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2019-20

Evaluation of the Title III Immigrant Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

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DALLAS INDEPENDENT SCHOOL DISTRICT

2019-20

Evaluation of the Title III Immigrant Program

Approved Report of the Department of Evaluation and Assessment

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This report (as well as the executive summary) is available for download at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

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ACRONYMS AND ABBREVIATIONS

%pts	Percentage points
1 Yr Δ	Change from 2019 to 2020
Adv High	Advanced High
Approaches+	Approaches Grade Level or Above
EL	English learner
EOC	*End-of-Course*
Intermed	Intermediate
K	Kindergarten
PEIMS	Public Education Information Management System
STAAR	*State of Texas Assessments of Academic Readiness*
TELPAS	*Texas English Language Proficiency Assessment System*
US	United States

2019-20

Evaluation of the Title III Immigrant Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

The Bilingual Education/English as a Second Language (BE/ESL) Department aimed to provide supplemental assistance to immigrant students and families to increase language proficiency and academic achievement to help prepare them to become active participants in education and the community. Title III defines immigrant children and youth as those aged three to 21 who were not born in any state and have not been enrolled in any United States schools for more than three full academic years. The budget for the Immigrant Services program within the Dallas Independent School District (ISD) was $876,149 from Title III, Part A funds,[1] an increase from $846,223 in 2018-19.

The purpose of this report was to provide data for campus, program, and district stakeholders to evaluate the effectiveness of programs designed to serve district immigrants. Changes resulting from the spring 2020 COVID-19-related transition to at-home learning were addressed within each section, as applicable.

EVALUATION QUESTIONS/OUTCOMES

What were district services for immigrant students in 2019-20?

Methodology

The evaluator interviewed program administrators and reviewed program documents to summarize services for immigrants in 2019-20.

Program Description

Because a large proportion of immigrants typically also are English learners (ELs) (93% in 2019-20), the BE/ESL Department plays a pivotal role in the integration of immigrant students and their families into the district and community.[2] With awarded 2019-20 supplemental Title III funds, the department aimed to 1) provide supplemental instructional resources, 2) assist in development of tutoring plans for improved English proficiency and academic achievement, 3) develop supplemental summer enrichment opportunities, 4) connect parents with needed referrals to services, 5) deliver classes for ELs and their parents including district information sessions and ESL classes, and 6) increase parental participation in trainings and activities through the Margaret and Gilbert Herrera Student Intake Center.

Immigrants who are new to the country in K to grade 12 and have never attended US schools are welcomed to the district at the Margaret and Gilbert Herrera Student Intake Center. This center supports these students and their families to bolster academic success. Along with registration and assessment services, the center provides orientation services for immigrant families as they transition into the district and community. The intake center also provides follow-up support to students through professional development and instructional coaching for teachers of ELs, literacy fairs on select Saturdays throughout the year, and summer enrichment programs for newcomer students.

To prepare immigrant students in the first year in US schools who do not speak Spanish or English for academic success, the district also offers a one-year Newcomer Program at four designated Dallas ISD campuses.[3] This program focuses on English acquisition and is for students at mixed grade levels. Certified teachers provide instructional services to identified students in a multi-age setting using sheltered instruction methods and strategies. Because the students served by the Newcomer Program in 2019-20 were a small subsection of immigrant students, they were not highlighted as a separate group in analyses in this report. Instead, they were included in results for the general immigrant student population.

What were the characteristics of 2019-20 immigrant students?

Methodology

The evaluator conducted frequency analyses to summarize participant characteristics and enrollment rates using the district Public Education Information Management System (PEIMS) demographic data files.[4]

[1] No general operating funds were dedicated specifically to the Immigrant Services Program in 2019-20; they were instead granted to the Bilingual/ESL Department as a whole.
[2] EL Immigrant students: 2017-18: 91%; 2018-19: 92%.
[3] McShan, Lowe, Hotchkiss, and Rodgers. All campuses have one teacher allocation for the newcomer program, except for McShan, which has two teachers allocated.
[4] 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).

Results

Most of the 8,862 immigrant students reported to the state in 2019-20 (approximately 6% of district enrollment) were Hispanic (84%), followed by African American (7%) and Asian (5%). Immigrants were from 133 different countries, with the largest proportions from Mexico (31%), Honduras (25%), and El Salvador (16%). About 40 percent of immigrants were considered at-risk, and 84 percent were economically disadvantaged. Fifty-seven percent of immigrant students were enrolled in PK to grade five and 43 percent in grades 6 to 12, with the highest rate of immigrant students enrolled in grade nine (14%). Most (93%) immigrant students were classified as ELs. The rate of immigrant students enrolled in the Dallas ISD has increased in recent years, with an increase of 44 percent (+2,719 students) from 2018-19 to 2019-20 and 45 percent (+2,751 students) from 2017-18 to 2019-20.

What activities did the BE/ESL Department implement to reach yearly goals?

The BE/ESL Department aimed to reach two primary goals for the immigrant program in 2019-20. The first goal was to increase the percentage of immigrant students meeting the Approaches Grade Level or Above (Approaches+) performance standard on *State of Texas Assessments of Academic Readiness* (*STAAR*) in 2019-20 by three percentage points over the rate of students meeting Approaches+ in 2018-19. The second goal was to increase the percentage of immigrant students who improved their *Texas English Language Proficiency Assessment System* (*TELPAS*) composite by at least one level from 2018-19 to 2019-20 by three percentage points over the percentage that progressed by at least one level from 2017-18 to 2018-19. Although the BE/ESL Department worked toward reaching both goals in 2019-20, attainment of the *STAAR*-related goal was not examined in this evaluation because Texas Education Agency cancelled *STAAR* in response to the COVID-19 pandemic. To reach the two primary goals, the BE/ESL Department planned to implement five activities, including 1) professional development (PD), 2) supplemental tutoring, 3) summer enrichment programs, 4) supplemental resources, and 5) Student Intake Center trainings and activities.

Key 2019-20 findings regarding these activities include: 1) most (90%) immigrant professional development participants indicated they were likely to bring the content from the sessions to their classrooms/campuses; 2) no campuses requested tutoring services for immigrant students in 2019-20; 3) 273 students attended the Newcomers' Summer Language Enrichment program; 4) the BE/ESL Department distributed resources including books, parent guides, dictionaries, and manipulatives; and 5) 1,588 parents attended activities and trainings at the Student Intake Center in 2018-19 and 1,735 attended in 2019-20, a one-year attendance increase of nine percent.

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

Methodology

The academic outcome examined was the *Texas English Language Proficiency Assessment System (TELPAS)*. The evaluator used frequency analyses to determine 1) the percentage of immigrant students who earned each English proficiency rating (beginning, intermediate, advanced, advanced high) for the composite score and for each domain (listening, speaking, reading, writing); 2) the percentage of students who progressed, stayed the same, or regressed at least one level among composite and domain ratings from 2019 to 2020; and 3) one-year trends.

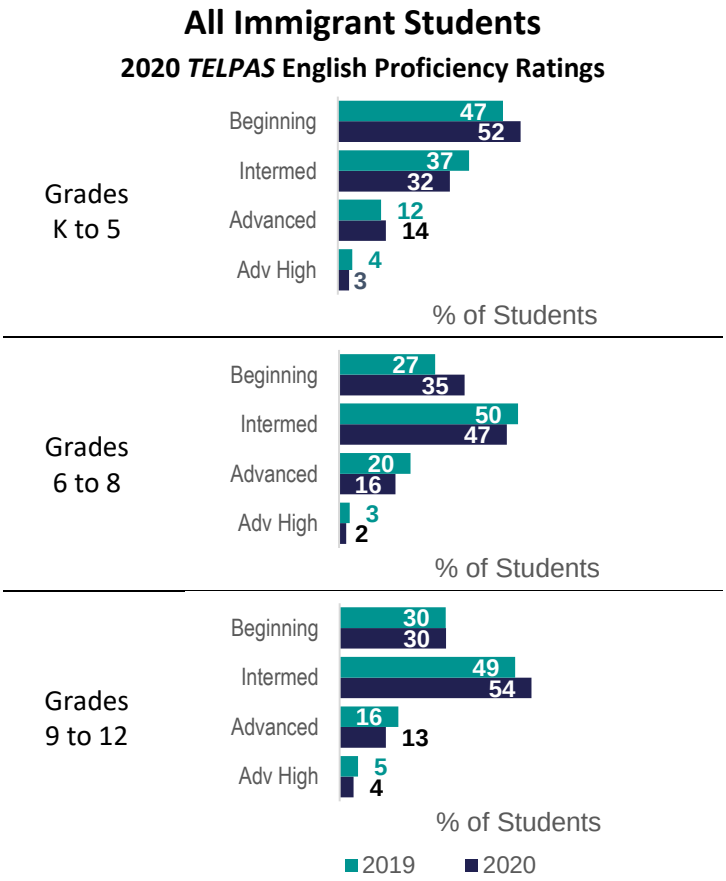
Results

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 62.4 percent of test takers. [5] Therefore, the 2019-20 results, trends from previous years, and goal attainment should be reviewed with caution and are provided for informational purposes only.

As shown in Figure E1, composite English proficiency ratings for immigrant students who were ELs generally lagged all ELs and clustered around the beginner and intermediate levels on the 2020 *TELPAS* (range: 82%, grades 6 to 8 to 84%, K to grade 5 and grades 9 to 12). One-year trends in English proficiency rates for immigrant students varied, and often rates remained somewhat consistent from 2019 to 2020.

[5] 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%.

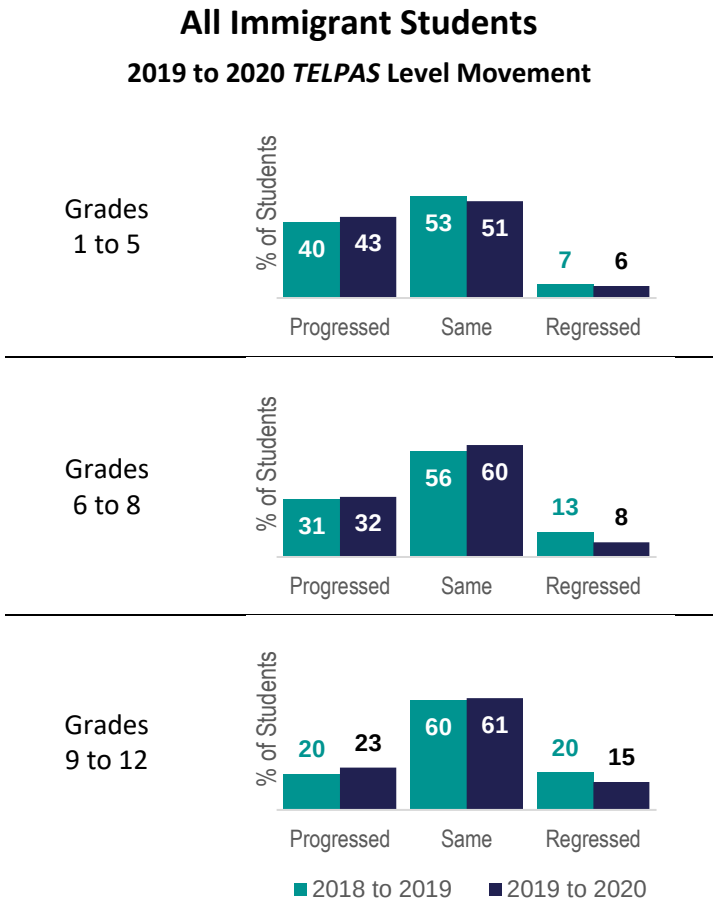
Figure E1: 2019 and 2020 *TELPAS* English Proficiency Ratings by Grade Level: Immigrant Students



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 obtained from Palladino et al. (2019). 2019 and 2020 *TELPAS* ratings include students enrolled on the respective PEIMS snapshot dates. Because of the spring 2020 transition to at-home learning, composite *TELPAS* results for 2020 represent 62.4 percent of test takers; 2020 results and trends from previous years should be reviewed with caution and are provided for informational purposes only. Percentages may not sum to 100 because of rounding.

Over half of immigrant students (range: 51% to 61%) remained at the same proficiency level (Figure E2). Immigrant students progressed at higher rates than they regressed in all grade level groupings. At all grade levels, progression rates for immigrant students exceeded those for all ELs by 5 to 11 percentage points, and regression rates were lower than for all ELs by 4 to 11 percentage points. Immigrant students overall exceeded the goal of a one-year three percentage point increase in the rate of students progressing at least one *TELPAS* proficiency level from 2019. Progression rate increases ranged from one (grades 6 to 8) to three (K to grade 5 and grades 9 to 12) percentage points.

Figure E2: 2019 to 2020 *TELPAS* English Proficiency Level Movement by Grade Level: Immigrant Students



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 *TELPAS* Level Movement data obtained from Palladino et al. (2019). *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. Because of the spring 2020 transition to at-home learning, composite *TELPAS* results for 2020 represent 62.4 percent of test takers; 2020 results and trends from previous years should be reviewed with caution and are provided for informational purposes only. 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.

Rates for immigrant students across all grade levels and *TELPAS* domains clustered around the beginning and intermediate levels (range: 72% to 92%). The highest rates of immigrant students at the advanced and advanced high levels were in grades 9 to 12 (range: 13% to 35%), and rates at the advanced and advanced high levels were highest for the listening (range: 23% to 28%) domain. For both the reading and writing domains, immigrant student rates at the advanced and advanced high levels increased as grade level increased.

One-year trends in domain proficiency rates for immigrant students varied and ranged from the largest decreases for grades 9 to 12 in reading (beginning: -10 percentage points) to the largest increase also in grades 9 to 12 in reading (intermediate: +12 percentage points). For immigrant students in all grade levels overall, rates of students at the advanced and advanced high proficiency levels for the listening domain increased slightly more over one year than for the speaking, reading, and writing domains.

Over 40 percent of immigrant students across all domains who took the *TELPAS* in 2019 and 2020 remained at the same proficiency level (range: 40% to 63%). Except for grades 9 to 12 in the speaking domain, immigrant students progressed (range: 22% to 52%) at higher rates across all domains and grade levels than they regressed (range: 4% to 19%). For immigrant students overall, progression rates were higher in 2020 than in 2019 in listening, speaking, and reading, and were lower in writing.

RECOMMENDATIONS

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

Continue to support immigrant student identification and reporting in Dallas ISD.

Proactively identify immigrant students in need of tutoring.

Include more process data collection and analysis in future evaluations.

Continue to provide activities and trainings for parents of immigrant students.

Explore weakest areas of English proficiency for enhanced focus.

2019-20

Evaluation of the Title III Immigrant Program

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION[6]

This section provides program and services information about the Bilingual Education/English as a Second Language (BE/ESL) Title III Immigrant Program in the Dallas Independent School District (Dallas ISD) as well as the Title III Immigrant Program goals in 2019-20.

Program and Services

Students who have been enrolled in US schools fewer than three years are classified as immigrants. In 2019-20, approximately six percent of Dallas ISD students were immigrants (*N* = 8,862). Because a large proportion of immigrants typically also are English learners (ELs) (93% in 2019-20), the BE/ESL Department plays a pivotal role in the integration of immigrant students and their families into the district and community.[7] With awarded 2019-20 supplemental Title III funds, the department aimed to 1) provide supplemental instructional resources, 2) assist in development of tutoring plans for improved English proficiency and academic achievement, 3) develop supplemental summer enrichment opportunities, 4) connect parents with needed referrals to services, 5) deliver classes for ELs and their parents including district information sessions and ESL classes, and 6) increase parental participation in trainings and activities through the Margaret and Gilbert Herrera Student Intake Center.

Immigrants who are new to the country in K to grade 12 and have never attended US schools are welcomed to the district at the Margaret and Gilbert Herrera Student Intake Center. This center supports these students and their families to bolster academic success. Along with registration and assessment services, the center provides orientation services for immigrant families as they transition into the district and community. The intake center also provides follow-up support to students through professional development and instructional coaching for teachers of ELs, literacy fairs on select Saturdays throughout the year, and summer enrichment programs for newcomer students.

To prepare immigrant students in the first year in US schools who do not speak Spanish or English for academic success, the district also offers a one-year Newcomer Program at four designated Dallas ISD campuses.[8] This program focuses on English acquisition and is for students at mixed grade levels. Certified teachers provide instructional services to identified students in a multi-age setting using sheltered instruction methods and strategies. Because the students served by the Newcomer Program in 2019-20

[6] Portions of this report were adapted from Palladino, Mickelson, Hinkley & Voss, 2019.
[7] EL Immigrant students: 2017-18: 91%; 2018-19: 92%.
[8] McShan, Lowe, Hotchkiss, and Rodgers. All campuses have one teacher allocation for the newcomer program, except for McShan, which has two teachers allocated.

were a small subsection of immigrant students, they were not highlighted as a separate group in analyses in this report. Instead, they were included in results for the general immigrant student population.

Program Goals

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

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this report was to provide data for campus, program, and district stakeholders to evaluate the effectiveness of programs designed to serve immigrants in the Dallas ISD. This report addressed outcomes related to the 2019-20 workscope entitled *Title III, Part A, Immigrant*. Whenever possible and applicable, EL and nonEL data were provided for comparison purposes. Unless otherwise specified, outcomes were analyzed using data for students who were enrolled on the Public Education Information Management System (PEIMS) reporting date for the specified year.

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

- Funding Information
- Characteristics of immigrant students served by the BE/ESL Department
- Resources and activities implemented by the BE/ESL Department to reach 2019-20 goals for immigrant students
- Academic outcomes for immigrant students served by the BE/ESL Department
- Actionable program recommendations

EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for the immigrant program in 2019-20?

Methodology

Special Revenue Funds Management provided Title III, Part A budget and funding information on April 11, 2019 (for 2018-19) and April 30, 2020 (for 2019-20).

Results

The total reported budget for the Immigrant Services Program was $876,149 from Title III, Part A funds,[9] an increase from $846,223 in 2018-19.

What were the characteristics of 2019-20 immigrant students?

This section includes 2019-20 and one- and two-year trends in characteristics of immigrant students served by the BE/ESL Department.

Methodology

All student characteristics analyses were conducted on district PEIMS demographic data files for the respective year.[10] First, the evaluator ran frequency analyses to determine the number of 2019-20 immigrant students currently enrolled in the district by grade level. Historical data for these students for 2017-18 and 2018-19 were extracted from the 2019 program evaluation (Palladino, Mickelson, Hinkley, & Voss, 2019). Next, the evaluator ran frequency analyses to determine the 2019-20 rates of immigrant students by sex, race/ethnicity, home language, most spoken language, birth country, and special student groups. To determine enrollment rates and one- and two-year trends, the evaluator ran frequency analyses for 2019-20 and the previous two years.

Results

Student characteristics for immigrant students, ELs, nonELs, and the district are provided in Appendix A. The majority of the 8,862 immigrant students reported to the state (approximately 6% of district enrollment) were Hispanic (84%); the next highest rates of immigrant students were African American (7%) and Asian (5%). Immigrants were from 133 different countries, with the largest proportions from Mexico (31%), Honduras (25%), and El Salvador (16%). About 40 percent of immigrants were considered at-risk, and 84 percent were economically disadvantaged. Fifty-seven percent of immigrant students were enrolled in PK to grade five and 43 percent in grades 6 to 12, with the highest rate of immigrant students enrolled in grade nine (14%). Most (93%) immigrant students were classified as ELs. The rate of immigrant students

[9] No general operating funds were dedicated specifically to the Immigrant Services Program in 2019-20 but were instead granted to the Bilingual/ESL Department as a whole. The overall general operating funds amount is reported in the Bilingual/ESL Program Evaluation (Voss 2020).
[10] 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).

enrolled in the Dallas ISD has increased in recent years, with an increase of 44 percent (2,719 student increase) since 2018-19 and 45 percent (2,751 student increase) since 2017-18. This increase in immigrant students may in part be attributed to more rigorous identification of immigrant students and more consistent reporting in the district demographic files.

What activities did the BE/ESL Department implement to reach yearly goals?

This section summarizes the activities the BE/ESL Department planned for 2019-20 to support student achievement and to what extent each activity was implemented. Planned activities included 1) professional development, 2) supplemental tutoring, 3) summer enrichment programs, 4) supplemental resources, and 5) Student Intake Center trainings and activities. Where appropriate, descriptions of planned activities include discussion of modifications that were necessary to adapt to at-home learning. For a description of supplemental activities that the BE/ESL Department implemented in response to the COVID-19-related district change to at-home learning, see Voss (2020).

Methodology

Professional Development

The first activity the BE/ESL Department sought to implement regarding immigrant students was providing professional development. The professional development was targeted toward teachers and teaching assistants. To measure engagement in professional development, the BE/ESL Department surveyed participants who attended immigrant-related professional development sessions. The BE/ESL Department aimed for a high percentage of survey respondents indicating that they would likely bring the content from the immigrant professional development sessions to their classrooms/campuses.[11] The evaluator obtained survey responses to this question from the BE/ESL Department[12] and ran frequency analyses on item responses.

Supplemental Tutoring

The second activity the BE/ESL Department sought to implement was providing supplemental tutoring for immigrant students. Supplemental tutoring was designed to target immigrant students in grades 3 through 12 with low academic performance (e.g., ELs who failed any assessments). To provide additional support to these students, the BE/ESL Department also aimed to add 10 teaching assistants to campuses with a high concentration of enrolled newcomer students to enhance ESL instruction. To find out more about supplemental tutoring implementation, the evaluator interviewed program staff members, who provided tutoring rosters, schedules, and other relevant documents for review. The evaluator summarized the number of students tutored, the campuses that received tutoring, and the number of teaching assistants provided to campuses with high concentrations of ELs. No tutoring occurred after March 13, 2020 during at-home learning.

[11] The survey question was written by the BE/ESL Department as follows: "How likely are you to bring the content from this professional development session to your classroom/ campus?" Participants could select from a scale of 1 (Extremely Unlikely) to 5 (Extremely Likely). The evaluator reported likelihood as participants who selected ratings 4 or 5.
[12] All professional development conducted after March 13, 2020 was conducted virtually.

Summer Enrichment Programs

The third activity the BE/ESL Department sought to implement was providing new or updated summer enrichment programs. The Newcomers' Summer Language Enrichment Program specifically served immigrant students in the Dallas ISD in summer 2019. To find out more about the Newcomers' program, the evaluator conducted interviews with program leadership, who provided attendance records from Extended Learning Opportunities. The evaluator content-analyzed program information and merged the provided attendance data with the district student demographic file dated May 28, 2019. The evaluator then conducted frequency analyses to determine attendee characteristics by sex, race/ethnicity, and special student groups. The evaluator also calculated the average number of days attended for the program.

Supplemental Resources

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

Student Intake Center

The fifth activity the BE/ESL Department sought to implement was increasing the use and understanding of the Margaret and Gilbert Herrera Student Intake Center for immigrant students and their families. The BE/ESL Department set the goal of increasing parent attendance to trainings and family activities provided by the Student Intake Center by three percent from 2018-19 to 2019-20. The evaluator obtained attendance data for both years from the BE/ESL Department for the Parent Orientation sessions and the Family Literacy Fairs.[13]. The evaluator then calculated attendance rates for each activity and the year-over-year attendance trend from 2018-19 to 2019-20. To measure parent engagement in these activities, the BE/ESL Department surveyed parents of immigrant students who attended the Parent Orientation sessions or Family Literacy Fairs. The BE/ESL Department provided survey response data, and the evaluator ran frequency analyses on response rates to summarize parent perceptions.[14]

[13] The evaluator also planned to report attendance for the Discover Summer Resource Fair, but It was cancelled because of at-home learning.

[14] The survey question was written two different ways by the BE/ESL Department: The first version was written as follows: "Attending this workshop has made me want to become more involved in my child's education"(English) or "Asistir a este taller hará que me involucre más en la educación de mi hijo(a)" (Spanish); participants could select either agree (de acuerdo), neutral (neutral), or disagree (de desacuerdo). The second version was written as follows: "Has receiving information at this office made you want to be more involved in your children's education?" (English) or "¿El recibir información en esta oficina ha hecho que quiera estar más involucrado en la educación de sus hijos?" (Spanish); participants could select either yes (si) or no. Agreement was calculated using the number of participants who selected "agree (de acuerdo)" or "yes (si)". Agreement was measured by the number of respondents who selected either "agree" or "yes (si)".

Results

Professional Development

Forty-nine survey respondents completed the newcomer professional development survey administered by the BE/ESL Department at the end of each immigrant-related professional development session. Meeting the BE/ESL Department goal, most (90%) of immigrant professional development participants indicated they were likely to bring the content from the sessions to their classrooms/campuses.

Supplemental Tutoring

Although the BE/ESL Department planned to administer tutoring for immigrant students, no campuses requested tutoring funds for the 2019-20 school year. That said, 10 teaching assistants were provided by the BE/ESL Department to campuses with high concentrations of immigrant newcomers, meeting the goal set by the department. Teaching assistants were provided at three elementary schools, two middle schools, and five high schools.[15]

Summer Enrichment Programs

The Newcomers' Summer Language Enrichment program was held at ten campuses and targeted EL students in the first three years in the United States. Students attended from 8:00 a.m. to 2:30 p.m., Monday through Thursday, from June 10 through June 27, 2019. This program focused on language supports through content (mostly language arts) and curriculum about community. A total of 273 students attended at least one day of this program. Table 1 summarizes student characteristics of participants in the Newcomers' Program. Most students were male (57%) and/or Hispanic (82%). Approximately 76 percent of the students were economically disadvantaged, and 52 percent were considered at-risk. Of the 12 program days, students attended almost 9 days, on average.

[15] Eleven campuses were provided teaching assistants by the BE/ESL Department: Bryan Adams High School, W. T. White High School, D. W. Carter High School, North Dallas High School, Emmett Conrad High School, Benjamin Franklin International Exploratory Academy, Sam Tasby Middle School, Gill Elementary School, Rogers Elementary School, and Lee McShan Jr. Elementary School.

Table 1: Summer 2019 Characteristics of Newcomers' Program Participants

Student Group	Attended Newcomers' Program (*N* = 273)	
	n	%
Sex		
Female	117	42.9
Male	156	57.1
Race/Ethnicity		
Hispanic	225	82.4
African American	9	3.3
White	10	3.7
American Indian/Alaska Native	1	0.4
Asian	28	10.3
Two or More Races	0	0.0
Special Student Groups		
Economically Disadvantaged	207	75.8
TAG Participant	14	5.1
Homeless	3	1.1
Asylee/Refugee	4	1.5
Special Education	16	5.9
At-Risk	142	52.0

Source: Summer program data received from Extended Learning Opportunities on 12/17/19. District demographic data file dated 05/28/19.
Note: Percentages may not sum to 100 because of rounding.

Supplemental Resources

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

Student Intake Center

As shown in Table 2, 1,588 parents attended activities and trainings at the Student Intake Center in 2018-19 and 1,735 attended activities in 2019-20, for a one-year attendance increase of nine percent.[16] Thus, overall, the BE/ESL Department exceeded the goal of a three percent increase in attendance over the previous year. Specifically, attendance at parent orientation sessions increased 16 percent and parent attendance to Family Literacy Fairs decreased 45 percent from 2018-19 to 2019-20.[17]

[16] Parents could attend multiple activities or trainings at the Student Intake Center; the number of attendees provided for each year does not necessarily represent the number of unique individuals who attended events.
[17] The 2019-20 Family Literacy Fair was held throughout the month of October. Due to a tornado in Dallas on 10/20/19, Family Literacy Fair dates had to be cancelled or rescheduled, which likely contributed to decreased attendance.

Table 2: 2018-19 and 2019-20 Student Intake Center Parent Attendance

	2018-19	2019-20	1 Yr Δ	
Student Group	***n***	***n***	***n***	**%**
Parent Orientation Sessions	1,435	1,659	+224	15.6
Family Literacy Fairs	139	76	-63	-45.0
Overall	1,588	1,735	+147	9.3

Source: Attendance data received from the BE/ESL Department on 11/18/19 (2018-19) and 07/14/20 (2019-20).
Note: * = Because parents could attend more than one event, the attendance is not mutually exclusive among events. Percentages may not sum to 100 because of rounding.

A total of 114 parents (parent orientation sessions: 78; Family Literacy Fairs: 36) completed parent surveys administered by the BE/ESL Department at the end of various parent workshops and trainings. Most parents (97%) agreed that attending the sessions motivated them to be more involved in the education of their children.

What were the academic outcomes for immigrant students during 2019-20?

This section includes summaries of academic outcomes for immigrant students in 2019-20. Before the COVID-19-related district change to at-home learning, this evaluation was planned to include: 1) 2020 and one-year trends in *Texas English Language Proficiency Assessment System* (*TELPAS*) English proficiency ratings and one-year level movement, 2) 2020 and one- and two-year trends in students meeting or exceeding grade level on *TerraNova* (*TN*)/*SUPERA* (*SUP*), and 3) 2020 and one- and two-year trends in students attaining performance standards on the mathematics and reading subtests for *State of Texas Assessments of Academic Readiness* (*STAAR*) and all subtests for *STAAR End-of-Course* (*EOC*), as well as 2020 progression levels on *STAAR*. However, as a result of the COVID-19 pandemic, all assessments were cancelled except for *TELPAS*. Thus, this section includes academic outcomes limited to *TELPAS.* As appropriate, some comparisons of assessment results among groups are included.

Methodology

Unless otherwise specified, all academic outcomes were examined for students enrolled on the PEIMS snapshot date for each year.[18] Results were aggregated by grade level, as appropriate.

TELPAS English Proficiency Ratings and Level Movement

TELPAS is a state-required assessment that measures English language proficiency for ELs in K to grade 12[19] in four domains: listening, speaking, reading, and writing.[20] To determine composite and

[18] 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.
[19] 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.
[20] 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%)].

domain rates of 2019-20 students earning each English proficiency rating, the evaluator merged the 2020 *TELPAS* data file dated July 19, 2020 with the 2019-20 district PEIMS snapshot demographic file. The evaluator used frequency analyses to determine the number and percentage of immigrant students who earned each English proficiency rating (beginning, intermediate, advanced, advanced high) for each domain and the composite rating. For comparison purposes, the evaluator extracted historical composite rating data for 2018 and 2019 from the 2018-19 program evaluation (Palladino et al., 2019) and also merged the *TELPAS* data file dated May 24, 2019 with the 2018-19 district PEIMS snapshot demographic file and used frequency analyses to determine the rates of students earning each English proficiency rating in each domain for 2019.

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

Results for both the annual English proficiency rates and for the one-year proficiency level movement rates were aggregated for all students who took *TELPAS* by grade level, as appropriate. The evaluator also calculated one- and two-year trends in student *TELPAS* proficiency ratings and level movement.

Results

TELPAS English Proficiency Ratings, Level Movement, and Trends

***TELPAS* English Proficiency Ratings and Level Movement**. *TELPAS* English proficiency composite rating rates for 2018, 2019, and 2020 by grade level are provided in Appendix B, and composite level movement rates from 2019 to 2020 are provided in Appendix C. Composite *TELPAS* rates and level movement for all ELs can be found in Voss (2020). Because of the transition to at-home learning and the resulting incomplete testing in all domains required to calculate composite scores for all students, spring 2020 composite *TELPAS* results represent 62.4 percent of test takers.[21] Therefore, the 2019-20 results, trends from previous years, and goal attainment should be reviewed with caution and are provided for informational purposes only.

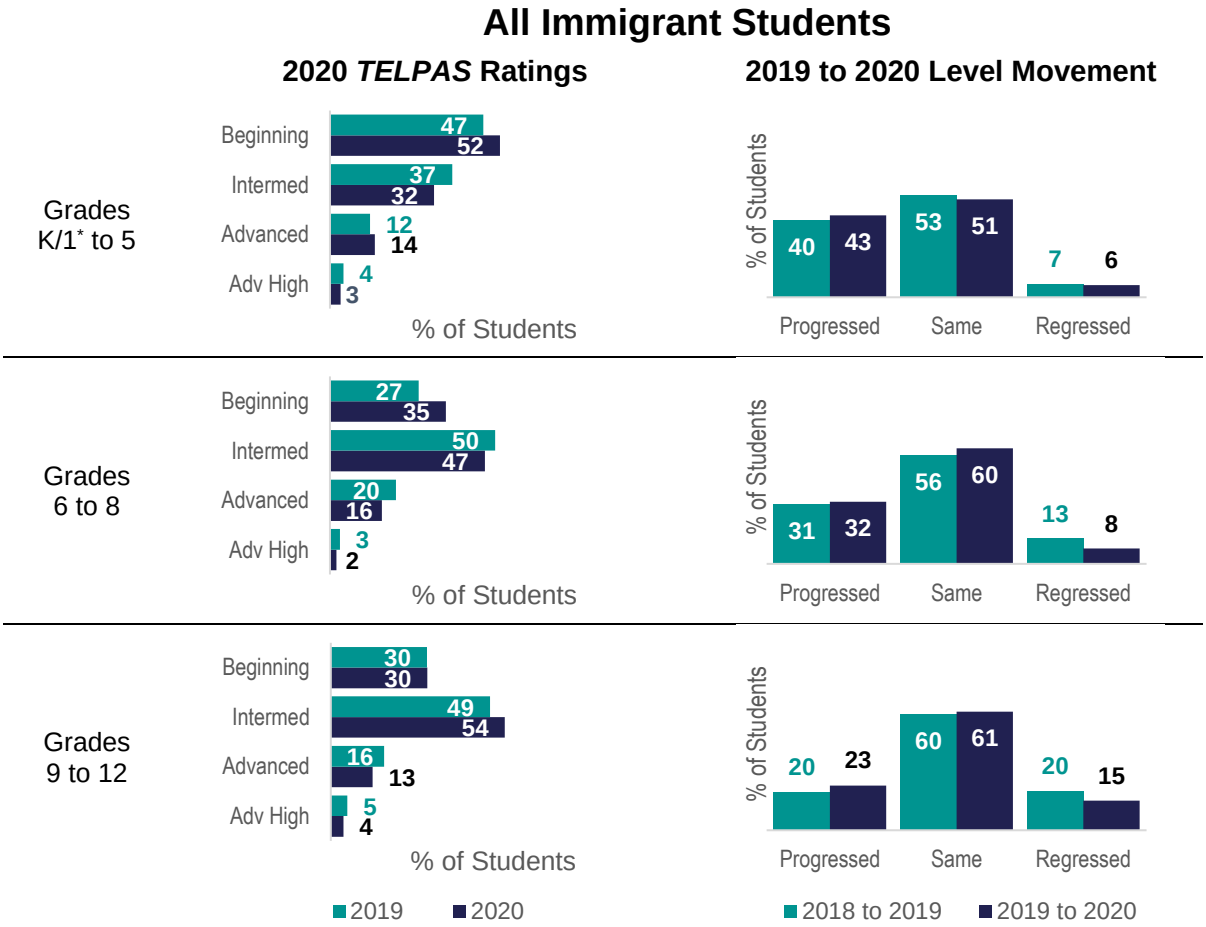
As shown in Figure 1, composite English proficiency ratings for immigrant students who were ELs generally lagged all ELs and clustered around the beginner and intermediate levels on the 2020 *TELPAS*

[21] 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%.

(range: 82%, grades 6 to 8 to 84%, K to grade 5 and grades 9 to 12). Over half of immigrant students (range: 51% to 61%) remained at the same proficiency level. Immigrant students progressed at higher rates than they regressed in all grade level groupings. At all grade levels, progression rates for immigrant students exceeded those for all ELs by 5 to 11 percentage points, and regression rates were lower than for all ELs by 4 to 11 percentage points.

One-year trends in English proficiency rates for immigrant students varied, and often rates remained somewhat consistent from 2019 to 2020. Immigrant students overall exceeded the BE/ESL Department goal of a one-year three percentage point increase in the rate of students who progressed at least one *TELPAS* proficiency level from 2019. Progression rate increases ranged from one (grades 6 to 8) to three (K to grade 5 and grades 9 to 12) percentage points.

Figure 1: 2020 *TELPAS* English Proficiency Ratings and Level Movement from 2019 by Grade Level: Immigrant Students



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 *N*s for rates and level movement will not match. For *N*s, see Appendix B (2020 ratings) and Appendix C (level movement). Because of the spring 2020 transition to at-home learning, composite *TELPAS* results for 2020 represent 62.4 percent of test takers; 2020 results and trends from previous years should be reviewed with caution and are provided for informational purposes only. * = 2019 and 2020 ratings attainment data start at K; level movement starts at grade one. Progressed = Student moved up at least one level of English proficiency from the previous year. Same = Student remained at the same proficiency level from the previous year. Regressed = Student moved down at least one level of English proficiency from the previous year. Percentages may not sum to 100 because of rounding.

As shown in Table 3, rates for immigrant students across all grade levels and domains clustered around the beginning and intermediate levels (range: 72% to 92%). The highest rates of immigrant students at the advanced and advanced high levels were in grades 9 to 12 (range: 13% to 35%), and rates at the advanced and advanced high levels were highest for the listening (range: 23% to 28%) domain. For both the reading and writing domains, immigrant student rates at the advanced and advanced high levels increased as grade level increased.

One-year trends in domain proficiency rates for immigrant students varied and ranged from the largest decreases for grades 9 to 12 in reading (beginning: -10 percentage points) to the largest increase also in grades 9 to 12 in reading (intermediate: +12 percentage points). For immigrant students in all grade

levels overall, rates of students at the advanced and advanced high proficiency levels for the listening domains increased slightly more over one year than for the speaking, reading, and writing domains.

Table 3: 2019 and 2020 *TELPAS* English Proficiency Ratings by Domain: Immigrant Students

	Tested		Beginning			Intermediate			Advanced			Advanced High		
	2019 *N*	2020 *N*	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts
Listening														
Grades K to 5	2,747	4,045	46.3	45.2	-1.1	30.7	29.1	-1.5	14.6	16.2	1.6	8.4	9.5	1.1
Grades 6 to 8	833	1,102	27.7	36.4	8.7	41.1	36.0	-5.0	19.8	14.4	-5.4	11.4	13.2	1.8
Grades 9 to 12	1,165	1,260	45.6	42.6	-3.0	33.0	34.0	1.0	13.2	14.7	1.5	8.2	8.7	0.5
All Grades	4,745	6,407	42.8	43.2	0.3	33.1	31.3	-1.8	15.2	15.6	0.4	8.9	9.9	1.1
Speaking														
Grades K to 5	2,747	4,044	48.2	54.1	5.8	34.4	31.5	-2.9	12.3	11.0	-1.4	5.0	3.4	-1.6
Grades 6 to 8	833	1,102	47.5	55.8	8.3	44.4	36.3	-8.1	7.2	7.4	0.2	0.8	0.5	-0.4
Grades 9 to 12	1,165	1,260	57.7	65.4	7.7	24.3	22.1	-2.2	14.3	10.9	-3.5	3.7	1.7	-2.0
All Grades	4,745	6,406	50.4	56.6	6.2	33.7	30.5	-3.2	11.9	10.3	-1.6	4.0	2.6	-1.4
Reading														
Grades K to 5	2,748	4,116	59.0	59.1	0.1	25.7	24.9	-0.8	9.2	8.9	-0.3	6.1	7.0	0.9
Grades 6 to 8	834	1,148	42.0	47.0	5.0	35.5	34.0	-1.5	12.7	10.5	-2.3	9.8	8.6	-1.2
Grades 9 to 12	1,167	1,281	38.0	27.9	-10.1	40.0	51.6	11.6	13.2	11.6	-1.6	8.8	8.9	0.1
All Grades	4,749	6,545	50.8	50.9	0.0	31.0	31.7	0.8	10.8	9.7	-1.1	7.4	7.7	0.2
Writing														
Grades K to 5	2,744	3,529	63.6	65.6	2.0	23.4	20.7	-2.7	9.1	10.0	0.9	3.9	3.7	-0.2
Grades 6 to 8	810	440	33.7	41.8	8.1	36.9	34.1	-2.8	19.5	15.7	-3.8	9.9	8.4	-1.5
Grades 9 to 12	1,062	698	22.6	27.9	5.3	40.1	37.1	-3.0	25.2	23.2	-2.0	12.1	11.7	-0.3
All Grades	4,616	4,667	48.9	57.7	8.8	29.6	24.4	-5.2	14.6	12.5	-2.1	6.8	5.4	-1.5

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

Over 40 percent of immigrant students across all domains who took the *TELPAS* in 2019 and 2020 remained at the same proficiency level (range: 40% to 63%; Table 4). Except for grades 9 to 12 in the speaking domain, immigrant students progressed (range: 22% to 52%) at higher rates across all domains and grade levels than they regressed (range: 4% to 19%). For immigrant students overall, progression rates were higher in 2020 than in 2019 in listening, speaking, and reading and were lower in writing.

Table 4: *TELPAS* Level Movement from 2018 to 2019 and 2019 to 2020 by Domain: Immigrant Students

	Tested		Regressed			Same			Progressed		
	2019 *N*	2020 *N*	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts	2019 %	2020 %	1 Yr Δ %pts
Listening											
Grades 1 to 5	1,574	1,831	12.0	9.7	-2.3	45.3	40.0	-5.3	42.7	50.2	7.6
Grades 6 to 8	504	227	8.5	7.5	-1.0	47.0	40.5	-6.5	44.4	52.0	7.5
Grades 9 to 12	706	345	26.2	13.3	-12.9	51.7	57.4	5.7	22.1	29.3	7.2
All Grades	2,784	2,403	15.0	10.0	-4.9	47.2	42.6	-4.7	37.8	47.4	9.6
Speaking											
Grades 1 to 5	1,574	1,831	12.4	13.2	0.8	49.4	50.6	1.2	38.2	36.2	-2.0
Grades 6 to 8	504	227	34.3	19.4	-14.9	53.8	58.6	4.8	11.9	22.0	10.1
Grades 9 to 12	706	345	32.9	22.9	-10.0	51.0	62.6	11.6	16.1	14.5	-1.7
All Grades	2,784	2,403	21.6	15.2	-6.4	50.6	53.1	2.5	27.8	31.7	3.9
Reading											
Grades 1 to 5	1,574	1,831	8.7	7.4	-1.3	56.2	53.4	-2.8	35.1	39.2	4.1
Grades 6 to 8	504	227	19.6	15.9	-3.8	47.2	46.7	-0.5	33.1	37.4	4.3
Grades 9 to 12	706	345	23.1	17.7	-5.4	52.1	54.2	2.1	24.8	28.1	3.3
All Grades	2,784	2,403	14.3	9.7	-4.7	53.6	52.9	-0.7	32.1	37.5	5.3
Writing											
Grades 1 to 5	1,574	1,831	3.5	3.6	0.1	59.7	61.9	2.3	36.8	34.5	-2.4
Grades 6 to 8	504	227	8.1	11.5	3.3	44.6	55.1	10.4	47.2	33.5	-13.7
Grades 9 to 12	706	345	11.8	14.2	2.4	43.6	48.7	5.1	44.6	37.1	-7.5
All Grades	2,784	2,403	6.4	5.9	-0.6	52.9	59.4	6.5	40.7	34.7	-5.9

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

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

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

The BE/ESL Department provided supplemental assistance to the 8,862 immigrant students and their families (133 different countries; 6% of district enrollment) to increase language proficiency and academic achievement to help prepare them to become active participants in education and the community. Supplemental assistance included offering a one-year Newcomer Program, providing supplemental instructional resources, providing professional development, developing summer enrichment opportunities, and connecting parents with needed referrals to services, trainings, and activities through the Student Intake Center. Due to the COVID-19 pandemic, Texas Education agency canceled all immigrant-relevant planned academic assessments except for *TELPAS*, and composite scores were available for 62.4 percent of test takers. Therefore, results are limited and are provided for informational purposes only. The total reported budget for the Immigrant Services Program was $876,149 from Title III, Part A funds, a decrease from $846,223 in 2018-19. Key findings include:

- The rate of immigrant students enrolled in the Dallas ISD increased in recent years, with an increase of 44 percent since 2018-19 and 45 percent since 2017-18.
- Although the BE/ESL Department planned to administer tutoring for immigrant students, no campuses requested tutoring funds for immigrant students for the 2019-20 school year.
- 1,588 parents attended activities and trainings at the Student Intake Center in 2018-19 and 1,735 attended activities in 2019-20, for a one-year attendance increase of nine percent
- *TELPAS* English proficiency ratings for immigrant students who were ELs generally lagged all ELs and tended to cluster around the beginning and intermediate levels.
- At all grade levels, immigrant students progressed at least one *TELPAS* proficiency level from 2019 to 2020 at higher rates than they regressed.
- Immigrant students exceeded the BE/ESL Department goal of a one-year three percentage point increase in the rate of students who progressed at least one *TELPAS* proficiency level from 2019 to 2020.

Recommendations

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

Continue to support immigrant student identification and reporting in Dallas ISD. Immigrant student enrollment in the Dallas ISD has increased over the last few years (+44% since 2018-19), and that finding may in part be attributed to more rigorous identification of immigrant students and more consistent reporting in the district demographic files. Continuing efforts to accurately identify and report the number of immigrant students will help the Immigrant Program receive adequate funding and bolster their ability to provide the appropriate amount and type of services to support all immigrant students.

Proactively identify immigrant students in need of tutoring. No campuses requested tutoring funds for immigrant students in 2019-20, despite availability of funding from the BE/ESL Department. Program staff members should take measures to seek out immigrant students who may need tutoring services, such as through periodically reviewing available data or seeking out teacher recommendations to identify students.

Include more process data collection and analysis in future evaluations. Future evaluators and BE/ESL Department leadership should work together to determine where further process data may be valuable for more in-depth program evaluation based on what is reasonable to collect and analyze given available anticipated resources.

Continue to provide activities and trainings for parents of immigrant students. The Student Intake Center hosted events such as parent orientation sessions and Family Literacy Fairs during the 2019-20 school year. From 2018-19 to 2019-20, parent activities and trainings saw a nine percent attendance increase, exceeding the BE/ESL Department goal of a three percent increase in attendance. To keep parents engaged with the academic success of their immigrant children, the BE/ESL Department should continue to focus efforts on increasing parent attendance in these activities.

Explore weakest areas of English proficiency for enhanced focus. 2020 *TELPAS* domain data should be viewed with caution because of the transition to at-home learning in March 2020 and incomplete data for some students, primarily as a result of the low percentage of completed assessments in the writing domain (68% of test takers). Nonetheless, future evaluations should continue to examine these domains to develop plans to target the weakest areas. Efforts could further improve the rates of students progressing at least one level a year.

REFERENCES

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. (2020) 2019-20 Evaluation of the Bilingual and English as a Second Language Programs. Dallas, TX: Dallas Independent School District.

APPENDICES

Appendix A

Appendix A: 2019-20 Characteristics of Immigrant Students and Comparison Groups

	District (*N* = 152,963)		Immigrants (*N* = 8,862)		All ELs (*N* = 70,004)		nonELs (*N* = 82,959)	
	n	**%**	***n***	**%**	***n***	**%**	***n***	**%**
Sex								
Female	74,854	48.9	4,199	47.4	33,557	47.9	41,297	49.8
Male	78,109	51.1	4,663	52.6	36,447	52.1	41,662	50.2
Race/Ethnicity								
Asian	1,785	1.2	426	4.8	1,026	1.5	759	0.9
African American	32,482	21.2	605	6.8	868	1.2	31,614	38.1
Hispanic	107,743	70.4	7,402	83.5	67,107	95.9	40,636	49.0
American Indian	296	0.2	40	0.5	121	0.2	175	0.2
Pacific Islander	53	0.0	8	0.1	10	0.0	43	0.1
White	7,788	5.1	256	2.9	604	0.9	7,184	8.7
Two or More Races	2,816	1.8	125	1.4	268	0.4	2,548	3.1
Not Available	0	0.0	0	0.0	0	0.0	0	0.0
Language Spoken at Home								
English	66,703	43.6	480	5.4	1,120	1.6	65,583	79.1
Spanish	83,271	54.4	7,287	82.2	66,568	95.1	16,703	20.1
Other	2,989	2.0	1,095	12.4	2,316	3.3	673	0.8
Language Student Most Often Speaks								
English	73,609	48.1	699	7.9	5,338	7.6	68,271	82.3
Spanish	77,058	50.4	7,249	81.8	62,775	89.7	14,283	17.2
Other	2,296	1.5	914	10.3	1,891	2.7	405	0.5
Country of Birth								
United States	130,102	85.1	0	0.0	53,953	77.1	76,149	91.8
Other	22,861	14.9	8,862	100.0	16,051	22.9	6,810	8.2
Special Student Populations								
TAG Participant	21,842	14.3	264	3.0	7,794	11.1	14,048	16.9
Special Education	13,966	9.1	187	2.1	5,334	7.6	8,632	10.4
At Risk	76,221	49.8	3,522	39.7	53,468	76.4	22,753	27.4
Economic Disadvantage	128,968	84.3	7,403	83.5	63,523	90.7	65,445	78.9
Homeless	2,516	1.6	237	100.0	851	1.2	1,665	2.0
Grade Level								
PK	11,788	7.7	282	3.2	5,675	8.1	6,113	7.4
K	10,938	7.2	775	8.7	5,211	7.4	5,727	6.9
1	11,229	7.3	933	10.5	5,581	8.0	5,648	6.8
2	11,063	7.2	1,046	11.8	5,614	8.0	5,449	6.6
3	11,135	7.3	817	9.2	5,849	8.4	5,286	6.4
4	11,364	7.4	647	7.3	5,851	8.4	5,513	6.6
5	11,974	7.8	589	6.6	6,070	8.7	5,904	7.1
6	11,089	7.2	500	5.6	5,479	7.8	5,610	6.8
7	10,974	7.2	513	5.8	5,163	7.4	5,811	7.0
8	10,300	6.7	471	5.3	4,756	6.8	5,544	6.7
9	12,860	8.4	1,208	13.6	5,961	8.5	6,899	8.3
10	10,666	7.0	466	5.3	3,937	5.6	6,729	8.1
11	9,258	6.1	352	4.0	2,786	4.0	6,472	7.8
12	8,325	5.4	263	3.0	2,071	3.0	6,254	7.5
Elementary Level	79,491	52.0	5,089	57.4	39,851	56.9	39,640	47.8
Secondary Level	73,472	48.0	3,773	42.6	30,153	43.1	43,319	52.2

Source: District PEIMS snapshot demographic data file dated 11/01/19.
Note: NonELs include students who have opted-in to dual language programs and former ELs who are in monitored status and do not include students who were coded as "untestable." Monitored students were limited to those in grades six through twelve. Percentages may not sum to 100 because of rounding.

Appendix B

Appendix B, Table 1: 2018 Immigrant Student *TELPAS* Proficiency Levels by Grade Level

Grade Level(s)	Tested	2018 *TELPAS* English Proficiency Rating							
		Beginning		Intermediate		Advanced		Advanced High	
	N	*n*	%	*n*	%	*n*	%	*n*	%
K	588	413	70.2	120	20.4	35	6.0	20	3.4
1	651	380	58.4	203	31.2	46	7.1	22	3.4
2	468	79	16.9	294	62.8	86	18.4	9	1.9
3	342	50	14.6	188	55.0	86	25.1	18	5.3
4	297	64	21.5	152	51.2	61	20.5	20	6.7
5	287	63	22.0	145	50.5	59	20.6	20	7.0
6	271	39	14.4	168	62.0	50	18.5	14	5.2
7	263	52	19.8	143	54.4	52	19.8	16	6.1
8	275	37	13.5	159	57.8	61	22.2	18	6.5
9	529	133	25.1	296	56.0	83	15.7	17	3.2
10	380	60	15.8	213	56.1	93	24.5	14	3.7
11	152	5	3.3	69	45.4	60	39.5	18	11.8
12	55	0	0.0	18	32.7	21	38.2	16	29.1
K to 2	1,707	872	51.1	617	36.1	167	9.8	51	3.0
3 to 5	926	177	19.1	485	52.4	206	22.2	58	6.3
6 to 8	809	128	15.8	470	58.1	163	20.1	48	5.9
9 to 12	1,116	198	17.7	596	53.4	257	23.0	65	5.8
K to 5	2,633	1,049	39.8	1,102	41.9	373	14.2	109	4.1
6 to 12	1,925	326	16.9	1,066	55.4	420	21.8	113	5.9
All Grades	4,558	1,375	30.2	2,168	47.6	793	17.4	222	4.9

Source: District *TELPAS* data files dated 10/05/18. District PEIMS snapshot demographic data file dated 10/30/17.
Note: Includes students enrolled on the PEIMS snapshot date of 10/30/17.

Appendix B, Table 2: 2019 Immigrant Student *TELPAS* Proficiency Levels by Grade Level

Grade Level(s)	Tested	2019 *TELPAS* English Proficiency Rating							
		Beginning		Intermediate		Advanced		Advanced High	
	N	*n*	%	*n*	%	*n*	%	*n*	%
K	544	390	71.7	114	21.0	30	5.5	10	1.8
1	728	421	57.8	221	30.4	53	7.3	33	4.5
2	502	150	29.9	253	50.4	78	15.5	21	4.2
3	365	98	26.8	174	47.7	77	21.1	16	4.4
4	309	117	37.9	125	40.5	56	18.1	11	3.6
5	289	99	34.3	129	44.6	41	14.2	20	6.9
6	261	80	30.7	123	47.1	50	19.2	8	3.1
7	261	61	23.4	134	51.3	60	23.0	6	2.3
8	287	77	26.8	148	51.6	52	18.1	10	3.5
9	433	189	43.6	178	41.1	57	13.2	9	2.1
10	354	87	24.6	202	57.1	53	15.0	12	3.4
11	198	33	16.7	102	51.5	47	23.7	16	8.1
12	73	4	5.5	36	49.3	16	21.9	17	23.3
K to 2	1,774	961	54.2	588	33.1	161	9.1	64	3.6
3 to 5	963	314	32.6	428	44.4	174	18.1	47	4.9
6 to 8	809	218	26.9	405	50.1	162	20.0	24	3.0
9 to 12	1,058	313	29.6	518	49.0	173	16.4	54	5.1
K to 5	2,737	1,275	46.6	1,016	37.1	335	12.2	111	4.1
6 to 12	1,867	531	28.4	923	49.4	335	17.9	78	4.2
All Grades	4,604	1,806	39.2	1,939	42.1	670	14.6	189	4.1

Source: District *TELPAS* data files dated 05/24/19. District PEIMS snapshot demographic data files dated 02/26/19.
Note: Includes students enrolled on the PEIMS snapshot date of 10/26/18. Results are not included for students who took *TELPAS-Alternate*.

Appendix B, Table 3: 2020 Immigrant Student *TELPAS* Proficiency Levels by Grade Level

Grade Level(s)	Tested	2020 *TELPAS* English Proficiency Rating							
		Beginning		Intermediate		Advanced		Advanced High	
	N	*n*	%	*n*	%	*n*	%	*n*	%
K	663	533	80.4	90	13.6	29	4.4	11	1.7
1	828	524	63.3	209	25.2	72	8.7	23	2.8
2	655	210	32.1	327	49.9	106	16.2	12	1.8
3	485	153	31.5	188	38.8	114	23.5	30	6.2
4	404	186	46.0	138	34.2	67	16.6	13	3.2
5	374	154	41.2	125	33.4	76	20.3	19	5.1
6	124	44	35.5	58	46.8	17	13.7	5	4.0
7	116	45	38.8	55	47.4	16	13.8	0	0.0
8	109	34	31.2	51	46.8	22	20.2	2	1.8
9	277	111	40.1	138	49.8	21	7.6	7	2.5
10	111	20	18.0	71	64.0	15	13.5	5	4.5
11	86	24	27.9	44	51.2	16	18.6	2	2.3
12	68	6	8.8	37	54.4	18	26.5	7	10.3
K to 2	2,146	1,267	59.0	626	29.2	207	9.6	46	2.1
3 to 5	1,263	493	39.0	451	35.7	257	20.3	62	4.9
6 to 8	349	123	35.2	164	47.0	55	15.8	7	2.0
9 to 12	542	161	29.7	290	53.5	70	12.9	21	3.9
K to 5	3,409	1,760	51.6	1,077	31.6	464	13.6	108	3.2
6 to 12	891	284	31.9	454	51.0	125	14.0	28	3.1
All Grades	4,300	2,044	47.5	1,531	35.6	589	13.7	136	3.2

Source: District *TELPAS* data files dated 07/19/20. District PEIMS snapshot demographic data files dated 11/01/19.
Note: Includes students enrolled on the PEIMS snapshot date of 10/26/18. Results are not included for students who took *TELPAS-Alternate*. Because of the spring 2020 transition to at-home learning, composite *TELPAS* results for 2020 represent 62.4 percent of test takers; 2020 results should be reviewed with caution and are provided for informational purposes only.

Appendix C

Appendix C, Table 1: 2019 to 2020 *TELPAS* Proficiency Rating Movement – Grade One to Five Immigrant Students

Rated	Progressed/ Regressed		2019 *TELPAS* Composite Rating	2020 *TELPAS* Composite Rating								2020 Total	
				Beginning		Intermed		Advanced		Adv High			
N	*n*	%		*N*	%	*n*	%	*n*	%	*n*	%	*n*	%
Grade One													
	Progressed		Beginning	245	89.4	148	76.3	19	30.2	1	4.3	413	74.5
	213	38.4	Intermediate	29	10.6	40	20.6	29	46.0	8	34.8	106	19.1
554			Advanced	0	0.0	6	3.1	12	19.0	8	34.8	26	4.7
	Regressed		Advanced High	0	0.0	0	0.0	3	4.8	6	26.1	9	1.6
	38	6.9	2019 Total	274	100.0	194	100.0	63	100.0	23	100.0	554	100.0
Grade Two													
	Progressed		Beginning	74	88.1	173	62.9	25	25.8	1	8.3	273	58.3
	250	53.4	Intermediate	10	11.9	93	33.8	46	47.4	2	16.7	151	32.3
468			Advanced	0	0.0	8	2.9	17	17.5	3	25.0	28	6.0
	Regressed		Advanced High	0	0.0	1	0.4	9	9.3	6	50.0	16	3.4
	28	6.0	2019 Total	84	100.0	275	100.0	97	100.0	12	100.0	468	100.0
Grade Three													
	Progressed		Beginning	34	81.0	63	42.3	5	4.7	0	0.0	102	31.4
	150	46.2	Intermediate	8	19.0	83	55.7	63	59.4	5	17.9	159	48.9
325			Advanced	0	0.0	3	2.0	34	32.1	14	50.0	51	15.7
	Regressed		Advanced High	0	0.0	0	0.0	4	3.8	9	32.1	13	4.0
	15	4.6	2019 Total	42	100.0	149	100.0	106	100.0	28	100.0	325	100.0
Grade Four													
	Progressed		Beginning	51	78.5	40	33.3	1	1.8	1	9.1	93	36.8
	68	26.9	Intermediate	14	21.5	73	60.8	20	35.1	0	0.0	107	42.3
253			Advanced	0	0.0	7	5.8	35	61.4	6	54.5	48	19.0
	Regressed		Advanced High	0	0.0	0	0.0	1	1.8	4	36.4	5	2.0
	22	8.7	2019 Total	65	100.0	120	100.0	57	100.0	11	100.0	253	100.0
Grade Five													
	Progressed		Beginning	48	92.3	49	50.0	2	3.1	0	0.0	99	42.9
	101	43.7	Intermediate	4	7.7	46	46.9	37	57.8	1	5.9	88	38.1
231			Advanced	0	0.0	3	3.1	20	31.3	12	70.6	35	15.2
	Regressed		Advanced High	0	0.0	0	0.0	5	7.8	4	23.5	9	3.9
	12	5.2	2019 Total	52	100.0	98	100.0	64	100.0	17	100.0	231	100.0
Grades One to Two													
	Progressed		Beginning	319	89.1	321	68.4	44	27.5	2	5.7	686	67.1
	463	45.3	Intermediate	39	10.9	133	28.4	75	46.9	10	28.6	257	25.1
1,022			Advanced	0	0.0	14	3.0	29	18.1	11	31.4	54	5.3
	Regressed		Advanced High	0	0.0	1	0.2	12	7.5	12	34.3	25	2.4
	66	6.5	2019 Total	358	100.0	469	100.0	160	100.0	35	100.0	1,022	100.0
Grades Three to Five													
	Progressed		Beginning	133	83.6	152	41.4	8	3.5	1	1.8	294	36.3
	319	39.4	Intermediate	26	16.4	202	55.0	120	52.9	6	10.7	354	43.8
809			Advanced	0	0.0	13	3.5	89	39.2	32	57.1	134	16.6
	Regressed		Advanced High	0	0.0	0	0.0	10	4.4	17	30.4	27	3.3
	49	6.1	2019 Total	159	100.0	367	100.0	227	100.0	56	100.0	809	100.0
Grades One to Five													
	Progressed		Beginning	452	87.4	473	56.6	52	13.4	3	3.3	980	53.5
	782	42.7	Intermediate	65	12.6	335	40.1	195	50.4	16	17.6	611	33.4
1,831			Advanced	0	0.0	27	3.2	118	30.5	43	47.3	188	10.3
	Regressed		Advanced High	0	0.0	1	0.1	22	5.7	29	31.9	52	2.8
	115	6.3	2019 Total	517	100.0	836	100.0	387	100.0	91	100.0	1,831	100.0

Source: District *TELPAS* data files dated 05/24/19 (2019) and 07/19/20 (2020). District PEIMS snapshot demographic data files dated 02/26/19 and 11/01/19.

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

Appendix C, Table 2: 2019 to 2020 *TELPAS* Proficiency Rating Movement – Grade Six to Eight Immigrant Students

Rated	Progressed/ Regressed		2019 *TELPAS* Composite Rating	2020 *TELPAS* Composite Rating								2020 Total	
				Beginning		Intermed		Advanced		Adv High			
N	*n*	%		*N*	%	*n*	%	*n*	%	*n*	%	*n*	%
Grade Six													
	Progressed		Beginning	16	94.1	12	27.3	0	0.0	0	0.0	28	34.6
	20	24.7	Intermediate	1	5.9	29	65.9	7	46.7	0	0.0	37	45.7
81			Advanced	0	0.0	3	6.8	6	40.0	1	20.0	10	12.3
	Regressed		Advanced High	0	0.0	0	0.0	2	13.3	4	80.0	6	7.4
	6	7.4	2019 Total	17	100.0	44	100.0	15	100.0	5	100.0	81	100.0
Grade Seven													
	Progressed		Beginning	10	71.4	19	45.2	0	0.0	0	0.0	29	40.3
	25	34.7	Intermediate	4	28.6	19	45.2	6	37.5	0	0.0	29	40.3
72			Advanced	0	0.0	4	9.5	9	56.3	0	0.0	13	18.1
	Regressed		Advanced High	0	0.0	0	0.0	1	6.3	0	0.0	1	1.4
	9	12.5	2019 Total	14	100.0	42	100.0	16	100.0	0	0.0	72	100.0
Grade Eight													
	Progressed		Beginning	9	81.8	15	34.9	1	5.6	0	0.0	25	33.8
	28	37.8	Intermediate	2	18.2	27	62.8	10	55.6	2	100.0	41	55.4
74			Advanced	0	0.0	1	2.3	7	38.9	0	0.0	8	10.8
	Regressed		Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	3	4.1	2019 Total	11	100.0	43	100.0	18	100.0	2	100.0	74	100.0
Grades Six to Eight													
	Progressed		Beginning	35	83.3	46	35.7	1	2.0	0	0.0	82	36.1
	73	32.2	Intermediate	7	16.7	75	58.1	23	46.9	2	28.6	107	47.1
227			Advanced	0	0.0	8	6.2	22	44.9	1	14.3	31	13.7
	Regressed		Advanced High	0	0.0	0	0.0	3	6.1	4	57.1	7	3.1
	18	7.9	2019 Total	42	100.0	129	100.0	49	100.0	7	100.0	227	100.0

Source: District *TELPAS* data files dated 05/24/19 (2019) and 07/19/20 (2020). District PEIMS snapshot demographic data files dated 02/26/19 and 11/01/19.

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

Appendix C, Table 3: 2019 to 2020 *TELPAS* Proficiency Rating Movement – Grade Nine to Twelve Immigrant Students (Including Secondary Grade Level Summary)

Rated	Progressed/ Regressed		2019 *TELPAS* Composite	2020 *TELPAS* Composite Rating								2020 Total	
				Beginning		Intermed		Advanced		Adv High			
N	*n*	%	Rating	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Grade Nine													
	Progressed		Beginning	20	71.4	16	25.0	0	0.0	0	0.0	36	32.7
	21	19.1	Intermediate	7	25.0	39	60.9	2	16.7	0	0.0	48	43.6
110			Advanced	1	3.6	9	14.1	7	58.3	3	50.0	20	18.2
	Regressed		Advanced High	0	0.0	0	0.0	3	25.0	3	50.0	6	5.5
	20	18.2	2019 Total	28	100.0	64	100.0	12	100.0	6	100.0	110	100.0
Grade Ten													
	Progressed		Beginning	17	85.0	21	34.4	1	7.7	0	0.0	39	39.4
	31	31.3	Intermediate	3	15.0	34	55.7	5	38.5	0	0.0	42	42.4
99			Advanced	0	0.0	6	9.8	6	46.2	4	80.0	16	16.2
	Regressed		Advanced High	0	0.0	0	0.0	1	7.7	1	20.0	2	2.0
	10	10.1	2019 Total	20	100.0	61	100.0	13	100.0	5	100.0	99	100.0
Grade Eleven													
	Progressed		Beginning	15	71.4	8	20.5	0	0.0	0	0.0	23	29.9
	16	20.8	Intermediate	6	28.6	24	61.5	6	40.0	0	0.0	36	46.8
77			Advanced	0	0.0	7	17.9	9	60.0	2	100.0	18	23.4
	Regressed		Advanced High	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	13	16.9	2019 Total	21	100.0	39	100.0	15	100.0	2	100.0	77	100.0
Grade Twelve													
	Progressed		Beginning	1	20.0	7	20.6	0	0.0	0	0.0	8	13.6
	12	20.3	Intermediate	4	80.0	24	70.6	4	26.7	0	0.0	32	54.2
59			Advanced	0	0.0	3	8.8	8	53.3	1	20.0	12	20.3
	Regressed		Advanced High	0	0.0	0	0.0	3	20.0	4	80.0	7	11.9
	10	16.9	2019 Total	5	100.0	34	100.0	15	100.0	5	100.0	59	100.0
Grades Nine to Twelve													
	Progressed		Beginning	53	71.6	52	26.3	1	1.8	0	0.0	106	30.7
	80	23.2	Intermediate	20	27.0	121	61.1	17	30.9	0	0.0	158	45.8
345			Advanced	1	1.4	25	12.6	30	54.5	10	55.6	66	19.1
	Regressed		Advanced High	0	0.0	0	0.0	7	12.7	8	44.4	15	4.3
	53	15.4	2019 Total	74	100.0	198	100.0	55	100.0	18	100.0	345	100.0
All Secondary (Grades Six to Twelve)													
	Progressed		Beginning	88	75.9	98	30.0	2	1.9	0	0.0	188	32.9
	153	26.7	Intermediate	27	23.3	196	59.9	40	38.5	2	8.0	265	46.3
572			Advanced	1	0.9	33	10.1	52	50.0	11	44.0	97	17.0
	Regressed		Advanced High	0	0.0	0	0.0	10	9.6	12	48.0	22	3.8
	71	12.4	2019 Total	116	100.0	327	100.0	104	100.0	25	100.0	572	100.0

Source: District *TELPAS* data files dated 05/24/19 (2019) and 07/19/20 (2020). District PEIMS snapshot demographic data files dated 02/26/19 and 11/01/19.

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