMS snapshot demographic data file, and used frequency analyses to calculate domain level movement rates from 2018 to 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. The evaluator also calculated one- and two-year trends in student *TELPAS* proficiency ratings and level movement.

Results

TELPAS English Proficiency Ratings, Level Movement, and Trends

TELPAS English Proficiency Ratings and Level Movement. *TELPAS* English proficiency composite rating rates for 2018, 2019, and 2020 by program/classification and grade level are provided in

³⁰ 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.

³¹ 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%)].

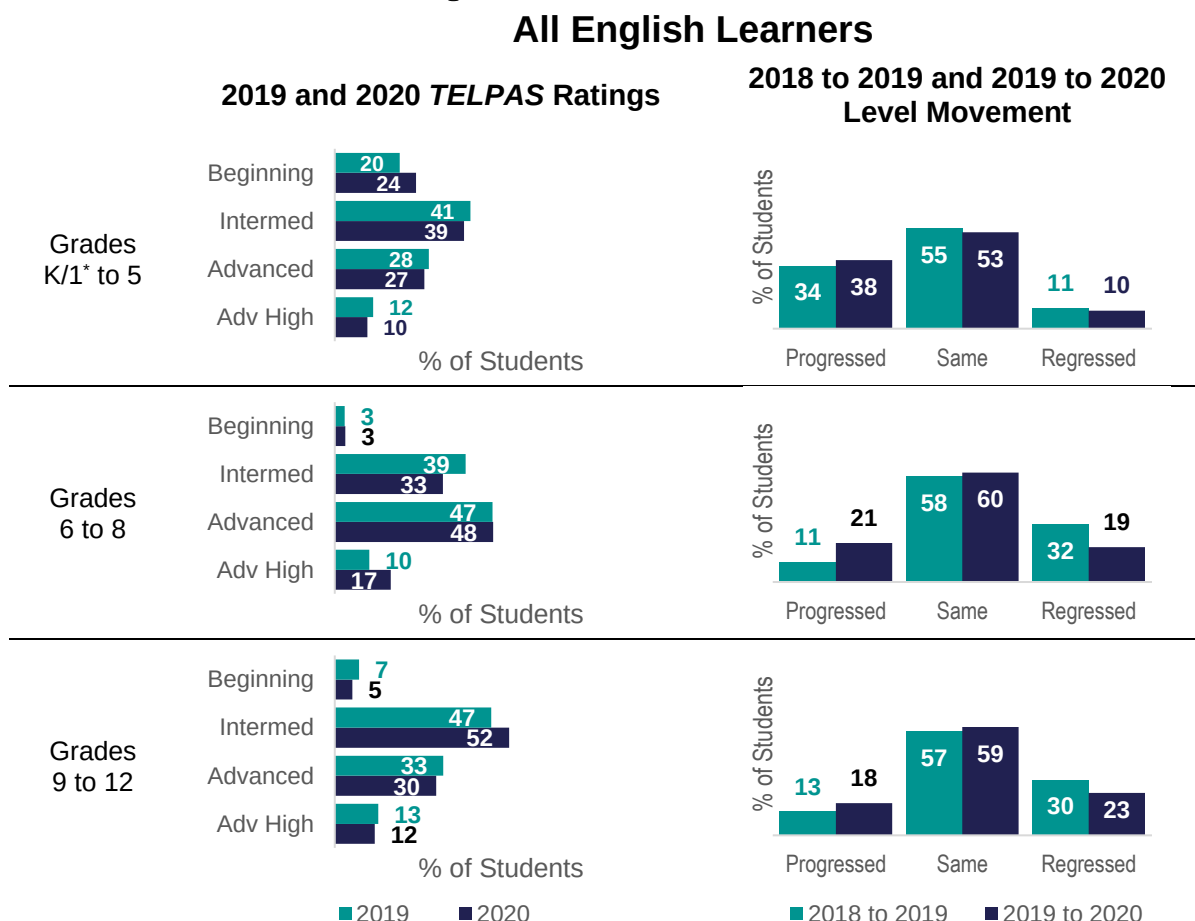
Appendix H, and composite level movement rates from 2019 to 2020 for each grouping are provided in Appendix I. Because of the transition to at-home learning and the resulting incomplete testing in all domains required to calculate composite scores for all students, spring 2020 *TELPAS* results represent 62.4 percent of test takers.³² Therefore, the 2019-20 results, trends from previous years, and goal attainment should be reviewed with caution and are provided for informational purposes only.

ELs. As shown in Figure 7, composite 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 (48%) than those in the lower (27%) and higher grades (30%). From 53 to 60 percent of ELs who took the *TELPAS* in 2019 and 2020 remained at the same proficiency level, and ELs in grades one to five progressed at a higher rate (1 to 5: 38%; 6 to 8: 21%; 9 to 12: 18%) and regressed at a lower rate (1 to 5: 10%; 6 to 8: 19%; 9 to 12: 23%) than those in the middle and upper grades.

As shown in Figure 7, one-year trends in English proficiency rates varied, and 2020 ELs overall exceeded the BE/ESL Department goal of a one-year three percentage point increase in the rate of students who progressed at least one *TELPAS* proficiency level from 2019. Progression rate increases ranged from 4 (grades 1 to 5) to 10 (grades 6 to 8) percentage points.

³² Of students who were assessed on at least one domain, the percentages of test takers on each spring 2020 *TELPAS* domain were as follows: Listening: 94%; Speaking: 94%; Reading: 95.5%; and Writing: 67.5%.

Figure 7: 2019 and 2020 TELPAS English Proficiency Ratings and Level Movement from 2018 to 2019 and 2019 to 2020: All English Learners



Source: District TELPAS data files dated 05/24/19 (2019) and 07/19/20 (2020). District PEIMS snapshot demographic data file dated 11/01/19.

Note: 2019 TELPAS ratings and 2018 to 2019 Level Movement data obtained from Palladino et al. (2019). 2019 and 2020 TELPAS ratings include students enrolled on the respective PEIMS snapshot dates. Level movement data include students who earned a TELPAS proficiency rating in both years; the Ns for rates and level movement will not match. For Ns, see Appendix H (2020 ratings) and Appendix I (level movement). Because of the spring 2020 transition to at-home learning, composite TELPAS results for 2020 represent 62.4 percent of test takers; 2020 results and trends from previous years should be reviewed with caution and are provided for informational purposes only. * = 2019 and 2020 ratings attainment data start at K; level movement starts at grade one. Progressed = Student moved up at least one level of English proficiency from the previous year. Same = Student remained at the same proficiency level from the previous year. Regressed = Student moved down at least one level of English proficiency from the previous year. Percentages may not sum to 100 because of rounding.

As shown in Table 10, EL rates for the listening domain (range: 53% to 76%) were generally 15 to 20 percent higher at the advanced and advanced high levels than for speaking (range: 23% to 33%) and reading (range: 36% to 56%). Generally, grade level differences were most pronounced for the writing domain, with scores for the youngest students clustering more at the lower proficiency levels than for students at the older grade levels.

One-year changes in domain proficiency rates for ELs varied and ranged from the largest decrease for grades 6 to 8 in listening (advanced: -9 percentage points) to the largest increase in grades 9 to 12 in listening (advanced high: +9 percentage points). For ELs in all grades overall, rates at advanced and

advanced high trended slightly higher over one year in the listening domain and trended slightly lower over one year in speaking, reading, and writing.

Table 10: 2019 and 2020 TELPAS English Proficiency Ratings by Domain: All English Learners

	Tested		Beginning			Intermediate			Advanced			Advanced High		
	2019 N	2020 N	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts
Listening														
Grades K to 5	33,679	31,531	19.0	18.9	-0.2	30.3	28.0	-2.3	28.4	29.8	1.4	22.3	23.3	1.1
Grades 6 to 8	14,434	12,435	3.3	5.1	1.8	20.0	19.2	-0.8	36.8	27.7	-9.1	39.9	48.0	8.1
Grades 9 to 12	12,226	9,780	14.1	8.8	-5.3	30.3	26.0	-4.3	32.6	33.3	0.6	23.0	32.0	9.0
All Grades	60,339	53,746	14.3	13.8	-0.4	27.8	25.6	-2.2	31.3	29.9	-1.3	26.6	30.6	4.0
Speaking														
Grades K to 5	33,670	31,523	24.5	27.0	2.5	37.3	40.4	3.1	25.2	24.6	-0.6	12.9	7.9	-5.0
Grades 6 to 8	14,434	12,435	24.3	24.0	-0.3	56.7	52.6	-4.1	16.8	21.6	4.8	2.2	1.8	-0.4
Grades 9 to 12	12,226	9,780	43.0	47.2	4.2	28.3	29.4	1.1	23.8	20.3	-3.4	4.9	3.1	-1.8
All Grades	60,330	53,738	28.2	30.0	1.8	40.2	41.2	1.1	22.9	23.1	0.2	8.7	5.6	-3.1
Reading														
Grades K to 5	33,652	31,947	35.2	37.6	2.3	28.3	26.5	-1.7	17.7	15.7	-2.0	18.8	20.2	1.4
Grades 6 to 8	14,575	12,803	12.5	12.6	0.0	29.6	31.9	2.3	27.4	27.5	0.1	30.4	28.0	-2.4
Grades 9 to 12	12,252	9,895	15.1	8.7	-6.3	35.2	39.9	4.7	27.0	27.4	0.4	22.8	23.9	1.2
All Grades	60,479	54,645	25.7	26.5	0.8	30.0	30.2	0.2	21.9	20.6	-1.3	22.4	22.7	0.3
Writing														
Grades K to 5	33,604	26,748	38.2	44.2	6.0	28.1	25.2	-3.0	20.8	18.5	-2.3	12.9	12.2	-0.7
Grades 6 to 8	14,360	6,373	5.3	5.8	0.5	24.9	22.2	-2.8	37.5	36.6	-0.9	32.3	35.5	3.2
Grades 9 to 12	11,326	5,533	4.5	5.3	0.8	22.4	20.7	-1.7	38.6	38.2	-0.3	34.6	35.8	1.2
All Grades	59,290	38,654	23.8	32.3	8.5	26.3	24.0	-2.2	28.2	24.3	-3.9	21.7	19.4	-2.3

Source: District TELPAS data files dated 05/24/19 and 07/19/20. PEIMS demographic data files dated 02/26/19 and 11/01/19.

Note: 2019 and 2020 TELPAS ratings include students enrolled on the respective PEIMS snapshot dates.

Generally, ELs overall showed progress over the previous year on the domain level. Across all domains and grades, 39 to 58 percent of ELs remained at the same proficiency level in 2019 and 2020. For all grade levels overall, ELs progressed at higher rates across all domains (range: 29% to 39%) than they regressed (range: 11% to 25%; Table 11). Overall, progression rates were higher in 2020 than in 2019 for the listening (+8 percentage points), speaking (+6 percentage points), and reading (+5 percentage points) domains, and regression rates were lower in 2020 than in 2019 for all domains (range: -2 to -9 percentage points).

Table 11: TELPAS Level Movement from 2018 to 2019 and 2019 to 2020 by Domain: All English Learners

	Tested		Regressed			Same			Progressed		
	2019 N	2020 N	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts
Listening											
Grades 1 to 5	26,651	19,349	21.4	17.4	-4.1	40.2	39.1	-1.1	38.4	43.6	5.2
Grades 6 to 8	13,309	4,950	15.0	9.2	-5.7	55.6	55.9	0.3	29.4	34.9	5.5
Grades 9 to 12	9,642	3,748	32.4	21.2	-11.2	51.8	54.9	3.1	15.8	23.9	8.1
All Grades	49,602	28,047	21.8	16.4	-5.4	46.6	44.2	-2.4	31.6	39.4	7.8
Speaking											
Grades 1 to 5	26,651	19,349	21.4	22.7	1.2	42.9	43.6	0.7	35.6	33.7	-1.9
Grades 6 to 8	13,309	4,950	53.8	31.7	-22.0	39.8	46.5	6.7	6.4	21.8	15.3
Grades 9 to 12	9,642	3,748	40.4	30.8	-9.7	44.9	50.9	5.9	14.6	18.4	3.7
All Grades	49,602	28,047	33.8	25.3	-8.5	42.5	45.1	2.6	23.7	29.6	5.9
Reading											
Grades 1 to 5	26,647	19,346	10.9	8.5	-2.4	51.6	51.0	-0.6	37.4	40.4	3.0
Grades 6 to 8	13,311	4,950	27.2	22.3	-4.9	53.2	58.2	5.0	19.6	19.5	-0.2
Grades 9 to 12	9,641	3,748	22.8	23.6	0.8	54.3	54.2	-0.2	22.9	22.3	-0.6
All Grades	49,599	28,044	17.6	13.0	-4.6	52.6	52.7	0.1	29.8	34.3	4.5
Writing											
Grades 1 to 5	26,625	19,333	7.2	6.5	-0.7	53.4	56.0	2.6	39.3	37.5	-1.9
Grades 6 to 8	13,302	4,949	18.1	17.3	-0.8	49.6	53.8	4.2	32.3	29.0	-3.3
Grades 9 to 12	9,637	3,748	22.1	22.9	0.7	47.5	47.0	-0.5	30.4	30.1	-0.2
All Grades	49,564	28,030	13.1	10.6	-2.4	51.3	54.4	3.1	35.7	35.0	-0.7

Source: District TELPAS data files dated 10/05/18, 02/26/19, and 07/19/20. PEIMS demographic data files dated 02/26/19 and 11/01/19.

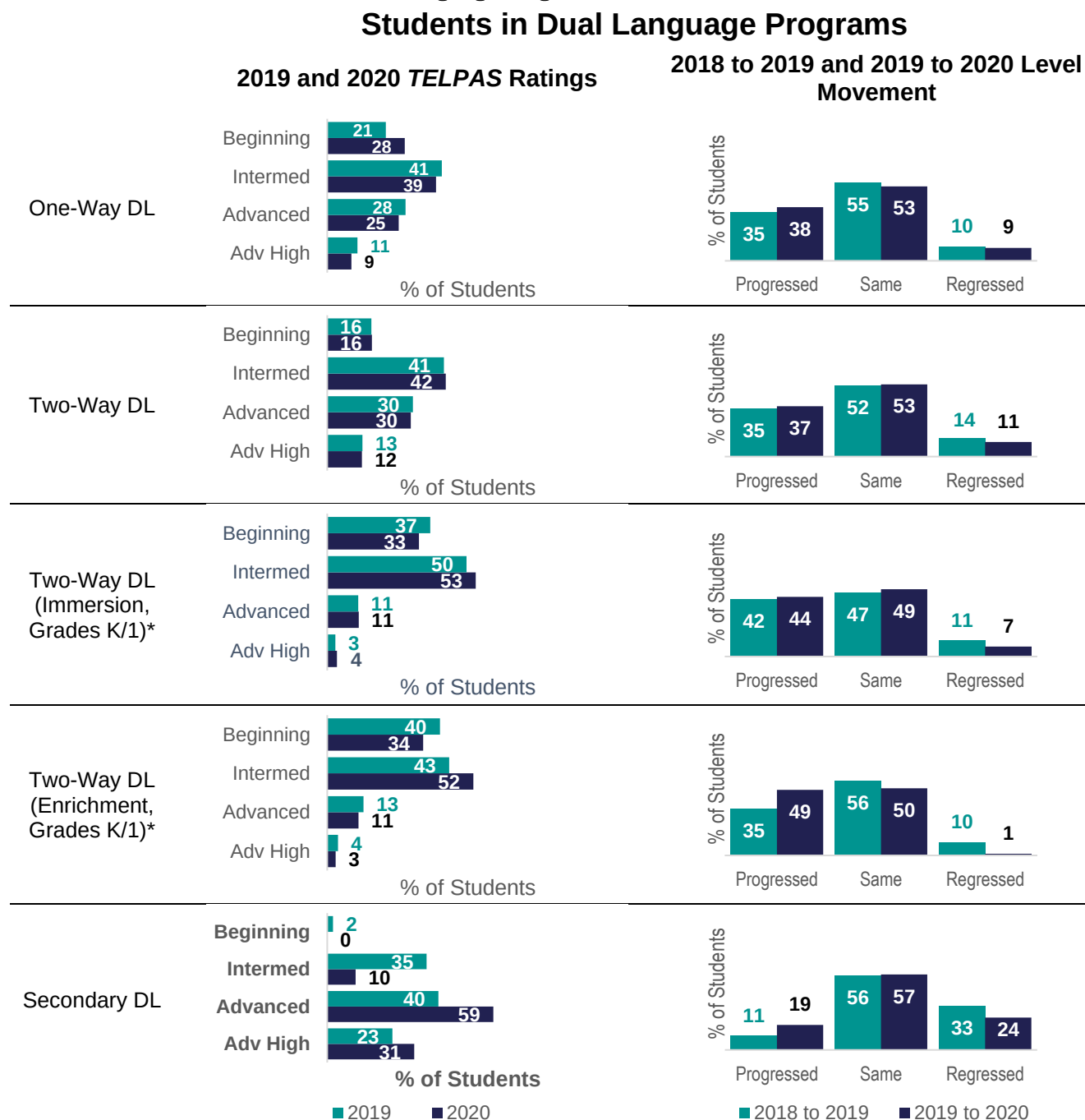
Note: 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019. 2019 to 2020 level movement data include students who earned a TELPAS proficiency rating in both 2019 and 2020. Progressed = Student moved up at least one level of English proficiency from the previous year. Same = Student remained at the same proficiency level from the previous year. Regressed = Student moved down at least one level of English proficiency from the previous year. Percentages may not sum to 100 because of rounding.

Dual Language. As shown in Figure 8, ELs in OWDL and TWDL performed similarly on the 2020 TELPAS, with the highest rates of students proficient at the intermediate or advanced levels (OWDL: 64%; TWDL: 72%). Proficiency level movement patterns were generally comparable for students in both programs; over a third (OWDL: 38%; TWDL: 37%) of students from both programs progressed to a higher proficiency level from 2019 to 2020, and the rates of students who remained the same (OWDL: 53%; TWDL: 53%) or regressed (OWDL: 9%; TWDL: 11%) differed by two percentage points or less between the programs.

The highest rates of ELs in SECDL scored at the advanced and advanced high proficiency levels (90%) in 2020. Like students in OWDL and TWDL, over half of 2020 ELs in SECDL (57%) remained at the same proficiency level as the previous year, but a higher rate of SECDL students regressed (24%) than progressed a level (19%) over one year.

One-year trends in English proficiency rates for DL programs varied, and 2020 rates were generally similar to those from 2019, except for SECDL rates, which notably increased over one year at the advanced (+19 percentage points) and advanced high (+8 percentage points) proficiency levels. In addition, although the TELPAS-related goal of the BE/ESL Department was intended for ELs overall, rates of 2020 DL students in OWDL and SECDL also exceeded the BE/ESL Department goal of a one-year three percentage point increase in the rate of students who progressed at least one TELPAS proficiency level from 2019.

Figure 8: 2019 and 2020 *TELPAS* English Proficiency Ratings and Level Movement from 2018 to 2019 and 2019 to 2020: Students in Dual Language Programs



Source: District *TELPAS* data files dated 05/24/19 (2019) and 07/19/20 (2020). District PEIMS snapshot demographic data file dated 11/01/19.

Note: 2019 *TELPAS* ratings and 2018 to 2019 Level Movement data obtained from Palladino et al. (2019). 2019 and 2020 *TELPAS* ratings include students enrolled on the respective PEIMS snapshot dates. Level movement data include students who earned a *TELPAS* proficiency rating in both years; the *Ns* for rates and level movement will not match. For *Ns*, see Appendix H (2020 ratings) and Appendix I (level movement). Because of the spring 2020 transition to at-home learning, composite *TELPAS* results for 2020 represent 62.4 percent of test takers; 2020 results and trends from previous years should be reviewed with caution and are provided for informational purposes only. * = 2019 and 2020 ratings attainment data start at K; level movement starts at grade one. Progressed = Student moved up at least one level of English proficiency from the previous year. Same = Student remained at the same proficiency level from the previous year. Regressed = Student moved down at least one level of English proficiency from the previous year. Percentages may not sum to 100 because of rounding.

As shown in Table 12, in general, rates for OWDL (range: 50% to 72%), TWDL (range: 36% to 65%), TWDL immersion (range: 58% to 93%), and TWDL enrichment (range: 69% to 96%) clustered around the beginning and intermediate levels for all domains, and rates for SECDL clustered around the advanced and advanced high levels (range: 36% to 97%). In general, rates at the advanced and advanced high levels were highest for the listening domain (range: 31% to 84%).

One-year trends in domain proficiency rates for DL ELs varied and ranged from the largest decrease for SECDL in writing (intermediate: -15 percentage points) to the largest increases for SECDL for writing (advanced high: +22 percentage points). No other consistent one-year trends among *TELPAS* domains were apparent.

Table 12: 2019 and 2020 *TELPAS* English Proficiency Ratings by Domain: Students in Dual Language Programs

	Tested		Beginning			Intermediate			Advanced			Advanced High		
	2019 <i>N</i>	2020 <i>N</i>	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts
Listening														
OWDL	27,746	25,078	20.3	21.1	0.7	30.8	29.0	-1.9	28.2	28.8	0.6	20.7	21.2	0.5
TWDL	2,870	3,382	13.3	11.7	-1.6	26.4	24.0	-2.4	30.9	33.2	2.3	29.4	31.2	1.8
TWDL Immersion	820	1,043	26.5	25.5	-1.0	33.9	32.1	-1.8	28.4	24.6	-3.8	11.2	17.7	6.5
TWDL Enrichment	210	135	33.8	26.7	-7.1	28.6	42.2	13.7	23.3	18.5	-4.8	14.3	12.6	-1.7
SECDL	342	387	3.2	3.1	-0.1	20.8	13.2	-7.6	35.4	26.9	-8.5	40.6	56.8	16.2
Speaking														
OWDL	27,744	25,076	25.7	29.3	3.6	37.5	40.2	2.7	24.6	23.6	-1.0	12.2	6.8	-5.4
TWDL	2,870	3,381	20.1	19.8	-0.3	38.9	41.0	2.1	28.3	28.1	-0.2	12.7	11.1	-1.6
TWDL Immersion	820	1,042	38.3	33.2	-5.1	31.6	32.6	1.0	22.2	21.7	-0.5	7.9	12.5	4.5
TWDL Enrichment	210	135	39.0	38.5	-0.5	29.0	34.1	5.0	21.0	17.8	-3.2	11.0	9.6	-1.3
SECDL	342	387	28.7	25.8	-2.8	34.2	38.2	4.0	28.7	31.8	3.1	8.5	4.1	-4.3
Reading														
OWDL	27,728	25,414	36.2	39.7	3.6	28.3	26.1	-2.2	17.2	14.9	-2.3	18.3	19.2	0.9
TWDL	2,870	3,418	35.4	33.7	-1.7	26.8	27.5	0.6	18.8	17.4	-1.4	19.0	21.4	2.4
TWDL Immersion	820	1,042	73.3	67.8	-5.5	18.4	21.8	3.4	5.2	7.4	2.1	3.0	3.1	0.0
TWDL Enrichment	210	135	75.7	62.2	-13.5	15.7	30.4	14.7	7.1	5.9	-1.2	1.4	1.5	0.1
SECDL	342	389	7.0	1.8	-5.2	24.9	22.4	-2.5	30.1	30.1	0.0	38.0	45.8	7.7
Writing														
OWDL	27,700	20,916	39.6	47.5	7.9	27.5	24.2	-3.3	20.6	17.1	-3.4	12.4	11.2	-1.1
TWDL	2,867	3,013	38.0	39.3	1.3	27.4	25.7	-1.7	19.7	20.4	0.7	14.9	14.5	-0.4
TWDL Immersion	820	1,043	76.6	75.0	-1.6	18.4	18.3	-0.1	3.7	4.3	0.7	1.3	2.4	1.1
TWDL Enrichment	210	135	80.0	75.6	-4.4	14.3	20.7	6.5	5.7	3.7	-2.0	0.0	0.0	0.0
SECDL	337	183	2.4	0.0	-2.4	17.8	3.3	-14.5	35.0	29.5	-5.5	44.8	67.2	22.4

Source: District *TELPAS* data files dated 05/24/19 and 07/19/20. PEIMS demographic data files dated 02/26/19 and 11/01/19.
Note: 2019 and 2020 *TELPAS* ratings include students enrolled on the respective PEIMS snapshot dates. 2018 to 2019 level movement data include students who earned a *TELPAS* proficiency rating in both 2018 and 2019.

TELPAS domain-level results revealed progress from the previous year for DL programs. Across all domains, 33 to 68 percent of ELs in DL programs who took the *TELPAS* in 2019 and 2020 remained at the same proficiency level (Table 13). Except for SECDL ELs in the speaking domain, ELs in all DL programs and grade levels progressed (range: 18% to 55%) at higher rates across all domains than they regressed (range: 3% to 23%). Generally, for most DL programs, progression rates trended higher and regression rates trended lower over one year in all domains.

Table 13: TELPAS Level Movement from 2018 to 2019 and 2019 to 2020 by Domain: Students in Dual Language Programs

	Tested		Regressed			Same			Progressed		
	2019 N	2020 N	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts
Listening											
OWDL	22,009	14,938	21.4	16.8	-4.6	40.2	38.7	-1.5	38.4	44.4	6.0
TWDL	2,321	2,366	19.9	18.1	-1.8	40.1	39.8	-0.3	40.0	42.1	2.1
TWDL Immersion	922	971	15.5	18.1	2.6	37.1	32.5	-4.5	47.4	49.3	1.9
TWDL Enrichment	225	163	14.7	12.9	-1.8	35.1	32.5	-2.6	50.2	54.6	4.4
SECDL	330	176	22.7	14.2	-8.5	58.2	61.9	3.8	19.1	23.9	4.8
Speaking											
OWDL	22,009	14,938	20.7	22.2	1.5	43.5	44.3	0.8	35.8	33.5	-2.3
TWDL	2,321	2,366	25.8	23.0	-2.8	41.2	40.9	-0.4	33.0	36.1	3.1
TWDL Immersion	922	971	26.6	23.4	-3.2	36.8	34.2	-2.6	36.7	42.4	5.8
TWDL Enrichment	225	163	20.9	15.3	-5.6	45.8	44.8	-1.0	33.3	39.9	6.5
SECDL	330	176	44.5	36.9	-7.6	40.6	42.6	2.0	14.8	20.5	5.6
Reading											
OWDL	22,010	14,938	10.4	7.7	-2.7	52.1	51.8	-0.3	37.5	40.5	2.9
TWDL	2,321	2,366	11.4	8.2	-3.2	51.2	50.1	-1.1	37.4	41.7	4.3
TWDL Immersion	922	971	10.5	6.7	-3.8	46.2	47.4	1.2	43.3	45.9	2.7
TWDL Enrichment	225	163	8.0	5.5	-2.5	53.8	47.2	-6.5	38.2	47.2	9.0
SECDL	330	176	23.3	14.2	-9.1	62.7	68.2	5.5	13.9	17.6	3.7
Writing											
OWDL	21,993	14,928	6.4	5.7	-0.7	53.7	57.2	3.5	40.0	37.1	-2.9
TWDL	2,321	2,366	6.9	5.6	-1.4	53.9	55.3	1.4	39.1	39.1	0.0
TWDL Immersion	922	971	7.9	4.3	-3.6	51.3	53.8	2.5	40.8	41.9	1.1
TWDL Enrichment	225	163	4.0	3.1	-0.9	64.4	57.7	-6.8	31.6	39.3	7.7
SECDL	330	176	26.4	8.0	-18.4	51.5	64.8	13.3	22.1	27.3	5.2

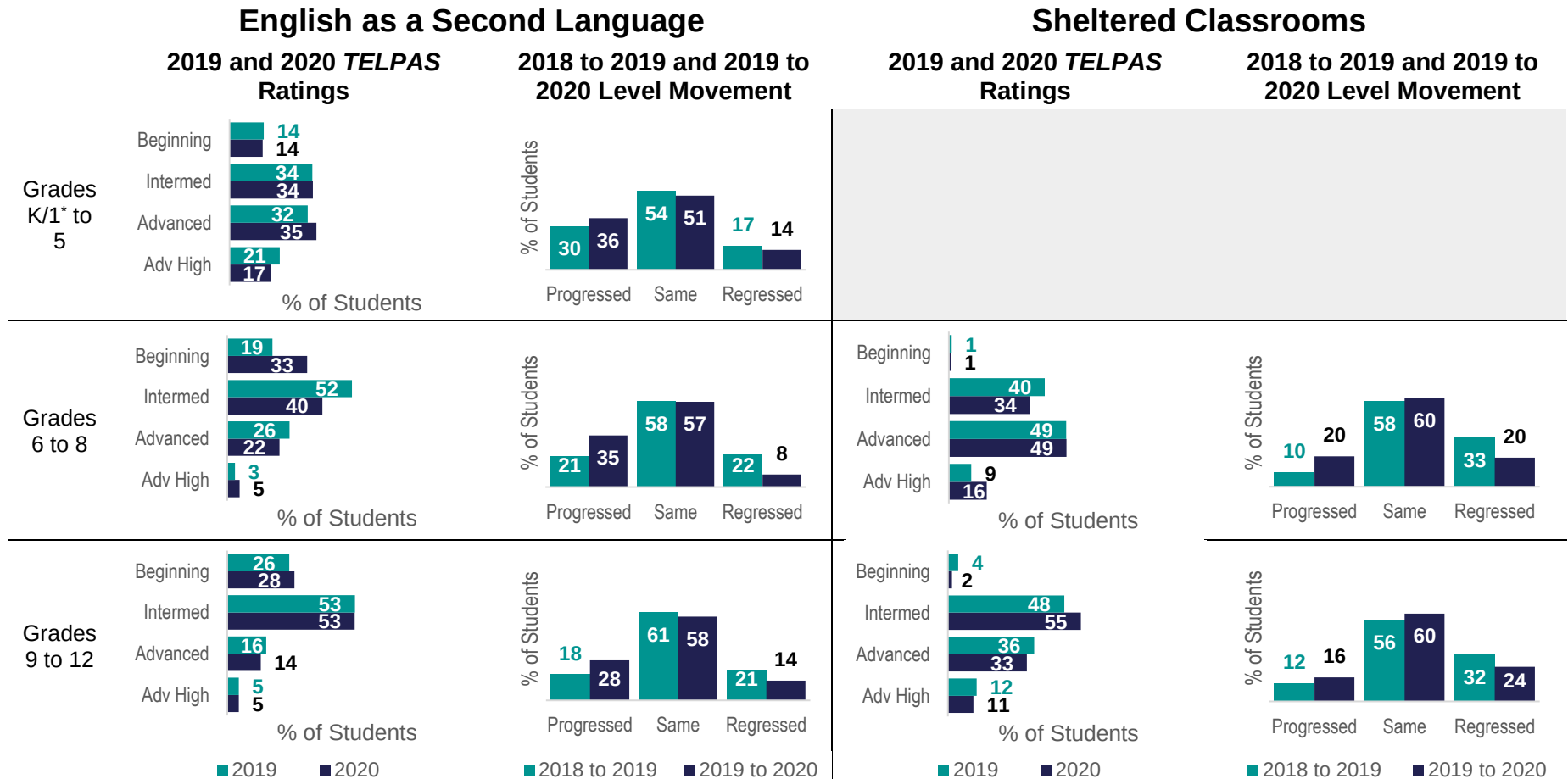
Source: District TELPAS data files dated 10/05/18, 02/26/19, and 07/19/20. PEIMS demographic data files dated 02/26/19 and 11/01/19.

Note: 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019. 2019 to 2020 level movement data include students who earned a TELPAS proficiency rating in both 2019 and 2020. Progressed = Student moved up at least one level of English proficiency from the previous year. Same = Student remained at the same proficiency level from the previous year. Regressed = Student moved down at least one level of English proficiency from the previous year. Percentages may not sum to 100 because of rounding.

ESL and Sheltered. As shown in Figure 9, composite ratings for ELs in the ESL program typically clustered at the beginning or intermediate proficiency levels on the 2020 TELPAS (range: 48%, K to grade 5 to 81%, grades 9 to 12), whereas composite ratings for ELs in the sheltered program tended to cluster at the intermediate and advanced levels (83%, grades 6 to 8; 88%, grades 9 to 12). Rates of ESL and sheltered students at the advanced level decreased as grade level increased for all grade level groupings. Over half of ELs in ESL (range: 51% to 58%) and sheltered classrooms (60%) remained at the same proficiency level. ELs in ESL progressed at higher rates than they regressed in all grade level groupings, whereas ELs in sheltered classrooms either regressed at higher rates than they progressed (grades 9 to 12) or regressed and progressed at the same rate (grades 6 to 8).

One-year trends in English proficiency rates for ESL and sheltered students varied, and often rates remained relatively consistent from 2019 to 2020. Although the TELPAS-related goal of the BE/ESL Department was intended for ELs overall, both ESL and sheltered students also exceeded the BE/ESL Department goal of a one-year three percentage point increase in the rate of students who progressed at least one TELPAS proficiency level from 2019. Progression rate increases ranged from 4 (grades 9 to 12 sheltered) to 14 (grades 6 to 8 ESL) percentage points.

Figure 9: 2019 and 2020 *TELPAS* English Proficiency Ratings and Level Movement from 2018 to 2019 and 2019 to 2020: Students in English as a Second Language Program and Sheltered Classrooms



Source: District *TELPAS* data files dated 05/24/19 (2019) and 07/19/20 (2020). District PEIMS snapshot demographic data file dated 11/01/19.

Note: 2019 *TELPAS* ratings and 2018 to 2019 Level Movement data obtained from Palladino et al. (2019). 2019 and 2020 *TELPAS* ratings include students enrolled on the respective PEIMS snapshot dates. Level movement data include students who earned a *TELPAS* proficiency rating in both years; the *Ns* for rates and level movement will not match. For *Ns*, see Appendix H (2020 ratings) and Appendix I (level movement). Because of the spring 2020 transition to at-home learning, composite *TELPAS* results for 2020 represent 62.4 percent of test takers; 2020 results and trends from previous years should be reviewed with caution and are provided for informational purposes only. * = 2019 and 2020 ratings attainment data start at K; level movement starts at grade one. Progressed = Student moved up at least one level of English proficiency from the previous year. Same = Student remained at the same proficiency level from the previous year. Regressed = Student moved down at least one level of English proficiency from the previous year. Percentages may not sum to 100 because of rounding.

As shown in Table 14, rates for ESL students across all grade levels and domains clustered around the beginning and intermediate levels (range: 38% to 92%). The highest rates of ESL students at the advanced and advanced high levels were in K to grade 5 (range: 43% to 62%), and rates at the advanced and advanced high levels were highest for the listening (range: 26% to 62%) and writing (range: 32% to 46%) domains.

One-year trends in domain proficiency rates for ESL students varied and ranged from the largest decreases for grades six to eight in listening (advanced: -13 percentage points) and grades six to eight in speaking (intermediate: -13 percentage points) to the largest increase in grades six to eight in listening (beginning: +19 percentage points). In fact, the highest increases in proficiency rates emerged at the beginning proficiency level for grades 6 to 8 across all domains (+11 to +19 percentage points). For ESL students in all grade levels overall, rates of students at the advanced high proficiency level for the listening, reading, and writing domains trended higher over one year, but advanced high proficiency rates for the speaking domain trended lower.

Table 14: 2019 and 2020 TELPAS English Proficiency Ratings by Domain: English as a Second Language

	Tested		Beginning			Intermediate			Advanced			Advanced High		
	2019 N	2020 N	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts
Listening														
Grades K to 5	1,258	1,290	15.2	12.6	-2.6	26.7	25.4	-1.3	27.9	31.0	3.1	30.2	31.0	0.8
Grades 6 to 8	1,515	1,084	18.2	37.2	19.0	37.2	33.7	-3.6	26.4	13.4	-13.0	18.2	15.8	-2.4
Grades 9 to 12	1,747	1,498	40.6	39.7	-1.0	36.1	34.4	-1.7	15.1	16.0	0.9	8.2	10.0	1.8
All Grades	4,520	3,872	26.0	29.9	3.9	33.9	31.2	-2.7	22.4	20.2	-2.2	17.7	18.6	0.9
Speaking														
Grades K to 5	1,258	1,289	18.3	17.1	-1.2	33.5	39.6	6.1	29.2	29.1	-0.1	19.0	14.2	-4.8
Grades 6 to 8	1,515	1,084	41.9	56.3	14.4	48.1	35.4	-12.6	8.8	7.6	-1.3	1.2	0.7	-0.5
Grades 9 to 12	1,747	1,498	57.4	64.2	6.8	25.1	24.0	-1.2	14.8	10.7	-4.0	2.7	1.1	-1.6
All Grades	4,520	3,871	41.3	46.3	5.0	35.2	32.4	-2.8	16.8	16.0	-0.8	6.7	5.4	-1.4
Reading														
Grades K to 5	1,263	1,309	25.3	22.5	-2.9	25.3	27.6	2.2	23.4	22.7	-0.7	25.9	27.3	1.4
Grades 6 to 8	1,539	1,136	32.3	43.3	11.0	37.0	35.2	-1.8	17.5	11.7	-5.8	13.1	9.8	-3.4
Grades 9 to 12	1,753	1,506	34.9	26.0	-8.8	42.8	52.1	9.3	14.0	12.5	-1.4	8.4	9.3	0.9
All Grades	4,555	3,951	31.4	29.8	-1.5	36.0	39.1	3.1	17.8	15.7	-2.1	14.8	15.4	0.5
Writing														
Grades K to 5	1,260	1,199	24.3	25.8	1.5	31.8	28.6	-3.2	25.2	27.8	2.5	18.7	17.8	-0.8
Grades 6 to 8	1,504	481	23.9	40.3	16.5	36.0	27.9	-8.1	26.9	20.8	-6.1	13.3	11.0	-2.3
Grades 9 to 12	1,603	770	19.8	28.1	8.2	41.7	36.5	-5.2	27.0	23.1	-3.9	11.5	12.3	0.9
All Grades	4,367	2,450	22.5	29.3	6.8	36.9	30.9	-5.9	26.4	24.9	-1.5	14.2	14.8	0.6

Source: District TELPAS data files dated 05/24/19 and 07/19/20. PEIMS demographic data files dated 02/26/19 and 11/01/19.
Note: 2019 and 2020 TELPAS ratings include students enrolled on the respective PEIMS snapshot dates. 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019.

As shown in Table 15, rates of domain-level proficiency for sheltered students at all grade levels clustered at the beginning and intermediate levels for the speaking domain (both grade levels: 77%), at the intermediate and advanced levels for the reading domain (range: 62% to 70%), and at the advanced and advanced high levels for the listening (range: 70% to 79%) and writing (range: 74% to 79%) domains.

One-year trends in domain proficiency rates for sheltered students varied among domains and grade levels and ranged from the largest decrease in grades six to eight in listening (advanced: -9 percentage points) to the largest increase in grades 9 to 12 also in listening (advanced high: +10 percentage points). For sheltered students in all grade levels overall, rates of students at the advanced high proficiency level for the listening and writing domains trended higher over one year, but trended lower for the speaking and reading domains.

Table 15: 2019 and 2020 TELPAS English Proficiency Ratings by Domain: Sheltered Classrooms

	Tested		Beginning			Intermediate			Advanced			Advanced High		
	2019 N	2020 N	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts
Listening														
Grades 6 to 8	10,655	9,513	1.7	2.1	0.5	19.3	19.3	0.0	38.7	30.2	-8.5	40.3	48.4	8.0
Grades 9 to 12	8,410	6,546	10.1	3.4	-6.7	30.8	26.3	-4.5	36.1	37.4	1.2	23.0	32.9	10.0
All Grades	19,065	16,059	5.4	2.7	-2.7	24.4	22.1	-2.2	37.6	33.1	-4.4	32.7	42.1	9.4
Speaking														
Grades 6 to 8	10,655	9,513	23.9	22.1	-1.8	58.3	54.7	-3.6	16.0	21.5	5.5	1.8	1.6	-0.1
Grades 9 to 12	8,410	6,546	42.4	46.3	3.9	29.3	30.7	1.4	24.2	20.1	-4.0	4.1	2.9	-1.2
All Grades	19,065	16,059	32.1	31.9	-0.1	45.5	44.9	-0.6	19.6	21.0	1.4	2.8	2.2	-0.7
Reading														
Grades 6 to 8	10,764	9,793	10.6	10.2	-0.4	30.3	32.9	2.6	29.1	29.4	0.3	30.0	27.5	-2.5
Grades 9 to 12	8,420	6,590	12.1	6.1	-6.0	35.9	39.7	3.8	29.8	30.4	0.7	22.2	23.8	1.5
All Grades	19,184	16,383	11.3	8.5	-2.7	32.8	35.6	2.9	29.4	29.8	0.4	26.6	26.0	-0.6
Writing														
Grades 6 to 8	10,620	4,989	3.1	2.9	-0.2	24.4	23.2	-1.1	38.7	38.0	-0.7	33.8	35.9	2.0
Grades 9 to 12	7,762	3,830	1.8	1.6	-0.2	19.9	19.6	-0.3	41.9	41.5	-0.4	36.4	37.2	0.8
All Grades	18,382	8,819	2.6	2.3	-0.2	22.5	21.7	-0.8	40.1	39.5	-0.5	34.9	36.5	1.6

Source: District TELPAS data files dated 05/24/19 and 07/19/20. PEIMS demographic data files dated 02/26/19 and 11/01/19.

Note: 2019 and 2020 TELPAS ratings include students enrolled on the respective PEIMS snapshot dates. 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2019 and 2020.

Over 40 percent of ESL students across all domains who took the TELPAS in 2019 and 2020 remained at the same proficiency level (range: 41% to 62%; Table 16). Except for grades 9 to 12 in the speaking domain, ESL students progressed (range: 23% to 44%) at higher rates across all domains and grade levels than they regressed (range: 6% to 25%). For all grade levels overall, ESL student progression rates trended higher in 2020 than in 2019 in listening, speaking, and reading and trended lower in writing.

Table 16: TELPAS Level Movement from 2018 to 2019 and 2019 to 2020 by Domain: English as a Second Language

	Tested		Regressed			Same			Progressed		
	2019 <i>N</i>	2020 <i>N</i>	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts
Listening											
Grades 1 to 5	897	818	19.3	17.0	-2.3	44.4	41.0	-3.4	36.3	42.1	5.7
Grades 6 to 8	1,078	229	11.5	6.1	-5.4	49.0	50.2	1.2	39.5	43.7	4.2
Grades 9 to 12	1,123	365	26.7	17.0	-9.7	51.6	52.3	0.8	21.7	30.7	9.0
All Grades	3,098	1,412	19.3	15.2	-4.0	48.6	45.4	-3.2	32.1	39.4	7.2
Speaking											
Grades 1 to 5	897	818	24.1	24.6	0.5	41.0	41.3	0.3	34.9	34.1	-0.8
Grades 6 to 8	1,078	229	42.8	20.1	-22.7	47.6	57.2	9.6	9.6	22.7	13.1
Grades 9 to 12	1,123	365	33.6	22.2	-11.4	51.7	61.6	9.9	14.7	16.2	1.5
All Grades	3,098	1,412	34.0	23.2	-10.8	47.2	49.2	2.0	18.8	27.6	8.8
Reading											
Grades 1 to 5	897	818	16.9	12.6	-4.4	52.4	49.3	-3.1	30.7	38.1	7.5
Grades 6 to 8	1,078	229	24.2	13.1	-11.1	49.2	54.6	5.4	26.6	32.3	5.7
Grades 9 to 12	1,123	365	24.3	14.8	-9.5	50.9	53.4	2.5	24.8	31.8	7.0
All Grades	3,098	1,412	22.1	13.2	-8.9	50.7	51.2	0.5	27.1	35.6	8.4
Writing											
Grades 1 to 5	897	818	15.3	12.6	-2.7	50.7	49.6	-1.1	34.0	37.8	3.8
Grades 6 to 8	1,078	229	11.5	9.6	-1.9	46.2	55.0	8.8	42.3	35.4	-6.9
Grades 9 to 12	1,123	365	13.0	16.2	3.2	44.3	43.6	-0.8	42.7	40.3	-2.4
All Grades	3,098	1,412	13.1	13.0	-0.1	46.8	48.9	2.1	40.0	38.0	-2.0

Source: District *TELPAS* data files dated 10/05/18, 02/26/19, and 07/19/20. PEIMS demographic data files dated 02/26/19 and 11/01/19.

Note: 2018 to 2019 level movement data include students who earned a *TELPAS* proficiency rating in both 2018 and 2019. 2019 to 2020 level movement data include students who earned a *TELPAS* proficiency rating in both 2019 and 2020. Progressed = Student moved up at least one level of English proficiency from the previous year. Same = Student remained at the same proficiency level from the previous year. Regressed = Student moved down at least one level of English proficiency from the previous year. Percentages may not sum to 100 because of rounding.

Over 47 percent of sheltered students across all domains who took the *TELPAS* in 2019 and 2020 remained at the same proficiency level (range: 47% to 57%; Table 17). Across grade levels, sheltered students progressed at higher rates than they regressed in the listening and writing domains but regressed at higher rates than they progressed for the speaking and reading domains. Overall, sheltered student progression rates trended higher in 2020 than in 2019 in the listening and speaking domains and trended lower for the reading and writing domains.

Table 17: TELPAS Level Movement from 2018 to 2019 and 2019 to 2020 by Domain: Sheltered Classrooms

	Tested		Regressed			Same			Progressed		
	2019 N	2020 N	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts
Listening											
Grades 6 to 8	10,111	3,912	16.1	9.7	-6.3	55.2	55.9	0.7	28.7	34.3	5.6
Grades 9 to 12	6,800	2,728	34.0	22.1	-11.8	50.5	54.0	3.4	15.5	23.9	8.4
All Grades	16,911	6,640	23.3	14.8	-8.4	53.3	55.1	1.8	23.4	30.0	6.7
Speaking											
Grades 6 to 8	10,111	3,912	55.7	31.9	-23.8	38.4	47.0	8.7	5.9	21.1	15.2
Grades 9 to 12	6,800	2,728	41.9	31.5	-10.4	43.8	50.8	7.0	14.3	17.7	3.4
All Grades	16,911	6,640	50.1	31.7	-18.4	40.6	48.6	8.0	9.3	19.7	10.4
Reading											
Grades 6 to 8	10,113	3,912	28.3	23.6	-4.7	52.1	57.0	4.9	19.6	19.4	-0.2
Grades 9 to 12	6,799	2,728	23.3	24.4	1.1	53.8	53.7	-0.1	23.0	21.9	-1.1
All Grades	16,912	6,640	26.3	23.9	-2.3	52.8	55.6	2.9	20.9	20.4	-0.5
Writing											
Grades 6 to 8	10,107	3,911	18.6	18.4	-0.3	49.3	53.0	3.6	32.0	28.7	-3.4
Grades 9 to 12	6,799	2,728	23.4	24.1	0.7	47.3	46.5	-0.8	29.3	29.4	0.1
All Grades	16,906	6,639	20.6	20.7	0.2	48.5	50.3	1.8	30.9	29.0	-2.0

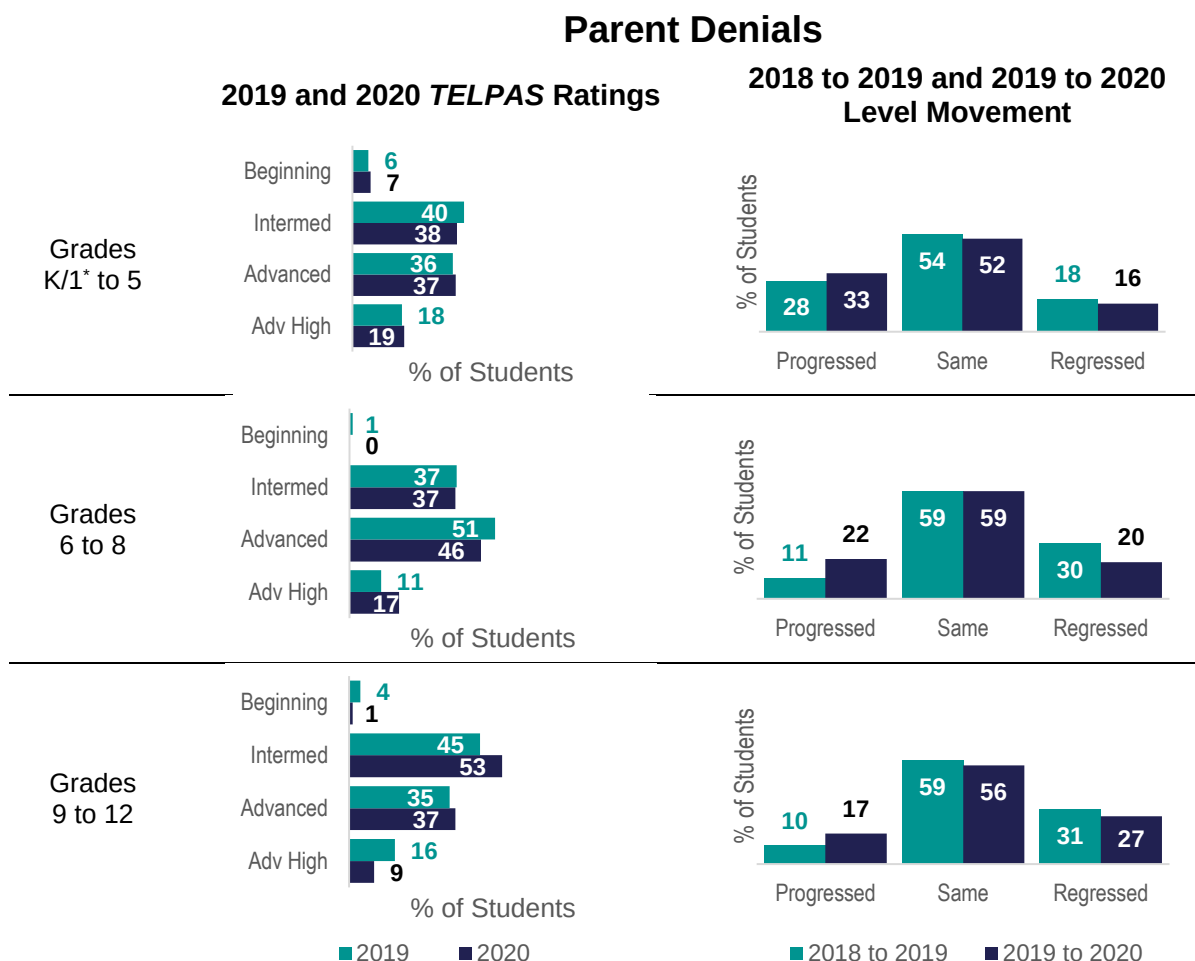
Source: District TELPAS data files dated 10/05/18, 02/26/19, and 07/19/20. PEIMS demographic data files dated 02/26/19 and 11/01/19.

Note: 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019. 2019 to 2020 level movement data include students who earned a TELPAS proficiency rating in both 2019 and 2020. Progressed = Student moved up at least one level of English proficiency from the previous year. Same = Student remained at the same proficiency level from the previous year. Regressed = Student moved down at least one level of English proficiency from the previous year. Percentages may not sum to 100 because of rounding.

Parent Denials. Students whose parents denied EL services generally performed similarly on the TELPAS to ELs overall. As shown in Figure 10, composite ratings for parent denials at all grade levels tended to cluster in the intermediate and advanced levels of English proficiency, with similar patterns as those for all ELs. From 52 to 59 percent of parent denials who took the TELPAS in 2019 and 2020 remained at the same proficiency level, and parent denials in grades one to five progressed at a higher rate (1 to 5: 33%; 6 to 8: 22%; 9 to 12: 17%) and regressed at a lower rate (1 to 5: 16%; 6 to 8: 20%; 9 to 12: 27%) than those in the middle and upper grades.

One-year trends in English proficiency rates for parent denials varied, and often rates remained relatively consistent from 2019 to 2020. Progression rate increases ranged from 5 (grades one to five) to 11 (grades 6 to 8) percentage points.

Figure 10: 2019 and 2020 TELPAS English Proficiency Ratings and Level Movement from 2018 to 2019 and 2019 to 2020: Parent Denials



Source: District TELPAS data files dated 05/24/19 (2019) and 07/19/20 (2020). District PEIMS snapshot demographic data file dated 11/01/19.

Note: 2019 TELPAS ratings and 2018 to 2019 Level Movement data obtained from Palladino et al. (2019). 2019 and 2020 TELPAS ratings include students enrolled on the respective PEIMS snapshot dates. Level movement data include students who earned a TELPAS proficiency rating in both years; the Ns for rates and level movement will not match. For Ns, see Appendix H (2020 ratings) and Appendix I (level movement). Because of the spring 2020 transition to at-home learning, composite TELPAS results for 2020 represent 62.4 percent of test takers; 2020 results and trends from previous years should be reviewed with caution and are provided for informational purposes only. * = 2019 and 2020 ratings attainment data start at K; level movement starts at grade one. Progressed = Student moved up at least one level of English proficiency from the previous year. Same = Student remained at the same proficiency level from the previous year. Regressed = Student moved down at least one level of English proficiency from the previous year. Percentages may not sum to 100 because of rounding.

As shown in Table 18, parent denial rates for the listening domain clustered around the advanced and advanced high levels (range: 74% to 84%), whereas the other domains generally clustered around the intermediate and advanced levels (range: 43% to 79%). In general, advanced high rates for parent denials in the speaking domain (range: 2% to 13%) lagged the other domains, especially at the older grade levels where rates differed by as much as 53 percentage points.

One-year trends in domain proficiency rates for parent denials varied and ranged from the largest decrease in grades six to eight in listening (advanced: -12 percentage points) to the largest increase also in grades six to eight in listening (advanced high: +13 percentage points). For parent denials in all grades

overall, rates at advanced and advanced high trended higher over one year in the listening domain and trended slightly lower over one year in speaking, reading, and writing.

Table 18: 2019 and 2020 TELPAS English Proficiency Ratings by Domain: Parent Denials

	Tested		Beginning			Intermediate			Advanced			Advanced High		
	2019 <i>N</i>	2020 <i>N</i>	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts
Listening														
Grades K to 5	1,975	1,808	6.3	4.3	-2.0	25.9	21.8	-4.1	32.8	37.4	4.7	35.0	36.4	1.5
Grades 6 to 8	967	766	1.3	1.6	0.2	16.6	14.8	-1.9	40.0	28.3	-11.7	42.0	55.4	13.4
Grades 9 to 12	930	610	9.2	2.6	-6.6	28.3	23.3	-5.0	34.3	37.0	2.7	28.2	37.0	8.9
All Grades	3,872	3,184	5.8	3.3	-2.5	24.2	20.4	-3.8	34.9	35.2	0.2	35.1	41.1	6.0
Speaking														
Grades K to 5	1,975	1,808	13.7	13.6	-0.1	39.2	44.0	4.8	28.6	29.3	0.8	18.5	13.1	-5.5
Grades 6 to 8	967	766	19.8	18.8	-1.0	59.2	56.0	-3.1	18.4	22.8	4.4	2.7	2.3	-0.3
Grades 9 to 12	930	610	38.6	41.5	2.9	28.4	30.7	2.3	26.3	24.6	-1.8	6.7	3.3	-3.4
All Grades	3,872	3,184	21.2	20.2	-1.0	41.6	44.3	2.8	25.5	26.9	1.4	11.7	8.6	-3.1
Reading														
Grades K to 5	1,974	1,831	20.5	20.6	0.2	29.9	30.0	0.1	23.8	20.8	-3.1	25.8	28.6	2.8
Grades 6 to 8	975	788	12.3	8.2	-4.1	30.7	34.6	4.0	28.1	31.6	3.5	28.9	25.5	-3.4
Grades 9 to 12	932	609	11.9	4.9	-7.0	31.5	37.6	6.1	28.5	32.5	4.0	28.0	25.0	-3.0
All Grades	3,881	3,228	16.4	14.7	-1.7	30.5	32.6	2.1	26.0	25.6	-0.4	27.1	27.1	0.0
Writing														
Grades K to 5	1,973	1,531	19.2	20.2	1.0	34.9	33.4	-1.5	27.8	27.7	-0.1	18.1	18.6	0.5
Grades 6 to 8	945	366	4.0	4.9	0.9	23.9	20.5	-3.4	38.6	41.8	3.2	33.4	32.8	-0.7
Grades 9 to 12	861	322	2.1	1.6	-0.5	20.0	19.6	-0.4	38.3	41.3	3.0	39.6	37.6	-2.0
All Grades	3,779	2,219	11.5	15.0	3.5	28.8	29.3	0.5	32.9	32.0	-0.9	26.8	23.7	-3.1

Source: District TELPAS data files dated 05/24/19 and 07/19/20. PEIMS demographic data files dated 02/26/19 and 11/01/19.

Note: 2019 and 2020 TELPAS ratings include students enrolled on the respective PEIMS snapshot dates. 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019.

Across all domains and grades, 41 to 56 percent of parent denials remained at the same proficiency level in 2019 and 2020 (Table 19). For all grades overall, parent denials progressed at a higher rate in the listening, reading, and writing domains (range: 33% to 36%) than they regressed (range: 17% to 20%). Overall, parent denials progressed at higher rates and regressed at lower rates in 2020 than in 2019 in all domains.

Table 19: TELPAS Level Movement from 2018 to 2019 and 2019 to 2020 by Domain: Parent Denials

	Tested		Regressed			Same			Progressed		
	2019 N	2020 N	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts
Listening											
Grades 1 to 5	1,664	1,209	22.1	21.7	-0.4	41.8	41.0	-0.8	36.1	37.3	1.2
Grades 6 to 8	885	292	13.9	8.2	-5.7	56.9	55.5	-1.5	29.2	36.3	7.1
Grades 9 to 12	753	215	31.7	23.3	-8.5	57.0	51.2	-5.8	11.3	25.6	14.3
All Grades	3,302	1,716	22.1	19.6	-2.5	49.3	44.8	-4.6	28.6	35.7	7.1
Speaking											
Grades 1 to 5	1,664	1,209	30.9	29.1	-1.8	38.3	40.9	2.6	30.8	30.0	-0.8
Grades 6 to 8	885	292	52.4	32.9	-19.6	41.0	42.5	1.4	6.6	24.7	18.1
Grades 9 to 12	753	215	42.2	29.3	-12.9	43.4	50.2	6.8	14.3	20.5	6.1
All Grades	3,302	1,716	39.2	29.8	-9.5	40.2	42.3	2.1	20.6	27.9	7.4
Reading											
Grades 1 to 5	1,662	1,207	17.9	16.7	-1.1	47.2	45.9	-1.3	34.9	37.4	2.5
Grades 6 to 8	885	292	27.3	24.3	-3.0	53.6	54.8	1.2	19.1	20.9	1.8
Grades 9 to 12	753	215	21.2	28.4	7.1	55.4	48.4	-7.0	23.4	23.3	-0.1
All Grades	3,300	1,714	21.2	19.5	-1.7	50.8	47.7	-3.1	28.0	32.8	4.8
Writing											
Grades 1 to 5	1,660	1,207	17.2	15.0	-2.2	49.6	47.9	-1.8	33.2	37.1	3.9
Grades 6 to 8	882	292	19.6	21.2	1.6	50.0	51.4	1.4	30.4	27.4	-3.0
Grades 9 to 12	752	215	25.5	23.7	-1.8	49.2	46.0	-3.2	25.3	30.2	5.0
All Grades	3,294	1,714	19.7	17.2	-2.6	49.6	48.2	-1.4	30.6	34.6	4.0

Source: District TELPAS data files dated 10/05/18, 02/26/19, and 07/19/20. PEIMS demographic data files dated 02/26/19 and 11/01/19.

Note: 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019. 2019 to 2020 level movement data include students who earned a TELPAS proficiency rating in both 2019 and 2020. Progressed = Student moved up at least one level of English proficiency from the previous year. Same = Student remained at the same proficiency level from the previous year. Regressed = Student moved down at least one level of English proficiency from the previous year. Percentages may not sum to 100 because of rounding.

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 nonEL³³ students.

Methodology

Magnet Program Participation

The evaluator received records of qualified students³⁴ who applied to magnet programs during the 2018-19 school year for acceptance in the 2019-20 school year from the Office of Transformation and Innovation on April 29, 2020. These data were merged with the 2018-19 and 2019-20 district student demographic files dated February 29, 2019 and November 1, 2020, respectively. The evaluator compared the proportions of 2018-19 Dallas ISD ELs, monitored reclassified ELs, and nonELs who applied to, were

³³ In this section, nonEL results do not include those for monitored reclassified students.

³⁴ The department was limited to providing applications of students meeting qualifications in 2018-19 for entry in 2019-20. The number of unqualified applicants was unknown.

accepted to, and participated in 2019-20 magnet programs. The evaluator also compared these percentages to 2018-19 rates.³⁵

Advanced Course Enrollment

The evaluator compared the proportions of middle school ELs, monitored reclassified ELs, and nonELs who attained the Masters performance standard on the 2019 STAAR mathematics, reading, and/or science subtests and subsequently enrolled in advanced courses in the same subjects in 2019-20. Advanced courses included pre-Advanced Placement (preAP) courses, courses for high school credit taken during middle school, and other courses designated as rigorous courses.³⁶

Results

Magnet Program Participation

As shown in Table 20, 2,083 qualified ELs applied for participation in 2019-20 magnet programs, amounting to approximately 40 percent of total qualified applicants. The acceptance rate for EL applicants (56%) was lower than that of monitored (63%) and nonEL applicants (64%). In regard to participation, of those who were accepted, ELs (55%) participated in magnet programs at lower rates than monitored students (65%) and nonELs (63%). Although higher numbers of students in all student groups applied for the 2019-20 school year than the 2018-19 school year, magnet program acceptance and participation rates were lower in 2019-20 for all groups and overall.

³⁵ Because the magnet program methodology in the 2018-19 evaluation (Palladino et al., 2019) was different, the evaluator reran the 2018-19 magnet program data using the methodology presented in this report. Magnet program data were received from the Office of Transformation and Innovation on 02/12/19 and were merged with the district student demographic data files dated 06/04/18 and 02/29/19.

³⁶ R/LA courses included R/LA 6 Pre-AP, R/LA 6 Pre-AP Dual Language, R/LA 7 Pre-AP, R/LA 7 Pre-AP Dual Language, R/LA 8 Pre-AP, English I for 8th Graders, Journalism MS, and Creative Writing. Mathematics courses included Algebra I (Grade 8 Only), Mathematics 6 Pre-AP, Mathematics 6 Pre-AP Dual Language, Mathematics 7 Pre-AP, and Mathematics 7 Pre-AP Dual Language. Science courses included Astronomy Grade 8, Environmental Systems Grade 8, Physics Grade 8, Science 6 Pre-AP, and Science 6 Pre-AP Dual Language.

Table 20: 2018 and 2019 Magnet Program Applications, Acceptance, and 2018-19 and 2019-20 Participation

Student Group	Applied	Accepted to at least one program		Participated	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%
2018-19					
EL	2,014	1,281	63.6	744	58.1
Monitored	317	252	79.5	203	80.6
nonEL	2,682	1,785	66.6	1,179	66.1
Overall	5,013	3,318	66.2	2,126	64.1
2019-20					
EL	2,083	1,159	55.6	642	55.4
Monitored	369	231	62.6	150	64.9
nonEL	2,759	1,760	63.8	1,113	63.2
Overall	5,211	3,150	60.4	1,905	60.5
1 Yr Δ					
EL	+69	-122	-8.0	-102	-2.7
Monitored	+52	-21	-16.9	-53	-15.7
nonEL	+77	-25	-2.8	-66	-2.9
Overall	+198	-168	-5.8	-221	-3.6

Source: Office of Transformation and Innovation on 04/29/20.

Note: 2018-19 data include Dallas ISD students who applied and were accepted to magnet programs during the 2017-18 school year for participation in the 2018-19 school year. 2019-20 data include Dallas ISD students who applied and were accepted to magnet programs during the 2018-19 school year for participation in the 2019-20 school year. The nonEL student groups do not include monitored students.

Advanced Course Enrollment

As shown in Table 21, the R/LA advanced-course enrollment rates for grade six to eight ELs who attained the Masters performance standard on the 2019 STAAR reading subtest ranged from 71 percent in grades six and eight to 83 percent in grade seven. EL and nonEL enrollment rates in advanced R/LA courses lagged those of monitored students across all middle school grade levels. Further, ELs enrolled in advanced R/LA courses at comparable rates to nonELs in grade seven (ELs: 83%; nonELs: 84%), and lower rates than nonELs in grades six (ELs: 71%; nonELs: 80%) and eight (ELs: 71%; nonELs: 82%). Enrollment rates in advanced R/LA courses were higher for all student groups at all grade levels in 2019-20 than in 2018-19.

Table 21: 2019-20 Advanced Reading/Language Arts Course Enrollment Rates for Students Meeting the Masters Standard on the 2019 STAAR Reading Subtest

Grade	Student Group	2019 STAAR Masters		2019-20 Enrolled in Rigorous Course		
		2019 <i>N</i>	1 Yr Δ <i>N</i>	2020 <i>N</i>	2020 %	1 Yr Δ %pts
6	EL	1,343	30	958	71.3	7.5
	Monitored	64	-28	62	96.9	15.4
	nonEL	1,365	227	1,091	79.9	6.2
	Overall	2,772	229	2,111	76.2	7.3
7	EL	299	-28	249	83.3	9.3
	Monitored	138	-3	128	92.8	6.3
	nonEL	776	64	649	83.6	0.2
	Overall	1,213	33	1,026	84.6	3.4
8	EL	594	122	424	71.4	21.6
	Monitored	361	35	309	85.6	3.1
	nonEL	1,118	0	916	81.9	10.2
	Overall	2,073	157	1,649	79.5	11.3

Source: District STAAR data file dated 09/11/19 and district secondary course file dated 11/13/20.

Note: Data include students enrolled in the Dallas ISD during both school years. The nonEL student group does not include monitored students. 1 Yr Δ data calculated using data from Palladino et al. (2019).

As shown in Table 22, in a similar pattern to R/LA, mathematics advanced-course enrollment rates for grade six to eight ELs who attained the Masters performance standard on the 2019 STAAR mathematics subtest ranged from 63 percent in grade eight to 87 percent in grade seven. EL and nonEL enrollment rates in advanced mathematics courses lagged those of monitored students across all middle school grade levels. ELs enrolled in advanced mathematics courses at lower rates than nonELs in grades six (ELs: 82%; nonELs: 84%) and eight (ELs: 63%; nonELs: 73%), and higher rates than nonELs in grade seven (ELs: 87%; nonELs: 83%). Except for nonELs in grade eight, enrollment rates in advanced mathematics courses were higher for all student groups in 2019-20 than in 2018-19.

Table 22: 2019-20 Advanced Mathematics Course Enrollment Rates for Students Meeting the Masters Standard on the 2019 STAAR Mathematics Subtest

Grade	Student Group	2019 STAAR Masters		2019-20 Enrolled in Rigorous Course		
		2019 <i>N</i>	1 Yr Δ <i>N</i>	2020 <i>n</i>	2020 %	1 Yr Δ %pts
6	EL	1,804	275	1,480	82.0	4.7
	Monitored	93	-18	86	92.5	1.5
	nonEL	1,654	341	1,377	83.3	6.9
	Overall	3,551	598	2,943	82.9	5.5
7	EL	606	176	527	87.0	6.5
	Monitored	188	14	180	95.7	0.9
	nonEL	896	252	756	84.4	4.1
	Overall	1,690	442	1,463	86.6	4.2
8	EL	381	48	241	63.3	8.9
	Monitored	232	4	202	87.1	1.1
	nonEL	702	57	513	73.1	-1.0
	Overall	1,315	109	956	72.7	1.8

Source: District STAAR data file dated 09/11/19 and district secondary course file dated 11/13/20.

Note: Data include students enrolled in the Dallas ISD during both school years. The nonEL student group does not include monitored students. 1 Yr Δ data calculated using data from Palladino et al. (2019).

Results related to the STAAR science subtest include students currently enrolled in grade six (who took the science subtest in grade five) and grade eight (who took the science subtest early in grade seven).

As shown in Table 23, science advanced-course enrollment rates for grade six and eight ELs who attained the Masters performance standard on the 2019 STAAR science subtest ranged from 75 percent in grade six to 99 percent in grade eight. In grade eight, Masters-level ELs enrolled in advanced science courses at comparable rates to monitored students and nonELs (ELs: 99%; Monitored: 100%; nonELs: 100%). In grade six, masters-level ELs enrolled in advanced science courses at lower rates to monitored students and nonELs (ELs: 75%; Monitored: 80%; nonELs: 81%). Except for monitored students in grade six, all student groups at all grade levels enrolled at similar or higher rates in advanced science courses in 2019-20 than in 2018-19.

Table 23: 2019-20 Grade Six Advanced Science Course Enrollment Rates for Students Meeting the Masters Standard on the 2019 STAAR Science Subtest

Grade	Student Group	2019 STAAR		2019-20		
		Masters		Enrolled in Rigorous Course		
		2019 <i>N</i>	1 Yr Δ <i>N</i>	2020 <i>n</i>	2020 %	1 Yr Δ %pts
6	EL	926	440	698	75.4	0.7
	Monitored	66	0	53	80.3	-10.6
	nonEL	1,072	331	864	80.6	7.5
	Overall	2,064	771	1,615	78.2	3.6
8	EL	160	-11	158	98.8	0.6
	Monitored	183	-22	183	100.0	0.0
	nonEL	554	-42	551	99.5	-0.2
	Overall	897	-75	892	99.4	-0.1

Source: District STAAR data file dated 09/11/19 and district secondary course file dated 11/13/20.

Note: Data include students enrolled in the Dallas ISD during both school years. The nonEL student group does not include monitored students. 1 Yr Δ data calculated using data from Palladino et al. (2019).

How did Dallas ISD ELs compare to ELs at other Texas large urban districts and to statewide ELs on TELPAS?

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*) outcomes.

Methodology

The evaluator obtained (texasassessments.com) both district-level and state-level data for ELs on the 2020 *TELPAS* 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. Because of the statewide response to the COVID-19 pandemic in spring 2020, students in Texas districts completed the *TELPAS* at different rates. Therefore, comparisons of Dallas ISD results to those for other districts and the state are limited and are provided for information only.

Results

As shown in Table 24, rates of students performing at the higher English proficiency levels on the 2020 *TELPAS* were lower than state rates, especially for the younger grades. Differences between district

and state attainment rates ranged from 10 points below state rates (K to 2, Advanced) to 13 points above comparison rates (K to 2, Beginning).

Table 24: 2020 District and State TELPAS Performance

Grade Levels	District Performance					State Performance					District - State			
	Tested <i>N</i>	Beg %	Int %	Adv %	Adv High %	Tested <i>N</i>	Beg %	Int %	Adv %	Adv High %	Beg %pts	Int %pts	Adv %pts	Adv High %pts
K to 2	14,575	40	43	14	3	172,097	27	39	24	10	13	4	-10	-7
3 to 12	21,937	6	37	41	16	276,957	4	29	44	22	2	8	-3	-6

Source: Texasassessment.com on 08/03/20, 2020.

Note: 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. Because of differences in TELPAS completion rates among districts due to the statewide response to the COVID-19 pandemic, results are limited and provided for informational purposes only.

As shown in Table 25, rates of students in Dallas ISD performing at the higher English proficiency levels on the 2020 TELPAS were generally comparable or lower than all comparison group rates, especially for the younger grades. Differences between Dallas ISD and comparison group attainment rates ranged from 17 points below comparison rates (grades 3 to 12, Advanced High; San Antonio ISD) to 14 points above comparison rates (grades 3 to 12, Intermediate; San Antonio ISD).

Table 25: 2020 District and Other Large Urban Texas Districts TELPAS Performance

	Tested <i>N</i>	Beginning %	Intermediate %	Advanced %	Adv. High %
Grades Kindergarten to Two					
Austin ISD	5,441	33	40	20	8
El Paso ISD	2,559	33	39	23	6
Fort Worth ISD	1,846	35	45	16	4
Houston ISD	9,470	39	38	17	6
San Antonio ISD	1,166	49	34	13	4
Dallas ISD	14,575	40	43	14	3
State	172,097	27	39	24	10
Grades Three to Twelve					
Austin ISD	10,615	10	36	38	16
El Paso ISD	5,411	6	33	42	19
Fort Worth ISD	2,093	4	33	45	19
Houston ISD	11,296	8	31	39	22
San Antonio ISD	957	4	23	40	33
Dallas ISD	21,937	6	37	41	16
State	276,957	4	29	44	22

Source: Texasassessment.com on 08/03/20, 2020.

Note: 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. Because of differences in TELPAS completion rates among districts due to the statewide response to the COVID-19 pandemic, results are limited and provided for informational purposes only.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

The BE/ESL Department provided supplemental assistance to 70,004 ELs and their families in 2019-20 (46% of district enrollment) 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, tutoring, summer programs, campus LPACs that are responsible for the identification and reclassification of ELs, and monitoring of reclassified ELs. Because of the transition to at-home learning in March 2020, all assessments relevant to this report were cancelled except for *TELPAS*; composite scores were available for 62.4 percent of test takers, and therefore results should be reviewed with caution. The reported budget for the Bilingual/ESL Program totaled \$6,622,785 (\$7,442,245 in 2018-19): \$5,744,614 from Title III, Part A funds and \$878,171 from general operating funds. Key findings include the following.

- The number of students whose parents denied services in 2019-20 declined since 2017-18 (-7%), and the number of students classified as unservable decreased from 2018-19 to 2019-20 (-3%).
- DL and ESL staff members who worked with an instructional specialist in 2019-20 generally reported that they were provided beneficial supports, resources, and PD during in-school learning. During at-home learning, half of DL staff members and 23 percent of ESL staff members reported receiving a little less or a great deal less help than during in-school learning.
- Of the 950 surveyed 2019-20 R/LA teachers with at least one enrolled sheltered student, 17 percent reported teaching no sheltered students, and 20 percent reported not implementing sheltered instruction, indicating a potential need for more awareness and training about sheltered instruction. Most teachers using sheltered instruction reported at least weekly implementation (95%).
- Although ELs, monitored students, and nonELs applied at higher numbers to magnet programs for 2019-20 than for 2018-19, all groups were accepted to and participated in 2019-20 magnet programs at lower rates than in 2018-19. In addition, EL acceptance and participation rates for 2019-20 magnet programs were lower than for monitored and nonEL students.
- With few exceptions, ELs, nonELs, and monitored students in all grade levels who scored Masters Grade Level on 2019 *STAAR* R/LA, mathematics, and science subtests enrolled at comparable or higher rates in corresponding advanced courses in 2019-20 than in 2018-19.
- Most (99%) parents that were surveyed after attending BE/ESL events in 2019-20 agreed that attending the workshops motivated them to be more involved in the education of their children, exceeding the BE/ESL Department's goal of 90 percent agreement.
- ELs overall, as well as DL students in OWDL and SECDL, ESL students, and sheltered students, exceeded the BE/ESL Department goal of a one-year three percentage point increase over the previous year in the rate of students who progressed at least one *TELPAS* proficiency level.
- On the 2020 *TELPAS*, rates of OWDL, TWDL, and ESL clustered in the beginning and intermediate

levels; rates of all ELs, sheltered students, and parent denials clustered in the intermediate and advanced levels; and rates of SECDL clustered in the advanced and advanced high levels.

- On average, all EL groupings in grades one to five and grades six to eight progressed at least one *TELPAS* proficiency level from 2019 to 2020 at higher rates than they regressed
- On the 2020 *TELPAS*, students in all EL groupings scored at higher rates at the advanced and advanced high levels in the listening domain than in speaking, reading, or writing.
- Rates of Dallas ISD students performing at the higher English proficiency levels on the 2020 *TELPAS* were generally comparable or lower than those of all regional comparison group rates (state and other Texas large urban districts), especially at the younger grades.

Recommendations

Based on the key findings, the following recommendations are offered for stakeholders.

Continue efforts to reduce parent denials and students coded as “unservable.” Efforts should continue to educate more parents about the benefits of program participation to continue the declining trend of students whose parents denied services. 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.

Include more process data in future evaluations to explore sheltered instruction. Seventeen percent of surveyed R/LA teachers with at least one sheltered student in the classroom reported teaching no sheltered students, and 20 percent reported not implementing sheltered instruction in 2019-20. Future evaluators and BE/ESL department leadership should work together to further investigate these findings to determine best practices for increasing teacher awareness and implementation of sheltered instruction.

Explore reasons for lower EL participation in advanced opportunities. ELs were accepted to and participated in magnet programs at lower rates than nonELs and monitored students, EL participation often lagged nonEL participation in advanced courses, and EL rates of talented and gifted participation at the secondary grades was just over half as that of nonELs. Program leadership and evaluators should explore reasons for these findings and plan to appropriately bolster EL participation.

Bolster efforts to increase EL progression and reduce EL regression on *TELPAS*. All grade levels across all groups progressed at higher rates and regressed at lower rates in 2020 than in 2019. That said, in the secondary grade levels, most groups either regressed at higher rates than they progressed or regressed and progressed at similar rates. The BE/ESL Department should continue efforts to increase progression rates and reduce regression rates to ensure students are gaining English proficiency.

Explore the weakest areas of English proficiency for enhanced focus. Although 2020 *TELPAS* domain data should be viewed with caution because of the transition to at-home learning in March 2020, future evaluations should continue to examine these domains 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.

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APPENDICES



Appendix A

Appendix A: 2019-20 One-Way Dual Language Campuses

Adelfa Botello Callejo Elementary School	Jack Lowe Sr Elementary School
Alex Sanger Preparatory School	James Bowie Elementary School
Anne Frank Elementary School	James S Hogg Elementary School
Annie Webb Blanton Elementary School	Jerry R Junkins Elementary School
Anson Jones Elementary School	Jill Stone Elementary School at Vickery Meadow
Arcadia Park Elementary School	Jimmie Tyler Brashear Elementary School
Arlington Park Elementary School	John F Peeler Elementary School
Arthur Kramer Elementary School	John H Reagan Elementary School
Arturo Salazar Elementary School	John Ireland Elementary School
Ascher Silberstein Elementary School	John J Pershing Elementary School
B H Macon Elementary School	John Neely Bryan Elementary School
Barbara Jordan Elementary School	John Q Adams Elementary School
Bayles Elementary School	John W Carpenter Elementary School
Ben Milam Elementary School	John W Runyon Elementary School
Birdie Alexander Elementary School	Jose Joe May Elementary School
C A Tatum Jr Elementary School	Joseph J Rhoads Elementary School
C F Carr Elementary School	Julian T Saldivar Elementary School
Casa View Elementary School	Julius Dorsey Elementary School
Cedar Crest Elementary School	Kleberg Elementary School
Celestino Mauricio Soto Jr Elementary School	L G Pinkston High School
Central Elementary School	L L Hotchkiss Elementary School
Cesar Chavez Learning Center	L O Donald Elementary School
Chapel Hill Preparatory	Larry G Smith Elementary School
Charles A Gill Elementary School	Lee A McShan Jr Elementary School
Clara Oliver Elementary School	Leila P Cowart Elementary School
Clinton P Russell Elementary School	Lenore Kirk Hall Elementary School
Dan D Rogers Elementary School	Leonides Gonzalez Cigarroa MD Elementary School
Daniel Webster Elementary School	Leslie A Stemmons Elementary School
David G Burnet Elementary School	Lida Hooe Elementary School
Ebby Halliday Elementary School	Lorenzo De Zavala Elementary School
Edna Rowe Elementary School	Louise Wolff Kahn Elementary School
Edward Titcher Elementary School	Maple Lawn Elementary School
Edwin J Kiest Elementary School	Margaret B Henderson Elementary School
Eladio R Martinez Learning Center	Maria Moreno Elementary School
Esperanza Hope Medrano Elementary School	Martha Turner Reilly Elementary School
F P Caillet Elementary School	Martin Luther King Jr Learning Center
Felix G Botello Elementary School	Martin Weiss Elementary School
Frank Guzick Elementary School	Mary McLeod Bethune Elementary School
Frederick Douglass Elementary School	Montessori Academy at Onesimo Hernandez
Gabe P Allen Charter School	Mount Auburn STEAM Academy
George Herbert Walker Bush Elementary School	N W Harllee Early Childhood Center
George Peabody Elementary School	Nancy J Cochran Elementary School
George W Truett Elementary School	Nancy Moseley Elementary School
Gilbert Cuellar Sr Elementary School	Nathan Adams Elementary School
H.I. Holland Elementary School at Lisbon	Nathaniel Hawthorne Elementary School
Harrell Budd Elementary School	Obadiah Knight Elementary School
Henry B Gonzalez Personalized Learning Academy	Oran M Roberts Elementary School
Herbert Marcus Elementary School	Paul L Dunbar Learning Center
Highland Meadows Elementary School	Pleasant Grove Elementary School
Houston Personalized Learning	Preston Hollow Elementary School
Ignacio Zaragoza Elementary School	Reinhardt Elementary School

table continues

Appendix A (continued)

Richard Lagow Elementary School	Tom C Gooch Elementary School
Ronald E McNair Elementary School	Trinity Heights Gifted and Talented School
Rufus C Burleson Elementary School	Umphey Lee Elementary School
S S Conner Elementary School	Urban Park Elementary School
San Jacinto Elementary School	Victor H Hexter Elementary School
Seagoville Elementary School	W A Blair Elementary School
Seagoville North Elementary School	W W Bushman Elementary School
Sidney Lanier Expressive Arts Vanguard	Walnut Hill Elementary School
Solar Prep for Boys at John F. Kennedy	Whitney M Young Jr Elementary School
Stephen C Foster Elementary School	William B Miller Elementary School
Stevens Park Elementary School	William Lipscomb Elementary School
T G Terry Elementary School	William M Anderson Elementary School
Thelma Elizabeth Page Richardson Elementary School	Wilmer-Hutchins Elementary School
Thomas L Marsalis Elementary School	Winnetka Elementary School
Thomas Tolbert Elementary School	

Source: Bilingual/ESL Department, spring 2019.

Appendix B

Appendix B: 2019-20 Two-Way Dual Language Programs by Campus

Feeder	Program	Campus	Grade Levels
Elementary Schools			
Adams	Immersion	Alex Sanger Preparatory School	K-5
Adams	Immersion	Edwin J. Kiest Elementary	PK-5
Adams	Immersion	Martha Turner Reilly Elementary	K-4
Adamson	Immersion	James S. Hogg Elementary	PK-3
Adamson	Immersion	John H. Reagan Elementary	PK-2
Carter	Immersion	T. G. Terry Elementary	PK-5
Hillcrest	Immersion	Anne Frank Elementary	PK-3
Hillcrest	Immersion	Arthur Kramer Elementary (IB)	K-5
Hillcrest	Immersion	Preston Hollow Elementary (IB)	PK-3
Jefferson	Immersion	K.B. Polk Center for Academically Talented and Gifted	K-3
Jefferson	Immersion	Stephen C. Foster Elementary	K-3
Jefferson	50-50/GT	Walnut Hill Elementary	PK-5
Kimball	Immersion	Jimmie Tyler Brashear Elementary	PK-5
Kimball	Immersion	John W. Carpenter Elementary	K
Kimball	Immersion	L. O. Donald Elementary	K-3
Lincoln/Madison	Immersion	Oran M. Roberts Elementary	K-5
Magnet	Immersion	Mark Twain TAG Academy	K-1
Magnet	Immersion	Trinity Heights Gifted and Talented	1-3
Molina	Immersion	Mary McLeod Bethune Elementary	PK-K
North Dallas	Immersion	Ben Milam Elementary	K-3
North Dallas	Immersion	Maple Lawn Elementary	PK-1
North Dallas	Immersion	Personalized Learning Preparatory at Sam Houston	K-1
Pinkston	Immersion	Sidney Lanier Expressive Arts Vanguard	K-5
Pinkston	Immersion	Stevens Park Elementary	PK-3
Roosevelt	Immersion	Cedar Crest Elementary	PK-1
Roosevelt	Immersion	N. W. Harlee Early Childhood Center	K-2
Samuell	Immersion	Annie Webb Blanton Elementary	K-2
Samuell	Immersion	John Ireland Elementary	K-3
Samuell	Immersion	John Q. Adams Elementary	K-5
Samuell	Immersion	John W. Runyon Elementary	K-3
Samuell	Immersion	Nathaniel Hawthorne Elementary	K-4
Samuell	Immersion	Pleasant Grove Elementary	K-4
Samuell	Immersion	San Jacinto Elementary	K-3
Samuell	Immersion	Thelma Elizabeth Page Richardson Elementary	K-4
Seagoville	Immersion	Ebby Halliday Elementary	K-2
Seagoville	Immersion	Kleberg Elementary	K-3
Seagoville	Immersion	Seagoville Elementary	PK
Seagoville	Immersion	Seagoville North Elementary	K-2
Skyline	Immersion	Edna Rowe Elementary	PK-3
Skyline	Immersion/GT	Ascher Silberstein Elementary	K-1
South Oak Cliff	Immersion	Clinton P. Russell Elementary	K-3
South Oak Cliff	Immersion	Whitney M. Young Jr. Elementary	K-3
Spruce	Immersion	B. H. Macon Elementary	K-3
Spruce	Immersion	Rufus C. Burleson Elementary	K-1
Spruce	Immersion	William M. Anderson Elementary	K-2
Sunset	Immersion	George Peabody Elementary	K-1

table continues

Appendix B (continued)

Feeder	Program	Campus	Grade Levels
Sunset	Immersion	Rosemont Lower	PK-5
Sunset	Immersion	Winnetka Elementary	PK-5
Trans & Innov	Enrichment	Eduardo Mata Montessori School	PK-5
Trans & Innov	Immersion	Montessori Academy at Onésimo Hernández	PK-K
Trans & Innov	Immersion	Solar Preparatory School for Boys at John F. Kennedy	PK-3
Trans & Innov	Immersion	Solar Preparatory School for Girls at James B. Bonham	K-4
White	Enrichment	F. P. Cailliet Elementary	PK-5
White	Enrichment	Harry C. Withers Elementary	K-5
White	Enrichment	Jerry R. Junkins Elementary	K-5
White	Enrichment	Tom C. Gooch Elementary	K-3
White	Immersion	Chapel Hill Preparatory School	K-1
White	Immersion	Everette L. DeGolyer Elementary	PK-5
White	Immersion	George Herbert Walker Bush Elementary	K-5
White	Immersion	Nathan Adams Elementary	PK-5
Wilson	Immersion	Geneva Heights Elementary	PK-5
Wilson	Immersion	Lakewood Elementary	K-5
Wilson	Immersion	Mockingbird Elementary	K-5
Wilson	Immersion	William Lipscomb Elementary (IB)	K-4
Middle Schools			
Adams	Secondary	Alex Sanger Preparatory Middle School	6-8
Magnet	TWDL/GT	School for the Talented and Gifted in Pleasant Grove	4-7
Sunset	Secondary	Rosemont International Preparatory Language Academy	6-8
White	Secondary	E. D. Walker Middle School	6-8
Wilson (IB)	Secondary	J. L. Long Middle School	6-8
High Schools			
Sunset	Secondary	Sunset High School	9-12
White	Secondary	W. T. White High School	9-11
Wilson (IB)	Secondary	Woodrow Wilson High School	9-11

Source: Bilingual/ESL Department, fall 2019.

Appendix C

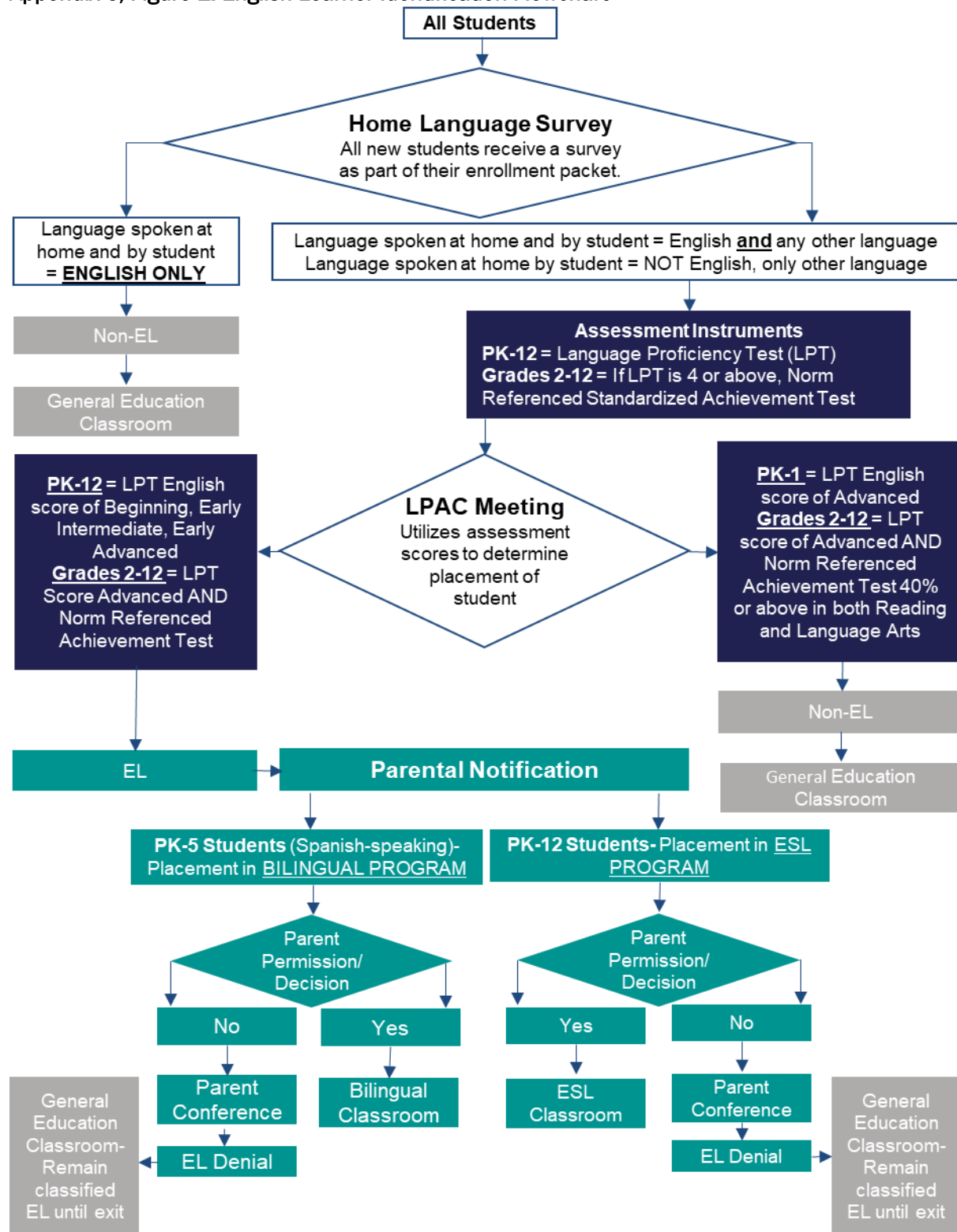
Appendix C, Table 1: 2018-19 English Learner Reclassification Criteria

Assessment Type	Grades 1 to 2	Grades 3 to 8	Grades 9 to 10	Grades 11 to 12
English Language Proficiency Assessment	Texas English Language Proficiency Assessment System (TELPAS) Advanced High in each domain of Listening, Speaking, Reading, and Writing			
2020 English Reading	40% or greater on Iowa Norm-Referenced assessment; both Reading and Language Arts portions	Meet or Exceed Passing Standard STAAR Reading* English version only	EOC-Satisfactory or Advanced English I/II STAAR	40% or greater on Iowa Norm-Referenced assessment; both Reading and Language Arts portions
		AND	AND	AND
Teacher/LPAC Evaluation	Form: English Learner Reclassification Rubric			

Source: Dallas ISD Bilingual Education/ESL Department.

Note: * = 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. English learners with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the following: Process of Considering Reclassification of English Learners who also have Identified Special Needs. Passing Standard = Approaches or Above Grade Level STAAR performance standard.

Appendix C, Figure 1: English Learner Identification Flowchart



Source: 2018-19 Dallas ISD LPAC Manual.

Note: In the Dallas ISD, TerraNova is used as the norm-referenced assessment for grades two to 12. In November 2019, Dallas ISD transitioned from using the *IDEA Proficiency Test (IPT)* to *Language Assessment System Links (LAS Links)* as the English language proficiency test. Bilingual Classroom = Dual Language Classroom.

Appendix D

Appendix D: 2019-20 English Learner Students and Non-English Learner Students by Grade

Grade Level	Total	Current ELs		nonELs		Monitored ELs	
	Enrollment <i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Elementary School Level							
PK	11,788	5,675	8.1	6,113	7.4		
K	10,938	5,211	7.4	5,727	6.9		
1	11,229	5,581	8.0	5,648	6.8		
2	11,063	5,614	8.0	5,449	6.6		
3	11,135	5,849	8.4	5,286	6.4		
4	11,364	5,851	8.4	5,513	6.6		
5	11,974	6,070	8.7	5,904	7.1		
PK-5	79,491	39,851	57.0	39,640	47.8		
Secondary School Level							
6	11,089	5,479	7.8	5,610	6.8	126	2.0
7	10,974	5,163	7.4	5,811	7.0	471	7.6
8	10,300	4,756	6.8	5,544	6.7	669	10.8
9	12,860	5,961	8.5	6,899	8.3	938	15.1
10	10,666	3,937	5.6	6,729	8.1	1,424	23.0
11	9,258	2,786	4.0	6,472	7.8	1,406	22.7
12	8,325	2,071	3.0	6,254	7.5	1,170	18.9
6-12	73,472	30,153	43.1	43,319	52.2	6,204	100.1

Source: District PEIMS snapshot demographic data file dated 11/01/19.

Note: Percentages are based on total number of students from PK through 12. 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 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 add to 100 because of rounding.

Appendix E

Appendix E, Table 1: 2019-20 Characteristics of Students Served by BE/ESL Program/Classification

	District (N = 152,963)		All ELs (N = 70,004)		nonELs (N = 82,959)		Monitored (N = 6,204)	
	n	%	n	%	n	%	n	%
Sex								
Female	74,854	48.9	33,557	47.9	41,297	49.8	3,475	56.0
Male	78,109	51.1	36,447	52.1	41,662	50.2	2,729	44.0
Race/Ethnicity								
Asian	1,785	1.2	1,026	1.5	759	0.9	51	0.8
African American	32,482	21.2	868	1.2	31,614	38.1	35	0.6
Hispanic	107,743	70.4	67,107	95.9	40,636	49.0	6,077	98.0
American Indian	296	0.2	121	0.2	175	0.2	8	0.1
Pacific Islander	53	0.0	10	0.0	43	0.1	2	0.0
White	7,788	5.1	604	0.9	7,184	8.7	20	0.3
Two or More Races	2,816	1.8	268	0.4	2,548	3.1	11	0.2
Not Available	0	0.0	0	0.0	0	0.0	0	0.0
Language Spoken at Home								
English	66,703	43.6	1,120	1.6	65,583	79.1	64	1.0
Spanish	83,271	54.4	66,568	95.1	16,703	20.1	6,039	97.3
Other	2,989	2.0	2,316	3.3	673	0.8	101	1.6
Language Student Most Often Speaks								
English	73,609	48.1	5,338	7.6	68,271	82.3	339	5.5
Spanish	77,058	50.4	62,775	89.7	14,283	17.2	5,780	93.2
Other	2,296	1.5	1,891	2.7	405	0.5	85	1.4
Country of Birth								
United States	130,102	85.1	53,953	77.1	76,149	91.8	5,638	90.9
Other	22,861	14.9	16,051	22.9	6,810	8.2	566	9.1
Special Student Populations								
TAG Participant	21,842	14.3	7,794	11.1	14,048	16.9	2,205	35.5
Special Education	13,966	9.1	5,334	7.6	8,632	10.4	63	1.0
At Risk	76,221	49.8	53,468	76.4	22,753	27.4	4,010	64.6
Economic Disadvantage	128,968	84.3	63,523	90.7	65,445	78.9	5,116	82.5
Homeless	2,516	1.6	851	1.2	1,665	2.0	29	0.5
Grade Level								
PK	11,788	7.7	5,675	8.1	6,113	7.4		
K	10,938	7.2	5,211	7.4	5,727	6.9		
1	11,229	7.3	5,581	8.0	5,648	6.8		
2	11,063	7.2	5,614	8.0	5,449	6.6		
3	11,135	7.3	5,849	8.4	5,286	6.4		
4	11,364	7.4	5,851	8.4	5,513	6.6		
5	11,974	7.8	6,070	8.7	5,904	7.1		
6	11,089	7.2	5,479	7.8	5,610	6.8	126	2.0
7	10,974	7.2	5,163	7.4	5,811	7.0	471	7.6
8	10,300	6.7	4,756	6.8	5,544	6.7	669	10.8
9	12,860	8.4	5,961	8.5	6,899	8.3	938	15.1
10	10,666	7.0	3,937	5.6	6,729	8.1	1,424	23.0
11	9,258	6.1	2,786	4.0	6,472	7.8	1,406	22.7
12	8,325	5.4	2,071	3.0	6,254	7.5	1,170	18.9
Elementary Level	79,491	52.0	39,851	56.9	39,640	47.8		
Secondary Level	73,472	48.0	30,153	43.1	43,319	52.2	6,204	100.0

Source: District PEIMS snapshot demographic data file dated 11/01/19.

Note: Ns include students in PK through grade 12. 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." Monitored students were limited to those in grades six through twelve. Percentages may not sum to 100 because of rounding.

Appendix E, Table 2: 2019-20 Characteristics of Students Served by BE/ESL Program/Classification

	ELs in OWDL (N = 31,809)		ELs in TWDL (N = 3,996)		nonELs in TWDL (N = 2,382)		ESL (N = 5,546)	
	n	%	n	%	n	%	n	%
Sex								
Female	15,685	49.3	1,967	49.2	1,260	52.9	2,571	46.4
Male	16,124	50.7	2,029	50.8	1,122	47.1	2,975	53.6
Race/Ethnicity								
Asian	8	0.0	5	0.1	22	0.9	688	12.4
African American	8	0.0	9	0.2	315	13.2	609	11.0
Hispanic	31,520	99.1	3,922	98.1	1,317	55.3	3,824	69.0
American Indian	50	0.2	8	0.2	3	0.1	30	0.5
Pacific Islander	2	0.0	1	0.0	3	0.1	6	0.1
White	182	0.6	36	0.9	585	24.6	229	4.1
Two or More Races	39	0.1	15	0.4	137	5.8	160	2.9
Not Available	0	0.0	0	0.0	0	0.0	0	0.0
Language Spoken at Home								
English	453	1.4	79	2.0	1,790	75.1	114	2.1
Spanish	31,307	98.4	3,901	97.6	574	24.1	3,786	68.3
Other	49	0.2	16	0.4	18	0.8	1,646	29.7
Language Student Most Often Speaks								
English	2,045	6.4	364	9.1	1,901	79.8	527	9.5
Spanish	29,723	93.4	3,617	90.5	467	19.6	3,724	67.1
Other	41	0.1	15	0.4	14	0.6	1,295	23.4
Country of Birth								
United States	23,988	75.4	3,379	84.6	2,170	91.1	1,539	27.7
Other	7,821	24.6	617	15.4	212	8.9	4,007	72.3
Special Student Populations								
TAG Participant	3,272	10.3	498	12.5	625	26.2	203	3.7
Special Education	1,649	5.2	254	6.4	82	3.4	165	3.0
At Risk	20,271	63.7	3,014	75.4	92	3.9	2,664	48.0
Economic Disadvantage	30,151	94.8	3,532	88.4	1,217	51.1	4,559	82.2
Homeless	418	1.3	32	0.8	23	1.0	112	2.0
Grade Level								
PK	4,907	15.4	383	9.6	191	8.0	297	5.4
K	4,171	13.1	517	12.9	351	14.7	286	5.2
1	4,268	13.4	711	17.8	459	19.3	265	4.8
2	4,251	13.4	707	17.7	422	17.7	260	4.7
3	4,442	14.0	690	17.3	414	17.4	196	3.5
4	4,635	14.6	515	12.9	291	12.2	199	3.6
5	4,936	15.5	424	10.6	250	10.5	213	3.8
6	182	0.6	48	1.2	3	0.1	398	7.2
7	3	0.0	1	0.0	0	0.0	366	6.6
8	3	0.0	0	0.0	0	0.0	630	11.4
9	6	0.0	0	0.0	1	0.0	1,355	24.4
10	1	0.0	0	0.0	0	0.0	498	9.0
11	2	0.0	0	0.0	0	0.0	325	5.9
12	2	0.0	0	0.0	0	0.0	258	4.7
Elementary Level	31,610	99.4	3,947	98.8	2,378	99.8	1,716	30.9
Secondary Level	199	0.6	49	1.2	4	0.2	3,830	69.1

Source: District PEIMS snapshot demographic data file dated 11/01/19.

Note: Ns include students in PK through grade 12. 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." Monitored students were limited to those in grades six through twelve. Percentages may not sum to 100 because of rounding.

Appendix E, Table 3: 2019-20 Characteristics of Students Served by BE/ESL Program/Classification

	ELs in SECDL (N = 474)		nonELs in SECDL (N = 156)		Sheltered (N = 21,271)		Immigrant (N = 8,862)	
	n	%	n	%	n	%	n	%
Sex								
Female	241	50.8	81	51.9	10,062	47.3	4,199	47.4
Male	233	49.2	75	48.1	11,209	52.7	4,663	52.6
Race/Ethnicity								
Asian	0	0.0	2	1.3	259	1.2	426	4.8
African American	0	0.0	4	2.6	183	0.9	605	6.8
Hispanic	472	99.6	136	87.2	20,650	97.1	7,402	83.5
American Indian	0	0.0	0	0.0	27	0.1	40	0.5
Pacific Islander	0	0.0	0	0.0	1	0.0	8	0.1
White	0	0.0	12	7.7	107	0.5	256	2.9
Two or More Races	2	0.4	2	1.3	44	0.2	125	1.4
Not Available	0	0.0	0	0.0	0	0.0	0	0.0
Language Spoken at Home								
English	7	1.5	78	50.0	172	0.8	480	5.4
Spanish	467	98.5	78	50.0	20,615	96.9	7,287	82.2
Other	0	0.0	0	0.0	484	2.3	1,095	12.4
Language Student Most Often Speaks								
English	8	1.7	89	57.1	941	4.4	699	7.9
Spanish	466	98.3	67	42.9	19,891	93.5	7,249	81.8
Other	0	0.0	0	0.0	439	2.1	914	10.3
Country of Birth								
United States	405	85.4	151	96.8	18,318	86.1	0	0.0
Other	69	14.6	5	3.2	2,953	13.9	8,862	100.0
Special Student Populations								
TAG Participant	128	27.0	52	33.3	2,759	13.0	264	3.0
Special Education	16	3.4	3	1.9	1,501	7.1	187	2.1
At Risk	463	97.7	46	29.5	20,714	97.4	3,522	39.7
Economic Disadvantage	402	84.8	91	58.3	18,878	88.7	7,403	83.5
Homeless	3	0.6	1	0.6	221	1.0	237	100.0
Grade Level								
PK	0	0.0	0	0.0	0	0.0	282	3.2
K	0	0.0	0	0.0	0	0.0	775	8.7
1	0	0.0	0	0.0	0	0.0	933	10.5
2	0	0.0	0	0.0	0	0.0	1,046	11.8
3	0	0.0	0	0.0	0	0.0	817	9.2
4	0	0.0	0	0.0	0	0.0	647	7.3
5	0	0.0	0	0.0	1	0.0	589	6.6
6	67	14.1	11	7.1	4,234	19.9	500	5.6
7	127	26.8	22	14.1	3,986	18.7	513	5.8
8	31	6.5	32	20.5	3,476	16.3	471	5.3
9	68	14.3	52	33.3	3,644	17.1	1,208	13.6
10	130	27.4	13	8.3	2,672	12.6	466	5.3
11	48	10.1	18	11.5	1,846	8.7	352	4.0
12	3	0.6	8	5.1	1,412	6.6	263	3.0
Elementary Level	0	0.0	0	0.0	1	0.0	5,089	57.4
Secondary Level	474	100.0	156	100.0	21,270	100.0	3,773	42.6

Source: District PEIMS snapshot demographic data file dated 11/01/19.

Note: Ns include students in PK through grade 12. 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." Monitored students were limited to those in grades six through twelve. Percentages may not sum to 100 because of rounding.

Appendix E, Table 4: 2019-20 Characteristics of Students Served by BE/ESL Program/Classification

	Parent Denials (N = 4,080)		Unservable (N = 894)	
	n	%	n	%
Sex				
Female	1,728	42.4	267	29.9
Male	2,352	57.6	627	70.1
Race/Ethnicity				
Asian	7	0.2	6	0.7
African American	18	0.4	8	0.9
Hispanic	4,017	98.5	868	97.1
American Indian	3	0.1	2	0.2
Pacific Islander	0	0.0	0	0.0
White	30	0.7	10	1.1
Two or More Races	5	0.1	0	0.0
Not Available	0	0.0	0	0.0
Language Spoken at Home				
English	268	6.6	13	1.5
Spanish	3,797	93.1	867	97.0
Other	15	0.4	14	1.6
Language Student Most Often Speaks				
English	1,251	30.7	106	11.9
Spanish	2,820	69.1	781	87.4
Other	9	0.2	7	0.8
Country of Birth				
United States	3,914	95.9	813	90.9
Other	166	4.1	81	9.1
Special Student Populations				
TAG Participant	358	8.8	4	0.4
Special Education	838	20.5	878	98.2
At Risk	3,741	91.7	751	84.0
Economic Disadvantage	3,558	87.2	786	87.9
Homeless	49	1.2	8	0.9
Grade Level				
PK	68	1.7	19	2.1
K	169	4.1	65	7.3
1	263	6.4	69	7.7
2	314	7.7	69	7.7
3	436	10.7	73	8.2
4	424	10.4	69	7.7
5	414	10.1	79	8.8
6	342	8.4	73	8.2
7	350	8.6	70	7.8
8	281	6.9	62	6.9
9	370	9.1	64	7.2
10	253	6.2	61	6.8
11	235	5.8	57	6.4
12	161	3.9	64	7.2
Elementary Level	2,088	51.2	443	49.6
Secondary Level	1,992	48.8	451	50.4

Source: District PEIMS snapshot demographic data file dated 11/01/19.

Note: Ns include students in PK through grade 12. Percentages may not sum to 100 because of rounding.

Appendix F

Appendix F, Table 1: 2019-20 DL/ESL Survey - Characteristics

	Dual Language				English as a Second Language			
	Teacher		Other		Teacher		Other	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
How frequently did you interact with a(n) [ESL/DL] instructional specialist in 2019-20 prior to at-home learning?								
Never	0	0.0	0	0.0	1	1.8	0	0
1-3 times	30	30.0	1	16.7	8	14.5	4	21.1
4-6 times	32	32.0	2	33.3	15	27.3	3	15.8
7-10 times	13	13.0	1	16.7	11	20.0	2	10.5
More than 10 times	25	25.0	2	33.3	20	36.4	10	52.6
What grade level(s) did you primarily work with during the 2019-20 school year?*								
PK-2	69	66.3	5	50.0	1	1.8	0	0.0
3-5	35	33.7	4	40.0	3	5.5	0	0.0
6-8	0	0.0	1	10.0	27	49.1	9	47.4
9-12	0	0.0	0	0.0	24	43.6	10	52.6

Source: 2019-20 DL/ESL Survey.

Note: The Other category was comprised of anyone not a teacher (e.g., principal, campus instructional coach). Percentages may not sum to 100 percent because of rounding. * = Participants could choose more than one answer.

Appendix F, Table 2: 2019-20 DL/ESL Survey – Supports and Professional Development

	<i>N</i>	Not at all beneficial		Slightly beneficial		Very beneficial		Extremely beneficial		Not applicable/Do Not Know	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
DL Teachers											
Rate how beneficial each of the following supports were from your instructional specialist(s) in 2019-20 <u>prior to</u> <u>at-home learning.</u>											
Professional development	100	9	9.0	19	19.0	41	41.0	26	26.0	5	5.0
In-class support	100	7	7.0	20	20.0	39	39.0	23	23.0	11	11.0
Providing resources/materials	100	6	6.0	19	19.0	36	36.0	36	36.0	3	3.0
Classroom observations and feedback	100	6	6.0	20	20.0	34	34.0	23	23.0	17	17.0
PLC or individual lesson planning	100	11	11.0	20	20.0	24	24.0	20	20.0	25	25.0
Classroom modeling/co-teaching	100	7	7.0	13	13.0	23	23.0	24	24.0	33	33.0
Data analyses	100	9	9.0	15	15.0	25	25.0	18	18.0	33	33.0
DL Other											
Rate how beneficial each of the following supports were from your instructional specialist(s) in 2019-20 <u>prior to</u> <u>at-home learning.</u>											
Professional development	6	0	0.0	0	0.0	2	33.3	2	33.3	2	33.3
In-class support	6	0	0.0	0	0.0	2	33.3	3	50.0	1	16.7
Providing resources/materials	6	1	16.7	0	0.0	2	33.3	3	50.0	0	0.0
Classroom observations and feedback	6	0	0.0	1	16.7	2	33.3	3	50.0	0	0.0
PLC or individual lesson planning	6	0	0.0	0	0.0	1	16.7	2	33.3	3	50.0
Classroom modeling/co-teaching	6	0	0.0	2	33.3	1	16.7	3	50.0	0	0.0
Data analyses	6	0	0.0	1	16.7	1	16.7	2	33.3	2	33.3
ESL Teachers											
Rate how beneficial each of the following supports were from your instructional specialist(s) in 2019-20 <u>prior to</u> <u>at-home learning.</u>											
Professional development	55	0	0.0	14	25.5	21	38.2	14	25.5	6	10.9
In-class support	55	4	7.3	10	18.2	16	29.1	23	41.8	2	3.6
Providing resources/materials	55	1	1.8	5	9.1	20	36.4	28	50.9	1	1.8
Classroom observations and feedback	55	4	7.3	8	14.5	19	34.5	21	38.2	3	5.5
PLC or individual lesson planning	55	3	5.5	7	12.7	21	38.2	14	25.5	10	18.2
Classroom modeling/co-teaching	55	2	3.6	5	9.1	16	29.1	13	23.6	19	34.5
Data analyses	55	2	3.6	7	12.7	14	25.5	14	25.5	18	32.7
ESL Other											
Rate how beneficial each of the following supports were from your instructional specialist(s) in 2019-20 <u>prior to</u> <u>at-home learning.</u>											
Professional development	19	1	5.3	2	10.5	5	26.3	8	42.1	3	15.8
In-class support	19	2	10.5	2	10.5	9	47.4	5	26.3	1	5.3
Providing resources/materials	19	1	5.3	2	10.5	8	42.1	8	42.1	0	0.0
Classroom observations and feedback	19	2	10.5	0	0.0	9	47.4	5	26.3	3	15.8
PLC or individual lesson planning	19	2	10.5	1	5.3	8	42.1	6	31.6	2	10.5
Classroom modeling/co-teaching	19	1	5.3	2	10.5	8	42.1	5	26.3	3	15.8
Data analyses	19	2	10.5	0	0.0	7	36.8	5	26.3	5	26.3

Source: 2019-20 DL/ESL Survey.

Note: The Other category was comprised of anyone not a teacher (e.g., principal, campus instructional coach). Percentages may not sum to 100 percent because of rounding.

Appendix F, Table 3: 2019-20 DL/ESL Survey – Supports and Professional Development

	<i>N</i>	Not at all beneficial		Slightly beneficial		Very beneficial		Extremely beneficial		Not applicable/Do not know	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
DL Teachers											
Rate how beneficial each of the following professional development opportunities provided by your instructional specialist(s) were for you in 2019-20 <u>prior to at-home learning</u>.											
Campus-wide professional development	100	8	8.0	13	13.0	29	29.0	24	24.0	26	26.0
PLCs	100	9	9.0	18	18.0	27	27.0	20	20.0	26	26.0
One-on-one	100	7	7.0	15	15.0	33	33.0	34	34.0	11	11.0
DL Other											
Rate how beneficial each of the following professional development opportunities provided by your instructional specialist(s) were for you in 2019-20 <u>prior to at-home learning</u>.											
Campus-wide professional development	6	0	0.0	0	0.0	3	50.0	1	16.7	2	33.3
PLCs	6	0	0.0	1	16.7	2	33.3	0	0.0	3	50.0
One-on-one	6	0	0.0	1	16.7	2	33.3	3	50.0	0	0.0
ESL Teachers											
Rate how beneficial each of the following professional development opportunities provided by your instructional specialist(s) were for you in 2019-20 <u>prior to at-home learning</u>.											
Campus-wide professional development	55	3	5.5	8	14.5	20	36.4	10	18.2	14	25.5
PLCs	55	2	3.6	7	12.7	19	34.5	12	21.8	15	27.3
One-on-one	55	2	3.6	1	1.8	25	45.5	21	38.2	6	10.9
ESL Other											
Rate how beneficial each of the following professional development opportunities provided by your instructional specialist(s) were for you in 2019-20 <u>prior to at-home learning</u>.											
Campus-wide professional development	19	1	5.3	3	15.8	5	26.3	8	42.1	2	10.5
PLCs	19	2	10.5	1	5.3	5	26.3	8	42.1	3	15.8
One-on-one	19	2	10.5	0	0.0	7	36.8	8	42.1	2	10.5

Source: 2019-20 DL/ESL Survey.

Note: The Other category was comprised of anyone not a teacher (e.g., principal, campus instructional coach). Percentages may not sum to 100 percent because of rounding.

Appendix F, Table 4: 2019-20 DL/ESL Survey – Resources

Appendix F, Table 4: 2019-20 DL Survey Results											
	N	Not at all beneficial		Slightly beneficial		Very beneficial		Extremely beneficial		Not applicable	
		n	%	n	%	n	%	n	%	n	%
DL Teachers											
Rate how beneficial each of the following resources were for impacting student achievement in 2019-20 <u>prior to at-home learning.</u>											
Technology resources (iPads, computer projectors, document cameras, etc.)	96	6	6.3	4	4.2	27	28.1	54	56.3	5	5.2
Online resources (Rosetta Stone, Nearpod, etc.)	96	4	4.2	15	15.6	23	24.0	21	21.9	33	34.4
Title III tutoring	96	5	5.2	12	12.5	14	14.6	18	18.8	47	49.0
Supplies and resources for classroom implementation	96	3	3.1	14	14.6	35	36.5	36	37.5	8	8.3
Curriculum products	96	4	4.2	11	11.5	41	42.7	30	31.3	10	10.4
DL Other											
Rate how beneficial each of the following resources were for impacting student achievement in 2019-20 <u>prior to at-home learning.</u>											
Technology resources (iPads, computer projectors, document cameras, etc.)	6	0	0.0	0	0.0	3	50.0	2	33.3	1	16.7
Online resources (Rosetta Stone, Nearpod, etc.)	6	0	0.0	0	0.0	4	66.7	1	16.7	1	16.7
Title III tutoring	6	0	0.0	1	16.7	2	33.3	1	16.7	2	33.3
Supplies and resources for classroom implementation	6	0	0.0	0	0.0	2	33.3	3	50.0	1	16.7
Curriculum products	6	0	0.0	2	33.3	2	33.3	2	33.3	0	0.0
ESL Teachers											
Rate how beneficial each of the following resources were for impacting student achievement in 2019-20 <u>prior to at-home learning.</u>											
Technology resources (iPads, computer projectors, document cameras, etc.)	54	1	1.9	8	14.8	20	37.0	19	35.2	6	11.1
Online resources (Rosetta Stone, Nearpod, etc.)	54	2	3.7	6	11.1	18	33.3	16	29.6	12	22.2
Title III tutoring	54	5	9.3	6	11.1	11	20.4	10	18.5	22	40.7
Supplies and resources for classroom implementation	54	2	3.7	4	7.4	22	40.7	24	44.4	2	3.7
Curriculum products	54	4	7.4	10	18.5	16	29.6	17	31.5	7	13.0
ESL Other											
Rate how beneficial each of the following resources were for impacting student achievement in 2019-20 <u>prior to at-home learning.</u>											
Technology resources (iPads, computer projectors, document cameras, etc.)	18	0	0.0	3	16.7	7	38.9	6	33.3	2	11.1
Online resources (Rosetta Stone, Nearpod, etc.)	18	2	11.1	3	16.7	6	33.3	3	16.7	4	22.2
Title III tutoring	18	2	11.1	1	5.6	7	38.9	4	22.2	4	22.2
Supplies and resources for classroom implementation	18	0	0.0	3	16.7	7	38.9	6	33.3	2	11.1
Curriculum products	18	1	5.6	2	11.1	9	50.0	5	27.8	1	5.6

Source: 2019-20 DL/ESL Survey.

Note: The Other category was comprised of anyone not a teacher (e.g., principal, campus instructional coach). Percentages may not sum to 100 percent because of rounding.

Appendix F, Table 5: 2019-20 DL/ESL Survey – Collaborative Opportunities and Ellevation

	Dual Language				English as a Second Language			
	Teacher		Other		Teacher		Other	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Prior to at-home learning, rate how beneficial the collaborative opportunities and networking events provided by the Bilingual/ESL department were for the support you provided to students. Collaborative opportunities include, but are not limited to, ESL Teachers Back to School event, SWAG, PLC and work sessions, and the ESL/DL Institute.								
Not at all beneficial	3	3.1	0	0.0	2	14.8	2	11.1
Slightly beneficial	28	29.2	0	0.0	11	3.7	3	16.7
Very beneficial	36	37.5	4	66.7	18	20.4	5	27.8
Extremely beneficial	21	21.9	1	16.7	15	33.3	5	27.8
Not applicable/Do not know	8	8.3	1	16.7	8	27.8	3	16.7
Did you use the Ellevation platform in 2019-20?								
Yes	23	24.0	3	50.0	32	59.3	13	72.2
No	73	76.0	3	50.0	22	40.7	5	27.8

Source: 2019-20 DL/ESL Survey.

Note: The Other category was comprised of anyone not a teacher (e.g., principal, campus instructional coach). Percentages may not sum to 100 percent because of rounding.

Appendix F, Table 6: 2019-20 DL/ESL Survey – Ellevation

Appendix F, Table 6: 2019-20 DL/ELC Survey - Ellevation													
	<i>N</i>	Daily		Weekly		Once every 6 weeks		Once a semester		Once a year		Never	
	<i>N</i>	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
DL Teachers													
On the Ellevation platform, how frequently did you use the following in 2019-20?*													
Instructional strategies resources	22	2	9.1	6	27.3	6	27.3	6	27.3	0	0.0	2	9.1
Data management tools (accessing student data, creating customizable lists to group students, etc.)	22	1	4.5	4	18.2	11	50.0	2	9.1	0	0.0	4	18.2
DL Other													
On the Ellevation platform, how frequently did you use the following in 2019-20?*													
Instructional strategies resources	3	0	0.0	0	0.0	1	33.3	1	33.3	0	0.0	1	33.3
Data management tools (accessing student data, creating customizable lists to group students, etc.)	3	0	0.0	0	0.0	1	33.3	0	0.0	0	0.0	2	66.7
ESL Teachers													
On the Ellevation platform, how frequently did you use the following in 2019-20?*													
Instructional strategies resources	32	2	6.3	7	21.9	12	37.5	4	12.5	5	15.6	2	6.3
Data management tools (accessing student data, creating customizable lists to group students, etc.)	32	2	6.3	8	25.0	11	34.4	3	9.4	5	15.6	3	9.4
ESL Other													
On the Ellevation platform, how frequently did you use the following in 2019-20?*													
Instructional strategies resources	12	0	0.0	3	25.0	2	16.7	3	25.0	0	0.0	4	33.3
Data management tools (accessing student data, creating customizable lists to group students, etc.)	12	0	0.0	2	16.7	3	25.0	4	33.3	0	0.0	3	25.0

Source: 2019-20 DL/ESL Survey.

Note: The Other category was comprised of anyone not a teacher (e.g., principal, campus instructional coach). Percentages may not sum to 100 percent because of rounding * = Respondents only answered this question if they answered "Yes" to whether they used the Ellevation platform.

Appendix F, Table 7: 2019-20 DL/ESL Survey – Ellevation

	<i>N</i>	Not at all beneficial		Slightly beneficial		Very beneficial		Extremely beneficial		Not applicable/Do not know	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
DL Teachers											
On the Ellevation platform, how beneficial did you find the following in 2019-20?*											
Instructional strategies resources	22	0	0.0	7	31.8	10	45.5	1	4.5	4	18.2
Data management tools (accessing student data, creating customizable lists to group students, etc.)	22	0	0.0	6	27.3	9	40.9	1	4.5	6	27.3
DL Other											
On the Ellevation platform, how beneficial did you find the following in 2019-20?*											
Instructional strategies resources	3	0	0.0	0	0.0	2	66.7	0	0.0	1	33.3
Data management tools (accessing student data, creating customizable lists to group students, etc.)	3	0	0.0	0	0.0	1	33.3	0	0.0	2	66.7
ESL Teachers											
On the Ellevation platform, how beneficial did you find the following in 2019-20?*											
Instructional strategies resources	32	1	3.1	7	21.9	15	46.9	5	15.6	4	12.5
Data management tools (accessing student data, creating customizable lists to group students, etc.)	32	2	6.3	7	21.9	15	46.9	4	12.5	4	12.5
ESL Other											
On the Ellevation platform, how beneficial did you find the following in 2019-20?*											
Instructional strategies resources	12	0	0.0	1	8.3	4	33.3	3	25.0	4	33.3
Data management tools (accessing student data, creating customizable lists to group students, etc.)	12	0	0.0	3	25.0	5	41.7	2	16.7	2	16.7

Source: 2019-20 DL/ESL Survey.

Note: The Other category was comprised of anyone not a teacher (e.g., principal, campus instructional coach). Percentages may not sum to 100 percent because of rounding * = Respondents only answered this question if they answered "Yes" to whether they used the Ellevation platform.

Appendix F, Table 8: 2019-20 DL/ESL Survey – Help During At-Home Learning

	Dual Language				English as a Second Language			
	Teacher		Other		Teacher		Other	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
During the COVID-19-related district at-home learning, how often did you receive help or support from your BE/ESL instructional specialist(s) as compared to before online learning?								
A great deal less	23	24.7	2	33.3	3	5.7	1	5.9
A little less	18	19.4	1	16.7	9	17.0	2	11.8
About the same	21	22.6	0	0.0	21	39.6	10	58.8
A little more	12	12.9	1	16.7	7	13.2	2	11.8
A great deal more	9	9.7	0	0.0	9	17.0	1	5.9
Not applicable/Do not know	10	10.8	2	33.3	4	7.5	1	5.9

Source: 2019-20 DL/ESL Survey.

Note: The Other category was comprised of anyone not a teacher (e.g., principal, campus instructional coach). Percentages may not sum to 100 percent because of rounding.

Appendix F, Table 7: 2019-20 DL/ESL Survey – At-Home Learning Supports

	Not at all beneficial		Slightly beneficial		Very beneficial		Extremely beneficial		Not applicable/Do not know		
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
DL Teachers											
Rate how beneficial each of the following supports from your BE/ESL instructional specialist(s) were in 2019-20 during COVID-19-related district at-home learning.											
Professional development	93	9	9.7	21	22.6	22	23.7	13	14.0	28	30.1
Google classroom support	93	11	11.8	16	17.2	18	19.4	11	11.8	37	39.8
Providing online resources (e.g., Rosetta Stone, Nearpod)	93	12	12.9	12	12.9	18	19.4	10	10.8	41	44.1
PLC or individual lesson planning	93	13	14.0	12	12.9	16	17.2	7	7.5	45	48.4
Student/parent communication support	93	12	12.9	7	7.5	18	19.4	9	9.7	47	50.5
DL Other											
Rate how beneficial each of the following supports from your BE/ESL instructional specialist(s) were in 2019-20 during COVID-19-related district at-home learning.											
Professional development	6	1	16.7	0	0.0	1	16.7	1	16.7	3	50.0
Google classroom support	6	1	16.7	0	0.0	1	16.7	0	0.0	4	66.7
Providing online resources (e.g., Rosetta Stone, Nearpod)	6	1	16.7	0	0.0	1	16.7	1	16.7	3	50.0
PLC or individual lesson planning	6	1	16.7	0	0.0	1	16.7	1	16.7	3	50.0
Student/parent communication support	6	1	16.7	0	0.0	1	16.7	0	0.0	4	66.7
ESL Teachers											
Rate how beneficial each of the following supports from your BE/ESL instructional specialist(s) were in 2019-20 during COVID-19-related district at-home learning.											
Professional development	53	3	5.7	6	11.3	16	30.2	15	28.3	13	24.5
Google classroom support	53	2	3.8	6	11.3	17	32.1	14	26.4	14	26.4
Providing online resources (e.g., Rosetta Stone, Nearpod)	53	2	3.8	5	9.4	17	32.1	18	34.0	11	20.8
PLC or individual lesson planning	53	4	7.5	3	5.7	13	24.5	16	30.2	17	32.1
Student/parent communication support	53	3	5.7	7	13.2	13	24.5	12	22.6	18	34.0
ESL Other											
Rate how beneficial each of the following supports from your BE/ESL instructional specialist(s) were in 2019-20 during COVID-19-related district at-home learning.											
Professional development	17	2	11.8	0	0.0	8	47.1	2	11.8	5	29.4
Google classroom support	17	2	11.8	2	11.8	5	29.4	3	17.6	5	29.4
Providing online resources (e.g., Rosetta Stone, Nearpod)	17	2	11.8	2	11.8	5	29.4	3	17.6	5	29.4
PLC or individual lesson planning	17	1	5.9	1	5.9	6	35.3	3	17.6	6	35.3
Student/parent communication support	17	2	11.8	3	17.6	5	29.4	2	11.8	5	29.4

Source: 2019-20 DL/ESL Survey.

Note: The Other category was comprised of anyone not a teacher (e.g., principal, campus instructional coach). Percentages may not sum to 100 percent because of rounding.

Appendix G

Appendix G: 2019-20 Sheltered Instruction Survey

R/LA Teachers (N = 526)		
	<i>n</i>	%
Do you have any sheltered students (English Learners) in your classroom(s) in 2019-20?		
Yes	436	82.9
No	90	17.1
Do you know what sheltered instruction is?		
Yes	493	93.7
No	33	6.3
Did you implement sheltered instruction in 2019-20?		
Yes	421	80.0
No	105	20.0
How frequently did you implement sheltered instruction in 2019-20?*		
Daily	288	68.4
Weekly	112	26.6
Once every 6 weeks	7	1.7
Once a semester	1	0.2
Once a year	1	0.2
Did not answer	12	2.9

Source: 2019-20 Sheltered Survey for Dallas ISD R/LA Teachers who had at least one sheltered student in his or her classroom.

Note: Percentages may not sum to 100 percent because of rounding. * = Respondents received this question if they answered "yes" to whether they implemented sheltered instruction in 2019-20.

Appendix H

Appendix H, Table 1: 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

table continues

Appendix H, Table 1 (continued)

Appendix F, 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>	%
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
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

table continues

Appendix H, Table 1 (continued)

Appendix H, Table 1 (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>	%
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 10/05/18. District PEIMS snapshot demographic data file dated 10/30/17.

Note: Includes students enrolled on the PEIMS snapshot date of 10/27/17.

Appendix H, Table 2: 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

table continues

Appendix H, Table 2 (continued)

Appendix H, Table 2 (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>	%
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
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

table continues

Appendix H, Table 2 (continued)

Appendix H, Table 2 (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>	%
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 05/24/19. District PEIMS snapshot demographic data files dated 02/26/19.

Note: Includes students enrolled on the PEIMS snapshot date of 10/26/18. Results are not included for students who took *TELPAS-Alternate*. ^a = grade six students include those in elementary schools.

Appendix H, Table 3: 2020 TELPAS Proficiency Levels by Program/Classification and Grade Level

Grade Level		2020 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	5,025	3,121	62.1	1,571	31.3	234	4.7	99	2.0
1	5,370	1,927	35.9	2,470	46.0	725	13.5	248	4.6
2	3,775	537	14.2	2,111	55.9	1,000	26.5	127	3.4
3	3,794	276	7.3	1,485	39.1	1,560	41.1	473	12.5
4	3,949	289	7.3	1,440	36.5	1,638	41.5	582	14.7
5	4,134	213	5.2	1,035	25.0	1,851	44.8	1,035	25.0
6	1,866	63	3.4	604	32.4	855	45.8	344	18.4
7	1,790	59	3.3	602	33.6	845	47.2	284	15.9
8	1,644	48	2.9	517	31.4	816	49.6	263	16.0
9	1,773	144	8.1	916	51.7	521	29.4	192	10.8
10	1,224	39	3.2	669	54.7	355	29.0	161	13.2
11	826	35	4.2	433	52.4	254	30.8	104	12.6
12	563	15	2.7	274	48.7	204	36.2	70	12.4
K to 2	14,170	5,585	39.4	6,152	43.4	1,959	13.8	474	3.3
3 to 5	11,877	778	6.6	3,960	33.3	5,049	42.5	2,090	17.6
6 to 8	5,300	170	3.2	1,723	32.5	2,516	47.5	891	16.8
9 to 12	4,386	233	5.3	2,292	52.3	1,334	30.4	527	12.0
K to 5	26,047	6,363	24.4	10,112	38.8	7,008	26.9	2,564	9.8
6 to 12	9,686	403	4.2	4,015	41.5	3,850	39.7	1,418	14.6
All Grades	5,025	3,121	62.1	1,571	31.3	234	4.7	99	2.0
One-Way Dual Language									
K	4,059	2,784	68.6	1,165	28.7	88	2.2	22	0.5
1	4,128	1,664	40.3	1,907	46.2	469	11.4	88	2.1
2	2,829	450	15.9	1,626	57.5	676	23.9	77	2.7
3	2,799	233	8.3	1,124	40.2	1,122	40.1	320	11.4
4	3,101	264	8.5	1,152	37.1	1,262	40.7	423	13.6
5	3,361	193	5.7	860	25.6	1,517	45.1	791	23.5
K to 2	11,016	4,898	44.5	4,698	42.6	1,233	11.2	187	1.7
3 to 5	9,261	690	7.5	3,136	33.9	3,901	42.1	1,534	16.6
K to 5	20,277	5,588	27.6	7,834	38.6	5,134	25.3	1,721	8.5
Two-Way Dual Language									
K	498	210	42.2	256	51.4	22	4.4	10	2.0
1	702	185	26.4	374	53.3	112	16.0	31	4.4
2	515	43	8.3	265	51.5	182	35.3	25	4.9
3	500	14	2.8	173	34.6	230	46.0	83	16.6
4	404	10	2.5	117	29.0	188	46.5	89	22.0
5	340	9	2.6	62	18.2	143	42.1	126	37.1
K to 2	1,715	438	25.5	895	52.2	316	18.4	66	3.8
3 to 5	1,244	33	2.7	352	28.3	561	45.1	298	24.0
K to 5	2,959	471	15.9	1,247	42.1	877	29.6	364	12.3
Two-Way Dual Language: Immersion									
K	439	184	41.9	230	52.4	15	3.4	10	2.3
1	603	156	25.9	319	52.9	102	16.9	26	4.3
K to 1	1,042	340	32.6	549	52.7	117	11.2	36	3.5
Two-Way Dual Language: Enrichment									
K	51	22	43.1	22	43.1	7	13.7	0	0.0
1	84	24	28.6	48	57.1	8	9.5	4	4.8
K to 1	135	46	34.1	70	51.9	15	11.1	4	3.0

table continues

Appendix H, Table 3 (continued)

Appendix H, Table C (continued)

2020 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>	%
Secondary Dual Language									
6	63	0	0.0	2	3.2	31	49.2	30	47.6
7	73	0	0.0	9	12.3	50	68.5	14	19.2
8	14	0	0.0	0	0.0	9	64.3	5	35.7
9	17	0	0.0	4	23.5	10	58.8	3	17.6
10	11	0	0.0	3	27.3	5	45.5	3	27.3
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	150	0	0.0	11	7.3	90	60.0	49	32.7
9 to 12	28	0	0.0	7	25.0	15	53.6	6	21.4
6 to 12	178	0	0.0	18	10.1	105	59.0	55	30.9
English as a Second Language									
K	267	75	28.1	74	27.7	83	31.1	35	13.1
1	245	44	18.0	86	35.1	61	24.9	54	22.0
2	189	14	7.4	87	46.0	71	37.6	17	9.0
3	152	9	5.9	48	31.6	70	46.1	25	16.4
4	162	8	4.9	60	37.0	71	43.8	23	14.2
5	152	8	5.3	42	27.6	57	37.5	45	29.6
6	120	41	34.2	40	33.3	25	20.8	14	11.7
7	94	43	45.7	43	45.7	8	8.5	0	0.0
8	167	43	25.7	68	40.7	50	29.9	6	3.6
9	342	127	37.1	170	49.7	35	10.2	10	2.9
10	133	25	18.8	75	56.4	28	21.1	5	3.8
11	90	21	23.3	48	53.3	13	14.4	8	8.9
12	56	1	1.8	37	66.1	11	19.6	7	12.5
K to 2	701	133	19.0	247	35.2	215	30.7	106	15.1
3 to 5	466	25	5.4	150	32.2	198	42.5	93	20.0
6 to 8	381	127	33.3	151	39.6	83	21.8	20	5.2
9 to 12	621	174	28.0	330	53.1	87	14.0	30	4.8
K to 5	1,167	158	13.5	397	34.0	413	35.4	199	17.1
6 to 12	1,002	301	30.0	481	48.0	170	17.0	50	5.0
All Grades	2,169	459	21.2	878	40.5	583	26.9	249	11.5
Sheltered Classrooms									
6	1,406	17	1.2	496	35.3	669	47.6	224	15.9
7	1,438	14	1.0	500	34.8	700	48.7	224	15.6
8	1,238	4	0.3	390	31.5	644	52.0	200	16.2
9	1,162	16	1.4	632	54.4	397	34.2	117	10.1
10	874	12	1.4	511	58.5	249	28.5	102	11.7
11	591	13	2.2	328	55.5	190	32.1	60	10.2
12	423	12	2.8	206	48.7	162	38.3	43	10.2
6 to 8	4,082	35	0.9	1,386	34.0	2,013	49.3	648	15.9
9 to 12	3,050	53	1.7	1,677	55.0	998	32.7	322	10.6
6 to 12	7,132	88	1.2	3,063	42.9	3,011	42.2	970	13.6

table continues

Appendix H, Table 3 (continued)

2020 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>	%
Parent Denials									
K	160	31	19.4	59	36.9	38	23.8	32	20.0
1	248	19	7.7	87	35.1	70	28.2	72	29.0
2	221	24	10.9	124	56.1	65	29.4	8	3.6
3	311	14	4.5	120	38.6	133	42.8	44	14.1
4	265	6	2.3	102	38.5	111	41.9	46	17.4
5	265	2	0.8	62	23.4	130	49.1	71	26.8
6	103	0	0.0	34	33.0	52	50.5	17	16.5
7	107	0	0.0	41	38.3	50	46.7	16	15.0
8	96	0	0.0	38	39.6	38	39.6	20	20.8
9	91	0	0.0	44	48.4	35	38.5	12	13.2
10	69	1	1.4	43	62.3	21	30.4	4	5.8
11	50	1	2.0	25	50.0	21	42.0	3	6.0
12	31	1	3.2	16	51.6	12	38.7	2	6.5
K to 2	629	74	11.8	270	42.9	173	27.5	112	17.8
3 to 5	841	22	2.6	284	33.8	374	44.5	161	19.1
6 to 8	306	0	0.0	113	36.9	140	45.8	53	17.3
9 to 12	241	3	1.2	128	53.1	89	36.9	21	8.7
K to 5	1,470	96	6.5	554	37.7	547	37.2	273	18.6
6 to 12	547	3	0.5	241	44.1	229	41.9	74	13.5
All Grades	2,017	99	4.9	795	39.4	776	38.5	347	17.2

Source: District *TELPAS* data files dated 07/19/20. District PEIMS snapshot demographic data files dated 11/01/19.

Note: Includes students enrolled on the PEIMS snapshot date of 10/26/18. Results are not included for students who took *TELPAS-Alternate*. Because of the spring 2020 transition to at-home learning, composite *TELPAS* results for 2020 represent 62.4 percent of test takers; 2020 results should be reviewed with caution and are provided for informational purposes only.

Appendix I

Appendix I, Table 1: 2019 to 2020 *TELPAS* Proficiency Rating Movement – Grade One to Five English Learners

Rated <i>N</i>	Progressed/ Regressed		2019 <i>TELPAS</i> Composite Rating	2020 <i>TELPAS</i> Composite Rating								2020 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													
4,831	Progressed	Beginning	1,287	81.9	1,371	58.3	226	33.2	32	14.0	2,916	60.4	
	2,126	44.0	Intermediate	276	17.6	911	38.7	357	52.5	85	37.1	1,629	33.7
		Advanced	7	0.4	51	2.2	75	11.0	55	24.0	188	3.9	
	Regressed	Advanced High	1	0.1	18	0.8	22	3.2	57	24.9	98	2.0	
	375	7.8	2019 Total	1,571	100.0	2,351	100.0	680	100.0	229	100.0	4,831	100.0
Grade Two													
3,464	Progressed	Beginning	266	68.2	828	41.6	185	19.2	6	5.1	1,285	37.1	
	1,566	45.2	Intermediate	115	29.5	961	48.2	458	47.5	43	36.4	1,577	45.5
		Advanced	8	2.1	163	8.2	238	24.7	46	39.0	455	13.1	
	Regressed	Advanced High	1	0.3	40	2.0	83	8.6	23	19.5	147	4.2	
	410	11.8	2019 Total	390	100.0	1,992	100.0	964	100.0	118	100.0	3,464	100.0
Grade Three													
3,513	Progressed	Beginning	96	63.6	238	17.1	25	1.7	0	0.0	359	10.2	
	1,412	40.2	Intermediate	54	35.8	1,056	76.1	799	52.7	72	15.7	1,981	56.4
		Advanced	1	0.7	90	6.5	631	41.7	278	60.6	1,000	28.5	
	Regressed	Advanced High	0	0.0	4	0.3	60	4.0	109	23.7	173	4.9	
	209	5.9	2019 Total	151	100.0	1,388	100.0	1,515	100.0	459	100.0	3,513	100.0
Grade Four													
3,668	Progressed	Beginning	81	53.3	89	6.5	1	0.1	1	0.2	172	4.7	
	770	21.0	Intermediate	70	46.1	970	70.7	406	25.7	14	2.5	1,460	39.8
		Advanced	1	0.7	297	21.6	966	61.1	259	45.9	1,523	41.5	
	Regressed	Advanced High	0	0.0	16	1.2	207	13.1	290	51.4	513	14.0	
	591	16.1	2019 Total	152	100.0	1,372	100.0	1,580	100.0	564	100.0	3,668	100.0
Grade Five													
3,873	Progressed	Beginning	78	80.4	148	15.2	11	0.6	0	0.0	237	6.1	
	1,385	35.8	Intermediate	19	19.6	679	69.6	670	37.4	56	5.5	1,424	36.8
		Advanced	0	0.0	139	14.3	942	52.6	500	49.5	1,581	40.8	
	Regressed	Advanced High	0	0.0	9	0.9	167	9.3	455	45.0	631	16.3	
	334	8.6	2019 Total	97	100.0	975	100.0	1,790	100.0	1,011	100.0	3,873	100.0
Grades One to Two													
8,295	Progressed	Beginning	1,553	79.2	2,199	50.6	411	25.0	38	11.0	4,201	50.6	
	3,692	44.5	Intermediate	391	19.9	1,872	43.1	815	49.6	128	36.9	3,206	38.6
		Advanced	15	0.8	214	4.9	313	19.0	101	29.1	643	7.8	
	Regressed	Advanced High	2	0.1	58	1.3	105	6.4	80	23.1	245	3.0	
	785	9.5	2019 Total	1,961	100.0	4,343	100.0	1,644	100.0	347	100.0	8,295	100.0
Grades Three to Five													
11,054	Progressed	Beginning	255	63.8	475	12.7	37	0.8	1	0.0	768	6.9	
	3,567	32.3	Intermediate	143	35.8	2,705	72.4	1,875	38.4	142	7.0	4,865	44.0
		Advanced	2	0.5	526	14.1	2,539	52.0	1,037	51.0	4,104	37.1	
	Regressed	Advanced High	0	0.0	29	0.8	434	8.9	854	42.0	1,317	11.9	
	1,134	10.3	2019 Total	400	100.0	3,735	100.0	4,885	100.0	2,034	100.0	11,054	100.0
Grades One to Five													
19,349	Progressed	Beginning	1,808	76.6	2,674	33.1	448	6.9	39	1.6	4,969	25.7	
	7,259	37.5	Intermediate	534	22.6	4,577	56.7	2,690	41.2	270	11.3	8,071	41.7
		Advanced	17	0.7	740	9.2	2,852	43.7	1,138	47.8	4,747	24.5	
	Regressed	Advanced High	2	0.1	87	1.1	539	8.3	934	39.2	1,562	8.1	
	1,919	9.9	2019 Total	2,361	100.0	8,078	100.0	6,529	100.0	2,381	100.0	19,349	100.0

Source: District *TELPAS* data files dated 05/24/19 (2019) and 07/19/20 (2020). District PEIMS snapshot demographic data file dated 11/01/19.

Note: 2019 to 2020 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. Same = Student remained at the same proficiency level from the previous year. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*.

Appendix I, Table 2: 2019 to 2020 *TELPAS* Proficiency Rating Movement – Grade Six to Eight English Learners

Rated <i>N</i>	Progressed/ Regressed <i>n</i> %	2019 <i>TELPAS</i> Composite Rating	2020 <i>TELPAS</i> Composite Rating								2020 Total	
			Beginning		Intermed		Advanced		Adv High		<i>n</i>	%
			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Six												
1,765	Progressed	Beginning	21	70.0	28	4.9	0	0.0	0	0.0	49	2.8
	240	13.6	8	26.7	312	54.3	131	15.8	8	2.4	459	26.0
		Advanced	1	3.3	188	32.7	427	51.4	73	22.2	689	39.0
	Regressed	Advanced High	0	0.0	47	8.2	273	32.9	248	75.4	568	32.2
	517	29.3	30	100.0	575	100.0	831	100.0	329	100.0	1,765	100.0
Grade Seven												
1,675	Progressed	Beginning	13	54.2	34	6.0	0	0.0	0	0.0	47	2.8
	400	23.9	11	45.8	376	66.4	185	22.8	16	5.9	588	35.1
		Advanced	0	0.0	153	27.0	556	68.5	165	60.4	874	52.2
	Regressed	Advanced High	0	0.0	3	0.5	71	8.7	92	33.7	166	9.9
	238	14.2	24	100.0	566	100.0	812	100.0	273	100.0	1,675	100.0
Grade Eight												
1,510	Progressed	Beginning	10	62.5	30	6.5	1	0.1	1	0.4	42	2.8
	413	27.4	6	37.5	313	67.9	217	27.8	13	5.1	549	36.4
		Advanced	0	0.0	114	24.7	497	63.7	151	59.7	762	50.5
	Regressed	Advanced High	0	0.0	4	0.9	65	8.3	88	34.8	157	10.4
	189	12.5	16	100.0	461	100.0	780	100.0	253	100.0	1,510	100.0
Grades Six to Eight												
4,950	Progressed	Beginning	44	62.9	92	5.7	1	0.0	1	0.1	138	2.8
	1,053	21.3	25	35.7	1,001	62.5	533	22.0	37	4.3	1,596	32.2
		Advanced	1	1.4	455	28.4	1,480	61.1	389	45.5	2,325	47.0
	Regressed	Advanced High	0	0.0	54	3.4	409	16.9	428	50.1	891	18.0
	944	19.1	70	100.0	1,602	100.0	2,423	100.0	855	100.0	4,950	100.0

Source: District *TELPAS* data files dated 05/24/19 (2019) and 07/19/20 (2020). District PEIMS snapshot demographic data file dated 11/01/19.

Note: 2019 to 2020 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. Same = Student remained at the same proficiency level from the previous year. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*.

Appendix I, Table 3: 2019 to 2020 *TELPAS* Proficiency Rating Movement – Grade Nine to Twelve English Learners (Including Secondary Grade Level Summary)

Rated <i>N</i>	Progressed/ Regressed <i>n</i> %	2019 <i>TELPAS</i> Composite Rating	2020 <i>TELPAS</i> Composite Rating								2020 Total	
			Beginning		Intermed		Advanced		Adv High		<i>n</i>	%
			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Nine												
1,358	Progressed	Beginning	24	55.8	32	4.4	3	0.7	0	0.0	59	4.3
	177	13.0	18	41.9	402	54.7	59	13.5	9	6.3	488	35.9
		Advanced	1	2.3	275	37.4	305	70.0	74	51.4	655	48.2
	Regressed	Advanced High	0	0.0	26	3.5	69	15.8	61	42.4	156	11.5
	389	28.6	43	100.0	735	100.0	436	100.0	144	100.0	1,358	100.0
Grade Ten												
1,136	Progressed	Beginning	22	62.9	56	9.3	10	3.0	3	1.9	91	8.0
	225	19.8	13	37.1	394	65.1	91	26.9	16	10.1	514	45.2
		Advanced	0	0.0	143	23.6	195	57.7	49	31.0	387	34.1
	Regressed	Advanced High	0	0.0	12	2.0	42	12.4	90	57.0	144	12.7
	210	18.5	35	100.0	605	100.0	338	100.0	158	100.0	1,136	100.0
Grade Eleven												
752	Progressed	Beginning	16	53.3	30	7.6	6	2.6	6	6.3	58	7.7
	168	22.3	14	46.7	250	63.5	81	34.8	8	8.4	353	46.9
		Advanced	0	0.0	106	26.9	114	48.9	37	38.9	257	34.2
	Regressed	Advanced High	0	0.0	8	2.0	32	13.7	44	46.3	84	11.2
	160	21.3	30	100.0	394	100.0	233	100.0	95	100.0	752	100.0
Grade Twelve												
502	Progressed	Beginning	3	23.1	12	4.8	2	1.1	2	3.4	19	3.8
	90	17.9	9	69.2	161	64.9	50	27.3	4	6.9	224	44.6
		Advanced	0	0.0	70	28.2	104	56.8	20	34.5	194	38.6
	Regressed	Advanced High	1	7.7	5	2.0	27	14.8	32	55.2	65	12.9
	112	22.3	13	100.0	248	100.0	183	100.0	58	100.0	502	100.0
Grades Nine to Twelve												
3,748	Progressed	Beginning	65	53.7	130	6.6	21	1.8	11	2.4	227	6.1
	660	17.6	54	44.6	1,207	60.9	281	23.6	37	8.1	1,579	42.1
		Advanced	1	0.8	594	30.0	718	60.3	180	39.6	1,493	39.8
	Regressed	Advanced High	1	0.8	51	2.6	170	14.3	227	49.9	449	12.0
	871	23.2	121	100.0	1,982	100.0	1,190	100.0	455	100.0	3,748	100.0
All Secondary (Grades Six to Twelve)												
8,698	Progressed	Beginning	109	57.1	222	6.2	22	0.6	12	0.9	365	4.2
	1,713	19.7	79	41.4	2,208	61.6	814	22.5	74	5.6	3,175	36.5
		Advanced	2	1.0	1,049	29.3	2,198	60.8	569	43.4	3,818	43.9
	Regressed	Advanced High	1	0.5	105	2.9	579	16.0	655	50.0	1,340	15.4
	1,815	20.9	191	100.0	3,584	100.0	3,613	100.0	1,310	100.0	8,698	100.0

Source: District *TELPAS* data files dated 05/24/19 (2019) and 07/19/20 (2020). District PEIMS snapshot demographic data file dated 11/01/19.

Note: 2019 to 2020 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. Same = Student remained at the same proficiency level from the previous year. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*.

Appendix I, Table 4: 2019 to 2020 *TELPAS* Proficiency Rating Movement – English Learners in One-Way Dual Language Program

Rated <i>N</i>	Progressed/ Regressed <i>n</i> %		2019 <i>TELPAS</i> Composite Rating	2020 <i>TELPAS</i> Composite Rating								2020 Total <i>n</i> %	
				Beginning		Intermed		Advanced		Adv High			
	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade One													
3,682	Progressed	Beginning	1,110	83.0	1,137	62.6	181	40.6	23	28.0	2,451	66.6	
	1,622	44.1	Intermediate	219	16.4	653	35.9	229	51.3	44	53.7	1,145	31.1
		Advanced	7	0.5	25	1.4	32	7.2	8	9.8	72	2.0	
	Regressed	Advanced High	1	0.1	2	0.1	4	0.9	7	8.5	14	0.4	
	258	7.0	2019 Total	1,337	100.0	1,817	100.0	446	100.0	82	100.0	3,682	100.0
Grade Two													
2,566	Progressed	Beginning	235	73.4	707	46.3	151	23.3	5	7.1	1,098	42.8	
	1,261	49.1	Intermediate	80	25.0	707	46.3	339	52.2	34	48.6	1,160	45.2
		Advanced	5	1.6	99	6.5	134	20.6	25	35.7	263	10.2	
	Regressed	Advanced High	0	0.0	14	0.9	25	3.9	6	8.6	45	1.8	
	223	8.7	2019 Total	320	100.0	1,527	100.0	649	100.0	70	100.0	2,566	100.0
Grade Three													
2,578	Progressed	Beginning	84	67.2	190	18.1	19	1.7	0	0.0	293	11.4	
	1,064	41.3	Intermediate	40	32.0	799	76.2	608	55.7	52	16.7	1,499	58.1
		Advanced	1	0.8	58	5.5	434	39.7	195	62.5	688	26.7	
	Regressed	Advanced High	0	0.0	2	0.2	31	2.8	65	20.8	98	3.8	
	132	5.1	2019 Total	125	100.0	1,049	100.0	1,092	100.0	312	100.0	2,578	100.0
Grade Four													
2,877	Progressed	Beginning	71	53.4	73	6.6	1	0.1	1	0.2	146	5.1	
	608	21.1	Intermediate	61	45.9	782	70.8	327	26.6	11	2.7	1,181	41.0
		Advanced	1	0.8	239	21.6	750	61.0	195	47.6	1,185	41.2	
	Regressed	Advanced High	0	0.0	11	1.0	151	12.3	203	49.5	365	12.7	
	463	16.1	2019 Total	133	100.0	1,105	100.0	1,229	100.0	410	100.0	2,877	100.0
Grade Five													
3,149	Progressed	Beginning	66	79.5	125	15.4	10	0.7	0	0.0	201	6.4	
	1,105	35.1	Intermediate	17	20.5	563	69.2	551	37.3	40	5.2	1,171	37.2
		Advanced	0	0.0	118	14.5	776	52.6	379	48.8	1,273	40.4	
	Regressed	Advanced High	0	0.0	8	1.0	139	9.4	357	46.0	504	16.0	
	282	9.0	2019 Total	83	100.0	814	100.0	1,476	100.0	776	100.0	3,149	100.0
Grade Six													
86	Progressed	Beginning	3	100.0	4	19.0	0	0.0	0	0.0	7	8.1	
	19	22.1	Intermediate	0	0.0	13	61.9	10	24.4	0	0.0	23	26.7
		Advanced	0	0.0	4	19.0	19	46.3	5	23.8	28	32.6	
	Regressed	Advanced High	0	0.0	0	0.0	12	29.3	16	76.2	28	32.6	
	16	18.6	2019 Total	3	100.0	21	100.0	41	100.0	21	100.0	86	100.0
Grades One to Two													
6,248	Progressed	Beginning	1,345	81.2	1,844	55.1	332	30.3	28	18.4	3,549	56.8	
	2,883	46.1	Intermediate	299	18.0	1,360	40.7	568	51.9	78	51.3	2,305	36.9
		Advanced	12	0.7	124	3.7	166	15.2	33	21.7	335	5.4	
	Regressed	Advanced High	1	0.1	16	0.5	29	2.6	13	8.6	59	0.9	
	481	7.7	2019 Total	1,657	100.0	3,344	100.0	1,095	100.0	152	100.0	6,248	100.0
Grades Three to Six													
8,690	Progressed	Beginning	224	65.1	392	13.1	30	0.8	1	0.1	647	7.4	
	2,796	32.2	Intermediate	118	34.3	2,157	72.2	1,496	39.0	103	6.8	3,874	44.6
		Advanced	2	0.6	419	14.0	1,979	51.6	774	51.0	3,174	36.5	
	Regressed	Advanced High	0	0.0	21	0.7	333	8.7	641	42.2	995	11.4	
	893	10.3	2019 Total	344	100.0	2,989	100.0	3,838	100.0	1,519	100.0	8,690	100.0
Grades One to Six													
14,938	Progressed	Beginning	1,569	78.4	2,236	35.3	362	7.3	29	1.7	4,196	28.1	
	5,679	38.0	Intermediate	417	20.8	3,517	55.5	2,064	41.8	181	10.8	6,179	41.4
		Advanced	14	0.7	543	8.6	2,145	43.5	807	48.3	3,509	23.5	
	Regressed	Advanced High	1	0.0	37	0.6	362	7.3	654	39.1	1,054	7.1	
	1,374	9.2	2019 Total	2,001	100.0	6,333	100.0	4,933	100.0	1,671	100.0	14,938	100.0

Source: District *TELPAS* data files dated 05/24/19 (2019) and 07/19/20 (2020). District PEIMS snapshot demographic data file dated 11/01/19.Note: 2019 to 2020 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. Same = Student remained at the same proficiency level from the previous year. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*. Grade six students include those in elementary schools.

Appendix I, Table 5: 2019 to 2020 *TELPAS* Proficiency Rating Movement – English Learners in Two-Way Dual Language Program

Rated <i>N</i>	Progressed/ Regressed <i>n</i> %	2019 <i>TELPAS</i> Composite Rating	2020 <i>TELPAS</i> Composite Rating								2020 Total	
			Beginning		Intermed		Advanced		Adv High		<i>n</i>	%
			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade One												
617	Progressed	Beginning	133	78.2	170	46.7	30	28.0	7	23.3	340	50.7
	297	44.3	37	21.8	188	51.6	69	64.5	13	43.3	307	45.8
		Advanced	0	0.0	3	0.8	8	7.5	8	26.7	19	2.8
	Regressed	Advanced High	0	0.0	3	0.8	0	0.0	2	6.7	5	0.7
	43	6.4	170	100.0	364	100.0	107	100.0	30	100.0	671	100.0
Grade Two												
498	Progressed	Beginning	19	54.3	74	28.5	27	15.0	1	4.3	121	24.3
	192	38.6	16	45.7	148	56.9	72	40.0	7	30.4	243	48.8
		Advanced	0	0.0	36	13.8	60	33.3	11	47.8	107	21.5
	Regressed	Advanced High	0	0.0	2	0.8	21	11.7	4	17.4	27	5.4
	75	15.1	35	100.0	260	100.0	180	100.0	23	100.0	498	100.0
Grade Three												
480	Progressed	Beginning	3	60.0	22	13.3	4	1.8	0	0.0	29	6.0
	197	41.0	2	40.0	124	74.7	113	49.8	11	13.4	250	52.1
		Advanced	0	0.0	19	11.4	96	42.3	47	57.3	162	33.8
	Regressed	Advanced High	0	0.0	1	0.6	14	6.2	24	29.3	39	8.1
	36	7.5	5	100.0	166	100.0	227	100.0	82	100.0	480	100.0
Grade Four												
386	Progressed	Beginning	4	66.7	2	1.8	0	0.0	0	0.0	6	1.6
	70	18.1	2	33.3	77	68.8	32	17.7	2	2.3	113	29.3
		Advanced	0	0.0	31	27.7	113	62.4	34	39.1	178	46.1
	Regressed	Advanced High	0	0.0	2	1.8	36	19.9	51	58.6	89	23.1
	71	18.4	6	100.0	112	100.0	181	100.0	87	100.0	386	100.0
Grade Five												
330	Progressed	Beginning	4	80.0	5	8.2	0	0.0	0	0.0	9	2.7
	112	33.9	1	20.0	48	78.7	42	29.8	5	4.1	96	29.1
		Advanced	0	0.0	7	11.5	83	58.9	60	48.8	150	45.5
	Regressed	Advanced High	0	0.0	1	1.6	16	11.3	58	47.2	75	22.7
	25	7.6	5	100.0	61	100.0	141	100.0	123	100.0	330	100.0
Grade Six												
1	Progressed	Beginning	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	0.0
		Advanced	0	0.0	0	0.0	1	100.0	0	0.0	1	100.0
	Regressed	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	0	0.0	0	0.0	0	0.0	1	100.0	0	0.0	1	100.0
Grades One to Two												
1,169	Progressed	Beginning	152	74.1	244	39.1	57	19.9	8	15.1	461	39.4
	489	41.8	53	25.9	336	53.8	141	49.1	20	37.7	550	47.0
		Advanced	0	0.0	39	6.3	68	23.7	19	35.8	126	10.8
	Regressed	Advanced High	0	0.0	5	0.8	21	7.3	6	11.3	32	2.7
	118	10.1	205	100.0	624	100.0	287	100.0	53	100.0	1,169	100.0
Grades Three to Six												
1,197	Progressed	Beginning	11	68.8	29	8.6	4	0.7	0	0.0	44	3.7
	379	31.7	5	31.3	249	73.5	187	34.0	18	6.2	459	38.3
		Advanced	0	0.0	57	16.8	293	53.3	141	48.3	491	41.0
	Regressed	Advanced High	0	0.0	4	1.2	66	12.0	133	45.5	203	17.0
	132	11.0	16	100.0	339	100.0	550	100.0	292	100.0	1,197	100.0
Grades One to Six												
2,366	Progressed	Beginning	163	73.8	273	28.3	61	7.3	8	2.3	505	21.3
	868	36.7	58	26.2	585	60.7	328	39.2	38	11.0	1,009	42.6
		Advanced	0	0.0	96	10.0	361	43.1	160	46.4	617	26.1
	Regressed	Advanced High	0	0.0	9	0.9	87	10.4	139	40.3	235	9.9
	250	10.6	221	100.0	963	100.0	837	100.0	345	100.0	2,366	100.0

Source: District *TELPAS* data files dated 05/24/19 (2019) and 07/19/20 (2020). District PEIMS snapshot demographic data files dated 11/01/19.

Note: 2019 to 2020 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. Same = Student remained at the same proficiency level from the previous year. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*. Grade six students include those in elementary schools.

Appendix I, Table 6: 2019 to 2020 *TELPAS* Proficiency Rating Movement – English Learners in Two-Way Dual Language Program (Immersion)

Rated <i>N</i>	Progressed/ Regressed		2019 <i>TELPAS</i> Composite Rating	2020 <i>TELPAS</i> Composite Rating								2020 Total	
				Beginning		Intermed		Advanced		Adv High			
	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade One													
576	Progressed		Beginning	108	74.5	138	44.7	28	28.9	7	28.0	281	48.8
	251	43.6	Intermediate	37	25.5	166	53.7	61	62.9	12	48.0	276	47.9
			Advanced	0	0.0	3	1.0	8	8.2	5	20.0	16	2.8
	Regressed		Advanced High	0	0.0	2	0.6	0	0.0	1	4.0	3	0.5
	42	7.3	2019 Total	145	100.0	309	100.0	97	100.0	25	100.0	576	100.0

Source: District *TELPAS* data files dated 05/24/19 (2019) and 07/19/20 (2020). District PEIMS snapshot demographic data file dated 11/01/19.

Note: 2019 to 2020 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. Same = Student remained at the same proficiency level from the previous year. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*.

Appendix I, Table 7: 2019 to 2020 *TELPAS* Proficiency Rating Movement – English Learners in Two-Way Dual Language Program (Enrichment)

Rated <i>N</i>	Progressed/ Regressed <i>n</i> %		2019 <i>TELPAS</i> Composite Rating	2020 <i>TELPAS</i> Composite Rating								2020 Total	
				Beginning		Intermed		Advanced		Adv High			
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade One													
80	Progressed		Beginning	20	100.0	28	58.3	1	12.5	0	0.0	49	61.3
	39	48.8	Intermediate	0	0.0	19	39.6	7	87.5	0	0.0	26	32.5
			Advanced	0	0.0	0	0.0	0	0.0	3	75.0	3	3.8
	Regressed		Advanced High	0	0.0	1	2.1	0	0.0	1	25.0	2	2.5
	1	1.3	2019 Total	20	100.0	48	100.0	8	100.0	4	100.0	80	100.0

Source: District *TELPAS* data files dated 05/24/19 (2019) and 07/19/20 (2020). District PEIMS snapshot demographic data file dated 11/01/19.

Note: 2019 to 2020 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. Same = Student remained at the same proficiency level from the previous year. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*.

Appendix I, Table 8: 2019 to 2020 *TELPAS* Proficiency Rating Movement – Grade Six to Eight English Learners in Secondary Dual Language Program

Rated <i>N</i>	Progressed/ Regressed <i>n</i> %		2019 <i>TELPAS</i> Composite Rating	2020 <i>TELPAS</i> Composite Rating								2020 Total <i>n</i> %	
				Beginning		Intermed		Advanced		Adv High			
	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade Six													
63	Progressed	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
	14	22.2	Intermediate	0	0.0	0	0.0	5	16.1	2	6.7	7	11.1
			Advanced	0	0.0	1	50.0	11	35.5	7	23.3	19	30.2
	Regressed	Advanced High	0	0.0	1	50.0	15	48.4	21	70.0	37	58.7	
	17	27.0	2019 Total	0	0.0	2	100.0	31	100.0	30	100.0	63	100.0
Grade Seven													
73	Progressed	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
	11	15.1	Intermediate	0	0.0	2	22.2	3	6.0	0	0.0	5	6.8
			Advanced	0	0.0	7	77.8	39	78.0	8	57.1	54	74.0
	Regressed	Advanced High	0	0.0	0	0.0	8	16.0	6	42.9	14	19.2	
	15	20.5	2019 Total	0	0.0	9	100.0	50	100.0	14	100.0	73	100.0
Grade Eight													
13	Progressed	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
	5	38.5	Intermediate	0	0.0	0	0.0	2	25.0	1	20.0	3	23.1
			Advanced	0	0.0	0	0.0	5	62.5	2	40.0	7	53.8
	Regressed	Advanced High	0	0.0	0	0.0	1	12.5	2	40.0	3	23.1	
	1	7.7	2019 Total	0	0.0	0	0.0	8	100.0	5	100.0	13	100.0
Grades Six to Eight													
149	Progressed	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
	30	20.1	Intermediate	0	0.0	2	18.2	10	11.2	3	6.1	15	10.1
			Advanced	0	0.0	8	72.7	55	61.8	17	34.7	80	53.7
	Regressed	Advanced High	0	0.0	1	9.1	24	27.0	29	59.2	54	36.2	
	33	22.1	2019 Total	0	0.0	11	100.0	89	100.0	49	100.0	149	100.0

Source: District *TELPAS* data files dated 05/24/19 (2019) and 07/19/20 (2020). District PEIMS snapshot demographic data file dated 11/01/19.

Note: 2019 to 2020 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. Same = Student remained at the same proficiency level from the previous year. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*.

Appendix I, Table 9: 2019 to 2020 TELPAS Proficiency Rating Movement – Grade Nine to Twelve English Learners in Secondary Dual Language Program (Including Secondary Grade Level Summary)

Rated N	Progressed/ Regressed n %	2019 TELPAS Composite Rating	2020 TELPAS Composite Rating								2020 Total	
			Beginning		Intermed		Advanced		Adv High		n	%
			n	%	n	%	n	%	n	%		
Grade Nine												
17	Progressed	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	2	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Advanced	0	0.0	2	50.0	5	50.0	2	66.7	9	52.9
	Regressed	Advanced High	0	0.0	2	50.0	5	50.0	1	33.3	8	47.1
	9	2019 Total	0	0.0	4	100.0	10	100.0	3	100.0	17	100.0
Grade Ten												
10	Progressed	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	1	Intermediate	0	0.0	3	100.0	0	0.0	0	0.0	3	30.0
		Advanced	0	0.0	0	0.0	3	75.0	1	33.3	4	40.0
	Regressed	Advanced High	0	0.0	0	0.0	1	25.0	2	66.7	3	30.0
	1	2019 Total	0	0.0	3	100.0	4	100.0	3	100.0	10	100.0
Grade Eleven												
0	Progressed	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	0	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Regressed	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	0	2019 Total	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Grade Twelve												
0	Progressed	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	0	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
		Advanced	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Regressed	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	0	2019 Total	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Grades Nine to Twelve												
27	Progressed	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	3	Intermediate	0	0.0	3	42.9	0	0.0	0	0.0	3	11.1
		Advanced	0	0.0	2	28.6	8	57.1	3	50.0	13	48.1
	Regressed	Advanced High	0	0.0	2	28.6	6	42.9	3	50.0	11	40.7
	10	2019 Total	0	0.0	7	100.0	14	100.0	6	100.0	27	100.0
All Secondary (Grades Six to Twelve)												
176	Progressed	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	33	Intermediate	0	0.0	5	27.8	10	9.7	3	5.5	18	10.2
		Advanced	0	0.0	10	55.6	63	61.2	20	36.4	93	52.8
	Regressed	Advanced High	0	0.0	3	16.7	30	29.1	32	58.2	65	36.9
	43	2019 Total	0	0.0	18	100.0	103	100.0	55	100.0	176	100.0

Source: District TELPAS data files dated 05/24/19 (2019) and 07/19/20 (2020). District PEIMS snapshot demographic data file dated 11/01/19.

Note: 2019 to 2020 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. Same = Student remained at the same proficiency level from the previous year. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate.

Appendix I, Table 10: 2019 to 2020 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> %		2019 <i>TELPAS</i> Composite Rating	2020 <i>TELPAS</i> Composite Rating								2020 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													
223	Progressed	Beginning	29	78.4	28	35.4	9	16.4	0	0.0	66	29.6	
	89	39.9	Intermediate	8	21.6	31	39.2	24	43.6	11	21.2	74	33.2
		Advanced	0	0.0	12	15.2	14	25.5	17	32.7	43	19.3	
	Regressed	Advanced High	0	0.0	8	10.1	8	14.5	24	46.2	40	17.9	
	36	16.1	2019 Total	37	100.0	79	100.0	55	100.0	52	100.0	223	100.0
Grade Two													
176	Progressed	Beginning	4	40.0	28	33.7	6	9.1	0	0.0	38	21.6	
	65	36.9	Intermediate	5	50.0	44	53.0	23	34.8	1	5.9	73	41.5
		Advanced	1	10.0	9	10.8	21	31.8	7	41.2	38	21.6	
	Regressed	Advanced High	0	0.0	2	2.4	16	24.2	9	52.9	27	15.3	
	33	18.8	2019 Total	10	100.0	83	100.0	66	100.0	17	100.0	176	100.0
Grade Three													
133	Progressed	Beginning	2	66.7	8	18.6	1	1.5	0	0.0	11	8.3	
	48	36.1	Intermediate	1	33.3	33	76.7	26	39.4	2	9.5	62	46.6
		Advanced	0	0.0	1	2.3	31	47.0	11	52.4	43	32.3	
	Regressed	Advanced High	0	0.0	1	2.3	8	12.1	8	38.1	17	12.8	
	11	8.3	2019 Total	3	100.0	43	100.0	66	100.0	21	100.0	133	100.0
Grade Four													
147	Progressed	Beginning	4	66.7	8	14.5	0	0.0	0	0.0	12	8.2	
	33	22.4	Intermediate	2	33.3	37	67.3	15	23.4	0	0.0	54	36.7
		Advanced	0	0.0	8	14.5	39	60.9	10	45.5	57	38.8	
	Regressed	Advanced High	0	0.0	2	3.6	10	15.6	12	54.5	24	16.3	
	22	15.0	2019 Total	6	100.0	55	100.0	64	100.0	22	100.0	147	100.0
Grade Five													
139	Progressed	Beginning	6	100.0	9	24.3	0	0.0	0	0.0	15	10.8	
	55	39.6	Intermediate	0	0.0	24	64.9	18	35.3	4	8.9	46	33.1
		Advanced	0	0.0	4	10.8	27	52.9	24	53.3	55	39.6	
	Regressed	Advanced High	0	0.0	0	0.0	6	11.8	17	37.8	23	16.5	
	10	7.2	2019 Total	6	100.0	37	100.0	51	100.0	45	100.0	139	100.0
Grades One to Two													
399	Progressed	Beginning	33	70.2	56	34.6	15	12.4	0	0.0	104	26.1	
	154	38.6	Intermediate	13	27.7	75	46.3	47	38.8	12	17.4	147	36.8
		Advanced	1	2.1	21	13.0	35	28.9	24	34.8	81	20.3	
	Regressed	Advanced High	0	0.0	10	6.2	24	19.8	33	47.8	67	16.8	
	69	17.3	2019 Total	47	100.0	162	100.0	121	100.0	69	100.0	399	100.0
Grades Three to Five													
419	Progressed	Beginning	12	80.0	25	18.5	1	0.6	0	0.0	38	9.1	
	136	32.5	Intermediate	3	20.0	94	69.6	59	32.6	6	6.8	162	38.7
		Advanced	0	0.0	13	9.6	97	53.6	45	51.1	155	37.0	
	Regressed	Advanced High	0	0.0	3	2.2	24	13.3	37	42.0	64	15.3	
	43	10.3	2019 Total	15	100.0	135	100.0	181	100.0	88	100.0	419	100.0
Grades One to Five													
818	Progressed	Beginning	45	72.6	81	27.3	16	5.3	0	0.0	142	17.4	
	290	35.5	Intermediate	16	25.8	169	56.9	106	35.1	18	11.5	309	37.8
		Advanced	1	1.6	34	11.4	132	43.7	69	43.9	236	28.9	
	Regressed	Advanced High	0	0.0	13	4.4	48	15.9	70	44.6	131	16.0	
	112	13.7	2019 Total	62	100.0	297	100.0	302	100.0	157	100.0	818	100.0

Source: District TELPAS data files dated 05/24/19 (2019) and 07/19/20 (2020). District PEIMS snapshot demographic data file dated 11/01/19.

Note: 2019 to 2020 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. Same = Student remained at the same proficiency level from the previous year. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate.

Appendix I, Table 11: 2019 to 2020 *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> %		2019 <i>TELPAS</i> Composite Rating	2020 <i>TELPAS</i> Composite Rating								2020 Total <i>n</i> %	
				Beginning		Intermed		Advanced		Adv High			
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Six													
77	Progressed	Beginning	12	100.0	8	28.6	0	0.0	0	0.0	20	26.0	
	21	27.3	Intermediate	0	0.0	14	50.0	7	29.2	0	0.0	21	27.3
		Advanced	0	0.0	5	17.9	11	45.8	6	46.2	22	28.6	
	Regressed	Advanced High	0	0.0	1	3.6	6	25.0	7	53.8	14	18.2	
	12	15.6	2019 Total	12	100.0	28	100.0	24	100.0	13	100.0	77	100.0
Grade Seven													
39	Progressed	Beginning	7	87.5	13	48.1	0	0.0	0	0.0	20	51.3	
	15	38.5	Intermediate	1	12.5	14	51.9	2	50.0	0	0.0	17	43.6
		Advanced	0	0.0	0	0.0	2	50.0	0	0.0	2	5.1	
	Regressed	Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	
	1	2.6	2019 Total	8	100.0	27	100.0	4	100.0	0	0.0	39	100.0
Grade Eight													
113	Progressed	Beginning	9	75.0	18	34.0	1	2.4	0	0.0	28	24.8	
	43	38.1	Intermediate	3	25.0	33	62.3	19	45.2	2	33.3	57	50.4
		Advanced	0	0.0	2	3.8	21	50.0	3	50.0	26	23.0	
	Regressed	Advanced High	0	0.0	0	0.0	1	2.4	1	16.7	2	1.8	
	6	5.3	2019 Total	12	100.0	53	100.0	42	100.0	6	100.0	113	100.0
Grades Six to Eight													
229	Progressed	Beginning	28	87.5	39	36.1	1	1.4	0	0.0	68	29.7	
	79	34.5	Intermediate	4	12.5	61	56.5	28	40.0	2	10.5	95	41.5
		Advanced	0	0.0	7	6.5	34	48.6	9	47.4	50	21.8	
	Regressed	Advanced High	0	0.0	1	0.9	7	10.0	8	42.1	16	7.0	
	19	8.3	2019 Total	32	100.0	108	100.0	70	100.0	19	100.0	229	100.0

Source: District *TELPAS* data files dated 05/24/19 (2019) and 07/19/20 (2020). District PEIMS snapshot demographic data file dated 11/01/19.

Note: 2019 to 2020 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. Same = Student remained at the same proficiency level from the previous year. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*.

Appendix I, Table 12: 2019 to 2020 *TELPAS* Proficiency Rating Movement – Grade Nine to Twelve English Learners in English as a Second Language Program (Including Secondary Grade Level Summary)

Learners in English as a Second Language Program (Including Secondary Grade Level Summary)													
Rated <i>N</i>	Progressed/ Regressed		2019 <i>TELPAS</i> Composite Rating	2020 <i>TELPAS</i> Composite Rating								2020 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													
129	Progressed	Beginning	22	73.3	19	26.4	1	4.8	0	0.0	42	32.6	
	30	23.3	Intermediate	7	23.3	42	58.3	6	28.6	0	0.0	55	42.6
			Advanced	1	3.3	11	15.3	10	47.6	4	66.7	26	20.2
	Regressed	Advanced High	0	0.0	0	0.0	4	19.0	2	33.3	6	4.7	
	23	17.8	2019 Total	30	100.0	72	100.0	21	100.0	6	100.0	129	100.0
Grade Ten													
117	Progressed	Beginning	18	78.3	26	41.3	1	3.8	0	0.0	45	38.5	
	41	35.0	Intermediate	5	21.7	34	54.0	10	38.5	1	20.0	50	42.7
			Advanced	0	0.0	3	4.8	11	42.3	3	60.0	17	14.5
	Regressed	Advanced High	0	0.0	0	0.0	4	15.4	1	20.0	5	4.3	
	12	10.3	2019 Total	23	100.0	63	100.0	26	100.0	5	100.0	117	100.0
Grade Eleven													
76	Progressed	Beginning	12	66.7	11	27.5	0	0.0	0	0.0	23	30.3	
	22	28.9	Intermediate	6	33.3	25	62.5	6	54.5	0	0.0	37	48.7
			Advanced	0	0.0	4	10.0	5	45.5	5	71.4	14	18.4
	Regressed	Advanced High	0	0.0	0	0.0	0	0.0	2	28.6	2	2.6	
	10	13.2	2019 Total	18	100.0	40	100.0	11	100.0	7	100.0	76	100.0
Grade Twelve													
43	Progressed	Beginning	0	0.0	5	17.2	1	11.1	0	0.0	6	14.0	
	9	20.9	Intermediate	0	0.0	21	72.4	2	22.2	1	20.0	24	55.8
			Advanced	0	0.0	3	10.3	4	44.4	0	0.0	7	16.3
	Regressed	Advanced High	0	0.0	0	0.0	2	22.2	4	80.0	6	14.0	
	5	11.6	2019 Total	0	0.0	29	100.0	9	100.0	5	100.0	43	100.0
Grades Nine to Twelve													
365	Progressed	Beginning	52	73.2	61	29.9	3	4.5	0	0.0	116	31.8	
	102	27.9	Intermediate	18	25.4	122	59.8	24	35.8	2	8.7	166	45.5
			Advanced	1	1.4	21	10.3	30	44.8	12	52.2	64	17.5
	Regressed	Advanced High	0	0.0	0	0.0	10	14.9	9	39.1	19	5.2	
	50	13.7	2019 Total	71	100.0	204	100.0	67	100.0	23	100.0	365	100.0
All Secondary (Grades Six to Twelve)													
594	Progressed	Beginning	80	77.7	100	32.1	4	2.9	0	0.0	184	31.0	
	181	30.5	Intermediate	22	21.4	183	58.7	52	38.0	4	9.5	261	43.9
			Advanced	1	1.0	28	9.0	64	46.7	21	50.0	114	19.2
	Regressed	Advanced High	0	0.0	1	0.3	17	12.4	17	40.5	35	5.9	
	69	11.6	2019 Total	103	100.0	312	100.0	137	100.0	42	100.0	594	100.0

Source: District *TELPAS* data files dated 05/24/19 (2019) and 07/19/20 (2020). District PEIMS snapshot demographic data file dated 11/01/19.

Note: 2019 to 2020 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. Same = Student remained at the same proficiency level from the previous year. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*.

Appendix I, Table 13: 2019 to 2020 *TELPAS* Proficiency Rating Movement – Grade Six to Eight English Learners in Sheltered Classrooms

Rated <i>N</i>	Progressed/ Regressed <i>n</i> %		2019 <i>TELPAS</i> Composite Rating	2020 <i>TELPAS</i> Composite Rating								2020 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 Six													
1,359	Progressed	Beginning	6	40.0	16	3.3	0	0.0	0	0.0	22	1.6	
	160	11.8	Intermediate	8	53.3	260	54.1	93	14.3	6	2.8	367	27.0
		Advanced	1	6.7	165	34.3	349	53.7	45	21.1	560	41.2	
	Regressed	Advanced High	0	0.0	40	8.3	208	32.0	162	76.1	410	30.2	
	422	31.1	2019 Total	15	100.0	481	100.0	650	100.0	213	100.0	1,359	100.0
Grade Seven													
1,387	Progressed	Beginning	6	42.9	20	4.2	0	0.0	0	0.0	26	1.9	
	325	23.4	Intermediate	8	57.1	331	68.8	164	24.3	14	6.5	517	37.3
		Advanced	0	0.0	127	26.4	453	67.1	127	58.5	707	51.0	
	Regressed	Advanced High	0	0.0	3	0.6	58	8.6	76	35.0	137	9.9	
	196	14.1	2019 Total	14	100.0	481	100.0	675	100.0	217	100.0	1,387	100.0
Grade Eight													
1,166	Progressed	Beginning	1	33.3	10	2.8	0	0.0	1	0.5	12	1.0	
	312	26.8	Intermediate	2	66.7	243	69.0	173	28.0	8	4.1	426	36.5
		Advanced	0	0.0	95	27.0	397	64.3	120	61.9	612	52.5	
	Regressed	Advanced High	0	0.0	4	1.1	47	7.6	65	33.5	116	9.9	
	148	12.7	2019 Total	3	100.0	352	100.0	617	100.0	194	100.0	1,166	100.0
Grades Six to Eight													
3,912	Progressed	Beginning	13	40.6	46	3.5	0	0.0	1	0.2	60	1.5	
	797	20.4	Intermediate	18	56.3	834	63.5	430	22.1	28	4.5	1,310	33.5
		Advanced	1	3.1	387	29.5	1,199	61.7	292	46.8	1,879	48.0	
	Regressed	Advanced High	0	0.0	47	3.6	313	16.1	303	48.6	663	16.9	
	766	19.6	2019 Total	32	100.0	1,314	100.0	1,942	100.0	624	100.0	3,912	100.0

Source: District *TELPAS* data files dated 05/24/19 (2019) and 07/19/20 (2020). District PEIMS snapshot demographic data file dated 11/01/19.

Note: 2019 to 2020 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. Same = Student remained at the same proficiency level from the previous year. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*.

Appendix I, Table 14: 2019 to 2020 TELPAS Proficiency Rating Movement – Grade Nine to Twelve English Learners in Sheltered Classrooms (Including Secondary Grade Level Summary)

Rated <i>N</i>	Progressed/ Regressed <i>n</i> %	2019 TELPAS Composite Rating	2020 TELPAS Composite Rating								2020 Total	
			Beginning		Intermed		Advanced		Adv High			
			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade Nine												
995	Progressed	Beginning	2	16.7	11	2.0	1	0.3	0	0.0	14	1.4
	108	10.9	10	83.3	321	57.4	45	13.5	9	10.0	385	38.7
		Advanced	0	0.0	211	37.7	241	72.2	42	46.7	494	49.6
	Regressed	Advanced High	0	0.0	16	2.9	47	14.1	39	43.3	102	10.3
	284	28.5	12	100.0	559	100.0	334	100.0	90	100.0	995	100.0
Grade Ten												
808	Progressed	Beginning	3	30.0	26	5.6	8	3.4	1	1.0	38	4.7
	147	18.2	7	70.0	314	67.8	61	25.8	14	14.1	396	49.0
		Advanced	0	0.0	114	24.6	144	61.0	37	37.4	295	36.5
	Regressed	Advanced High	0	0.0	9	1.9	23	9.7	47	47.5	79	9.8
	153	18.9	10	100.0	463	100.0	236	100.0	99	100.0	808	100.0
Grade Eleven												
537	Progressed	Beginning	4	36.4	18	6.0	5	2.9	4	7.7	31	5.8
	119	22.2	7	63.6	189	63.0	63	36.2	6	11.5	265	49.3
		Advanced	0	0.0	86	28.7	84	48.3	23	44.2	193	35.9
	Regressed	Advanced High	0	0.0	7	2.3	22	12.6	19	36.5	48	8.9
	122	22.7	11	100.0	300	100.0	174	100.0	52	100.0	537	100.0
Grade Twelve												
388	Progressed	Beginning	3	25.0	6	3.1	1	0.7	2	5.4	12	3.1
	73	18.8	8	66.7	124	64.2	45	30.8	3	8.1	180	46.4
		Advanced	0	0.0	60	31.1	86	58.9	16	43.2	162	41.8
	Regressed	Advanced High	1	8.3	3	1.6	14	9.6	16	43.2	34	8.8
	86	22.2	12	100.0	193	100.0	146	100.0	37	100.0	388	100.0
Grades Nine to Twelve												
2,728	Progressed	Beginning	12	26.7	61	4.0	15	1.7	7	2.5	95	3.5
	447	16.4	32	71.1	948	62.6	214	24.0	32	11.5	1,226	44.9
		Advanced	0	0.0	471	31.1	555	62.4	118	42.4	1,144	41.9
	Regressed	Advanced High	1	2.2	35	2.3	106	11.9	121	43.5	263	9.6
	645	23.6	45	100.0	1,515	100.0	890	100.0	278	100.0	2,728	100.0
All Secondary (Grades Six to Twelve)												
6,640	Progressed	Beginning	25	32.5	107	3.8	15	0.5	8	0.9	155	2.3
	1,244	18.7	50	64.9	1,782	63.0	644	22.7	60	6.7	2,536	38.2
		Advanced	1	1.3	858	30.3	1,754	61.9	410	45.5	3,023	45.5
	Regressed	Advanced High	1	1.3	82	2.9	419	14.8	424	47.0	926	13.9
	1,411	21.3	77	100.0	2,829	100.0	2,832	100.0	902	100.0	6,640	100.0

Source: District TELPAS data files dated 05/24/19 (2019) and 07/19/20 (2020). District PEIMS snapshot demographic data file dated 11/01/19.

Note: 2019 to 2020 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. Same = Student remained at the same proficiency level from the previous year. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate.

Appendix I, Table 15: 2019 to 2020 TELPAS Proficiency Rating Movement – Grade One to Five English Learner Parent Denials

Learner Parent Demands													
Rated N	Progressed/ Regressed		2019 TELPAS Composite Rating	2020 TELPAS Composite Rating								2020 Total	
	n	%		Beginning		Intermed		Advanced		Adv High			
				n	%	n	%	n	%	n	%	n	%
Grade One													
225	Progressed	Beginning	10	52.6	28	35.9	4	6.3	2	3.1	44	19.6	
	103	45.8	Intermediate	9	47.4	34	43.6	30	46.9	17	26.6	90	40.0
		Advanced	0	0.0	11	14.1	20	31.3	22	34.4	53	23.6	
	Regressed	Advanced High	0	0.0	5	6.4	10	15.6	23	35.9	38	16.9	
	35	15.6	2019 Total	19	100.0	78	100.0	64	100.0	64	100.0	225	100.0
Grade Two													
208	Progressed	Beginning	8	34.8	14	12.3	0	0.0	0	0.0	22	10.6	
	39	18.8	Intermediate	12	52.2	61	53.5	21	33.3	1	12.5	95	45.7
		Advanced	2	8.7	18	15.8	21	33.3	3	37.5	44	21.2	
	Regressed	Advanced High	1	4.3	21	18.4	21	33.3	4	50.0	47	22.6	
	75	36.1	2019 Total	23	100.0	114	100.0	63	100.0	8	100.0	208	100.0
Grade Three													
292	Progressed	Beginning	4	28.6	12	10.9	1	0.8	0	0.0	17	5.8	
	92	31.5	Intermediate	10	71.4	87	79.1	48	38.4	7	16.3	152	52.1
		Advanced	0	0.0	11	10.0	69	55.2	24	55.8	104	35.6	
	Regressed	Advanced High	0	0.0	0	0.0	7	5.6	12	27.9	19	6.5	
	28	9.6	2019 Total	14	100.0	110	100.0	125	100.0	43	100.0	292	100.0
Grade Four													
242	Progressed	Beginning	1	16.7	2	2.2	0	0.0	0	0.0	3	1.2	
	52	21.5	Intermediate	5	83.3	69	75.8	29	28.7	1	2.3	104	43.0
		Advanced	0	0.0	19	20.9	62	61.4	20	45.5	101	41.7	
	Regressed	Advanced High	0	0.0	1	1.1	10	9.9	23	52.3	34	14.0	
	35	14.5	2019 Total	6	100.0	91	100.0	101	100.0	44	100.0	242	100.0
Grade Five													
242	Progressed	Beginning	1	50.0	7	12.5	1	0.8	0	0.0	9	3.7	
	107	44.2	Intermediate	1	50.0	39	69.6	56	47.5	7	10.6	103	42.6
		Advanced	0	0.0	10	17.9	55	46.6	36	54.5	101	41.7	
	Regressed	Advanced High	0	0.0	0	0.0	6	5.1	23	34.8	29	12.0	
	17	7.0	2019 Total	2	100.0	56	100.0	118	100.0	66	100.0	242	100.0
Grades One to Two													
433	Progressed	Beginning	18	42.9	42	21.9	4	3.1	2	2.8	66	15.2	
	142	32.8	Intermediate	21	50.0	95	49.5	51	40.2	18	25.0	185	42.7
		Advanced	2	4.8	29	15.1	41	32.3	25	34.7	97	22.4	
	Regressed	Advanced High	1	2.4	26	13.5	31	24.4	27	37.5	85	19.6	
	110	25.4	2019 Total	42	100.0	192	100.0	127	100.0	72	100.0	433	100.0
Grades Three to Five													
776	Progressed	Beginning	6	27.3	21	8.2	2	0.6	0	0.0	29	3.7	
	251	32.3	Intermediate	16	72.7	195	75.9	133	38.7	15	9.8	359	46.3
		Advanced	0	0.0	40	15.6	186	54.1	80	52.3	306	39.4	
	Regressed	Advanced High	0	0.0	1	0.4	23	6.7	58	37.9	82	10.6	
	80	10.3	2019 Total	22	100.0	257	100.0	344	100.0	153	100.0	776	100.0
Grades One to Five													
1,209	Progressed	Beginning	24	37.5	63	14.0	6	1.3	2	0.9	95	7.9	
	393	32.5	Intermediate	37	57.8	290	64.6	184	39.1	33	14.7	544	45.0
		Advanced	2	3.1	69	15.4	227	48.2	105	46.7	403	33.3	
	Regressed	Advanced High	1	1.6	27	6.0	54	11.5	85	37.8	167	13.8	
	190	15.7	2019 Total	64	100.0	449	100.0	471	100.0	225	100.0	1,209	100.0

Source: District TELPAS data files dated 05/24/19 (2019) and 07/19/20 (2020). District PEIMS snapshot demographic data file dated 11/01/19.

Note: 2019 to 2020 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. Same = Student remained at the same proficiency level from the previous year. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took TELPAS-Alternate.

Appendix I, Table 16: 2019 to 2020 *TELPAS* Proficiency Rating Movement – Grade Six to Eight English Learner Parent Denials

2020 TELPAS Composite Rating													
Rated <i>N</i>	Progressed/ Regressed		2019 TELPAS Composite Rating	Beginning		Intermed		Advanced		Adv High		2020 Total	
	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade Six													
100	Progressed		Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	17	17.0	Intermediate	0	0.0	22	64.7	12	24.5	0	0.0	34	34.0
			Advanced	0	0.0	11	32.4	24	49.0	5	29.4	40	40.0
	Regressed		Advanced High	0	0.0	1	2.9	13	26.5	12	70.6	26	26.0
	25	25.0	2019 Total	0	0.0	34	100.0	49	100.0	17	100.0	100	100.0
Grade Seven													
101	Progressed		Beginning	0	0.0	1	2.5	0	0.0	0	0.0	1	1.0
	23	22.8	Intermediate	0	0.0	24	60.0	12	25.5	1	7.1	37	36.6
			Advanced	0	0.0	15	37.5	33	70.2	9	64.3	57	56.4
	Regressed		Advanced High	0	0.0	0	0.0	2	4.3	4	28.6	6	5.9
	17	16.8	2019 Total	0	0.0	40	100.0	47	100.0	14	100.0	101	100.0
Grade Eight													
91	Progressed		Beginning	0	0.0	1	2.8	0	0.0	0	0.0	1	1.1
	23	25.3	Intermediate	0	0.0	24	66.7	13	34.2	1	5.9	38	41.8
			Advanced	0	0.0	11	30.6	20	52.6	8	47.1	39	42.9
	Regressed		Advanced High	0	0.0	0	0.0	5	13.2	8	47.1	13	14.3
	16	17.6	2019 Total	0	0.0	36	100.0	38	100.0	17	100.0	91	100.0
Grades Six to Eight													
292	Progressed		Beginning	0	0.0	2	1.8	0	0.0	0	0.0	2	0.7
	63	21.6	Intermediate	0	0.0	70	63.6	37	27.6	2	4.2	109	37.3
			Advanced	0	0.0	37	33.6	77	57.5	22	45.8	136	46.6
	Regressed		Advanced High	0	0.0	1	0.9	20	14.9	24	50.0	45	15.4
	58	19.9	2019 Total	0	0.0	110	100.0	134	100.0	48	100.0	292	100.0

Source: District *TELPAS* data files dated 05/24/19 (2019) and 07/19/20 (2020). District PEIMS snapshot demographic data file dated 11/01/19.

Note: 2019 to 2020 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. Same = Student remained at the same proficiency level from the previous year. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*.

Appendix I, Table 17: 2019 to 2020 *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> %	2019 <i>TELPAS</i> Composite Rating	2020 <i>TELPAS</i> Composite Rating								2020 Total	
			Beginning		Intermed		Advanced		Adv High		<i>n</i>	%
			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Nine												
77	Progressed	Beginning	0	0.0	2	5.6	0	0.0	0	0.0	2	2.6
	15	19.5	0	0.0	16	44.4	5	16.1	0	0.0	21	27.3
		Advanced	0	0.0	16	44.4	21	67.7	8	80.0	45	58.4
	Regressed	Advanced High	0	0.0	2	5.6	5	16.1	2	20.0	9	11.7
	23	29.9	0	0.0	36	100.0	31	100.0	10	100.0	77	100.0
Grade Ten												
65	Progressed	Beginning	0	0.0	2	5.1	1	4.8	1	25.0	4	6.2
	9	13.8	1	100.0	24	61.5	4	19.0	0	0.0	29	44.6
		Advanced	0	0.0	12	30.8	12	57.1	1	25.0	25	38.5
	Regressed	Advanced High	0	0.0	1	2.6	4	19.0	2	50.0	7	10.8
	18	27.7	1	100.0	39	100.0	21	100.0	4	100.0	65	100.0
Grade Eleven												
46	Progressed	Beginning	0	0.0	0	0.0	1	5.3	1	33.3	2	4.3
	8	17.4	1	100.0	15	65.2	6	31.6	0	0.0	22	47.8
		Advanced	0	0.0	8	34.8	11	57.9	0	0.0	19	41.3
	Regressed	Advanced High	0	0.0	0	0.0	1	5.3	2	66.7	3	6.5
	10	21.7	1	100.0	23	100.0	19	100.0	3	100.0	46	100.0
Grade Twelve												
27	Progressed	Beginning	0	0.0	1	7.7	0	0.0	0	0.0	1	3.7
	5	18.5	1	100.0	8	61.5	3	27.3	0	0.0	12	44.4
		Advanced	0	0.0	4	30.8	6	54.5	1	50.0	11	40.7
	Regressed	Advanced High	0	0.0	0	0.0	2	18.2	1	50.0	3	11.1
	7	25.9	1	100.0	13	100.0	11	100.0	2	100.0	27	100.0
Grades Nine to Twelve												
215	Progressed	Beginning	0	0.0	5	4.5	2	2.4	2	10.5	9	4.2
	37	17.2	3	100.0	63	56.8	18	22.0	0	0.0	84	39.1
		Advanced	0	0.0	40	36.0	50	61.0	10	52.6	100	46.5
	Regressed	Advanced High	0	0.0	40	36.0	50	61.0	10	52.6	100	46.5
	58	27.0	3	100.0	111	100.0	82	100.0	19	100.0	215	100.0
All Secondary (Grades Six to Twelve)												
507	Progressed	Beginning	0	0.0	7	3.2	2	0.9	2	3.0	11	2.2
	100	19.7	3	100.0	133	60.2	55	25.5	2	3.0	193	38.1
		Advanced	0	0.0	77	34.8	127	58.8	32	47.8	236	46.5
	Regressed	Advanced High	0	0.0	4	1.8	32	14.8	31	46.3	67	13.2
	116	22.9	3	100.0	221	100.0	216	100.0	67	100.0	507	100.0

Source: District *TELPAS* data files dated 05/24/19 (2019) and 07/19/20 (2020). District PEIMS snapshot demographic data file dated 11/01/19.

Note: 2019 to 2020 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. Same = Student remained at the same proficiency level from the previous year. Regressed = Student moved down at least one level of English proficiency from the previous year. Results are not included for students who took *TELPAS-Alternate*.