

2019-20

Evaluation of the Special Education for English Learners Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools*



2019-20

Evaluation of the Special Education for English Learners Program

Approved Report of the Department of Evaluation and Assessment

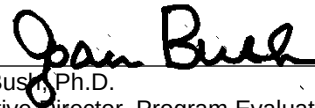
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ACRONYMS AND ABBREVIATIONS

# Yr Δ	# year change
%pts	Percentage points
1 Yr Δ	One-year change (from 2019 to 2020)
2 Yr Δ	Two-year change (from 2018 to 2020)
ACE	Accelerating Campus Excellence
Adv High	Advanced High <i>TELPAS</i> English proficiency level
Approaches+/Appr+	Approaches grade level or above performance standard
ARD	Admission, Review, and Dismissal
BE/ESL	Bilingual Education/English as a Second Language
Beg	Beginning
CIC	Campus instructional coach
Dist	District
E/LA	English Language Arts
EL	English learner
EL/SPED	English learner receiving special education services (dually identified)
EOC	<i>End-of-Course</i>
GL	At or above grade level
Int	Intermediate <i>TELPAS</i> English proficiency level
Intermed	Intermediate <i>TELPAS</i> English proficiency level
ISD	Independent School District
K	Kindergarten
LPAC	Language Proficiency Assessment Committee
Meets+	Meets grade level or above performance standard
NonEL SPED	Non-English learner receiving special education services
PEIMS	Public Education Information Management System
PK	Prekindergarten
SPED	Special education
STAAR	<i>State of Texas Assessments of Academic Readiness</i>
SUP	<i>SUPERA</i>
TELPAS	<i>Texas English Language Proficiency Assessment System</i>
TELPAS-ALT	<i>Texas English Language Proficiency Assessment System Alternate</i>
TN	<i>TerraNova</i>
US	United States

Evaluation of the Special Education for English Learners Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

The Dallas Independent School District (ISD) hired Collier Educational Consulting to conduct an audit of the district special education program in 2017. A key finding of the culminating report was that English learners (ELs) who were dually-identified as receiving SPED services (EL/SPED) required additional, targeted supports. The report further highlighted the need to improve student identification and service provision for EL/SPED students. Thus, the BE/ESL department began collaborating with the reading/language arts, social studies, and SPED departments at the end of the 2017-18 school year to provide services for district EL/SPED students. The purpose of this collaboration was to 1) develop and support embedded EL/SPED differentiation for all learners in the general education curriculum; 2) facilitate collaboration among campus-based educators, administrators, parents, and EL/SPED specialists; 3) assist campuses in planning and implementing services for EL/SPED students at all grade levels; and 4) create and conduct professional development.

The EL/SPED program aims to support and assist the teachers of EL/SPED students.¹ EL/SPED instructional specialists assist campuses to plan and implement services designed to meet the needs of EL/SPED students at all grade levels. They also create and conduct professional development opportunities for teachers, administrators, and other campus-based staff members throughout the district. Because EL and SPED services are not mutually exclusive, improving student identification and providing services and targeted support to EL/SPED students continued to be an important focus for the district in 2019-20.

In 2019-20, 30 campuses² were targeted for extra EL/SPED support because 1) they enrolled high numbers of EL/SPED students or 2) they showed high achievement gaps in 2019 *State of Texas Assessments of Academic Readiness* outcomes for EL/SPED students compared to students in general education or to students in special education who

were not ELs. To meet the linguistic and special education needs of EL/SPED students at these 30 campuses, Title I funds were used to boost multi-departmental leadership and provide instructional specialists at the 30 campuses.

In response to the COVID-19-related district change to at-home learning beginning on March 23, 2020, EL/SPED instructional specialists provided additional curriculum and campus support beyond the planned activities. Regarding curriculum, EL/SPED specialists wrote dual-language lesson plans to help ELs and EL/SPED students with at-home learning during the spring and summer.³ Specialists met virtually with teachers each week and collaborated with the SPED and Curriculum departments to develop best practices for teaching EL/SPED students during at-home learning. Specialists also provided campus support for students, parents, and teachers.⁴ In preparation for the 2020-21 school year, EL/SPED specialists began writing curricula that could be implemented in online or face-to-face classrooms, and all summer EL/SPED professional development sessions were conducted virtually.⁵

The purpose of this report was to provide data for campus, program, and district stakeholders to determine the effectiveness of the EL/SPED program in meeting the needs of EL/SPED students in the Dallas ISD. The budget for the 2019-20 EL/SPED program was \$1,652,936 from Title I funds; this total was unchanged from 2018-19. Areas affected by the COVID-19-related transition to at-home learning were addressed in the associated sections.

EVALUATION QUESTIONS/OUTCOMES

What were the characteristics of 2019-20 EL/SPED students?

¹ For the evaluation of programs for district ELs and SPED students, see Voss (2020) and Mejan (2020).

² The 30 campuses included 16 campuses at the elementary school level (Adams, Blanton, Burleson, Cedar Crest, DeZavala, Douglas, Gill, Gooch, Jones, Sanger, Seagoville, Seagoville North, Soto Jr., Urban Park, Webster, and Wilmer-Hutchins), four campuses at the middle school level (Marsh, Piedmont Global Academy, Seagoville, and Young Men's Leadership), and 10 campuses at the high school level (Conrad, Jefferson, Molina, North Dallas, Samuell, Skyline, South Oak Cliff, Spruce, Sunset, and White).

³ While EL/SPED specialists primarily wrote lesson plans in Spanish, they also provided support for Amharic, Arabic, Burmese, Nepali, and Swahili.

⁴ Specialists provided a newsletter with information about how to support EL/SPED students during at-home learning and highlighted the successes of teachers with EL/SPED students. They also leveraged an iPad pilot program from January 2020 that helped monolingual teachers to communicate with students and provided access to translation services and online resources (e.g., Rosetta Stone and Nearpod). EL/SPED specialists conducted "Coffee Chat and Zoom" meetings every two weeks to help parents and teachers navigate the transition to at-home learning.

⁵ Online professional development included topics related to instructional strategies and writing culturally relevant Individualized Education Programs.

Of the 70,004 ELs and 13,966 SPED students in the Dallas ISD, 5,334 (8% of ELs; 38% of SPED) were dually-identified as EL/SPED in 2019-20, accounting for almost four percent of all district students in 2019-20. In general, the distribution of students in most grades was comparable across all EL and SPED classifications. The percentage of EL/SPED students by grade level gradually increased from prekindergarten (PK; 2%) to Grade 4 (10%) and then gradually decreased to Grade 12 (4%). Student characteristics for EL/SPED students generally were comparable to the SPED and NonEL SPED students with respect to sex (67% male) and comparable to ELs with respect to race/ethnicity (mostly Hispanic). In addition, the highest percentage of district EL/SPED students were enrolled in the Northwest network (24.9%), and the lowest percentage were enrolled at magnet campuses (0.4%).

Overall, the number of ELs in PK to grade 12 has remained relatively stable from 2017-18 to 2019-20. However, the number of EL/SPED, NonEL SPED, and SPED students has increased by at least 12 percent during the past two years. These differences likely reflect an increased awareness and focus on student identification and service provision for students requiring special education services.

What were stakeholder perceptions regarding EL/SPED services and training in 2019-20?

Of the 45 teachers, four CICs, and 19 administrators emailed an invitation to complete the survey, 35 (78%) teachers, three CICs (75%), and five administrators (26%) completed at least part of the survey. Because a small number of CICs and administrators completed the survey, the results for all groups were aggregated in this section.

Prior to at-home learning, most survey respondents reported that they participated in professional development that addressed the needs of EL/SPED students, and they had favorable views regarding the collaboration of the LPAC and ARD committees.

- Seventy-one percent of respondents reported that they participated in professional development that addressed the needs of EL/SPED students.
- Seventy-two percent of survey respondents reported that both BE/ESL teachers and special education teachers at their campuses were moderately or completely aware that qualified EL/SPED students should receive both special education services and BE/ESL services, compared to 65 percent who believed that general education teachers were aware.
- Most respondents also reported that the LPAC and ARD committees collaborated frequently or very frequently (62%), were at least moderately effective at collaborating (80%), and were at least moderately important for student success (80%)

In addition, most (90%) survey respondents reported that they worked with the EL/SPED instructional specialists at least once prior to at-home learning. Other findings included:

- Forty-six percent of respondents reported that they worked with the specialist at least seven times prior to at-home learning.
- Survey respondents most frequently reported that EL/SPED specialists provided resources/materials (76%), professional development (72%), in-class support (67%), and classroom observation and feedback (61%).

Survey respondent views generally were positive regarding the support from the EL/SPED specialists.

- Seventy-four percent of survey respondents who worked with an EL/SPED specialist rated the support they received as very or extremely helpful.
- The resources/materials provided by EL/SPED specialists was the highest rated support (86%), followed by in-class support (72%), professional development (70%), and classroom observation and feedback (69%).

Survey respondent views also were generally positive regarding the helpfulness (very or extremely helpful) of the professional development opportunities and resources that they received from EL/SPED specialists.

- Both one-on-one professional development (88%) and campus-wide professional development (73%) were rated the most helpful professional development opportunities, followed by PLCs (66%).
- Supplies and resource classroom implementation (84%) and technology resources (e.g., iPads and electronic dictionaries; 74%) were the most helpful resources for impacting student achievement, followed by online resources (e.g., Nearpod, Powerschool, and Ellevation; 70%) and materials created for lesson implementation (68%).

Prior to at-home learning, the majority of survey respondents answered favorably about the effectiveness of the E/LA and social studies curricula to provide differentiated instruction for EL/SPED students.

- Most respondents answered that the curricula differentiated instruction at least to a moderate extent (E/LA: 66%; social studies: 63%) or were at least moderately effective (E/LA: 59%; social studies: 63%).
- However, a relatively high percentage reported that the curricula did not differentiate instruction at least to a moderate extent (E/LA: 34%; social studies: 38%) or were not at least moderately effective (E/LA: 41%; social studies: 38%).

Once the district transitioned to at-home learning, most survey respondents reported that the level of support from EL/SPED specialists and the effectiveness of the LPAC and ARD committees were similar to before at-home learning.

- Most respondents reported that the support from EL/SPED specialists (59%) and the frequency (52%) and effectiveness (61%) of the collaboration between LPAC and ARD committees were about the same or more frequent than before at-home learning.
- However, a relatively high percentage of respondents reported that the support from EL/SPED specialists (41%) and the frequency (49%) and effectiveness (38%) of the collaboration between LPAC and ARD committees were a little less or a great deal less than before at-home learning.

During at-home learning, survey respondents reported that the most helpful (very or extremely helpful) support that they received from their EL/SPED specialist included:

- online resources (57%),
- professional development (56%),
- Google classroom support (55%), and
- student/parent communication support (54%).

Survey respondents most often reported that technology support and online resources ($n = 10$; 37%) were the most successful supports provided by the EL/SPED specialists during at-home learning. Regarding the challenges that survey respondents faced during at-home learning that required additional support (23 responses), respondents most frequently mentioned that they needed translation services ($n = 5$; 22%) or technology support ($n = 3$; 13%).

What professional development opportunities were provided for campuses about the needs of EL/SPED students?

Professional development was most often conducted on campuses ($n = 9$ sessions), and 91 percent of professional development participants ($N = 663$) reported they were likely to bring the content from the professional development session to their classrooms or campuses, falling short of the 95 percent goal.

What were the assessment outcomes for EL/SPED students in 2019-20?

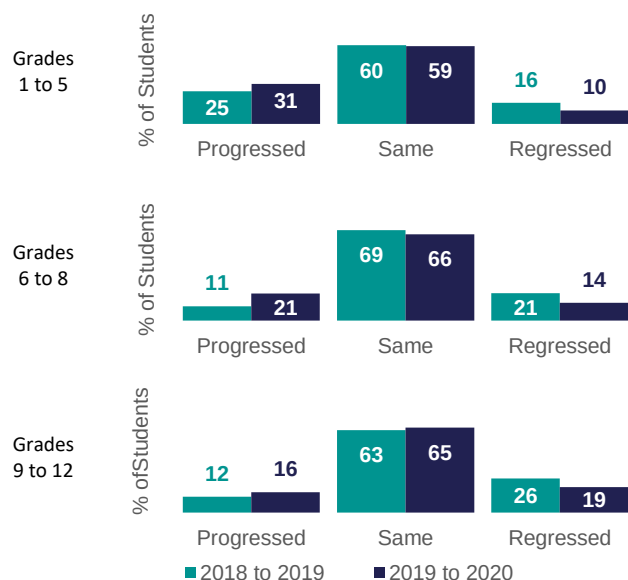
Because of the COVID-19 pandemic, all of the 2019-20 assessments for EL/SPED students were cancelled except for *Texas English Language Proficiency Assessment System (TELPAS)* and *TELPAS-Alternative (TELPAS-ALT)*.^{6,7} The primary achievement-related goal of the EL/SPED program was to achieve a two-percentage point increase over 2018-19 in the rate of EL/SPED students who progressed at least one English proficiency level on *TELPAS* composite ratings from 2019 to 2020.

In 2020, *TELPAS* composite ratings for EL/SPED students at all grade levels tended to cluster in the Intermediate level of English proficiency, with higher rates of students proficient at the Intermediate level in grades 9 to 12 (70%) than those in the lower grades (range: 56% to 62%). 2020 EL/SPED students exceeded the BE/ESL Department goal of a one-year two percentage point increase in the rate of students who progressed at least one *TELPAS* proficiency level. Progression rate increases ranged from 4 (grades 9 to 12) to 10 (grades 6 to 8) percentage points (Figure E1).

⁶ 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 represented 60.9 percent of EL/SPED test takers, whereas the spring 2020 composite *TELPAS-ALT* results represented 98.4 percent of EL/SPED test takers. Therefore, the 2019-20 results, trends from previous years, and goal attainment for *TELPAS* should be reviewed with caution and are provided for informational purposes only.

⁷ 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 E1: 2018 to 2019 and 2019 to 2020 TELPAS Level Movement



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: 2018 to 2019 Level Movement data obtained from Palladino et al. (2019). Level movement data include students who earned a TELPAS proficiency rating in both years. Because of the spring 2020 transition to at-home learning, 2020 TELPAS results and trends from previous years for EL/SPED students should be reviewed with caution and are provided for informational purposes only. 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.

Overall, 551 EL/SPED students took the TELPAS-ALT in 2020. Twenty-four percent of students earned the highest proficiency rating (basic fluency) on the 2020 TELPAS-ALT districtwide, with the highest rates in grades 6 to 8 and 9 to 12 (28%) and the lowest rates in grades 2 to 5 (18%). In addition, the percentage of EL/SPED students who earned the highest proficiency rating increased from 19 percent in 2018-19 to 24 percent in 2019-20. Proficiency rating movement patterns were relatively similar across the elementary school, middle school and high school levels for 2020 EL/SPED students, with almost half of students progressing to a higher proficiency level and about a third remaining at the same proficiency level. Forty-six percent of students progressed to a higher proficiency level, with the highest rates in grades 3 to 5 (48%) and the lowest rates in grades 9 to 12 (43%).

How did Dallas ISD EL/SPED students compare to other Texas large urban districts and statewide EL/SPED students on TELPAS and TELPAS-ALT?

Because of the statewide response to the COVID-19 pandemic in spring 2020, students in Texas 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. District rates of EL/SPED students performing at the higher English proficiency levels on the 2020 TELPAS were lower than state rates, especially for the older grades. District rates at the higher English proficiency levels on the 2020 TELPAS were generally comparable or lower than other large urban Texas districts, especially for the older grades.

District rates of EL/SPED students performing at the higher English proficiency levels on the 2020 TELPAS-ALT were generally comparable or lower than state rates, especially for the lower grades. Rates of students in Dallas ISD performing at the higher English proficiency levels on the 2020 TELPAS-ALT were generally comparable or lower than other large urban Texas districts.

RECOMMENDATIONS

Continue efforts to increase awareness of EL/SPED identification and policies.

Continue using EL/SPED specialists in their current roles.

Explore ways to improve EL/SPED differentiated ratings for the reading and social studies curricula.

Provide additional support for at-home learning.

Continue efforts to improve the percentage of EL/SPED students earning the highest English proficiency ratings.

REFERENCES

- Mejan, M. (2020). 2019-20 Evaluation of the Special Education Program. Dallas, TX. Dallas Independent School District.
- Voss, S (2020). 2019-20 Evaluation of the Bilingual Education and English as a Second Language Programs. Dallas, TX. Dallas Independent School District.

2019-20

Evaluation of the Special Education for English Learners Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

This section briefly summarizes the services provided to students served by both the Bilingual Education/English as a Second Language (BE/ESL) and Special Education (SPED) departments in the Dallas Independent School District (ISD). For the evaluation of programs and services for district English learners (ELs), immigrant students, and special education students, see Voss (2020a, 2020b) and Mejan (2020).

Background Information

Dallas ISD hired Collier Educational Consulting to conduct an audit of the district special education program in 2017. A key finding of the culminating report was that ELs who were dually-identified as needing SPED services (EL/SPED) required additional, targeted supports. The report further highlighted the need to improve student identification and service provision for EL/SPED students. To address these issues, the BE/ESL department began collaborating with the reading/language arts, social studies, and SPED departments at the end of the 2017-18 school year to provide services for district EL/SPED students. The purpose of this collaboration was to 1) develop and support embedded EL/SPED differentiation for all learners in the general education curriculum; 2) facilitate collaboration among campus-based educators, administrators, parents, and EL/SPED specialists; 3) assist campuses in planning and implementing services for EL/SPED students at all grade levels; and 4) create and conduct professional development.

Services for ELs Requiring SPED Services

The EL/SPED program aims to support and assist the teachers of EL/SPED students. EL/SPED instructional specialists assist campuses to plan and implement services designed to meet the needs of EL/SPED students at all grade levels. They also create and conduct professional development opportunities for teachers, administrators, and other campus-based staff members throughout the district. A role summary for the 17 EL/SPED instructional specialists is provided in Table 1.

Table 1: 2019-20 Roles of English Learner/Special Education Instructional Specialists

Role	Specialists N
Supported curriculum through Reading/Language Arts Department, ensuring access points were included in the curriculum	5
Supported curriculum through Bilingual Education/ESL department, ensuring access points were included in the curriculum	6
Supported curriculum through Social Studies Department, ensuring access points were included in the curriculum	2
Provided campus support for dually-identified students. Aimed to interface with campuses at least once per week to work with teachers (Time spent per campus depended upon campus needs.)	4

Source: Interviews with program leadership.

When an EL is dually-identified to receive SPED services,⁸ the Language Proficiency Assessment Committee (LPAC)⁹ is responsible for collaborating with the campus Admission, Review, and Dismissal (ARD) committee and Section 504¹⁰ placement committee, if applicable, to ensure issues related to both the disability and language proficiency are carefully considered. Collaboration among these committees on the behalf of each EL/SPED student is critical for maintaining proper documentation and accountability and for ensuring that the students receive services based on their individual needs. Because EL and SPED services are not mutually exclusive, improving student identification and providing services and targeted support to EL/SPED students continued to be an important focus for the district in 2019-20.

In 2019-20, 30 campuses¹¹ were targeted for extra EL/SPED support because 1) they enrolled high numbers of EL/SPED students or 2) they showed high achievement gaps in 2019 *State of Texas Assessments of Academic Readiness (STAAR)* outcomes for EL/SPED students compared to students in general education or to students in special education who were not ELs. To meet the linguistic and special education needs of EL/SPED students at these 30 campuses, Title I funds were used to boost multi-departmental leadership and provide instructional specialists at the 30 campuses. These funds supported one Manager of Special Education for English Learners and 17 EL/SPED Instructional Specialists. Other leadership funded by general operating funds included the Director of Special Education for English Learners, the Director of Reading/Language Arts, and the Manager of Reading/Language Arts. These leaders developed differentiated curriculum with embedded supports for Reading and Language Arts (K to grade 12) and Social Studies (K to grade 5) for EL/SPED students and provided support to campuses most in need for services related to EL/SPED students.¹²

COVID-19-Related Supports

The last day of 2019-20 in-class instruction in the Dallas ISD was March 13, 2020. In response to the COVID-19-related district change to at-home learning beginning after spring break on March 23, 2020, EL/SPED instructional specialists provided additional curriculum and campus support beyond the planned activities. Regarding curriculum, EL/SPED specialists wrote dual-language lesson plans to help ELs and

⁸ More information regarding the identification process for ELs can be found in Voss (2020a).

⁹ Each campus in the Dallas ISD operates an LPAC as a liaison between home and campus and as an advocate for ELs. More information regarding LPACs can be found in Voss (2020a).

¹⁰ Section 504 is a federal law that protects individuals with disabilities who participate in programs that receive financial assistance from the U.S. Department of Education. More information can be found at <https://www2.ed.gov/about/offices/list/ocr/504faq.html>.

¹¹ The full list of campuses that received EL/SPED support in 2019-20 can be found in Appendix A.

¹² In K to grade two, social studies content was embedded into R/LA units.

EL/SPED students with at-home learning during the spring and summer.¹³ Specialists met virtually with teachers each week and collaborated with the SPED and Curriculum departments to develop best practices for teaching EL/SPED students during at-home learning. In preparation for the 2020-21 school year, EL/SPED specialists also began writing curriculum that could be implemented in online or face-to-face classrooms for the upcoming school year, and all summer EL/SPED professional development sessions were conducted virtually.¹⁴

In addition, EL/SPED specialists continued to provide campus support for students, parents, and teachers. This included a newsletter that provided information about how to support EL/SPED students during at-home learning and highlighted the successes of teachers with EL/SPED students. EL/SPED specialists also leveraged an iPad pilot program from January 2020 to improve equity for EL/SPED students during the transition to at-home learning. The iPad program allowed monolingual teachers to communicate with students and provided access to translation services and online resources (e.g., Rosetta Stone and Nearpod). EL/SPED specialists also conducted “Coffee Chat and Zoom” meetings every two weeks to help parents and teachers navigate the transition to at-home learning.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this report was to provide data for campus, program, and district stakeholders to determine the effectiveness of the EL/SPED program in meeting the needs of EL/SPED students in the Dallas ISD. This report addressed outcomes related to the 2019-20 workscope entitled *Title I, EL/SPED*. Whenever possible and applicable, data were grouped by EL/SPED classification and grade level; 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. Any areas that were affected by the spring 2020 COVID-19-related transition to at-home learning were addressed in the associated sections. The report includes information related to several key questions, including the following:

1. What was the source and amount of funding for the EL/SPED program in 2019-20?
2. What were the characteristics of 2019-20 EL/SPED students?
3. What were stakeholder perceptions regarding EL/SPED services and training in 2019-20?
4. What professional development was provided for campuses about the needs of EL/SPED students?
5. What were the assessment outcomes for EL/SPED students in 2019-20?

¹³ While EL/SPED specialists primarily wrote lesson plans in Spanish, they also provided support for Amharic, Arabic, Burmese, Nepali, and Swahili.

¹⁴ Online professional development included topics related to instructional strategies and writing culturally relevant Individualized Education Programs.

EVALUATION QUESTIONS AND RESULTS

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

Methodology

The Special Revenue Funds Management Department provided Title I funding information.

Results

The budget for the 2019-20 EL/SPED program was \$1,652,936 from Title I funds; this total was unchanged from 2018-19.

What were the characteristics of 2019-20 EL/SPED students?

Methodology

To evaluate the characteristics of 2019-20 EL/SPED students, the evaluators used the PEIMS snapshot demographic data file for October 28, 2019.¹⁵ Student characteristics were categorized by the following groups for comparison purposes: all ELs, all SPED, SPED students who were not ELs (NonEL SPED), and EL/SPED students.¹⁶ Frequency analyses were used to determine the number and percentage of students in each category overall by grade level, sex, race/ethnicity, special student groups, and network. For the categories that included special education students, the evaluators conducted frequency analyses to calculate counts and rates of students by primary disability. As applicable, data from 2017-18 and 2018-19 were pulled from the 2018-19 BE/ESL evaluation (Palladino, Mickelson, Hinkley, & Voss, 2019) and one- and two-year trends were calculated.

Results

Of the 70,004 ELs and 13,966 SPED students in the Dallas ISD, 5,334 (8% of ELs; 38% of SPED) were dually-identified as EL/SPED in 2019-20, accounting for almost four percent of all district students in 2019-20. Table 2 includes grade-level enrollment for EL/SPED students and comparison groups. In general, the distribution of students in most grades was comparable across all EL and SPED classifications. The percentage of EL/SPED students by grade level gradually increased from prekindergarten (PK; 2%) to Grade 4 (10%) and then gradually decreased to Grade 12 (4%).

¹⁵ File was dated November 1, 2019.

¹⁶ Comparison data for all NonEL students and the district can be found in Appendix B.

Table 2: 2019-20 English Learner, Special Education, and Dually-Identified Students by Grade Level

Grade Level	ELs (N = 70,004)		SPED (N = 13,966)		NonEL SPED (N = 8,632)		EL/SPED (N = 5,334)	
	n	%	n	%	n	%	n	%
PK to Grade Five								
PK	5,675	8.1	237	1.7	117	1.4	120	2.2
K	5,211	7.4	633	4.5	377	4.4	256	4.8
1	5,581	8.0	891	6.4	525	6.1	366	6.9
2	5,614	8.0	1,104	7.9	634	7.3	470	8.8
3	5,849	8.4	1,219	8.7	722	8.4	497	9.3
4	5,851	8.4	1,382	9.9	839	9.7	543	10.2
5	6,070	8.7	1,435	10.3	894	10.4	541	10.1
PK to 5	39,851	57.0	6,901	49.4	4,108	47.7	2,793	52.3
Grades Six to Eight								
6	5,479	7.8	1,296	9.3	793	9.2	503	9.4
7	5,163	7.4	1,209	8.7	751	8.7	458	8.6
8	4,756	6.8	1,052	7.5	679	7.9	373	7.0
6 to 8	15,398	22.0	3,557	25.5	2,223	25.8	1,334	25.0
Grades Nine to Twelve								
9	5,961	8.5	1,097	7.9	705	8.2	392	7.3
10	3,937	5.6	870	6.2	555	6.4	315	5.9
11	2,786	4.0	750	5.4	487	5.6	263	4.9
12	2,071	3.0	791	5.7	554	6.4	237	4.4
9 to 12	14,755	21.1	3,508	25.1	2,301	26.6	1,207	22.5
Total and Percent of District Enrollment (N = 152,963)								
PK to 12	70,004	45.8	13,966	9.1	8,632	5.6	5,334	3.5

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

Note: Percentages may not sum to 100 percent because of rounding.

As shown in Table 3, student characteristics for EL/SPED students generally were comparable to the SPED and NonEL SPED students with respect to sex (67% male) and comparable to ELs with respect to race/ethnicity (mostly Hispanic). In addition, the highest percentage of district EL/SPED students were enrolled in the Northwest network (24.9%), and the lowest percentage were enrolled at magnet campuses (0.4%).

Table 3: 2019-20 Characteristics of English Learners, Special Education, and Dually-Identified Students

	ELs (N = 70,004)		SPED (N = 13,966)		NonEL SPED (N = 8,632)		EL/SPED (N = 5,334)	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Sex								
Male	36,447	52.1	9,354	67.0	5,764	66.8	3,590	67.3
Female	33,557	47.9	4,612	33.0	2,868	33.2	1,744	32.7
Race/Ethnicity								
Hispanic	67,107	95.9	8,924	63.9	3,723	43.1	5,201	97.5
African American	868	1.2	3,971	28.4	3,942	45.7	29	0.5
White	604	0.9	681	4.9	636	7.4	45	0.8
Asian	1,026	1.5	86	0.6	50	0.6	36	0.7
Native American	121	0.2	26	0.2	17	0.2	9	0.2
Pacific Islander	10	0.0	3	0.0	3	0.0	0	0.0
Two or More	268	0.4	275	2.0	261	3.0	14	0.3
Special Student Groups								
Eco Dis	63,523	90.7	12,097	86.6	7,243	83.9	4,854	91.0
At-Risk	53,468	76.4	8,758	62.7	3,977	46.1	4,781	89.6
Homeless	851	1.2	216	1.5	163	1.9	53	1.0
Network								
ACE	2,314	3.3	643	4.6	476	5.5	167	3.1
Central	8,782	12.5	2,549	18.3	1,949	22.6	600	11.2
Magnet	1,422	2.0	151	1.1	128	1.5	23	0.4
None	33	<0.1	9	0.1	7	0.1	2	<0.1
Northeast	13,258	18.9	2,808	20.1	1,774	20.6	1,034	19.4
Northwest	16,717	23.9	2,436	17.4	1,110	12.9	1,326	24.9
Southeast	14,196	20.3	2,728	19.5	1,688	19.6	1,040	19.5
Southwest	12,114	17.3	2,293	16.4	1,268	14.7	1,025	19.2
Transformation	1,168	1.7	349	2.5	232	2.7	117	2.2

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

Note: Campuses without a network included Hospital and Homebound Elementary and Secondary, Multiple Careers Magnet Center, Juvenile Justice Alternate Education Program, and North Lake Early College High School. Percentages may not sum to 100 percent because of rounding.

As shown in Table 4, although the proportions of NonEL SPED students with each primary disability were comparable to SPED students, a few differences emerged with EL/SPED students. Compared to SPED students and NonEL SPED students, a higher rate of EL/SPED students were reported to have a learning disability (SPED: 30%; NonEL SPED: 26%; EL/SPED: 38%) or speech impairment (SPED: 12%, NonEL SPED: 10%; EL/SPED: 16%), and a lower rate of EL/SPED students were reported to have an intellectual disability (SPED: 12%; NonEL SPED: 14%; EL/SPED: 8%), emotional disturbance (SPED: 4%; NonEL SPED: 6%; EL/SPED: 2%), or other health impairment (SPED: 16%; NonEL SPED: 18%; EL/SPED: 12%).

Table 4: 2019-20 Primary Disabilities of Special Education and Dually-Identified Students

Primary Disability	All SPED (N = 13,966)		NonEL SPED (N = 8,632)		EL/SPED (N = 5,334)	
	n	%	N	%	n	%
Learning Disability	4,244	30.4	2,226	25.8	2,018	37.8
Autism	2,964	21.2	1,865	21.6	1,099	20.6
Other Health Impairment	2,211	15.8	1,569	18.2	642	12.0
Speech Impairment	1,679	12.0	845	9.8	834	15.6
Intellectual Disability	1,637	11.7	1,206	14.0	431	8.1
Emotional Disturbance	562	4.0	479	5.5	83	1.6
Auditory Impairment	371	2.7	243	2.8	128	2.4
Orthopedic Impairment	172	1.2	114	1.3	58	1.1
Visual Impairment	66	0.5	42	0.5	24	0.4
Traumatic Brain Injury	33	0.2	23	0.3	10	0.2
No Disability	15	0.1	9	0.1	6	0.1
Other/Missing Data	12	0.1	11	0.1	1	<0.1

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

Note: Percentages may not sum to 100 percent because of rounding.

As shown in Table 5, the number of ELs in PK to grade 12 has remained relatively stable from 2017-18 to 2019-20. However, the number of EL/SPED, NonEL SPED, and SPED students has increased by at least 12 percent during the past two years. These differences likely reflect an increased awareness and focus on student identification and service provision for students requiring special education services.

Table 5: 2017-18 to 2019-20 PK to Grade 12 Enrollment by English Learner/Special Education Status

Classification	2017-18		2018-19		2019-20		Enrollment	
	Students N	District %	Students N	District %	Students N	District %	1 Yr Δ %	2 Yr Δ %
EL/SPED	4,534	2.9	5,111	3.3	5,334	3.5	4.4	17.6
NonEL SPED	7,124	4.6	7,695	5.0	8,632	5.6	12.2	21.2
All SPED	12,477	8.0	13,720	8.8	13,966	9.1	1.8	11.9
All EL	69,325	44.3	69,419	44.8	70,004	45.8	0.8	1.0
District	156,389	100.0	155,057	100.0	152,963	100.0	-1.4	-2.2

Source: District PEIMS demographic data files dated 10/30/17 (2017-18), 02/26/19 (2018-19), and 11/01/19 (2019-20).

Note: Students may be included in more than one category shown. Data do not include early childhood students.

What were stakeholder perceptions regarding EL/SPED services and training in 2019-20?

This section includes key results for the EL/SPED survey sent to teachers, CICs, and administrators in spring 2020.

Methodology

To obtain feedback about EL/SPED services and training provided to campuses in 2019-20, the evaluators worked with program leadership to develop and administer an online survey for teachers (19 items), CICs (16 items), and administrators (16 items) at 30 campuses targeted by the program. General education teachers, special education teachers, BE/ESL teachers, CICs, and campus administrators were invited to complete the survey between May 4 and May 15, 2020, with periodic email reminders sent to those who had yet to respond. Each survey was divided into two sections. The first section included questions about experiences prior to the 2019-20 transition to at-home learning (e.g., perceptions on factors related to EL/SPED services, professional development, student services, ARD/LPAC collaboration, and

differentiated instruction). The second section included questions about experiences for the remainder of the year during at-home learning, including 1) how their needs changed, 2) what supports were successfully provided, and 3) what challenges they faced. The evaluators used descriptive statistics to calculate the percentage of survey respondents selecting each response option¹⁷ and content analyzed open-ended question responses, grouping feedback into general themes.

Results

Of the 45 teachers, four CICs, and 19 administrators emailed an invitation to complete the survey, 35 (78%) teachers, three CICs (75%), and five administrators (26%) completed at least part of the survey. Because a small number of CICs and administrators completed the survey, the results for all groups were aggregated in this section. Full results by question and response frequency for each group are provided in Appendix C.

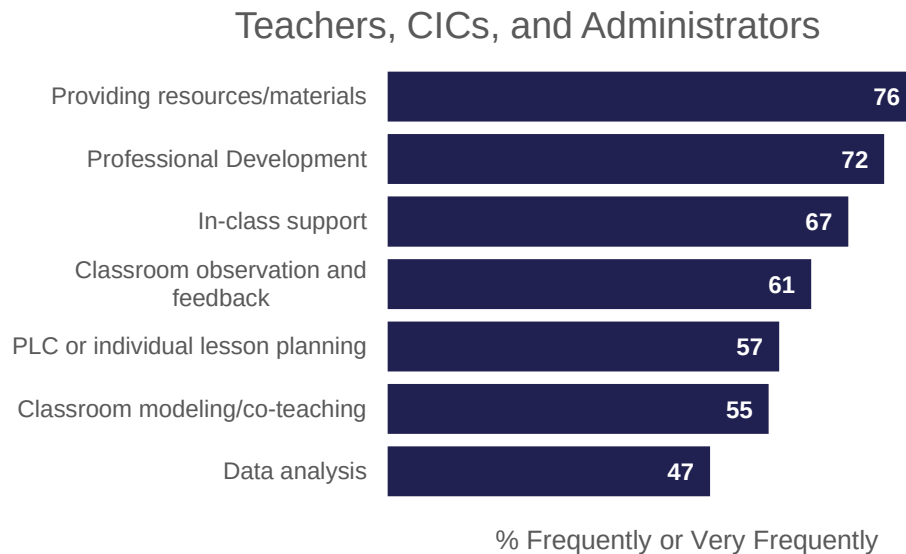
Prior to at-home learning, most survey respondents reported that they participated in professional development that addressed the needs of EL/SPED students, and they had favorable views regarding the collaboration of the LPAC and ARD committees. For example, 71 percent of respondents reported that they participated in professional development that addressed the needs of EL/SPED students in 2019-20. Seventy-two percent of survey respondents reported that both BE/ESL teachers and special education teachers at their campuses were moderately or completely aware that qualified EL/SPED students should receive both special education services and BE/ESL services, followed by 65 percent for general education teachers. Most respondents also reported that the LPAC and ARD committees collaborated frequently or very frequently (62%), were at least moderately effective at collaborating (80%), and were at least moderately important for student success (80%). Sixty-seven percent of respondents rated LPAC and ARD collaboration as a high or very high priority on their campuses.

In addition, most (90%) survey respondents reported that they worked with the EL/SPED instructional specialists at least once prior to at-home learning, and they most often received classroom support from specialists. The highest rate of respondents (46%) reported that they worked with the specialist at least seven times prior to at-home learning, but some (10%) respondents reported that they did not interact at all with an EL/SPED specialist. Regarding the supports that EL/SPED specialists provided teachers, CICs, and administrators in 2019-20, survey respondents most frequently reported that EL/SPED specialists provided resources/materials (76%), professional development (72%), in-class support (67%), and classroom observation and feedback (61%; Figure 1).

¹⁷ Percentages do not include respondents who indicated that a question was not applicable (e.g., they did not receive support from an EL/SPED specialist) or that they did not know or were not sure how to answer a question.

Figure 1: 2019-20 EL/SPED Teacher, CIC, and Administrator Survey – Frequency of Supports from EL/SPED Instructional Specialists

Prior to at-home learning, how frequently were each of the following supports provided by your EL/SPED Instructional Specialist(s) in 2019-20?



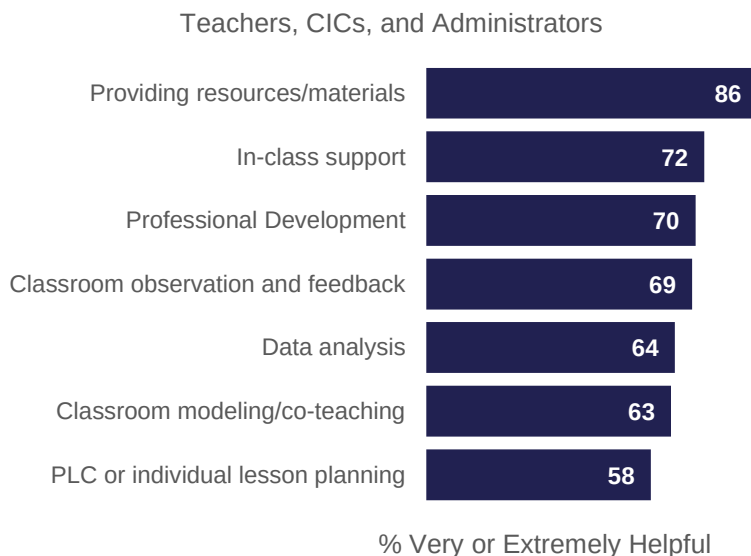
Source: EL/SPED Teacher, CIC, and Administrator Survey.

Note: Rates do not include results for respondents who responded that they did not work with an EL/SPED Instructional Specialist. For Ns and detailed survey response rates by question, see Appendix C.

Survey respondent views generally were positive regarding the support that they received from the EL/SPED specialists. Prior to at-home learning, 74 percent of survey respondents who worked with an EL/SPED specialist rated the support they received as very or extremely helpful. For example, resources/materials provided by EL/SPED specialists was the highest rated support (86%), followed by in-class support (72%), professional development (70%), and classroom observation and feedback (69%; Figure 2).

Figure 2: 2019-20 EL/SPED Teacher, CIC, and Administrator Survey – Helpfulness of Supports from EL/SPED Instructional Specialists

Prior to at-home learning, rate how helpful each of the following supports were from your EL/SPED Instructional Specialist(s) in 2019-20.



Source: EL/SPED Teacher, CIC, and Administrator Survey.

Note: Rates do not include results for respondents who responded that they did not work with an EL/SPED Instructional Specialist. For Ns and detailed survey response rates by question, see Appendix C.

Most survey respondents expressed positive views regarding the helpfulness (very or extremely helpful) of the professional development opportunities and resources that they received from EL/SPED specialists. Both one-on-one professional development (88%) and campus-wide professional development (73%) were the highest rated professional development opportunities, followed by PLCs (66%). In addition, respondents reported that supplies and resource classroom implementation (84%) and technology resources (e.g., iPads and electronic dictionaries; 74%) were the most helpful resources for impacting student achievement, followed by online resources (e.g., Nearpod, Powerschool, and Ellevation; 70%) and materials created for lesson implementation (68%).

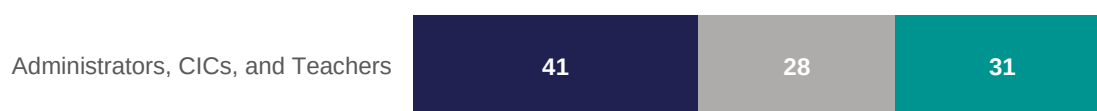
Prior to at-home learning, the majority of survey respondents answered favorably about the effectiveness of the E/LA and social studies curricula to provide differentiated instruction for EL/SPED students. For example, most respondents who used the curricula rated both E/LA (66%) and social studies (63%) curricula as at least moderately supporting differentiated instruction. They also rated both E/LA (59%) and social studies (63%) curricula as moderately or extremely effective at meeting the needs of EL/SPED students. However, a relatively high percentage reported that the curricula did not differentiate instruction at least to a moderate extent (E/LA: 34%; social studies: 38%) or were not at least moderately effective (E/LA: 41%; social studies: 38%).

Most survey respondents reported that the level of support from EL/SPED specialists and the effectiveness of the LPAC and ARD committees during at-home learning were similar to prior to the transition (Figure 3). For example, 59 percent of respondents reported that they received about the same

or more support from EL/SPED specialists during at-home learning. In addition, 52 percent reported that LPAC and ARD committees collaborated about the same or more frequently, and 61 percent reported that LPAC and ARD committees were about the same or more effective during at-home learning. However, a relatively high percentage of respondents reported that the support from EL/SPED specialists (41%) and the frequency (49%) and effectiveness (38%) of the collaboration between LPAC and ARD committees were a little less or a great deal less than before at-home learning.

Figure 3: 2019-20 EL/SPED Survey – Help or Support from EL/SPED Instructional Specialist(s) during At-Home Learning

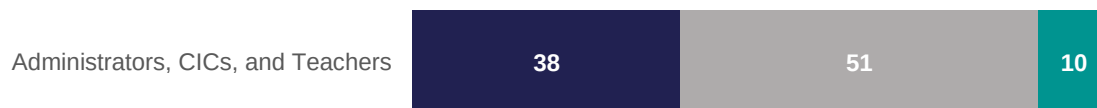
During at-home learning, how often did you receive help or support from your EL/SPED instructional specialist(s) as compared to before at-home learning?



During at-home learning, how frequently did LPAC and ARD committees collaborate to meet the needs of EL/SPED students as compared to before at-home learning?



During at-home learning, how effective were LPAC and ARD committees at collaborating to meet the needs of EL/SPED students as compared to before at-home learning?



% of Respondents

■ A little less or a great deal less ■ About the same ■ A little more or a great deal more

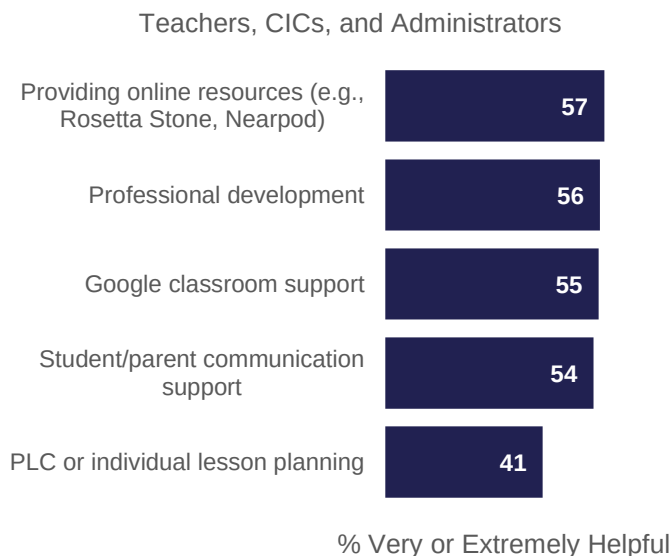
Source: EL/SPED Teacher, CIC, and Administrator Survey dated 5/15/20.

Note: For Ns and detailed survey response rates by question, see Appendix C. Percentages may not sum to 100 percent because of rounding.

During at-home learning, survey respondents reported that the most helpful (very or extremely helpful) support that they received from their EL/SPED specialist was online resources (e.g., Rosetta Stone and Nearpod; 57%), followed by professional development (56%), Google classroom support (55%), and student/parent communication support (54%; Figure 4).

Figure 4: 2019-20 EL/SPED Teacher, CIC, and Administrator Survey – Helpfulness of Supports from EL/SPED Instructional Specialists during At-Home Learning

During at-home learning, rate how helpful each of the following supports were from your EL/SPED instructional specialist(s).



Source: EL/SPED Teacher, CIC, and Administrator Survey.

Note: Rates do not include results for respondents who responded that they did not work with an EL/SPED Instructional Specialist. For Ns and detailed survey response rates by question, see Appendix C.

When describing how their needs from their EL/SPED specialist changed during at-home learning (27 responses), survey respondents most frequently mentioned receiving technology support for teaching EL/SPED students online ($n = 10$; 37%) or experiencing no changes in their needs ($n = 9$; 33%). Furthermore, respondents most often reported that technology support and online resources ($n = 10$; 37%) were the most successful supports provided by the EL/SPED specialists during at-home learning. Regarding the challenges that survey respondents faced during at-home learning that required additional support (23 responses), respondents most frequently mentioned that there were no challenges that required additional support ($n = 5$; 22%) or that they needed translation services ($n = 5$; 22%), followed by technology support ($n = 3$; 13%).

What professional development opportunities were provided for campuses about the needs of EL/SPED students?

An important focus of the EL/SPED program was to offer professional development to educate campus communities about the needs of EL/SPED students and the services required to serve them. The primary goal for the EL/SPED program was at least 95 percent of professional development participants (i.e., teachers and campus instructional coaches) reporting that they were likely to bring the content from the professional development session to their classrooms or campuses. To help reach this goal in 2019-20,

the EL/SPED program purchased a software license for Articulate 360,¹⁸ an online platform for developing custom, interactive courses. These online courses, in addition to face-to-face sessions, provided teachers and campus instructional coaches with more access to EL/SPED professional development sessions.

Methodology

Department leadership provided the evaluators with a list of all EL/SPED-related professional development sessions offered in the Dallas ISD from July 1, 2019 to July 1, 2020¹⁹ and the number of attending teachers and administrators per session. The evaluators summarized this information by calculating the total number of sessions offered, the total number of attendees,²⁰ and the median and range of attendees per session, grouped by session topic (ARD/LPAC processes or EL/SPED instruction) and session type (districtwide or campus-based).

In addition, EL/SPED program staff members provided evaluators with data from a survey item that was administered to participants at EL/SPED professional development sessions in 2019-20.²¹ The survey item asked the participants at each session how likely (likely or extremely likely) they were to bring the content from the professional development session to their classrooms or campuses.

Results

The number of EL/SPED-related professional development sessions, number of attendees, and median and range of attendees per session are shown in Table 6. While the number of professional development session types and attendance varied, the campus-based sessions accounted for the most sessions ($n = 9$) and the largest number of attendees ($n = 242$) in 2019-20.

Table 6: 2019-20 EL/SPED Teacher and Administrator Professional Development Sessions and Attendance

Session Topic	Session Type	Sessions	Attendees	Attendees/Session		
		N	N	Median	Range	
ARD/LPAC Processes	Districtwide	2	70	35.0	10	to 60
	Campus-based	6	175	7.0	4	to 140
EL/SPED Instruction	Districtwide	4	49	11.0	2	to 26
	Campus-based	3	67	4.0	3	to 60
Instructional Strategies	Districtwide (virtual)	5	50	10.5	7	to 14

Source: Sign-in documents received from the Bilingual Education/ESL Department on 07/07/20.

Note: In-school professional development sessions were held from 07/01/19 to 03/13/20. Instructional strategies 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 districtwide sessions may have been provided either in person or online by Region 10.

In addition, 91 percent of professional development participants who attended an EL/SPED-related session ($N = 663$) reported that they were likely to bring the content from the professional development session to their classrooms or campuses, falling short of the 95 percent goal.

¹⁸ More information regarding Articulate 360 can be found at <https://articulate.com/>.

¹⁹ This window of time was agreed upon with program leadership to allow for timely publication of this information in the evaluation report while including most professional development offered for a given year. This window also corresponds with the Dallas ISD fiscal year.

²⁰ Participants may have attended multiple sessions.

²¹ These professional development presentations were designed for EL/SPED providers with a focus on benefiting EL/SPED and EL students or were collaborations with other departments where EL/SPED supports were highlighted.

What were the assessment outcomes for EL/SPED students in 2019-20?

This section includes summaries of academic outcomes for EL/SPED students in 2019-20. Before the COVID-19-related district change to at-home learning, this evaluation planned to include: 1) 2020 and one-year trends in *Texas English Language Proficiency Assessment System (TELPAS)* and *TELPAS-Alternative (TELPAS-ALT)* 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/SUPERA*, and 3) 2020 and one- and two-year trends in students attaining performance standards on *State of Texas Assessments of Academic Readiness (STAAR)* subtests and *STAAR End-of-Course*, as well as 2020 progression levels on *STAAR*. However, as a result of the COVID-19 pandemic, all of the above assessments were cancelled except for *TELPAS* and *TELPAS-ALT*. Thus, this section includes academic outcomes limited to *TELPAS* and *TELPAS-ALT*. As appropriate, some comparisons of assessment results among groups also are included.

The primary achievement-related goal of the EL/SPED program was to achieve a two-percentage point increase over 2018-19 in the rate of EL/SPED students who progressed at least one English proficiency level on *TELPAS* composite ratings from 2019 to 2020. To examine progress toward this goal and additional achievement-related progress for 2019-20 EL/SPED students, this section includes 2020 and one-year trends in *TELPAS* and *TELPAS-ALT* English proficiency ratings and one-year level movement. As appropriate, some comparisons of assessment results among EL/SPED and comparison groups also were included.

Methodology

Unless otherwise specified, all academic outcomes were examined for students enrolled on the PEIMS snapshot date for each year.²²

TELPAS English Proficiency Ratings and Level Movement

TELPAS is a state-required assessment that measures English language proficiency for ELs in kindergarten (K) to grade 12²³ in four domains: listening, speaking, reading, and writing.²⁴ Starting in 2019, in accordance with Every Student Succeeds Act, the Texas Education Agency also offered the holistically-graded²⁵ *TELPAS-ALT* assessment for ELs with the most significant cognitive disabilities; these students were unable to participate in the *TELPAS*, even with allowable accommodations. Typically,

²² 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.

²³ 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.

²⁴ 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%)].

²⁵ Holistically-graded assessments are based on the knowledge of a student's skills over a time period across all four domains, using observable behaviors aligned to the English Language Proficiency Standards (ELPS).

grade 2 to 12 students in the Dallas ISD who were eligible for the *STAAR Alternate 2* were also eligible for *TELPAS-ALT*. Because the *TELPAS-ALT* is generally applicable to EL/SPED students, results on the *TELPAS* and *TELPAS-ALT* were included in this section.

To determine rates of 2019-20 EL/SPED students earning each English proficiency rating, the evaluators merged the 2019-20 district PEIMS snapshot demographic file dated November 1, 2019 with the 2020 *TELPAS* data file dated July 19, 2020 and 2020 *TELPAS-ALT* data file dated July 6, 2020. The evaluators used frequency analyses to determine the number and percentage of EL/SPED students who earned each English proficiency rating (*TELPAS*: beginning, intermediate, advanced, advanced high; *TELPAS-ALT*: awareness, imitation, early independence, developing independence, basic fluency) by grade. Because the K to grade one version of *TELPAS* is a holistically-rated test, EL students in these grades with significant cognitive disabilities continued to participate in *TELPAS*. Thus, the *TELPAS* elementary-school level grade grouping ranged from grades two to five. For comparison purposes, historical *TELPAS* and *TELPAS-ALT* data for 2019 were extracted from the 2018-19 program evaluation (Palladino et al., 2019).

To determine *TELPAS* English proficiency rating movement from 2019 to 2020, the evaluators merged *TELPAS* data files dated May 24, 2019 (2019) and July 19, 2020 (2020) with the 2019-20 district PEIMS snapshot demographic data file. EL/SPED students 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 English proficiency level on *TELPAS* composite ratings from 2019 and 2020. For comparison purposes, the evaluators extracted historical composite rating movement data from 2018 to 2019 from the 2018-19 program evaluation (Palladino et al., 2019) and also 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.

To determine *TELPAS-ALT* English proficiency rating movement from 2019 to 2020, the evaluators merged the *TELPAS-ALT* data file dated August 15, 2019 (2019) and July 6, 2020 (2020) with the 2019-20 district PEIMS snapshot demographic data file. EL/SPED students 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 English proficiency level on *TELPAS-ALT* composite ratings from 2019 and 2020. Because 2019 was the first year of *TELPAS-ALT*, only one-year change in proficiency-level progression data were available for *TELPAS-ALT*.

Results

TELPAS English Proficiency Ratings, Level Movement, and Trends

The 2019 and 2020 *TELPAS* proficiency level rates for EL/SPED students by grade level are provided in Appendix D, and *TELPAS* proficiency rating movement from 2018 to 2019 and from 2019 to 2020 can be found in Appendix E. 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

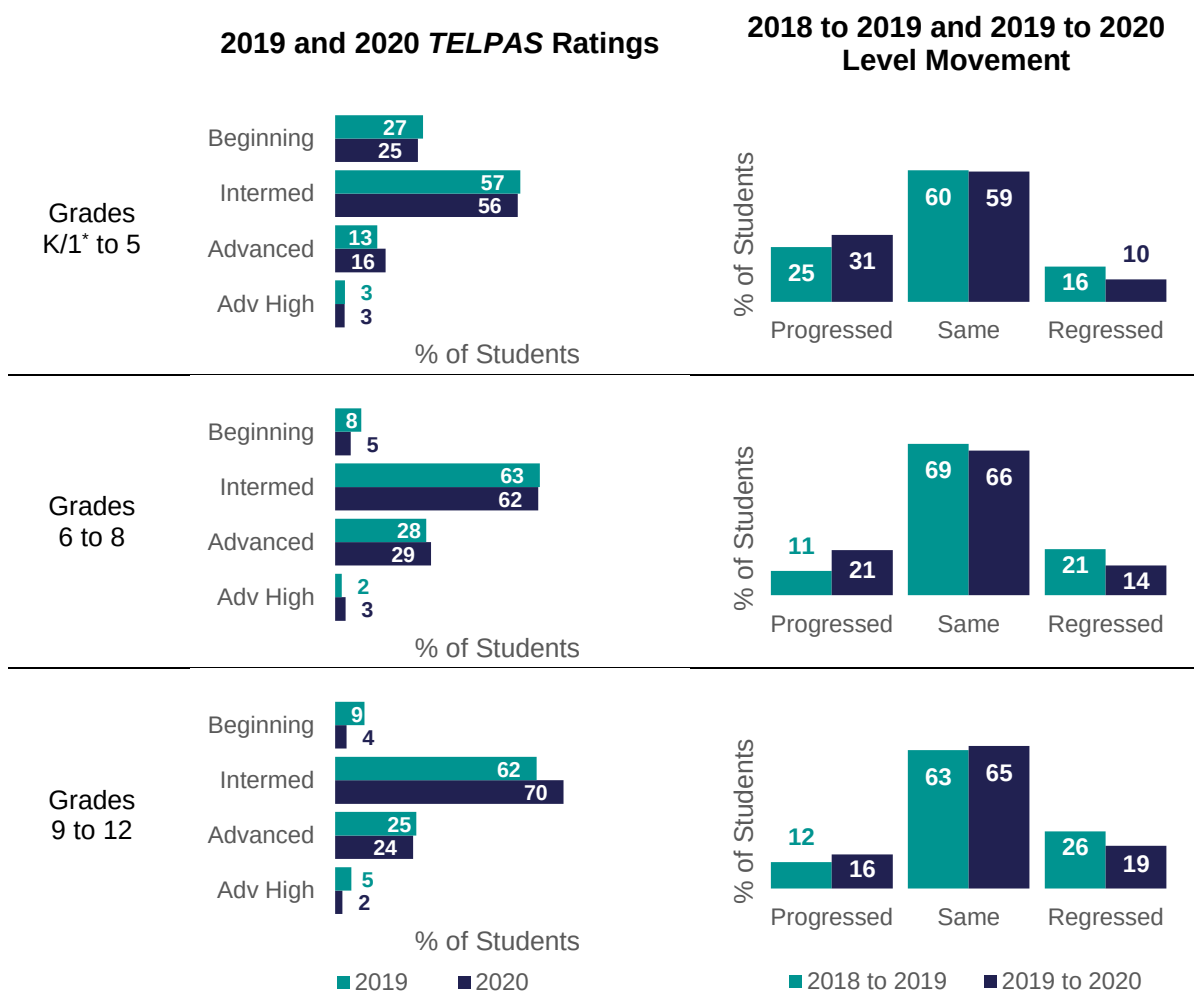
TELPAS results represented 60.9 percent of EL/SPED test takers,²⁶ whereas the spring 2020 composite *TELPAS-ALT* results represented 98.4 percent of EL/SPED test takers. Therefore, the 2019-20 results, trends from previous years, and goal attainment for *TELPAS* should be reviewed with caution and are provided for informational purposes only.

As shown in Figure 5, 2020 *TELPAS* composite ratings for EL/SPED students at all grade levels tended to cluster in the Intermediate level of English proficiency, with higher rates of students proficient at the Intermediate level in grades 9 to 12 (70%) than those in the lower grades (range: 56% to 62%). From 59 to 66 percent of EL/SPED students who took the *TELPAS* in 2019 and 2020 remained at the same proficiency level, and EL/SPED students in grades one to five progressed at a higher rate (1 to 5: 31%; 6 to 8: 21%; 9 to 12: 16%) and regressed at a lower rate (1 to 5: 10%; 6 to 8: 14%; 9 to 12: 19%) than those in the middle and upper grades.

In addition, 2020 EL/SPED students exceeded the BE/ESL Department goal of a one-year two percentage point increase in the rate of students who progressed at least one *TELPAS* proficiency level. Progression rate increases ranged from 4 (grades 9 to 12) to 10 (grades 6 to 8) percentage points (Figure 5).

²⁶ 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 5: 2019 and 2020 EL/SPED Student TELPAS English Proficiency Ratings and Level Movement from 2018 to 2019 and 2019 to 2020



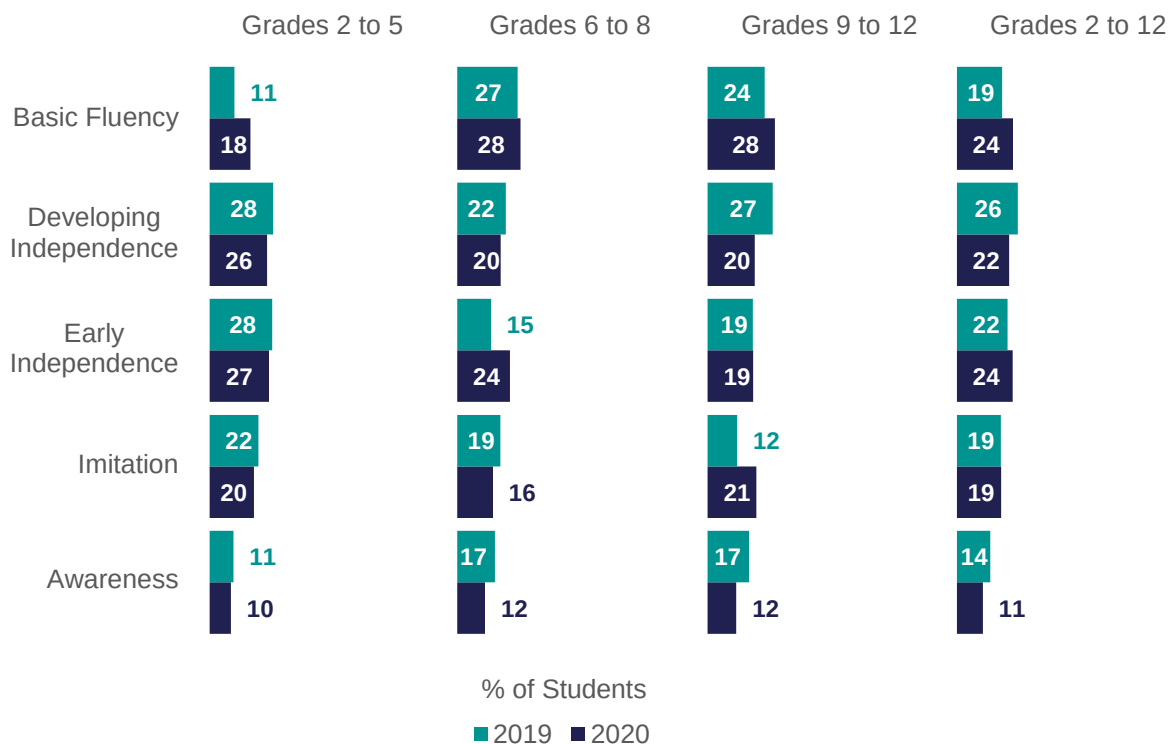
Source: District TELPAS data files dated 05/24/19 (2019) and 07/19/20 (2020). District PEIMS snapshot demographic data file dated 11/01/19.

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 D (2020 ratings) and Appendix E (level movement). Because of the spring 2020 transition to at-home learning, composite TELPAS results for 2020 represent 60.9 percent of EL/SPED test takers; 2020 TELPAS results and trends from previous years for EL/SPED students 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

The 2020 TELPAS-ALT proficiency level rates and proficiency rating movement by grade level are provided in Appendix F. Overall, 551 EL/SPED students took the TELPAS-ALT in 2020. As shown in Figure 6, 24 percent of students earned the highest proficiency rating (basic fluency) on the 2020 TELPAS-ALT districtwide, with the highest rates in grades 6 to 8 and 9 to 12 (28%) and the lowest rates in grades 2 to 5 (18%). In addition, the percentage of EL/SPED students who earned the highest proficiency rating increased from 19 percent in 2018-19 to 24 percent in 2019-20.

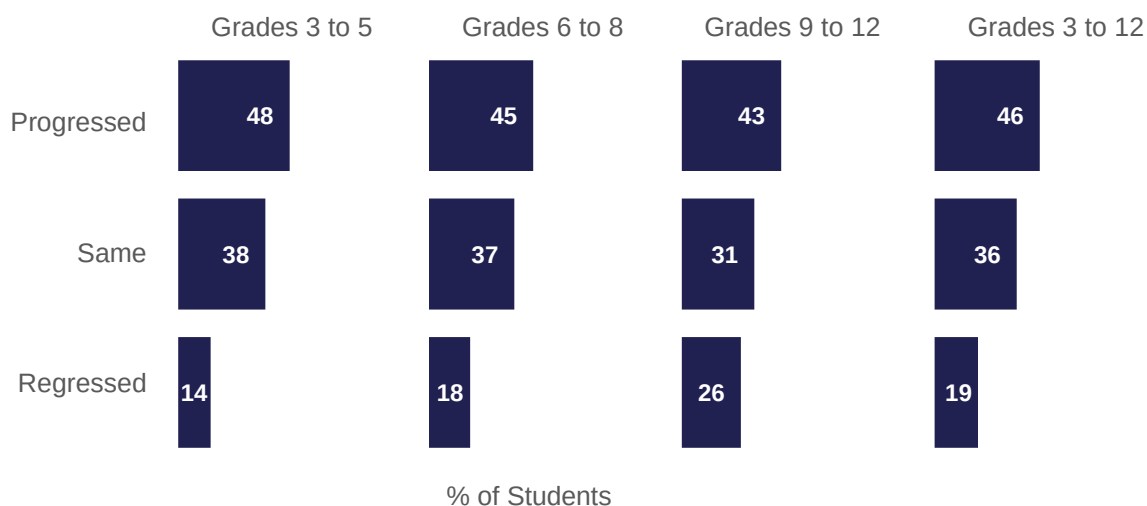
Figure 6: 2019 and 2020 EL/SPED Student TELPAS-ALT Composite Proficiency Levels by Grade Level



Source: District TELPAS-ALT data files dated 08/02/2019 (2019) and 07/06/20 (2020). PEIMS snapshot demographic data file dated 11/01/20.

Note: 2019 and 2020 TELPAS-ALT ratings include students enrolled on the respective PEIMS snapshot dates with a valid composite score. For 2020 sample sizes, please see Appendix F. The spring 2020 composite TELPAS-ALT results represent 98.4 percent of EL/SPED test takers. Seven included students were not classified as special education in the 2019 PEIMS demographic file but were included because they could not constitute a distinct group. 2019 was the first year that TELPAS-ALT was offered. Percentages may not sum to 100 because of rounding. Because the K to grade one version of TELPAS also is a holistically-rated test, EL students in these grades with significant cognitive disabilities continued to participate in TELPAS, not TELPAS-ALT.

Proficiency rating movement patterns were relatively similar across the elementary school, middle school and high school levels for 2020 EL/SPED students, with almost half of students progressing to a higher proficiency level and about a third remaining at the same proficiency level. As shown in Figure 7, 46 percent of students progressed to a higher proficiency level, with the highest rates in grades 3 to 5 (48%) and the lowest rates in grades 9 to 12 (43%). In addition, 36 percent of students remained at the same proficiency rating, with the highest rates in grades 3 to 5 (38%) and the lowest rates in grades 9 to 12 (31%).

Figure 7: 2020 EL/SPED Student *TELPAS-ALT* Proficiency Rating Movement by Grade Level

Source: District *TELPAS-ALT* data files dated 07/06/20 (2020). PEIMS snapshot demographic data files dated 02/26/19 (2019) and 11/01/19 (2020).

Note: 2020 *TELPAS-ALT* ratings include students enrolled on the respective PEIMS snapshot dates with a valid composite score. For sample sizes, please see Appendix F. 2019 was the first year that *TELPAS-ALT* was offered. Percentages may not sum to 100 because of rounding. Because the K to grade one version of *TELPAS* also is a holistically-rated test, EL students in these grades with significant cognitive disabilities continued to participate in *TELPAS*, not *TELPAS-ALT*.

How did Dallas ISD EL/SPED students compare to other Texas large urban districts and statewide EL/SPED students on *TELPAS* and *TELPAS-ALT*?

Comparing district results to state results provides a sense for where district EL/SPED students stand academically with respect to students across the state of Texas. This section includes a brief comparison of *TELPAS* and *TELPAS-ALT* outcomes for district and state EL/SPED students.

Methodology

The evaluators obtained (texasassessments.com) both district-level and state-level data for EL/SPED students on the 2020 *TELPAS* and *TELPAS-ALT* 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 7, district rates of EL/SPED students performing at the higher English proficiency levels on the 2020 *TELPAS* were lower than state rates, especially for the older grades (grades 3 to 12). Differences between district and state attainment rates ranged from eight points below comparison rates (grades 3 to 12, Advanced) to six points above comparison rates (grades 3 to 12, Intermediate).

Table 7: 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	735	46	48	5	1	8513	42	45	11	2	4	3	-6	-1
3 to 12	792	14	63	21	2	7440	9	57	29	5	5	6	-8	-3

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

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 because of the statewide response to the COVID-19 pandemic, results are limited and provided for informational purposes only.

As shown in Table 8, rates of students in Dallas ISD performing at the higher English proficiency levels on the 2020 TELPAS were generally comparable or lower than other large urban Texas districts, especially for the older grades. Differences between Dallas ISD and comparison group attainment rates ranged from 16 points below comparison rates (K to 2, Beginning; San Antonio ISD) to 17 points above comparison rates (grades 3 to 12, Intermediate; San Antonio ISD).

Table 8: 2020 District and Other Large Urban Texas Districts TELPAS Performance

	Tested <i>N</i>	Beginning %	Intermediate %	Advanced %	Advanced High %
Grades Kindergarten to Two					
Austin ISD	480	45	45	8	1
El Paso ISD	228	38	43	17	2
Fort Worth ISD	134	43	49	8	1
Houston ISD	242	55	40	3	2
San Antonio ISD	76	62	37	1	0
Dallas ISD	735	46	48	5	1
State	8,513	42	45	11	2
Grades Three to Twelve					
Austin ISD	541	13	59	26	2
El Paso ISD	148	7	55	32	5
Fort Worth ISD	76	8	54	30	8
Houston ISD	210	16	55	24	5
San Antonio ISD	28	29	46	21	4
Dallas ISD	792	14	63	21	2
State	7,440	9	57	29	5

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

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 because of the statewide response to the COVID-19 pandemic, results are limited and provided for informational purposes only. Percentages may not sum to 100 due to rounding.

As shown in Table 9, district rates of EL/SPED students performing at the higher English proficiency levels on the 2020 TELPAS-ALT were generally comparable or lower than state rates, especially for the lower grades. Differences between district and state attainment rates ranged from seven points below comparison rates (K to 2; Awareness) to 18 points above comparison rates (K to 2, Early Independence).

Table 9: 2020 District and State TELPAS-ALT Performance

Grade Levels	Tested N	Awareness %	Imitation %	Early Independence %	Developing Independence %	Basic Fluency %
District Performance						
Grade 2	35	14	26	49	11	0
Grades 3 to 12	519	11	18	22	23	26
State Performance						
Grade 2	614	21	29	31	14	5
Grades 3 to 12	4,272	12	17	22	27	23
District – State						
Grade 2	-	-7	-3	18	-3	-5
Grades 3 to 12	-	-1	1	0	-4	3

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

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. Percentages may not sum to 100 percent because of rounding.

As shown in Table 10, rates of students in Dallas ISD performing at the higher English proficiency levels on the 2020 TELPAS-ALT were generally comparable or lower than other large urban Texas districts. Differences between Dallas ISD and comparison group attainment rates ranged from 16 points below comparison rates (K to 2, Imitation; Austin ISD) to 24 points above comparison rates (K to 2, Early Independence; Austin ISD).

Table 10: 2020 District and Other Large Urban Texas Districts' TELPAS-ALT Performance

	Tested N	Awareness		Imitation		Early Independence		Developing Independence		Basic Fluency	
		n	%	n	%	N	%	n	%	n	%
Grade Two											
Austin ISD	24	5	21	10	42	6	25	3	13	0	0
El Paso ISD	5	-	-	-	-	-	-	-	-	-	-
Fort Worth ISD	4	-	-	-	-	-	-	-	-	-	-
Houston ISD	9	-	-	-	-	-	-	-	-	-	-
San Antonio ISD	9	-	-	-	-	-	-	-	-	-	-
Dallas ISD	35	5	14	9	26	17	49	4	11	0	0
State	614	128	21	180	29	187	31	88	14	31	5
Grades Three to Twelve											
Austin ISD	206	38	18	38	18	39	19	50	24	41	20
El Paso ISD	45	-	-	-	-	-	-	-	-	-	-
Fort Worth ISD	24	-	-	-	-	-	-	-	-	-	-
Houston ISD	120	-	-	-	-	-	-	-	-	-	-
San Antonio ISD	84	-	-	-	-	-	-	-	-	-	-
Dallas ISD	519	57	11	95	18	114	22	119	23	134	26
State	4,272	503	12	710	17	945	22	1136	27	978	23

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

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. Percentages may not sum to 100 percent because of rounding. - = TELPAS-ALT data were not available.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

Supported by \$1,652,936 of Title I funding (unchanged from 2018-19), the EL/SPED program aimed to support and assist teachers of EL/SPED students. To accomplish this goal, EL/SPED Instructional specialists assisted campuses to meet the needs of EL/SPED students and provided professional development opportunities for teachers, administrators, and other campus-based staff members. Support provided by the program did not stop after the COVID-19-related transition to at-home learning; findings related to at-home learning were addressed in this report, as applicable. Key findings for 2019-20 included:

- Survey results indicated that general education teachers were less likely than BE/ESL and special education teachers on their campuses to be aware of EL/SPED policies.
- Respondents generally expressed positive views regarding the helpfulness (very or extremely helpful) of the professional development opportunities, support, and resources that they received from EL/SPED specialists prior to at-home learning.
- Most survey respondents answered favorably about the effectiveness of the E/LA (59%) and social studies (63%) curricula to provide differentiated instruction for EL/SPED students.
- While 59 percent of respondents reported that they received about the same or more support from EL/SPED specialists during at-home learning, a relatively high percentage reported that the support from EL/SPED specialists (41%) and the frequency (49%) and effectiveness (38%) of the LPAC and ARD committees were a little less or a great deal less than before at-home learning.
- Most professional development participants (91%) reported they were likely to bring the content from attended sessions to their classrooms or campuses, falling short of the 95 percent goal.
- 2020 *TELPAS* composite ratings for EL/SPED students at all grade levels tended to cluster in the intermediate level of English proficiency, and 59 to 66 percent of EL/SPED students who took the *TELPAS* in 2019 and 2020 remained at the same proficiency level.
- One-year trends in English proficiency rates indicated that 2020 EL/SPED students exceeded the BE/ESL Department goal of a one-year two percentage point increase in the rate of students who progressed at least one *TELPAS* proficiency level.
- Twenty-four percent of students earned the highest proficiency rating (basic fluency) on the 2020 *TELPAS-ALT* districtwide, a five-percentage point increase from 19 percent in the previous year.
- Proficiency rating movement patterns for *TELPAS-ALT* were relatively similar across the elementary, middle and high school levels for 2020 EL/SPED students, with almost half of students progressing to a higher proficiency level and about a third remaining at the same proficiency level.
- District rates of EL/SPED students at the higher English proficiency levels on the 2020 *TELPAS* and *TELPAS-ALT* were comparable or lower than the state and other large urban Texas districts.

Recommendations

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

Continue efforts to increase awareness of EL/SPED identification and policies. While an 18 percent increase in the number of district EL/SPED students since 2017-18 may indicate greater districtwide focus on identifying EL/SPED students, survey respondents reported that general education teachers were least likely to be aware of EL/SPED policies on their campuses compared to BE/ESL teachers and special education teachers. Program leadership should continue efforts to increase districtwide awareness of EL/SPED policies.

Continue using EL/SPED specialists in their current roles. Most survey respondents had positive views regarding the professional development opportunities, support, and resources that they received from EL/SPED specialists. Thus, EL/SPED specialists should continue to assist campuses with meeting the needs of EL/SPED students and explore ways to make professional development opportunities more applicable for teachers, administrators, and other campus-based staff members.

Explore ways to improve EL/SPED differentiated ratings for the reading and social studies curricula. A little over half of survey respondents who used the E/LA and social studies curricula reported that the curricula differentiated instruction to a moderate or great extent and was at least moderately effective at meeting the needs of EL/SPED students. However, a sizeable percentage (range: 34% to 41%) reported that the curriculum did not differentiate instruction at least moderately or was not at least moderately effective. BE/ESL program staff members should explore whether these ratings were affected by misperceptions, lack of training, or if more efforts are needed to further differentiate curricula for EL/SPED students.

Provide additional support for at-home learning. While most respondents reported that the support from EL/SPED specialists and the collaboration between LPAC and ARD committees during at-home learning were similar to prior to the transition, a relatively high percentage reported that these supports were less than before at-home learning. Because of the uncertainty regarding the effect of COVID-19 on the upcoming 2020-21 school year, BE/ESL program staff members should evaluate the needs of teachers, CICs, and administrators to determine the additional resources and supports they need to meet the needs of EL/SPED students.

Continue efforts to improve the percentage of EL/SPED students earning the highest English proficiency ratings. While the rates of EL/SPED students who progressed at least one *TELPAS* proficiency level and earned the highest *TELPAS-ALT* proficiency rating increased from 2019 to 2020, district rates of EL/SPED students performing at the higher English proficiency levels on the *TELPAS* and *TELPAS-ALT* were generally comparable or lower than the state and other large urban Texas districts. BE/ESL program staff members should continue their efforts to improve the rates of students progressing at least one level a year to narrow the gap with statewide results at the highest English proficiency levels.

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- Palladino, D., Mickelson, R., Hinkley, S., & Voss, S. (2019) 2018-19 Evaluation of the Bilingual and English as a Second Language Programs. Dallas, TX: Dallas Independent School District.
- Voss, S (2020a). 2019-20 Evaluation of the Bilingual Education and English as a Second Language Programs. Dallas, TX. Dallas Independent School District.
- Voss, S. (2020b). 2019-20 Evaluation of the Title III Immigrant Program. Dallas, TX. Dallas Independent School District.

APPENDICES



Appendix A

Appendix A: 2019-20 EL/SPED Campuses

Moises E. Molina High School
 Thomas Jefferson High School
 W.W. Samuell High School
 South Oak Cliff High School
 H. Grady Spruce High School
 Sunset High School
 W.T. White High School
 North Dallas High School
 Skyline High School
 Emmett J. Conrad High School
 Young Men's Leadership Academy At Fred F. Florence Middle School
 Piedmont G.L.O.B.A.L. Academy Middle School
 Thomas C. Marsh Preparatory Academy
 Seagoville Middle School
 John Q. Adams Elementary School
 Annie Webb Blanton Elementary School
 Rufus C. Burleson Elementary School
 Charles A. Gill Elementary School
 Tom C. Gooch Elementary School
 Cedar Crest Elementary School
 Anson Jones Elementary School
 Alex Sanger Preparatory School
 Seagoville Elementary School
 Urban Park Elementary School
 Daniel Webster Elementary School
 Seagoville North Elementary School
 Lorenzo De Zavala Elementary School
 Frederick Douglass Elementary School
 Celestino Mauricio Soto, Jr. Elementary School
 Wilmer-Hutchins Elementary School

Source: BE/ESL Department, spring 2020.

Appendix B

Appendix B, Table 1: 2019-20 English Learner, Special Education, Dually-Identified, and District Students by Grade Level

Grade Level	ELs (N = 70,004)		NonELs (N = 82,959)		SPED (N = 13,966)		NonEL SPED (N = 8,632)		EL/SPED (N = 5,334)		District (N = 152,963)	
	n	%	N	%	n	%	n	%	n	%	n	%
PK to Grade Five												
PK	5,675	8.1	6,113	7.4	237	1.7	117	1.4	120	2.2	11,788	7.7
K	5,211	7.4	5,727	6.9	633	4.5	377	4.4	256	4.8	10,938	7.2
1	5,581	8.0	5,648	6.8	891	6.4	525	6.1	366	6.9	11,229	7.3
2	5,614	8.0	5,449	6.6	1,104	7.9	634	7.3	470	8.8	11,063	7.2
3	5,849	8.4	5,286	6.4	1,219	8.7	722	8.4	497	9.3	11,135	7.3
4	5,851	8.4	5,513	6.6	1,382	9.9	839	9.7	543	10.2	11,364	7.4
5	6,070	8.7	5,904	7.1	1,435	10.3	894	10.4	541	10.1	11,974	7.8
PK to 5	39,851	57.0	39,640	47.8	6,901	49.4	4,108	47.7	2,793	52.3	79,491	51.9
Grades Six to Eight												
6	5,479	7.8	5,610	6.8	1,296	9.3	793	9.2	503	9.4	11,089	7.2
7	5,163	7.4	5,811	7.0	1,209	8.7	751	8.7	458	8.6	10,974	7.2
8	4,756	6.8	5,544	6.7	1,052	7.5	679	7.9	373	7.0	10,300	6.7
6 to 8	15,398	22.0	16,965	20.5	3,557	25.5	2,223	25.8	1,334	25.0	32,363	21.1
Grades Nine to Twelve												
9	5,961	8.5	6,899	8.3	1,097	7.9	705	8.2	392	7.3	12,860	8.4
10	3,937	5.6	6,729	8.1	870	6.2	555	6.4	315	5.9	10,666	7.0
11	2,786	4.0	6,472	7.8	750	5.4	487	5.6	263	4.9	9,258	6.1
12	2,071	3.0	6,254	7.5	791	5.7	554	6.4	237	4.4	8,325	5.4
9 to 12	14,755	21.1	26,354	31.7	3,508	25.2	2,301	26.6	1,207	22.5	41,109	26.9
Total and Percent of District Enrollment (N = 152,963)												
PK to 12	70,004	45.8	82,959	54.2	13,966	9.1	8,632	5.6	5,334	3.5	152,963	100.0

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

Note: Percentages may not sum to 100 due to rounding.

Appendix B, Table 2: 2019-20 Characteristics of English Learners, Special Education, Dually-Identified, and District Students

	ELs (N = 70,004)		NonELs (N = 82,959)		SPED (N = 13,966)		NonEL SPED (N = 8,632)		EL/SPED (N = 5,334)		District (N = 152,963)	
	n	%	n	%	n	%	n	%	n	%	n	%
Sex												
Male	36,447	52.1	41,662	50.2	9,354	67.0	5,764	66.8	3,590	67.3	78,109	51.1
Female	33,557	47.9	41,297	49.8	4,612	33.0	2,868	33.2	1,744	32.7	74,854	48.9
Race/Ethnicity												
Hispanic	67,107	95.9	40,636	49.0	8,924	63.9	3,723	43.1	5,201	97.5	107,743	70.4
African American	868	1.2	31,614	38.1	3,971	28.4	3,942	45.7	29	0.5	32,482	21.2
White	604	0.9	7,184	8.7	681	4.9	636	7.4	45	0.8	7,788	5.1
Asian	1,026	1.5	759	0.9	86	0.6	50	0.6	36	0.7	1,785	1.2
Native American	121	0.2	175	0.2	26	0.2	17	0.2	9	0.2	296	0.2
Pacific Islander	10	0.0	43	0.1	3	0.0	3	0.0	0	0.0	53	0.0
Two or More	268	0.4	2,548	3.1	275	2.0	261	3.0	14	0.3	2,816	1.8
Special Student Groups												
Eco Dis	63,523	90.7	65,445	78.9	12,097	86.6	7,243	83.9	4,854	91.0	128,968	84.3
At-Risk	53,468	76.4	22,753	27.4	8,758	62.7	3,977	46.1	4,781	89.6	76,221	49.8
Homeless	851	1.2	1,665	2.0	216	1.5	163	1.9	53	1.0	2,516	1.6
Network												
ACE	2,314	3.3	4,102	4.9	643	4.6	476	5.5	167	3.1	6,416	4.2
Central	8,782	12.5	16,401	19.8	2,549	18.3	1,949	22.6	600	11.2	25,183	16.5
Magnet	1,422	2.0	7,020	8.5	151	1.1	128	1.5	23	0.4	8,442	5.5
None	33	0.0	147	0.2	9	0.1	7	0.1	2	0.0	180	0.1
Northeast	13,258	18.9	17,933	21.6	2,808	20.1	1,774	20.6	1,034	19.4	31,191	20.4
Northwest	16,717	23.9	9,833	11.9	2,436	17.4	1,110	12.9	1,326	24.9	26,550	17.4
Southeast	14,196	20.3	12,598	15.2	2,728	19.5	1,688	19.6	1,040	19.5	26,794	17.5
Southwest	12,114	17.3	12,484	15.0	2,293	16.4	1,268	14.7	1,025	19.2	24,598	16.1
Transformation	1,168	1.7	2,441	2.9	349	2.5	232	2.7	117	2.2	3,609	2.4

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

Note: Percentages may not sum to 100 due to rounding.

Appendix C

Appendix C, Table 1: 2019-20 EL/SPED Survey – Respondents by Role

	Respondents (N = 43)	
	n	%
What is your role at the campus?		
Administrator	5	11.6
CICs	3	7.0
Teacher	35	81.4

Source: 2019-20 EL/SPED Survey for Dallas ISD teachers, administrators, and CICs.

Appendix C, Table 2: 2019-20 EL/SPED Survey – Teacher Characteristics

	Teacher (N = 34)	
	n	%
Which of the following best describes your teaching role?		
General Education	3	8.8
BE/ESL	8	23.5
Special Education	23	67.6
Other	0	0.0
Which of the of the following certifications do you have? Check all that apply.*		
Special Education	23	67.6
Bilingual	3	8.8
English as a Second Language	10	29.4
Other	14	41.2
Prior to at-home learning, how many students dually-identified as English learners receiving special education services (i.e., EL/SPED students) have you worked with during the school year?		
None	3	8.8
1-5	9	26.5
6-10	8	23.5
11-15	3	8.8
16-20	4	11.8
21 or more	6	17.6
I don't know	1	2.9

Source: 2019-20 EL/SPED Survey for Dallas ISD teachers, administrators, and CICs.

Note: * = Participants could choose more than one answer.

Appendix C, Table 3: 2019-20 EL/SPED Survey – EL/SPED Professional Development Participation

	Administrator (N = 5)		Campus Instructional Coach (N = 3)		Teacher (N = 34)	
	n	%	n	%	n	%
	Prior to at-home learning, did you participate in professional development this year that addressed the needs of students dually identified as English learners receiving special education services (i.e., EL/SPED students)?					
Yes	3	60.0	2	66.7	25	73.5
No	2	40.0	1	33.3	9	26.5

Source: 2019-20 EL/SPED Survey for Dallas ISD teachers, administrators, and CICs.

Appendix C, Table 4: 2019-20 EL/SPED Survey – Types of Teachers' Awareness on the Need for EL/SPED Services

		Not at all aware		Slightly aware		Somewhat aware		Moderately aware		Completely aware		I don't know	
	N	n	%	n	%	n	%	n	%	n	%	n	%
Prior to at-home learning, to what extent were the following types of teachers at your campus aware that qualified EL/SPED students should receive both special education services and BE/ESL services?													
Administrator													
General Education	5	0	0.0	0	0.0	1	20.0	2	40.0	2	40.0	0	0.0
BE/ESL	5	0	0.0	0	0.0	1	20.0	2	40.0	2	40.0	0	0.0
Special Education	5	0	0.0	0	0.0	0	0.0	2	40.0	3	60.0	0	0.0
CIC													
General Education	3	0	0.0	0	0.0	0	0.0	1	33.3	2	66.7	0	0.0
BE/ESL	3	0	0.0	0	0.0	0	0.0	0	0.0	3	100.0	0	0.0
Special Education	3	0	0.0	0	0.0	0	0.0	0	0.0	3	100.0	0	0.0
Teacher													
General Education	34	3	8.8	2	5.9	6	17.6	7	20.6	8	23.5	8	23.5
BE/ESL	34	1	2.9	3	8.8	5	14.7	6	17.6	13	38.2	6	17.6
Special Education	34	1	2.9	4	11.8	5	14.7	4	11.8	14	41.2	6	17.6

Source: 2019-20 EL/SPED Survey for Dallas ISD teachers, administrators, and CICs.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix C, Table 5: 2019-20 EL/SPED Survey – Prioritization of ARD and LPAC Collaboration at Campus

		Not a priority		Low priority		Medium priority		High priority		Very high priority		I don't know	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Prior to at-home learning, how strongly was the LPAC and ARD collaboration prioritized on your campus to meet the needs of EL/SPED students?													
Administrator	5	0	0.0	0	0.0	0	0.0	4	80.0	1	20.0	0	0.0
CICs	3	0	0.0	0	0.0	1	33.3	2	66.7	0	0.0	0	0.0
Teacher	34	4	11.8	0	0.0	9	26.5	15	44.1	6	17.6	0	0.0

Source: 2019-20 EL/SPED Survey for Dallas ISD teachers, administrators, and CICs.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix C, Table 6: 2019-20 EL/SPED Survey – Frequency of LPAC and ARD Collaboration

Appendix C, Table C.10.20.27, of ED Survey: Frequency of LPAC and ARD Collaboration													
	<i>N</i>	Never		Rarely		Occasionally		Frequently		Very Frequently		I don't know	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Prior to at-home learning, how frequently did LPAC and ARD committees collaborate on your campus to meet the needs EL/SPED students?													
Administrator	5	0	0.0	0	0.0	1	20.0	3	60.0	1	20.0	0	0.0
CICs	3	0	0.0	0	0.0	1	33.3	1	33.3	1	33.3	0	0.0
Teacher	34	0	0.0	5	14.7	8	23.5	8	23.5	10	29.4	3	8.8

Source: 2019-20 EL/SPED Survey for Dallas ISD teachers, administrators, and CICs.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix C, Table 7: 2019-20 EL/SPED Survey – Effectiveness of LPAC and ARD Collaboration

Appendix C, Table 1: 2020-2021 EL/SPED Survey: Effectiveness of LPAC and ARD Collaboration													
	N	Not at all effective		A little effective		Somewhat effective		Moderately effective		Extremely effective		I don't know	
		n	%	n	%	n	%	n	%	n	%	n	%
Prior to at-home learning, how effective were LPAC and ARD committees on your campus at collaborating to meet the needs of EL/SPED students?													
Administrator	5	0	0.0	0	0.0	1	20.0	2	40.0	2	40.0	0	0.0
CICs	3	0	0.0	0	0.0	1	33.3	2	66.7	0	0.0	0	0.0
Teacher	34	3	8.8	1	2.9	2	5.9	18	52.9	8	23.5	2	5.9

Source: 2019-20 EL/SPED Survey for Dallas ISD teachers, administrators, and CICs.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix C, Table 8: 2019-20 EL/SPED Survey – Importance of LPAC and ARD Collaboration

Appendix C: Results of 2020-2021 LPAC Survey: Importance of LPAC and ARD Collaboration													
	<i>N</i>	Not at all important		A little important		Somewhat important		Moderately important		Extremely important		I don't know	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Prior to at-home learning, how important was the LPAC and ARD collaboration for student success?													
Administrator	5	0	0.0	0	0.0	1	20.0	0	0.0	4	80.0	0	0.0
CICs	3	0	0.0	0	0.0	0	0.0	2	66.7	1	33.3	0	0.0
Teacher	34	4	11.8	0	0.0	3	8.8	9	26.5	17	50.0	1	2.9

Source: 2019-20 EL/SPED Survey for Dallas ISD teachers, administrators, and CICs.

Appendix C, Table 9: 2019-20 EL/SPED Survey – Frequency of Interaction with EL/SPED Instructional Specialists

	N	I did not work with an EL/SPED Instructional Specialist									
				1-3 times		4-6 times		7-10 times		More than 10 times	
		n	%	n	%	n	%	N	%	n	%
Prior to at-home learning, how frequently did you interact with EL/SPED Instructional Specialists in 2019-20?											
Administrator	5	0	0.0	3	60.0	0	0.0	1	20.0	1	20.0
CICs	3	1	33.3	1	33.3	0	0.0	1	33.3	0	0.0
Teacher	31	3	9.7	3	9.7	12	38.7	5	16.1	8	25.8

Source: 2019-20 EL/SPED Survey for Dallas ISD teachers, administrators, and CICs.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix C, Table 10: 2019-20 EL/SPED Survey – Frequency of Supports Provided by EL/SPED Instructional Specialist(s)

		I did not receive this support from an EL/SPED instructional specialist		Never		Rarely		Occasionally		Frequently		Very Frequently	
	N	n	%	n	%	n	%	N	%	n	%	n	%
Prior to at-home learning, how frequently were each of the following supports provided by your EL/SPED Instructional Specialist(s) in 2019-20:													
Administrator													
Professional Development	5	0	0.0	1	20.0	0	0.0	1	20.0	3	60.0	0	0.0
In-class support	5	0	0.0	0	0.0	1	20.0	1	20.0	2	40.0	1	20.0
Providing resources/materials	5	0	0.0	1	20.0	0	0.0	1	20.0	2	40.0	1	20.0
Classroom observation and feedback	5	0	0.0	2	40.0	0	0.0	0	0.0	2	40.0	1	20.0
PLC or individual lesson planning	5	0	0.0	1	20.0	1	20.0	0	0.0	3	60.0	0	0.0
Classroom modeling/co-teaching	5	0	0.0	2	40.0	0	0.0	0	0.0	2	40.0	1	20.0
Data analysis	5	0	0.0	1	20.0	1	20.0	0	0.0	3	60.0	0	0.0
CIC													
Professional Development	3	1	33.3	0	0.0	1	33.3	0	0.0	1	33.3	0	0.0
In-class support	3	1	33.3	0	0.0	1	33.3	0	0.0	1	33.3	0	0.0
Providing resources/materials	3	1	33.3	0	0.0	1	33.3	0	0.0	0	0.0	1	33.3
Classroom observation and feedback	3	1	33.3	0	0.0	1	33.3	1	33.3	0	0.0	0	0.0
PLC or individual lesson planning	3	1	33.3	0	0.0	1	33.3	1	33.3	0	0.0	0	0.0
Classroom modeling/co-teaching	3	1	33.3	0	0.0	1	33.3	1	33.3	0	0.0	0	0.0
Data analysis	3	1	33.3	0	0.0	1	33.3	1	33.3	0	0.0	0	0.0
Teacher													
Professional Development	31	4	12.9	1	3.2	2	6.5	5	16.1	13	41.9	6	19.4
In-class support	31	4	12.9	1	3.2	1	3.2	7	22.6	9	29.0	9	29.0
Providing resources/materials	31	3	9.7	0	0.0	0	0.0	6	19.4	12	38.7	10	32.3
Classroom observation and feedback	31	4	12.9	1	3.2	2	6.5	8	25.8	9	29.0	7	22.6
PLC or individual lesson planning	31	5	16.1	2	6.5	2	6.5	8	25.8	10	32.3	4	12.9
Classroom modeling/co-teaching	31	5	16.1	2	6.5	4	12.9	7	22.6	8	25.8	5	16.1
Data analysis	31	5	16.1	2	6.5	6	19.4	7	22.6	9	29.0	2	6.5

Source: 2019-20 EL/SPED Survey for Dallas ISD teachers, administrators, and CICs.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix C, Table 11: 2019-20 EL/SPED Survey – Helpfulness of Supports from EL/SPED Instructional Specialist(s)

		I did not work with an EL/SPED Instructional Specialist											
	<i>N</i>	<i>n</i>	%	Not at all helpful		A little helpful		Somewhat helpful		Very helpful		Extremely helpful	
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Prior to at-home learning, rate how helpful each of the following supports were from your EL/SPED Instructional Specialist(s) in 2019-20:													
Administrator													
Professional Development	5	0	0.0	1	20.0	0	0.0	1	20.0	2	40.0	1	20.0
In-class support	5	1	20.0	0	0.0	1	20.0	0	0.0	2	40.0	1	20.0
Providing resources/materials	5	0	0.0	1	20.0	0	0.0	1	20.0	2	40.0	1	20.0
Classroom observation and feedback	5	1	20.0	1	20.0	0	0.0	0	0.0	2	40.0	1	20.0
PLC or individual lesson planning	5	0	0.0	1	20.0	1	20.0	0	0.0	2	40.0	1	20.0
Classroom modeling/co-teaching	5	1	20.0	1	20.0	0	0.0	0	0.0	2	40.0	1	20.0
Data analysis	5	1	20.0	0	0.0	1	20.0	0	0.0	3	60.0	0	0.0
CIC													
Professional Development	3	1	33.3	0	0.0	1	33.3	0	0.0	0	0.0	1	33.3
In-class support	3	1	33.3	0	0.0	1	33.3	0	0.0	0	0.0	1	33.3
Providing resources/materials	3	1	33.3	0	0.0	1	33.3	0	0.0	0	0.0	1	33.3
Classroom observation and feedback	3	1	33.3	0	0.0	1	33.3	0	0.0	1	33.3	0	0.0
PLC or individual lesson planning	3	1	33.3	0	0.0	1	33.3	0	0.0	1	33.3	0	0.0
Classroom modeling/co-teaching	3	1	33.3	0	0.0	1	33.3	1	33.3	0	0.0	0	0.0
Data analysis	3	1	33.3	0	0.0	1	33.3	1	33.3	0	0.0	0	0.0
Teacher													
Professional Development	31	5	16.1	0	0.0	1	3.2	6	19.4	10	32.3	9	29.0
In-class support	31	5	16.1	1	3.2	0	0.0	6	19.4	10	32.3	9	29.0
Providing resources/materials	31	3	9.7	0	0.0	0	0.0	2	6.5	11	35.5	15	48.4
Classroom observation and feedback	31	5	16.1	0	0.0	1	3.2	7	22.6	12	38.7	6	19.4
PLC or individual lesson planning	31	7	22.6	0	0.0	3	9.7	7	22.6	7	22.6	7	22.6
Classroom modeling/co-teaching	31	7	22.6	1	3.2	2	6.5	5	16.1	10	32.3	6	19.4
Data analysis	31	9	29.0	0	0.0	4	12.9	3	9.7	8	25.8	7	22.6

Source: 2019-20 EL/SPED Survey for Dallas ISD teachers, administrators, and CICs.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix C, Table 12: 2019-20 EL/SPED Survey – Helpfulness of EL/SPED Instructional Specialist(s)

		I did not work with an EL/SPED Instructional Specialist											
				Not at all helpful		A little helpful		Somewhat helpful		Very helpful		Extremely helpful	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Prior to at-home learning, how helpful were the EL/SPED Instructional Specialists at your campus at supporting your instruction of EL/SPED students?													
Administrator	5	0	0.0	0	0.0	2	40.0	0	0.0	2	40.0	1	20.0
CICs	3	1	33.3	0	0.0	1	33.3	0	0.0	0	0.0	1	33.3
Teacher	30	3	10.0	0	0.0	0	0.0	6	20.0	14	46.7	7	23.3

Source: 2019-20 EL/SPED Survey for Dallas ISD teachers, administrators, and CICs.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix C, Table 13: 2019-20 EL/SPED Survey – Helpfulness of Professional Development Provided by EL/SPED Instructional Specialist(s)

	I did not receive this professional development from an EL/SPED instructional specialist										
			Not at all helpful		Slightly helpful		Very helpful		Extremely helpful		
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Prior to at-home learning, rate how helpful the following professional development opportunities provided by your EL/SPED instructional specialist(s) were for you in 2019-20?											
Administrator											
Campus-wide professional development	5	0	0.0	1	20.0	1	20.0	3	60.0	0	0.0
PLCs	5	0	0.0	1	20.0	1	20.0	3	60.0	0	0.0
One-on-one	5	1	20.0	1	20.0	0	0.0	1	20.0	2	40.0
CIC											
Campus-wide professional development	3	1	33.3	1	33.3	0	0.0	1	33.3	0	0.0
PLCs	3	1	33.3	1	33.3	0	0.0	0	0.0	1	33.3
One-on-one	3	1	33.3	1	33.3	0	0.0	0	0.0	1	33.3
Teacher											
Campus-wide professional development	31	8	25.8	0	0.0	5	16.1	10	32.3	8	25.8
PLCs	31	9	29.0	0	0.0	7	22.6	9	29.0	6	19.4
One-on-one	31	5	16.1	0	0.0	2	6.5	15	48.4	9	29.0

Source: 2019-20 EL/SPED Survey for Dallas ISD teachers, administrators, and CICs.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix C, Table 14: 2019-20 EL/SPED Survey – Helpfulness of Resources

Appendix C, Table 2: 2019-20-21 Survey: Helpfulness of Resources

		I did not receive this resource		Not at all helpful		Slightly helpful		Very helpful		Extremely helpful	
	N	n	%	n	%	n	%	n	%	n	%
Prior to at-home learning, rate how helpful each of the following resources were for impacting student achievement in 2019-20:											
Administrator											
Technology - iPads, electronic dictionaries	5	1	20.0	0	0.0	1	20.0	1	20.0	2	40.0
Online Resources - Nearpod, Powerschool, Ellevation, curriculum, website	5	0	0.0	0	0.0	2	40.0	1	20.0	2	40.0
Supplies & Resources for classroom implementation	5	0	0.0	0	0.0	2	40.0	1	20.0	2	40.0
Create materials for lesson implementation	5	0	0.0	0	0.0	2	40.0	1	20.0	2	40.0
CIC											
Technology - iPads, electronic dictionaries	3	0	0.0	0	0.0	1	33.3	1	33.3	1	33.3
Online Resources - Nearpod, Powerschool, Ellevation, curriculum, website	3	0	0.0	0	0.0	1	33.3	1	33.3	1	33.3
Supplies & Resources for classroom implementation	3	0	0.0	0	0.0	0	0.0	2	66.7	1	33.3
Create materials for lesson implementation	3	0	0.0	0	0.0	0	0.0	2	66.7	1	33.3
Teacher											
Technology - iPads, electronic dictionaries	31	7	22.6	1	3.2	5	16.1	9	29.0	9	29.0
Online Resources - Nearpod, Powerschool, Ellevation, curriculum, website	31	2	6.5	1	3.2	7	22.6	14	45.2	7	22.6
Supplies & Resources for classroom implementation	31	1	3.2	0	0.0	4	12.9	11	35.5	15	48.4
Create materials for lesson implementation	31	2	6.5	1	3.2	9	29.0	10	32.3	9	29.0

Source: 2019-20 EL/SPED Survey for Dallas ISD teachers, administrators, and CICs.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix C, Table 15: 2019-20 EL/SPED Survey – Extent of English/Language Arts and Social Studies Curriculum Supporting Differentiated Instruction

Curriculum Supporting Differentiated Instruction															
	N	I don't teach the subject		I'm not using the curriculum		Not at all		Slightly		Somewhat		Moderately		To a great extent	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
Prior to at-home learning, to what extent did the E/LA and social studies curriculum support differentiated instruction for EL/SPED students?															
Administrator															
English/Language Arts	5	0	0.0	0	0.0	0	0.0	0	0.0	1	20.0	2	40.0	2	40.0
Social Studies	5	0	0.0	0	0.0	0	0.0	0	0.0	1	20.0	3	60.0	1	20.0
CIC															
English/Language Arts	3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	66.7	1	33.3
Social Studies	3	2	66.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	33.3
Teacher															
English/Language Arts	31	4	12.9	3	9.7	1	3.2	2	6.5	7	22.6	8	25.8	6	19.4
Social Studies	31	12	38.7	1	3.2	1	3.2	0	0.0	7	22.6	5	16.1	5	16.1

Source: 2019-20 EL/SPED Survey for Dallas ISD teachers, administrators, and CICs.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix C, Table 16: 2019-20 EL/SPED Survey – Extent of English/Language Arts and Social Studies Curriculum Meeting the Needs of EL/SPED Students

	N	I don't teach the subject		I'm not using the curriculum		Not at all effective		Slightly effective		Somewhat effective		Moderately effective		Extremely effective	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
Prior to at-home learning, how effectively did the curriculum meet the needs of EL/SPED students?															
Administrator															
English/Language Arts	5	0	0.0	0	0.0	0	0.0	0	0.0	1	20.0	3	60.0	1	20.0
Social Studies	5	0	0.0	0	0.0	0	0.0	0	0.0	1	20.0	3	60.0	1	20.0
CIC															
English/Language Arts	3	0	0.0	0	0.0	0	0.0	0	0.0	1	33.3	2	66.7	0	0.0
Social Studies	3	2	66.7	0	0.0	0	0.0	0	0.0	0	0.0	1	33.3	0	0.0
Teacher															
English/Language Arts	31	5	16.1	2	6.5	0	0.0	2	6.5	9	29.0	9	29.0	4	12.9
Social Studies	31	12	38.7	1	3.2	1	3.2	1	3.2	6	19.4	6	19.4	4	12.9

Source: 2019-20 EL/SPED Survey for Dallas ISD teachers, administrators, and CICs.

Appendix C, Table 17: 2019-20 EL/SPED Survey – Help or Support from EL/SPED Instructional Specialist(s) during At-Home Learning

	N	A great deal less		A little less		About the same		A little more		A great deal more	
		n	%	n	%	n	%	n	%	n	%
During at-home learning, how often did you receive help or support from your EL/SPED instructional specialist(s) as compared to before at-home learning?											
Administrator	5	2	40.0	1	20.0	1	20.0	0	0.0	1	20.0
CICs	3	1	33.3	0	0.0	2	66.7	0	0.0	0	0.0
Teacher	31	2	6.5	10	32.3	8	25.8	4	12.9	7	22.6

Source: 2019-20 EL/SPED Survey for Dallas ISD teachers, administrators, and CICs.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix C, Table 18: 2019-20 EL/SPED Survey – Frequency of LPAC and ARD Committee Collaboration

	N	A great deal less		A little less		About the same		A little more		A great deal more	
		n	%	n	%	n	%	n	%	n	%
		During at-home learning, how frequently did LPAC and ARD committees collaborate to meet the needs of EL/SPED students as compared to before at-home learning?									
Administrator	5	1	20.0	0	0.0	3	60.0	1	20.0	0	0.0
CICs	3	1	33.3	1	33.3	1	33.3	0	0.0	0	0.0
Teacher	31	4	12.9	12	38.7	13	41.9	1	3.2	1	3.2

Source: 2019-20 EL/SPED Survey for Dallas ISD teachers, administrators, and CICs.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix C, Table 19: 2019-20 EL/SPED Survey – Effectiveness of LPAC and ARD Committee Collaboration

		A great deal less		A little less		About the same		A little more		A great deal more	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
During at-home learning, how effective were LPAC and ARD committees at collaborating to meet the needs of EL/SPED students as compared to before at-home learning?											
Administrator	5	1	20.0	0	0.0	3	60.0	1	20.0	0	0.0
CICs	3	1	33.3	2	66.7	0	0.0	0	0.0	0	0.0
Teacher	31	5	16.1	6	19.4	17	54.8	2	6.5	1	3.2

Source: 2019-20 EL/SPED Survey for Dallas ISD teachers, administrators, and CICs.

Appendix C, Table 20: 2019-20 EL/SPED Survey – Helpfulness of Supports from EL/SPED Instructional Specialists

		I did not receive this support from an ELSED instructional specialist													
	N	n		%		Not at all helpful		A little helpful		Somewhat helpful		Very helpful		Extremely helpful	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%
Rate how helpful each of the following supports were from your EL/SPED instructional specialist(s) during at-home learning in 2019-20:															
Administrator															
Professional development	5	2	40.0	1	20.0	0	0.0	0	0.0	2	40.0	0	0.0		
Google classroom support	5	2	40.0	1	20.0	0	0.0	0	0.0	2	40.0	0	0.0		
Providing online resources	5	1	20.0	1	20.0	0	0.0	0	0.0	2	40.0	1	20.0		
PLC or individual lesson planning	5	1	20.0	1	20.0	0	0.0	0	0.0	2	40.0	1	20.0		
Student/parent communication support	5	2	40.0	1	20.0	0	0.0	0	0.0	2	40.0	0	0.0		
CIC															
Professional development	3	2	66.7	0	0.0	0	0.0	0	0.0	1	33.3	0	0.0		
Google classroom support	3	2	66.7	0	0.0	0	0.0	1	33.3	0	0.0	0	0.0		
Providing online resources	3	2	66.7	0	0.0	0	0.0	0	0.0	0	0.0	1	33.3		
PLC or individual lesson planning	3	2	66.7	0	0.0	1	33.3	0	0.0	0	0.0	0	0.0		
Student/parent communication support	3	2	66.7	1	33.3	0	0.0	0	0.0	0	0.0	0	0.0		
Teacher															
Professional development	31	8	25.8	1	3.2	5	16.1	5	16.1	7	22.6	5	16.1		
Google classroom support	31	6	19.4	1	3.2	4	12.9	6	19.4	8	25.8	6	19.4		
Providing online resources	31	6	19.4	1	3.2	5	16.1	6	19.4	6	19.4	7	22.6		
PLC or individual lesson planning	31	9	29.0	2	6.5	4	12.9	8	25.8	4	12.9	4	12.9		
Student/parent communication support	31	9	29.0	1	3.2	1	3.2	8	25.8	5	16.1	7	22.6		

Source: 2019-20 EL/SPED Survey for Dallas ISD teachers, administrators, and CICs.

Note: Percentages may not sum to 100 percent because of rounding.

Appendix D

Appendix D, Table 1: 2018 *TELPAS* Proficiency Levels for EL/SPED Students by Grade Level

Grade Level(s)	Tested <i>N</i>	2018 <i>TELPAS</i> English Proficiency Rating							
		Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
K	201	124	61.7	63	31.3	9	4.5	5	2.5
1	257	132	51.4	96	37.4	21	8.2	8	3.1
2	320	57	17.8	222	69.4	38	11.9	3	0.9
3	314	24	7.6	226	72.0	57	18.2	7	2.2
4	339	31	9.1	232	68.4	69	20.4	7	2.1
5	362	16	4.4	200	55.2	127	35.1	19	5.2
6	311	8	2.6	213	68.5	79	25.4	11	3.5
7	276	6	2.2	160	58.0	98	35.5	12	4.3
8	318	5	1.6	192	60.4	99	31.1	22	6.9
9	292	14	4.8	165	56.5	94	32.2	19	6.5
10	226	10	4.4	141	62.4	68	30.1	7	3.1
11	177	8	4.5	98	55.4	60	33.9	11	6.2
12	116	2	1.7	50	43.1	58	50.0	6	5.2
K to 2	778	313	40.2	381	49.0	68	8.7	16	2.1
3 to 5	1,015	71	7.0	658	64.8	253	24.9	33	3.3
6 to 8	905	19	2.1	565	62.4	276	30.5	45	5.0
9 to 12	811	34	4.2	454	56.0	280	34.5	43	5.3
K to 5	1,793	384	21.4	1,039	57.9	321	17.9	49	2.7
6 to 12	1,716	53	3.1	1,019	59.4	556	32.4	88	5.1
All Grades	3,509	437	12.5	2,058	58.6	877	25.0	137	3.9

Source: District *TELPAS* data files dated 10/05/18. District PEIMS snapshot demographic data file dated 10/30/17.

Note: Data include students enrolled on the PEIMS snapshot date. Because of the spring 2020 transition to at-home learning, 2020 *TELPAS* results and trends from previous years for EL/SPED students should be reviewed with caution and are provided for informational purposes only.

Appendix D, Table 2: 2019 TELPAS Proficiency Levels for EL/SPED Students by Grade Level

Grade Level(s)	Tested <i>N</i>	2019 TELPAS English Proficiency Rating							
		Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
K	215	131	60.9	76	35.3	7	3.3	1	0.5
1	361	154	42.7	162	44.9	30	8.3	15	4.2
2	381	108	28.3	243	63.8	27	7.1	3	0.8
3	394	61	15.5	254	64.5	68	17.3	11	2.8
4	409	88	21.5	255	62.3	60	14.7	6	1.5
5	433	53	12.2	261	60.3	101	23.3	18	4.2
6	393	37	9.4	246	62.6	103	26.2	7	1.8
7	300	20	6.7	196	65.3	79	26.3	5	1.7
8	269	16	5.9	160	59.5	84	31.2	9	3.3
9	302	34	11.3	185	61.3	66	21.9	17	5.6
10	262	20	7.6	167	63.7	66	25.2	9	3.4
11	206	15	7.3	125	60.7	57	27.7	9	4.4
12	143	12	8.4	89	62.2	36	25.2	6	4.2
K to 2	957	393	41.1	481	50.3	64	6.7	19	2.0
3 to 5	1,236	202	16.3	770	62.3	229	18.5	35	2.8
6 to 8	962	73	7.6	602	62.6	266	27.7	21	2.2
9 to 12	913	81	8.9	566	62.0	225	24.6	41	4.5
K to 5	2,193	595	27.1	1,251	57.0	293	13.4	54	2.5
6 to 12	1,875	154	8.2	1,168	62.3	491	26.2	62	3.3
All Grades	4,068	749	18.4	2,419	59.5	784	19.3	116	2.9

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. Because of the spring 2020 transition to at-home learning, 2020 TELPAS results and trends from previous years for EL/SPED students should be reviewed with caution and are provided for informational purposes only.

Appendix D, Table 3: 2020 TELPAS Proficiency Levels for EL/SPED Students by Grade Level

Grade Level(s)	Tested <i>N</i>	2020 TELPAS English Proficiency Rating							
		Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
K	207	128	61.8	66	31.9	10	4.8	3	1.4
1	321	125	38.9	147	45.8	36	11.2	13	4.0
2	302	81	26.8	189	62.6	29	9.6	3	1.0
3	298	49	16.4	188	63.1	55	18.5	6	2.0
4	337	39	11.6	228	67.7	60	17.8	10	3.0
5	316	31	9.8	179	56.6	90	28.5	16	5.1
6	133	9	6.8	95	71.4	27	20.3	2	1.5
7	128	7	5.5	77	60.2	38	29.7	6	4.7
8	112	2	1.8	61	54.5	45	40.2	4	3.6
9	91	3	3.3	74	81.3	11	12.1	3	3.3
10	78	2	2.6	58	74.4	17	21.8	1	1.3
11	85	2	2.4	53	62.4	28	32.9	2	2.4
12	59	4	6.8	35	59.3	19	32.2	1	1.7
K to 2	830	334	40.2	402	48.4	75	9.0	19	2.3
3 to 5	951	119	12.5	595	62.6	205	21.6	32	3.4
6 to 8	373	18	4.8	233	62.5	110	29.5	12	3.2
9 to 12	313	11	3.5	220	70.3	75	24.0	7	2.2
K to 5	1,774	451	25.4	996	56.1	276	15.6	51	2.9
6 to 12	686	29	4.2	453	66.0	185	27.0	19	2.8
All Grades	2,460	480	19.5	1,449	58.9	461	18.7	70	2.8

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 10/28/19. Because of the spring 2020 transition to at-home learning, 2020 TELPAS results and trends from previous years for EL/SPED students should be reviewed with caution and are provided for informational purposes only. Percentages may not sum to 100 percent because of rounding.

Appendix E

Appendix E, Table 1: 2018 to 2019 TELPAS Proficiency Rating Movement – Grade One to Five EL/SPED Students

Rated <i>N</i>	Progressed/ Regressed <i>n</i> %	2018 TELPAS Composite Rating	2019 TELPAS Composite Rating								2019 Total	
			Beginning		Intermed		Advanced		Adv High		<i>n</i>	%
			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade One												
321	Progressed	Beginning	110	82.1	91	61.5	11	44.0	2	14.3	214	66.7
	126 39.3	Intermediate	23	17.2	49	33.1	12	48.0	7	50.0	91	28.3
		Advanced	1	0.7	3	2.0	2	8.0	3	21.4	9	2.8
	Regressed	Advanced High	0	0.0	5	3.4	0	0.0	2	14.3	7	2.2
	32 10.0	2018 Total	134	100.0	148	100.0	25	100.0	14	100.0	321	100.0
Grade Two												
361	Progressed	Beginning	68	68.0	109	46.8	4	16.0	0	0.0	181	50.1
	125 34.6	Intermediate	27	27.0	102	43.8	9	36.0	2	66.7	140	38.8
		Advanced	5	5.0	18	7.7	8	32.0	1	33.3	32	8.9
	Regressed	Advanced High	0	0.0	4	1.7	4	16.0	0	0.0	8	2.2
	58 16.1	2018 Total	100	100.0	233	100.0	25	100.0	3	100.0	361	100.0
Grade Three												
384	Progressed	Beginning	26	43.3	37	15.0	3	4.5	0	0.0	66	17.2
	97 25.3	Intermediate	34	56.7	195	79.3	48	71.6	2	18.2	279	72.7
		Advanced	0	0.0	14	5.7	16	23.9	7	63.6	37	9.6
	Regressed	Advanced High	0	0.0	0	0.0	0	0.0	2	18.2	2	0.5
	48 12.5	2018 Total	60	100.0	246	100.0	67	100.0	11	100.0	384	100.0
Grade Four												
389	Progressed	Beginning	17	21.3	12	4.9	0	0.0	0	0.0	29	7.5
	38 9.8	Intermediate	63	78.8	205	83.7	23	39.7	0	0.0	291	74.8
		Advanced	0	0.0	28	11.4	30	51.7	3	50.0	61	15.7
	Regressed	Advanced High	0	0.0	0	0.0	5	8.6	3	50.0	8	2.1
	96 24.7	2018 Total	80	100.0	245	100.0	58	100.0	6	100.0	389	100.0
Grade Five												
408	Progressed	Beginning	17	37.0	18	7.3	0	0.0	0	0.0	35	8.6
	78 19.1	Intermediate	29	63.0	207	83.8	46	47.4	3	16.7	285	69.9
		Advanced	0	0.0	22	8.9	48	49.5	11	61.1	81	19.9
	Regressed	Advanced High	0	0.0	0	0.0	3	3.1	4	22.2	7	1.7
	54 13.2	2018 Total	46	100.0	247	100.0	97	100.0	18	100.0	408	100.0
Grades One to Two												
682	Progressed	Beginning	178	76.1	200	52.5	15	30.0	2	11.8	395	57.9
	251 36.8	Intermediate	50	21.4	151	39.6	21	42.0	9	52.9	231	33.9
		Advanced	6	2.6	21	5.5	10	20.0	4	23.5	41	6.0
	Regressed	Advanced High	0	0.0	9	2.4	4	8.0	2	11.8	15	2.2
	90 13.2	2018 Total	234	100.0	381	100.0	50	100.0	17	100.0	682	100.0
Grades Three to Five												
1,181	Progressed	Beginning	60	32.3	67	9.1	3	1.4	0	0.0	130	11.0
	213 18.0	Intermediate	126	67.7	607	82.2	117	52.7	5	14.3	855	72.4
		Advanced	0	0.0	64	8.7	94	42.3	21	60.0	179	15.2
	Regressed	Advanced High	0	0.0	0	0.0	8	3.6	9	25.7	17	1.4
	198 16.8	2018 Total	186	100.0	738	100.0	222	100.0	35	100.0	1,181	100.0
Grades One to Five												
1,863	Progressed	Beginning	238	56.7	267	23.9	18	6.6	2	3.8	525	28.2
	464 24.9	Intermediate	176	41.9	758	67.7	138	50.7	14	26.9	1,086	58.3
		Advanced	6	1.4	85	7.6	104	38.2	25	48.1	220	11.8
	Regressed	Advanced High	0	0.0	9	0.8	12	4.4	11	21.2	32	1.7
	288 15.5	2018 Total	420	100.0	1,119	100.0	272	100.0	52	100.0	1,863	100.0

Source: District TELPAS data files dated 10/05/18 (2018) and 05/24/19 (2019). District PEIMS demographic data file dated 02/26/19.

Note: 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 and were enrolled on the PEIMS snapshot date both years (10/27/17 and 10/26/18). Because of the spring 2020 transition to at-home learning, 2020 TELPAS results and trends from previous years for EL/SPED students should be reviewed with caution and are provided for informational purposes only. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. Results are not included for students who took TELPAS-ALT.

Appendix E, Table 2: 2018 to 2019 TELPAS Proficiency Rating Movement – Grade Six to Eight EL/SPED Students

Rated	Progressed/ Regressed		2018 TELPAS Composite Rating	2019 TELPAS Composite Rating								2019 Total		
	<i>N</i>	<i>n</i>		%	Beginning		Intermed		Advanced		Adv High			
					<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>			%
Grade Six														
379		Progressed	Beginning	10	31.3	10	4.2	0	0.0	0	0.0	20	5.3	
	31	8.2	Intermediate	22	68.8	175	72.9	19	19.0	0	0.0	216	57.0	
			Advanced	0	0.0	51	21.3	70	70.0	2	28.6	123	32.5	
		Regressed	Advanced High	0	0.0	4	1.7	11	11.0	5	71.4	20	5.3	
	88	23.2	2018 Total	32	100.0	240	100.0	100	100.0	7	100.0	379	100.0	
Grade Seven														
283		Progressed	Beginning	2	11.8	1	0.5	0	0.0	0	0.0	3	1.1	
	35	12.4	Intermediate	15	88.2	154	83.2	31	40.8	0	0.0	200	70.7	
			Advanced	0	0.0	29	15.7	40	52.6	3	60.0	72	25.4	
		Regressed	Advanced High	0	0.0	1	0.5	5	6.6	2	40.0	8	2.8	
	50	17.7	2018 Total	17	100.0	185	100.0	76	100.0	5	100.0	283	100.0	
Grade Eight														
255		Progressed	Beginning	1	9.1	4	2.6	0	0.0	0	0.0	5	2.0	
	33	12.9	Intermediate	8	72.7	116	75.8	23	27.7	1	12.5	148	58.0	
			Advanced	2	18.2	31	20.3	53	63.9	5	62.5	91	35.7	
		Regressed	Advanced High	0	0.0	2	1.3	7	8.4	2	25.0	11	4.3	
	50	19.6	2018 Total	11	100.0	153	100.0	83	100.0	8	100.0	255	100.0	
Grades Six to Eight														
917		Progressed	Beginning	13	21.7	15	2.6	0	0.0	0	0.0	28	3.1	
	99	10.8	Intermediate	45	75.0	445	77.0	73	28.2	1	5.0	564	61.5	
			Advanced	2	3.3	111	19.2	163	62.9	10	50.0	286	31.2	
		Regressed	Advanced High	0	0.0	7	1.2	23	8.9	9	45.0	39	4.3	
	188	20.5	2018 Total	60	100.0	578	100.0	259	100.0	20	100.0	917	100.0	

Source: District TELPAS data files dated 10/05/18 (2018) and 05/24/19 (2019). District PEIMS demographic data file dated 02/26/19.

Note: 2018 to 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 and were enrolled on the PEIMS snapshot date both years (10/27/17 and 10/26/18). Because of the spring 2020 transition to at-home learning, 2020 TELPAS results and trends from previous years for EL/SPED students should be reviewed with caution and are provided for informational purposes only. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. Results are not included for students who took TELPAS-ALT.

Appendix E, Table 3: 2018 to 2019 *TELPAS* Proficiency Rating Movement – Grade Nine to Twelve EL/SPED Students (Including Secondary Grade Level Summary)

Rated <i>N</i>	Progressed/ Regressed <i>n</i> %	2018 <i>TELPAS</i> Composite Rating	2019 <i>TELPAS</i> Composite Rating								2019 Total	
			Beginning		Intermed		Advanced		Adv High		<i>n</i>	%
			<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Nine												
269	Progressed	Beginning	3	11.5	3	1.8	0	0.0	0	0.0	6	2.2
	31 11.5	Intermediate	23	88.5	118	71.1	19	31.7	1	5.9	161	59.9
		Advanced	0	0.0	43	25.9	35	58.3	8	47.1	86	32.0
	Regressed	Advanced High	0	0.0	2	1.2	6	10.0	8	47.1	16	5.9
	74 27.5	2018 Total	26	100.0	166	100.0	60	100.0	17	100.0	269	100.0
Grade Ten												
227	Progressed	Beginning	3	20.0	5	3.4	0	0.0	0	0.0	8	3.5
	23 10.1	Intermediate	11	73.3	103	71.0	15	25.4	0	0.0	129	56.8
		Advanced	1	6.7	36	24.8	38	64.4	3	37.5	78	34.4
	Regressed	Advanced High	0	0.0	1	0.7	6	10.2	5	62.5	12	5.3
	55 24.2	2018 Total	15	100.0	145	100.0	59	100.0	8	100.0	227	100.0
Grade Eleven												
183	Progressed	Beginning	4	30.8	4	3.5	0	0.0	0	0.0	8	4.4
	27 14.8	Intermediate	8	61.5	80	70.2	21	42.9	0	0.0	109	59.6
		Advanced	1	7.7	29	25.4	26	53.1	2	28.6	58	31.7
	Regressed	Advanced High	0	0.0	1	0.9	2	4.1	5	71.4	8	4.4
	41 22.4	2018 Total	13	100.0	114	100.0	49	100.0	7	100.0	183	100.0
Grade Twelve												
127	Progressed	Beginning	3	30.0	2	2.6	1	2.9	0	0.0	6	4.7
	13 10.2	Intermediate	6	60.0	52	67.5	6	17.6	0	0.0	64	50.4
		Advanced	1	10.0	22	28.6	21	61.8	4	66.7	48	37.8
	Regressed	Advanced High	0	0.0	1	1.3	6	17.6	2	33.3	9	7.1
	36 28.3	2018 Total	10	100.0	77	100.0	34	100.0	6	100.0	127	100.0
Grades Nine to Twelve												
806	Progressed	Beginning	13	20.3	14	2.8	1	0.5	0	0.0	28	3.5
	94 11.7	Intermediate	48	75.0	353	70.3	61	30.2	1	2.6	463	57.4
		Advanced	3	4.7	130	25.9	120	59.4	17	44.7	270	33.5
	Regressed	Advanced High	0	0.0	5	1.0	20	9.9	20	52.6	45	5.6
	206 25.6	2018 Total	64	100.0	502	100.0	202	100.0	38	100.0	806	100.0
All Secondary (Grades Six to Twelve)												
1,723	Progressed	Beginning	26	21.0	29	2.7	1	0.2	0	0.0	56	3.3
	193 11.2	Intermediate	93	75.0	798	73.9	134	29.1	2	3.4	1,027	59.6
		Advanced	5	4.0	241	22.3	283	61.4	27	46.6	556	32.3
	Regressed	Advanced High	0	0.0	12	1.1	43	9.3	29	50.0	84	4.9
	394 22.9	2018 Total	124	100.0	1,080	100.0	461	100.0	58	100.0	1,723	100.0

Source: District *TELPAS* data files dated 10/05/18 (2018) and 05/24/19 (2019). District PEIMS demographic data file dated 02/26/19.

Note: 2018 to 2019 level movement data include students who earned a *TELPAS* proficiency rating in both 2018 and 2019 and were enrolled on the PEIMS snapshot date both years (10/27/17 and 10/26/18). Because of the spring 2020 transition to at-home learning, 2020 *TELPAS* results and trends from previous years for EL/SPED students should be reviewed with caution and are provided for informational purposes only. Progressed = Student moved up at least one level of English proficiency from 2018 to 2019. Regressed = Student moved down at least one level of English proficiency from 2018 to 2019. Results are not included for students who took *TELPAS-ALT*.

Appendix E, Table 4: 2019 to 2020 TELPAS Proficiency Rating Movement – Grade One to Five EL/SPED Students

Rated <i>N</i>	Progressed/ Regressed <i>n</i> %	2019 TELPAS Composite Rating	2020 TELPAS 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 One												
289	Progressed	Beginning	99	86.8	78	56.9	10	32.3	1	14.3	188	65.1
	111 38.4	Intermediate	15	13.2	58	42.3	18	58.1	2	28.6	93	32.2
		Advanced	0	0.0	1	0.7	3	9.7	2	28.6	6	2.1
	Regressed	Advanced High	0	0.0	0	0.0	0	0.0	2	28.6	2	0.7
	16 5.5	2019 Total	114	100.0	137	100.0	31	100.0	7	100.0	289	100.0
Grade Two												
292	Progressed	Beginning	42	54.5	82	44.8	2	6.9	0	0.0	126	43.2
	99 33.9	Intermediate	30	39.0	90	49.2	13	44.8	2	66.7	135	46.2
		Advanced	4	5.2	7	3.8	9	31.0	0	0.0	20	6.8
	Regressed	Advanced High	1	1.3	4	2.2	5	17.2	1	33.3	11	3.8
	51 17.5	2019 Total	77	100.0	183	100.0	29	100.0	3	100.0	292	100.0
Grade Three												
291	Progressed	Beginning	28	58.3	50	27.2	4	7.5	0	0.0	82	28.2
	91 31.3	Intermediate	20	41.7	131	71.2	32	60.4	2	33.3	185	63.6
		Advanced	0	0.0	3	1.6	16	30.2	3	50.0	22	7.6
	Regressed	Advanced High	0	0.0	0	0.0	1	1.9	1	16.7	2	0.7
	24 8.2	2019 Total	48	100.0	184	100.0	53	100.0	6	100.0	291	100.0
Grade Four												
327	Progressed	Beginning	15	38.5	23	10.4	0	0.0	0	0.0	38	11.6
	54 16.5	Intermediate	23	59.0	179	81.0	25	43.1	0	0.0	227	69.4
		Advanced	1	2.6	19	8.6	30	51.7	6	66.7	56	17.1
	Regressed	Advanced High	0	0.0	0	0.0	3	5.2	3	33.3	6	1.8
	46 14.1	2019 Total	39	100.0	221	100.0	58	100.0	9	100.0	327	100.0
Grade Five												
313	Progressed	Beginning	20	64.5	39	21.9	1	1.1	0	0.0	60	19.2
	106 33.9	Intermediate	11	35.5	132	74.2	54	60.7	2	13.3	199	63.6
		Advanced	0	0.0	7	3.9	34	38.2	10	66.7	51	16.3
	Regressed	Advanced High	0	0.0	0	0.0	0	0.0	3	20.0	3	1.0
	18 5.8	2019 Total	31	100.0	178	100.0	89	100.0	15	100.0	313	100.0
Grades One to Two												
581	Progressed	Beginning	141	73.8	160	50.0	12	20.0	1	10.0	314	54.0
	210 36.1	Intermediate	45	23.6	148	46.3	31	51.7	4	40.0	228	39.2
		Advanced	4	2.1	8	2.5	12	20.0	2	20.0	26	4.5
	Regressed	Advanced High	1	0.5	4	1.3	5	8.3	3	30.0	13	2.2
	67 11.5	2019 Total	191	100.0	320	100.0	60	100.0	10	100.0	581	100.0
Grades Three to Five												
931	Progressed	Beginning	63	53.4	112	19.2	5	2.5	0	0.0	180	19.3
	251 27.0	Intermediate	54	45.8	442	75.8	111	55.5	4	13.3	611	65.6
		Advanced	1	0.8	29	5.0	80	40.0	19	63.3	129	13.9
	Regressed	Advanced High	0	0.0	0	0.0	4	2.0	7	23.3	11	1.2
	88 9.5	2019 Total	118	100.0	583	100.0	200	100.0	30	100.0	931	100.0
Grades One to Five												
1,512	Progressed	Beginning	204	66.0	272	30.1	17	6.5	1	2.5	494	32.7
	461 30.5	Intermediate	99	32.0	590	65.3	142	54.6	8	20.0	839	55.5
		Advanced	5	1.6	37	4.1	92	35.4	21	52.5	155	10.3
	Regressed	Advanced High	1	0.3	4	0.4	9	3.5	10	25.0	24	1.6
	155 10.3	2019 Total	309	100.0	903	100.0	260	100.0	40	100.0	1,512	100.0

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

Note: 2019 to 2020 level movement data include students who earned a TELPAS proficiency rating in both 2019 and 2020 and were enrolled on the PEIMS snapshot date both years (10/26/18 and 10/28/19). Because of the spring 2020 transition to at-home learning, 2020 TELPAS results and trends from previous years for EL/SPED students should be reviewed with caution and are provided for informational purposes only. Progressed = Student moved up at least one level of English proficiency from 2019 to 2020. Regressed = Student moved down at least one level of English proficiency from 2019 to 2020. Results are not included for students who took TELPAS-ALT.

Appendix E, Table 5: 2019 to 2020 *TELPAS* Proficiency Rating Movement – Grade Six to Eight EL/SPED Students

Rated	Progressed/ Regressed		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>	%	<i>n</i>
Grade Six													
130	Progressed		Beginning	4	50.0	7	7.4	0	0.0	0	0.0	11	8.5
	18	13.8	Intermediate	4	50.0	69	73.4	10	38.5	0	0.0	83	63.8
			Advanced	0	0.0	17	18.1	13	50.0	1	50.0	31	23.8
	Regressed		Advanced High	0	0.0	1	1.1	3	11.5	1	50.0	5	3.8
	25	19.2	2019 Total	8	100.0	94	100.0	26	100.0	2	100.0	130	100.0
Grade Seven													
126	Progressed		Beginning	1	14.3	6	7.9	0	0.0	0	0.0	7	5.6
	26	20.6	Intermediate	6	85.7	62	81.6	15	40.5	1	16.7	84	66.7
			Advanced	0	0.0	8	10.5	21	56.8	4	66.7	33	26.2
	Regressed		Advanced High	0	0.0	0	0.0	1	2.7	1	16.7	2	1.6
	15	11.9	2019 Total	7	100.0	76	100.0	37	100.0	6	100.0	126	100.0
Grade Eight													
108	Progressed		Beginning	0	0.0	7	11.9	0	0.0	0	0.0	7	6.5
	31	28.7	Intermediate	2	100.0	47	79.7	21	47.7	0	0.0	70	64.8
			Advanced	0	0.0	5	8.5	21	47.7	3	100.0	29	26.9
	Regressed		Advanced High	0	0.0	0	0.0	2	4.5	0	0.0	2	1.9
	9	8.3	2019 Total	2	100.0	59	100.0	44	100.0	3	100.0	108	100.0
Grades Six to Eight													
364	Progressed		Beginning	5	29.4	20	8.7	0	0.0	0	0.0	25	6.9
	75	20.6	Intermediate	12	70.6	178	77.7	46	43.0	1	9.1	237	65.1
			Advanced	0	0.0	30	13.1	55	51.4	8	72.7	93	25.5
	Regressed		Advanced High	0	0.0	1	0.4	6	5.6	2	18.2	9	2.5
	49	13.5	2019 Total	17	100.0	229	100.0	107	100.0	11	100.0	364	100.0

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

Note: 2019 to 2020 level movement data include students who earned a *TELPAS* proficiency rating in both 2019 and 2020 and were enrolled on the PEIMS snapshot date both years (10/26/18 and 10/28/19). Because of the spring 2020 transition to at-home learning, 2020 *TELPAS* results and trends from previous years for EL/SPED students should be reviewed with caution and are provided for informational purposes only. Progressed = Student moved up at least one level of English proficiency from 2019 to 2020. Regressed = Student moved down at least one level of English proficiency from 2019 to 2020. Results are not included for students who took *TELPAS-ALT*.

Appendix E, Table 6: 2019 to 2020 *TELPAS* Proficiency Rating Movement – Grade Nine to Twelve EL/SPED Students (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												
80	Progressed	Beginning	1	33.3	3	4.4	0	0.0	0	0.0	4	5.0
	6 7.5	Intermediate	2	66.7	50	73.5	1	14.3	0	0.0	53	66.3
		Advanced	0	0.0	15	22.1	4	57.1	2	100.0	21	26.3
	Regressed	Advanced High	0	0.0	0	0.0	2	28.6	0	0.0	2	2.5
	19 23.8	2019 Total	3	100.0	68	100.0	7	100.0	2	100.0	80	100.0
Grade Ten												
73	Progressed	Beginning	1	50.0	7	13.0	1	6.3	0	0.0	9	12.3
	14 19.2	Intermediate	1	50.0	38	70.4	6	37.5	0	0.0	45	61.6
		Advanced	0	0.0	9	16.7	7	43.8	0	0.0	16	21.9
	Regressed	Advanced High	0	0.0	0	0.0	2	12.5	1	100.0	3	4.1
	12 16.4	2019 Total	2	100.0	54	100.0	16	100.0	1	100.0	73	100.0
Grade Eleven												
81	Progressed	Beginning	1	50.0	3	6.1	1	3.6	0	0.0	5	6.2
	17 21.0	Intermediate	1	50.0	34	69.4	12	42.9	0	0.0	47	58.0
		Advanced	0	0.0	12	24.5	13	46.4	1	50.0	26	32.1
	Regressed	Advanced High	0	0.0	0	0.0	2	7.1	1	50.0	3	3.7
	15 18.5	2019 Total	2	100.0	49	100.0	28	100.0	2	100.0	81	100.0
Grade Twelve												
54	Progressed	Beginning	1	33.3	1	3.0	0	0.0	0	0.0	2	3.7
	8 14.8	Intermediate	2	66.7	25	75.8	7	38.9	0	0.0	34	63.0
		Advanced	0	0.0	7	21.2	10	55.6	0	0.0	17	31.5
	Regressed	Advanced High	0	0.0	0	0.0	1	5.6	0	0.0	1	1.9
	10 18.5	2019 Total	3	100.0	33	100.0	18	100.0	0	0.0	54	100.0
Grades Nine to Twelve												
288	Progressed	Beginning	4	40.0	14	6.9	2	2.9	0	0.0	20	6.9
	45 15.6	Intermediate	6	60.0	147	72.1	26	37.7	0	0.0	179	62.2
		Advanced	0	0.0	43	21.1	34	49.3	3	60.0	80	27.8
	Regressed	Advanced High	0	0.0	0	0.0	7	10.1	2	40.0	9	3.1
	56 19.4	2019 Total	10	100.0	204	100.0	69	100.0	5	100.0	288	100.0
All Secondary (Grades Six to Twelve)												
652	Progressed	Beginning	9	33.3	34	7.9	2	1.1	0	0.0	45	6.9
	120 18.4	Intermediate	18	66.7	325	75.1	72	40.9	1	6.3	416	63.8
		Advanced	0	0.0	73	16.9	89	50.6	11	68.8	173	26.5
	Regressed	Advanced High	0	0.0	1	0.2	13	7.4	4	25.0	18	2.8
	105 16.1	2019 Total	27	100.0	433	100.0	176	100.0	16	100.0	652	100.0

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

Note: 2019 to 2020 level movement data include students who earned a *TELPAS* proficiency rating in both 2019 and 2020 and were enrolled on the PEIMS snapshot date both years (10/26/18 and 10/28/19). Because of the spring 2020 transition to at-home learning, 2020 *TELPAS* results and trends from previous years for EL/SPED students should be reviewed with caution and are provided for informational purposes only. Progressed = Student moved up at least one level of English proficiency from 2019 to 2020. Regressed = Student moved down at least one level of English proficiency from 2019 to 2020. Results are not included for students who took *TELPAS-ALT*.

Appendix F

Appendix F, Table 1: 2020 TELPAS-ALT Composite Proficiency Levels by Grade Level

Grade Level(s)	Tested <i>N</i>	Awakening %	Imitation %	Early Independence %	Developing Independence %	Basic Fluency %
K	0	0.0	0.0	0.0	0.0	0.0
1	0	0.0	0.0	0.0	0.0	0.0
2	35	14.3	25.7	48.6	11.4	0.0
3	63	9.5	14.3	30.2	28.6	17.5
4	67	11.9	23.9	23.9	22.4	17.9
5	76	5.3	18.4	15.8	32.9	27.6
6	58	10.3	24.1	25.9	22.4	17.2
7	50	12.0	12.0	16.0	26.0	34.0
8	61	14.8	11.5	27.9	11.5	34.4
9	50	14.0	18.0	20.0	22.0	26.0
10	39	7.7	20.5	12.8	20.5	38.5
11	29	6.9	10.3	34.5	20.7	27.6
12	23	21.7	39.1	8.7	13.0	17.4
2 to 5	241	9.5	19.9	26.6	25.7	18.3
3 to 5	206	8.7	18.9	22.8	28.2	21.4
6 to 8	169	12.4	16.0	23.7	19.5	28.4
9 to 12	141	12.1	20.6	19.1	19.9	28.4
6 to 12	310	12.3	18.1	21.6	19.7	28.4
2 to 12	551	11.1	18.9	23.8	22.3	24.0

Source: District TELPAS-ALT data file dated 07/06/20. PEIMS snapshot demographic data file dated 11/01/19.

Note: Results included are for students enrolled on the PEIMS snapshot date (10/28/19) and were provided a score in the data file. Seven included students were not classified as special education in the 2019 PEIMS demographic file but are included this year for completeness and because too few could not constitute a distinct group. 2019 was the first year that TELPAS-ALT was offered. Percentages may not sum to 100 because of rounding. Because of the spring 2020 transition to at-home learning, 2020 TELPAS-ALT results and trends from previous years for EL/SPED students should be reviewed with caution and are provided for informational purposes only.

Appendix F, Table 2: 2020 TELPAS-ALT Proficiency Rating Movement by Grade Level

Grade Level(s)	Tested N	Regressed %	Same %	Progressed %
K	0	0.0	0.0	0.0
1	0	0.0	0.0	0.0
2	0	0.0	0.0	0.0
3	29	10.3	31.0	58.6
4	55	27.3	34.5	38.2
5	59	3.4	44.1	52.5
6	48	29.2	39.6	31.3
7	44	15.9	34.1	50.0
8	54	9.3	37.0	53.7
9	41	29.3	34.1	36.6
10	32	12.5	28.1	59.4
11	27	33.3	25.9	40.7
12	21	28.6	38.1	33.3
3 to 5	143	14.0	37.8	48.3
6 to 8	146	17.8	37.0	45.2
9 to 12	121	25.6	31.4	43.0
6 to 12	267	21.3	34.5	44.2
3 to 12	410	18.8	35.6	45.6

Source: District TELPAS-ALT data file dated 07/06/20. PEIMS snapshot demographic data files dated 02/26/19 (2019) and 11/01/19 (2020).

Note: Results included are for students enrolled on the PEIMS snapshot date (10/28/19) and were provided a score in the data file. Seven included students were not classified as special education in the 2019 PEIMS demographic file but are included this year for completeness and because too few could not constitute a distinct group. 2019 was the first year that TELPAS-ALT was offered. Percentages may not sum to 100 because of rounding. Because of the spring 2020 transition to at-home learning, 2020 TELPAS-ALT results and trends from previous years for EL/SPED students should be reviewed with caution and are provided for informational purposes only. Progressed = Student moved up at least one level of English proficiency from 2019 to 2020. Same = Student remained at the same proficiency level in 2019 and 2020. Regressed = Student moved down at least one level of English proficiency from 2019 to 2020.