

2020-21

Evaluation of Bilingual Education and English as a Second Language Programs

DEPARTMENT OF EVALUATION AND ASSESSMENT

*Michael Hinojosa, Ed. D.
Superintendent of Schools*



2020-21

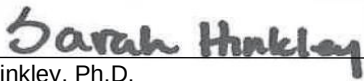
Evaluation of Bilingual Education and English as a Second Language Programs

Approved Report of the Department of Evaluation and Assessment

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ACRONYMS AND ABBREVIATIONS

Approaches+	Approaches grade level or above
Average (for MAP)	40 th to 60 th percentile
BE	Bilingual Education
BOY	Beginning-of-year
CIC	Campus instructional coach
DL	Dual language
EL	English learner
ELSPED	Dually-identified as English learner and requiring special education
EOC	<i>End-of-Course</i>
EOY	End-of-year
ESL	English as a second language
High (for MAP)	80 th percentile and above
High Average (for MAP)	60 th to 80 th percentile
<i>IPT</i>	<i>IDEA Proficiency Test</i>
ISD	Independent School District
<i>LAS Links</i>	<i>Language Assessment System Links</i>
Low (for MAP)	Up to the 20 th percentile
Low Average (for MAP)	20 th to 40 th percentile
LPAC	Language Proficient Assessment Committee
<i>MAP</i>	<i>Measures of Academic Progress Growth</i>
Masters	Masters grade level
Meets+	Meets grade level or above
OWDL	One-way dual language
PEIMS	Public Education Information Management System
PK	Prekindergarten
PLC	Professional learning community
R/LA	Reading/language arts
SECDL	Secondary dual language program
STAAR	<i>State of Texas Assessments of Academic Readiness</i>
TAG	Talented and gifted
T-CALL	Teaching and Coaching for Accelerated Language Learning
TEA	Texas Education Agency
TEI	Teacher Excellence Initiative
<i>TELPAS</i>	<i>Texas English Language Proficiency Assessment System</i>
TWDL	Two-way dual language
US	United States

Evaluation of Bilingual Education and English as a Second Language Programs

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

The Dallas Independent School District (ISD) Bilingual Education/English as a Second Language (BE/ESL) Department mission is to increase student achievement by effectively addressing the academic, linguistic, and social needs of English learners (ELs) through programs that embrace student diversity. The department oversees Dual Language (DL) and ESL programs, sheltered instruction, services for immigrant students, tutoring, and summer programs, and oversees the Language Proficiency Assessment Committee (LPAC), which is responsible for the identification, reclassification, and monitoring of ELs. Finally, the department collaborates with the Special Education Department to provide services for ELs who require special education services (ELSPED; see Voss, 2021 for full ELSPED evaluation). Funding in 2020-21 totaled \$10,361,352, an increase from \$8,799,285 in 2019-20. For the full evaluation of programs serving ELs and detailed methodology, see Voss and Kim (2021).

PROGRAMS, SERVICES, and STUDENTS

The Dallas ISD offered a wide variety of programs and services for ELs. First, the district provided three DL programs: One-Way DL [OWDL; prekindergarten (PK) to grade 5/6; 131 campuses], Two-Way DL (TWDL; PK to grade 5/6; 67 campuses), and Secondary DL (SECDL; grades 6 to 12; 9 campuses). Second, elementary school ELs for whom Spanish is not the dominant language or who are Spanish speakers at campuses without a DL program participated in ESL. ESL at the secondary level was for students in the first three years in United States (US) schools. Third, secondary grade level students enrolled in US schools more than three years who had not yet been reclassified were enrolled in Reading/Language Arts (R/LA) sheltered classes.

The BE/ESL Department also offered services for student populations with high proportions of ELs. For example, students enrolled in US schools fewer than three years were classified as immigrants. Because a large proportion of immigrants typically are also ELs (91% in 2020-21), the BE/ESL Department played a pivotal role in the integration of immigrant students and their families into the district and community.

The district enrolled 67,206 ELs (46% of district) and 5,699 reclassified ELs (4,706 monitored) in 2020-21. From 2019-20, EL enrollment decreased by 2,798 students, and

reclassified EL enrollment decreased by 2,160 students. The highest rates of 2020-21 ELs were enrolled for at least the seventh year (44%). Most reclassified monitored students were in grades 10 and 11 (both 26%). The top language spoken in EL homes was Spanish. Six percent of ELs were parent denials, and one percent were coded as unservable. Table E1 shows the number of students in each program/classification in 2020-21.

Table E1: 2020-21 District Enrollment by Bilingual Education/ESL Program/Classification

Program/Classification	Students N	District %
District	145,386	100.0
All EL	67,206	46.2
All NonEL	77,724	53.5
Monitored	4,706	3.2
EL in OWDL	28,576	19.7
EL in TWDL	3,725	2.6
NonEL in TWDL	2,243	1.5
EL in SECDL	418	0.3
NonEL in SECDL	177	0.1
ESL	4,439	3.1
Sheltered	22,485	15.5
Immigrant	8,187	5.6
ELSPED	5,354	3.7
Parent Denials	3,861	2.7
Unservable	940	0.6

Source: District Public Education Information Management System (PEIMS) snapshot demographic data file dated 11/04/20.

Note: Students may be included in more than one category.

In an effort to examine equity in TWDL and SECDL programs, the evaluator explored whether the rates of African American and economically disadvantaged opt-in students in TWDL and SECDL programs were representative of the schools they resided in overall. In 2020-21, 64 percent (African American) and 77 percent (economically disadvantaged) of TWDL and SECDL campuses had lower percentages of African American or economically disadvantaged students, respectively, than at the campus overall.

In response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 until the end of the 2019-20 school year. On October 22, the district announced that campuses would provide the choice for in-person and virtual learning throughout the rest of the school year. In-person and virtual instruction included both synchronous and asynchronous learning activities.

EVALUATION QUESTIONS/OUTCOMES

What were the characteristics of BE/ESL teachers?

In 2020-21, the district employed 2,714 DL or ESL teachers in elementary schools and 146 DL or ESL teachers in secondary schools. Most teachers at both the elementary level (41%) and secondary level (51%) had been teaching in the district for between one and five years.

Exceptions/Waivers

State law requires districts unable to provide the required number of DL and ESL teachers to request an exception to offer an alternative program (Bilingual/DL) or a waiver of teacher certification (ESL). The number of bilingual exceptions decreased by 26 percent since 2018-19 (2018-19: 91 exceptions; 2020-21: 67), and the number of requested ESL waivers decreased 42 percent since 2018-19 (2018-19: 241 waivers; 2020-21: 140).

What were the perceptions of BE/ESL staff members?

DL/ESL Survey

Key findings from the 2020-21 DL ($N = 85$; 62% response rate) and ESL ($N = 103$; 49% response rate) staff member survey include 1) DL and ESL staff members who worked with an instructional specialist in 2020-21 generally said they were provided with beneficial supports (range: 63% to 89%), PD (range: 72% to 84%), and resources (range: 62% to 90%), 2) aggregate teacher ratings of resource/material benefit in 2019-20 were 72 percent very or extremely beneficial, and 77 percent in 2020-21, meaning the department saw improvement but did not meet their goal of a 10 percentage point increase, and 3) 77% of ESL teachers rated PD, in-class support, and provided resources/materials as very or extremely beneficial, which exceeded the department's goal of 75%.

Sheltered Survey

Of the 333 surveyed R/LA teachers (37% response rate) who had at least one sheltered student in their classroom(s) in 2020-21, six percent reported having no sheltered students in their classrooms (an improvement from 17% in 2019-20; Voss, 2020). Of those who indicated that they implemented sheltered instruction, the highest percentages of respondents indicated implementing it daily (61%) or weekly (29%), and most indicated that they used visuals to deepen comprehension (81%) or included targeted vocabulary introduction (70%).

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

The BE/ESL Department aimed to reach two primary goals for 2020-21. The first goal was to not see an increase in the percentage of ELs who regressed on their *Texas English Language Proficiency Assessment System (TELPAS)* composite from 2021 compared to the percentage of ELs that regressed in 2019. The second goal was to at least maintain the percentage of ELs meeting the Approaches Grade Level or Above (Approaches+) performance standard on *State of Texas Assessments of Academic Readiness (STAAR)* in 2020-21 as compared to the rate of ELs meeting Approaches+ in 2018-19.¹ In order to reach these two primary goals, the BE/ESL Department planned to implement seven activities. Activities included 1) supplemental professional development, 2) supplemental tutoring, 3) summer enrichment programs, 4) engagement in parent workshops and trainings, 5) supplemental resources, 6) the Dual Language Cadre and ESL Leadership Cohort, and 7) the Student Intake Center.

Key 2020-21 findings regarding the activities include 1) 9,886 teachers attended PD (DL: 3,548 ESL: 6,338) and 251 administrators attended PD (DL: 132; ESL: 119); 2) 338 students were tutored in 2020-21 through Title III tutoring efforts; 3) 157 students attended the PK/Bilingual Program, 103 attended the Teaching and Coaching for Accelerated Language Learning program, 302 attended the Newcomers' Program, and 130 attended the Refugee Program; 4) 97 percent of parents indicated that attending workshops made them want to be more involved in their children's education, exceeding the BE/ESL Department's goal of 90 percent; 5) the BE/ESL Department distributed resources such as books, parent guides, dictionaries, and manipulatives; 6) no teachers were added to the DL CADRE (68 total) and five teachers were added to the ESL Leadership Cohort (9 total); and 7) 89 percent of parents agreed that the services they received through the Student Intake Center were excellent, which did not meet the department's goal of 95 percent.

What were the academic outcomes for ELs during 2020-21?

General assessment results and patterns are provided below. For specific program/classification results, see the full evaluation (Voss & Kim, 2021).

TELPAS²

For 2021 *TELPAS* composite rates, immigrant students clustered in the beginning and intermediate levels; ESL

¹ No 2019-20 STAAR data were available after the assessments were canceled as a result of COVID-19 in spring 2020.

² For information about domain proficiency rates and level movement, see the full evaluation report (Voss & Kim, 2021).

students clustered in the intermediate level; all ELs, OWDL, TWDL, and sheltered students clustered in the intermediate and advanced levels; and SECDL clustered in the advanced high level.

One- and two-year composite progression rate trends are shown in Table E2. With the exception of OWDL and TWDL ELs, progression rate trends for all programs/classifications either saw very minimal change or increased over two years. The largest two-year progression rate increase was for SECDL (43 percentage point increase).

Table E2: 2019 to 2021 TELPAS English Proficiency Progression Rate Trends by Program/Classification

Program/ Classification	2021 %	1 Yr Δ %pts	2 Yr Δ %pts
All ELs	33.4	-4.2	3.3
OWDL	35.1	-7.3	-4.4
TWDL	38.1	-4.5	-2.2
SECDL	69.9	32.9	43.2
ESL	36.7	-2.8	9.2
Sheltered	23.4	-1.7	6.4
Immigrants	34.7	-5.9	-0.2
Parent Denials	28.0	-7.5	1.0

Source: District TELPAS data files dated 05/24/19, 07/19/20, and 07/20/21. PEIMS demographic data files dated 02/26/19, 11/01/19, and 11/04/20.

Note: Ns are available in the full report. 2021 level movement data include students who earned a TELPAS proficiency rating in both 2020 and 2021. Progression = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Percentages may not sum to 100 because of rounding. 1 Yr Δ %pts = percentage point change from 2020 to 2021. 2 Yr Δ %pts = percentage point change from 2019 to 2021.

For all grade levels overall, all EL groupings except for sheltered students progressed at least one TELPAS proficiency level from 2019 to 2021 at higher rates than they regressed.

ELs overall, as well as DL students in TWDL and SECDL, ESL students overall, sheltered students overall, and immigrant students overall exceeded the BE/ESL Department goal to at least maintain the percentage of ELs who regressed on TELPAS composite from 2019 to 2021.

Measures of Academic Progress Growth (MAP)

For 2021 MAP mathematics beginning-of-year (BOY) to end-of-year (EOY) growth quintiles, all classifications had the highest percentage of scores in the High (80th percentile and above) quintile. Groupings across programs/classifications, test language, and grade levels ranged from 24 (parent denials, grades 2 to 5, English) to 78 (ESL, grades 6 to 8, Spanish). For reading, with few exceptions, most classifications had the highest percentage of scores in the Low (up to the 20th percentile) quintile. Rates of students at the Low quintile across programs/classifications and grade levels ranged from 11 (all ELs, grades 6 to 8, Spanish) to 48 (parent denials, grades 6 to 8, English) percent.

STAAR/End-Of-Course (EOC)

Fewer students tested in 2021 than in 2019 as a result of lingering impacts of the COVID-19 pandemic; results and comparisons should be reviewed with caution.

2021 STAAR rates in each grouping for grades three to five and six to eight at the Approaches+ performance standard ranged from 18 (reading, grades 6 to 8 ESL) to 89 (reading, grades 6 to 8 SECDL EL) percent, and rates at the Meets Grade Level or Above (Meets+) performance standard ranged from eight (reading, grades 6 to 8 ESL) to 65 (reading, grades 6 to 8 SECDL EL) percent. For 2021 EOCs, rates at the Approaches+ performance standard ranged from 15 (English I, ESL) to 91 (English II, SECDL NonEL) percent and rates at the Meets+ performance standard ranged from five (English I, SECDL EL) to 82 (English II, SECDL NonEL) percent.

With a few exceptions, all two-year trends in Approaches+ and Meets+ attainment rates on the mathematics and reading STAAR and EOC subtests for all grade levels were negative.

Grades Three to Five DL STAAR Reading Outcomes by Testing Language

Rates of grade three to five Approaches+ and Meets+ attainment rates were higher for NonELs than ELs in both OWDL and TWDL, regardless of test language. Rates of grade three to five OWDL students at the Approaches+ and Meets+ performance standard were higher for students who took the subtest in Spanish than in English for both ELs and NonELs. Rates of TWDL students at the Approaches+ and Meets+ performance standard were lower for students who took the subtest in Spanish than in English for both ELs and NonELs. Over two years, Approaches+ and Meets+ rates decreased for all groups.

What were the 2021 STAAR outcomes for reclassified monitored ELs?

Monitored reclassified students as a group performed notably well at the Approaches+ and Meets+ performance standard overall on STAAR and EOC subtests. Overall, monitored students consistently attained the Approaches+ and Meets+ STAAR and EOC performance standards at higher rates than other NonELs and all ELs, regardless of the subject. With a few exceptions, 2021 rates on STAAR and EOCs were lower than 2019 rates for all groupings on all subjects.

What were the 2021 academic outcomes for long-term ELs?

TELPAS

Composite ratings for long-term ELs at all grade levels tended to cluster in the intermediate and advanced level of English proficiency, with higher rates of students proficient at the advanced level in grades six to eight (48%) than those in the lower (43%) and higher grades (38%).

STAAR/EOCs

Rates of long-term ELs at the Approaches+ standard ranged from 47 percent on the English I EOC to 75 on STAAR reading grades in three to five. Rates of long-term ELs at the Meets+ standard ranged from 25 percent on STAAR mathematics and reading in grades six to eight to 49 percent on STAAR reading in grades three to five. Generally, long-term ELs performed similarly on the mathematics and reading STAAR subtests within the same standard, whereas results were mixed for EOCs.

TELPAS by STAAR/EOCs

For all STAAR and EOC subjects, the rates of long-term ELs attaining both Approaches+ and Meets+ increased as TELPAS English proficiency rating increased.

How did EL and monitored student participation in magnet programs compare to NonEL peers?

Qualified ELs were accepted to at least one magnet program at higher rates (71%) than NonELs (67%) and at lower rates than monitored students (74%) and participated in magnet programs at lower rates (25%) than NonELs (42%) and monitored students (80%). Over one year, although the percentage of students who were accepted to at least one magnet program increased for all groups (range: +3 percentage points, NonELs to +16 percentage points, ELs), the percentage that participated decreased for ELs (-31 percentage points) and NonELs (-21 percentage points).

How did Dallas ISD outcomes for ELs compare to other Texas large, urban districts and the state on select TEA accountability measures in 2020-21?

District rates of ELs performing at the higher English proficiency levels on the 2021 TELPAS were generally comparable to or lower than state and other Texas large, urban district rates. District performance level rates of ELs on STAAR and EOCs were generally comparable to or higher than state and other Texas large, urban district rates.

RECOMMENDATIONS

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

Continue to examine African American and economically disadvantaged opt-in student participation in TWDL programs.

Explore reasons for lower EL participation in magnet programs.

Continue focusing on increasing EL achievement on the STAAR performance standards.

Continue efforts to increase EL progression and reduce EL regression on TELPAS.

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2020-21

Evaluation of Bilingual Education and English as a Second Language Programs

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

This section summarizes the programs and services provided to district students served by the Bilingual Education/English as a Second Language (BE/ESL) Department in 2020-21.³

Programs and Services

The mission of the Dallas Independent School District (ISD) BE/ESL Department is to improve student achievement by effectively addressing the academic, linguistic, and social needs of English learners (ELs) through research-based Dual Language (DL) and ESL programs. In addition to overseeing classroom instructional models and curricula for ELs, major services provided by the department include 1) overseeing the Language Proficiency Assessment Committee (LPAC), which is responsible for the identification, reclassification, and monitoring of district ELs, 2) monitoring staffing to ensure certified BE/ESL teachers serve ELs, 3) services for immigrant students new to the United States (US), 4) services for students dually-identified as both EL and requiring special education services (ELSPED), and 5) ensuring tutoring and special assistance are provided to ELs and their families. The following sections briefly summarize the programs and services for district ELs that are included in this report. For evaluation of the program serving ELSPED students, see Voss (2021).

Dual Language Programs

DL programs in the Dallas ISD aim to promote dual literacy in English and Spanish. Through participation in DL programs, students learn a second language through content-based instruction while maintaining their dominant languages to promote and embrace cultural diversity among all students. Available at most elementary school campuses in 2020-21,⁴ the Dallas ISD offered three DL program models for students: one-way DL (OWDL; elementary school level), two-way DL (TWDL; elementary school level), and secondary DL (SECDL; middle school and high school levels).

The OWDL program is a biliteracy program serving identified ELs⁵ in prekindergarten (PK) to grade five (or grade six when housed at an elementary school campus) with academic instruction in English and

³ More in-depth information about prior years can be found in Palladino et al. (2019), Voss (2020a), and Voss (2020b).

⁴ Nine elementary school level campuses with limited English learner populations lacked DL programs and instead served both Spanish- and other language-speaking English learners through the ESL program. These campuses were Dealey Montessori, Pease, Rice, Starks, Stone Montessori, Thornton, Travis Talented and Gifted (TAG), Turner, and Williams TAG.

⁵ NonELs enrolled at campuses without TWDL programs may opt to participate in OWDL programs by parent application in kindergarten or grade one if space is available in the program after accommodating all ELs. Spaces available for NonELs in the OWDL program are for one year and are subject to reapplication each year. NonEL students who have received previous DL education may apply to the program from grade two to grade five/six, with parental understanding that space availability is not guaranteed each year.

Spanish. Instruction time in the OWDL program in PK to grade one is conducted mostly in Spanish [70%; science, social studies, all of reading/language arts (R/LA)], with mathematics conducted in English (30%). Starting in grade two through grade five/six, instruction time is half in Spanish (science, social studies, and half of R/LA) and half in English (mathematics and half of R/LA). The one-way program was the largest of district DL programs; it was offered at 131 campuses in the Dallas ISD in 2020-21, which is slightly lower than in 2019-20 ($n = 140$). For a list of campuses with an OWDL program, see Appendix A.

The TWDL program is a biliteracy program for PK to grade five (or grade six, when housed at an elementary school campus) students with two student populations learning a second language through content instruction while maintaining their dominant languages. Ideally, TWDL classrooms are comprised of half ELs and half NonELs. TWDL in the Dallas ISD uses one of two instructional approaches: immersion (both dominant English- and dominant Spanish-speaking students learn to read in Spanish first) and enrichment (both dominant English- and dominant Spanish-speaking students learn to read in the earliest elementary grades first in their own dominant languages, increasing instruction in the partner language as grade level increases).⁶ The TWDL immersion program follows the same instructional time guidelines as OWDL (e.g., 70% Spanish/30% English in PK to grade one; 50% Spanish/50% English in grade two through grade five/six). In 2020-21, TWDL was offered at 67 campuses in the Dallas ISD, an increase from 65 campuses in 2019-20. See Appendix B for list of TWDL models by campus.

The SECDL program is a biliteracy pathway with instruction in both English and Spanish that provides students in grades six to 12 with the opportunity to graduate with the Seal of Biliteracy.⁷ All SECDL campuses offer at least two courses taught in Spanish from grades six to 12. The SECDL program is primarily meant for students continuing from the one- and two-way DL programs. In 2020-21, nine campuses (five middle schools and four high schools) offered the SECDL program, an increase from seven campuses in 2019-20. See Appendix B for list of SECDL campuses.

English as a Second Language Program

The purpose of the ESL program is to provide intensive instruction to develop English proficiency in listening, reading, speaking, and writing through differentiated instruction and flexible grouping of students based upon both linguistic and cognitive levels. ELs at the elementary school grade level for whom Spanish is not the dominant language or who are Spanish speakers enrolled at a campus without a DL program participate in ESL instruction. At most campuses, ESL students are placed in classrooms with NonELs.⁸ ESL at the secondary level is for students in their first three years in US schools.

⁶ Six campuses used the enrichment TWDL model, and the rest used the immersion model. Each enrichment campus decides which content areas and to what degree the opt-in students participate in Spanish. According to the program director, the district is moving toward universal use of the immersion model in all one- and two-way DL programs.

⁷ The Seal of Biliteracy is awarded by a school, district, or state to recognize students who have demonstrated proficiency in two or more languages by graduation from high school. See sealofbiliteracy.org for more information.

⁸ At campuses with large populations of ESL students, all teachers were likely to be ESL certified and students could be placed anywhere, but ESL students were usually grouped together as much as possible. At campuses with smaller populations of ESL students (especially where not all teachers were ESL certified), students tended to be grouped together, but may have shared a classroom with NonELs.

Sheltered Instruction

Secondary students who have been enrolled in US schools for more than three years and have not yet met criteria for reclassification are enrolled in sheltered classes for R/LA.⁹ The objective of sheltered instruction is to promote English-language development while providing supports to make grade-level standards-based content more accessible to ELs.¹⁰ In the Dallas ISD, most sheltered classrooms include both ELs and NonELs.

Immigrant Programs

Students who have been enrolled in US schools fewer than three years are classified as immigrants. In 2020-21, approximately six percent of Dallas ISD students were immigrants ($N = 8,187$). Because a large proportion of immigrants typically also are ELs (91% in 2020-21), the BE/ESL Department plays a pivotal role in the integration of immigrant students and their families into the district and community. With awarded 2020-21 supplemental Title III funds, the BE/ESL 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 immigrant 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 fairs¹¹ on select Saturdays throughout the year, and summer enrichment programs for newcomer¹² 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 designated Dallas ISD campuses.¹³ This program focuses on English acquisition and is for students in 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 2020-21 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.

⁹ R/LA classes at the secondary level are differentiated by student program levels (beginning, intermediate, advanced, transitional, post-transitional) and grade level. Sheltered R/LA courses are typically designed for students at the transitional and post-transitional levels.

¹⁰ Short et al. (2008) and interviews with program stakeholders in 2019.

¹¹ Literacy fairs in 2020-21 were held virtually due to COVID-19.

¹² Newcomer students are recent immigrant students in grades K through grade five who have lived outside of the US for two consecutive years or more.

¹³ Foster Elementary, Herbert Marcus Elementary, Joe May Elementary, McShan Elementary, and Dan D. Rogers Elementary.

Language Proficiency Assessment Committee

Each campus in the Dallas ISD operates an LPAC serving as a liaison between home and campus and as an advocate for ELs. The responsibilities of LPACs include 1) identification, placement, assessment, and document review; 2) instructional methodologies and/or interventions; 3) annual review of student progress; 4) linguistic accommodation and assessment decisions; 5) parental notification; and 6) maintaining updated and accurate documentation. LPAC membership must at least consist of a principal or assistant principal, a bilingual certified or ESL certified teacher who works directly with ELs, and a non-faculty parent of a currently enrolled EL student. The LPAC must meet at least six documented times per academic year, ideally every six weeks.¹⁴

Identification Process

The identification and placement of identified ELs must be completed within 20 school days of initial student enrollment.¹⁵ The LPAC is responsible for this process, using criteria mandated by the Texas Education Agency (TEA). A parent-signed and dated home language survey requesting the primary language spoken at home and the most frequently spoken language by the student is administered to all incoming students.¹⁶ If the response is a language other than English for either question, the student is considered a potential EL, and the student will undergo English language proficiency, Spanish language proficiency (Spanish speakers only), and norm-referenced language assessments, as appropriate for grade level, to determine whether EL designation is required.¹⁷ Before placing an EL student in a program, a parent must sign and date a notification letter. If parent permission for enrollment is not secured, explicit parental denial must be documented in writing. Identified EL students whose parents deny services (parent denials) are placed in general education and are ineligible for specialized language supports. An identification flowchart is provided in Appendix C.

Reclassification Process

Prior to 2020-21, per district policy, EL students in PK to grade four were ineligible for reclassification from EL to NonEL status. Starting this year, beginning at the end of K through grade 12, the LPAC may evaluate students for possible reclassification at the end of each academic year. ELs who are under consideration for reclassification must meet criteria demonstrating English mastery in the realms of listening, speaking, reading, writing, and comprehension, and must be able to participate equally with NonELs in general education classrooms. ELs recommended for reclassification are monitored every six weeks at regular LPAC meetings for four academic years after reclassification. Grade-level details of reclassification criteria are provided in Appendix C.

¹⁴ For an LPAC meeting to be considered official, at least the minimally required members must be present.

¹⁵ Missing this deadline may impact staffing and funding for a campus, and potentially may negatively affect student success.

¹⁶ The home language survey is completed for a student once during his/her educational career. This document is a legal document that cannot be changed.

¹⁷ In November 2019, Dallas ISD transitioned from using the *IDEA Proficiency Test (IPT)* to *Language Assessment System Links (LAS Links)* as the English language proficiency test.

Monitoring of Reclassified ELs

Along with monitoring all ELs, campus LPACs review the academic progress, grades, and assessment data of reclassified ELs every six weeks during regularly scheduled meetings. In the event of any course failures, the committee meets with general education teachers providing instruction to determine if the lack of progress is because of limited language proficiency or other factors (e.g., attendance, incomplete assignments). If attributed to limited English proficiency, the LPAC will develop an instructional intervention plan in conjunction with the applicable general education teacher(s).

COVID-19 Considerations

On March 13, 2020, in alignment with federal recommendations, the Governor of Texas issued a disaster proclamation certifying that the novel coronavirus COVID-19 posed an imminent threat of disaster for all counties in the state of Texas. In response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 following spring break (March 16 – 20) until the end of the 2019-20 school year. To help district students and families access the internet during at-home learning, the Dallas ISD launched "Operation Connectivity" in May 2020, which provided 23,000 hotspots to families by October 2020. In 2020-21, Dallas ISD delayed the start of the 2020-21 school year until September 8, 2020 and implemented at-home learning districtwide for the first four weeks. The district also modified the school calendar from a six-week schedule to a nine-week schedule. On October 22, 2020, the district announced that campuses would provide in-person and virtual learning throughout the rest of the school year, and parents could choose whether their children participated in in-person or virtual instruction. In-person and virtual instruction included both synchronous and asynchronous learning activities. The district also continued to implement the Center for Disease Control (CDC) as well as state and local COVID safety protocols.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this report was to provide data for campus, program, and district stakeholders to evaluate the effectiveness of programs designed to serve ELs in the Dallas ISD. This report also addressed outcomes related to the 2020-21 workscope entitled *Title III, Part A, ELA*. Whenever possible and applicable, data were grouped by BE/ESL program/classification and grade level, and other applicable student group data were provided for comparison purposes. Unless otherwise specified, outcomes were analyzed using data for students who were enrolled on the Public Education Information Management System (PEIMS) reporting date for the specified year. The report includes information related to several key questions, including the following.

1. What was the source and amount of funding for the BE/ESL and immigrant programs in 2020-21?
2. What were the characteristics of 2020-21 ELs and monitored reclassified ELs?
3. What were the characteristics of BE/ESL teachers?
4. What were the perceptions of BE/ESL staff members?
5. What activities did the BE/ESL Department implement to reach yearly goals?

6. What were the academic outcomes for ELs during 2020-21?
7. What were the 2021 STAAR¹⁸ outcomes for reclassified monitored ELs?
8. What were the 2021 academic outcomes for long-term ELs?
9. How did EL and monitored student participation in magnet programs compare to NonEL peers?
10. How did Dallas ISD outcomes for ELs compare to other Texas large, urban districts and the state on select TEA accountability measures in 2020-21?
11. What are the evaluators' recommendations with respect to program improvement?

EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for the BE/ESL and immigrant programs in 2020-21?

Methodology

The BE/ESL Department provided Title III and general operating budget and funding information on April 5, 2021 (for 2019-20 and 2020-21).

Results

The reported budget for the Bilingual/ESL and Immigrant Programs totaled \$10,361,352: \$7,881,989 from Title III, Part A funds¹⁹ (an increase of \$1,263,802 from 2019-20) and \$2,479,363 from general operating funds (an increase of \$298,265 from 2019-20).

Table 1: 2019-20 to 2020-21 Funding for BE/ESL and Immigrant Programs

Source	2019-20	2020-21	Change
Title III, English Learners	\$5,617,987	\$6,584,710	+\$966,723
Title III, Immigrant	\$1,000,200	\$1,297,279	+\$297,079
Dallas ISD General Operating Funds	\$2,181,098	\$2,479,363	+\$298,265
Total	\$8,799,285	\$10,361,352	+\$1,562,067

Source: Data provided by Bilingual/ESL Department on 04/05/21 (2020-21 and updated 2019-20).

What were the characteristics of 2020-21 ELs and monitored reclassified ELs?

This section includes 2020-21 and one- and two-year trends in characteristics of students served by the BE/ESL Department.

Methodology

All student characteristics analyses were conducted on district PEIMS demographic data files for the respective year.²⁰

¹⁸ STAAR stands for *State of Texas Assessments of Academic Readiness*.

¹⁹ Special Revenue Funds Management also provided the budget amount as of 02/28/21. Title III funds for Bilingual/ESL were the same as reported above, and Immigrant Program funds were reported as \$1,247,344.

²⁰ District PEIMS snapshot dates were 10/26/18 (2018-19; file date 2/26/19), 10/28/19 (2019-20; file date 11/01/19), and 10/30/20 (2020-21; file date 11/04/20).

Enrolled and Reclassified EL Students

First, for 2020-21 summary statistics and enrollment statistics from 2018-19 to present, the evaluators ran frequency analyses to determine the number of 2020-21 ELs, NonELs, and reclassified (monitored and unmonitored) students currently enrolled in the district by campus level. Historical data for these categories for 2018-19 and 2019-20 were extracted from a previous program evaluation (Voss, 2020a).

Student Characteristics

Next, the evaluators ran frequency analyses to determine the 2020-21 rates of students in each of the groups by sex, race/ethnicity, home language, most spoken language, birth country, and special student groups. For ELs, the evaluators calculated the years since enrollment date as a proxy for the current year of EL status²¹ and used frequency analyses to determine the rates of students in each year of EL status by grade level. In addition, for monitored reclassified ELs, the evaluators used frequency analyses to calculate the rates of students in their first through fourth year of monitoring by grade level. The BE/ESL Department was also interested in whether the rates of African American and economically disadvantaged opt-in students in TWDL and SECDL programs were representative of the schools they resided in overall. Thus, the evaluators compared the percentage of both African American and economically disadvantaged opt-in students in TWDL and SECDL programs as compared to overall campus percentages of African American and economically disadvantaged students.

Student Enrollment by Program/Classification

To determine enrollment rates and one- and two-year trends by BE/ESL program/classification, the evaluators ran frequency analyses for 2020-21 and the previous two years aggregated by the programs/classifications used in analyses and for comparisons in this report. The evaluators also calculated the rates of students speaking the top ten home languages of district ELs in 2020-21 and the previous two years.

Parent Denials

The evaluators ran frequency analyses to determine the 2020-21 rates of parent denials by sex, race/ethnicity, home language, birth country, school level, and special student groups. The evaluators also calculated one- and two-year enrollment rate trends.

ELs Coded as Unservable

The evaluators ran frequency analyses to determine the 2020-21 rates of ELs coded as unservable by sex, race/ethnicity, home language, birth country, school level, and special student groups. The evaluators also calculated one- and two-year enrollment rate trends.

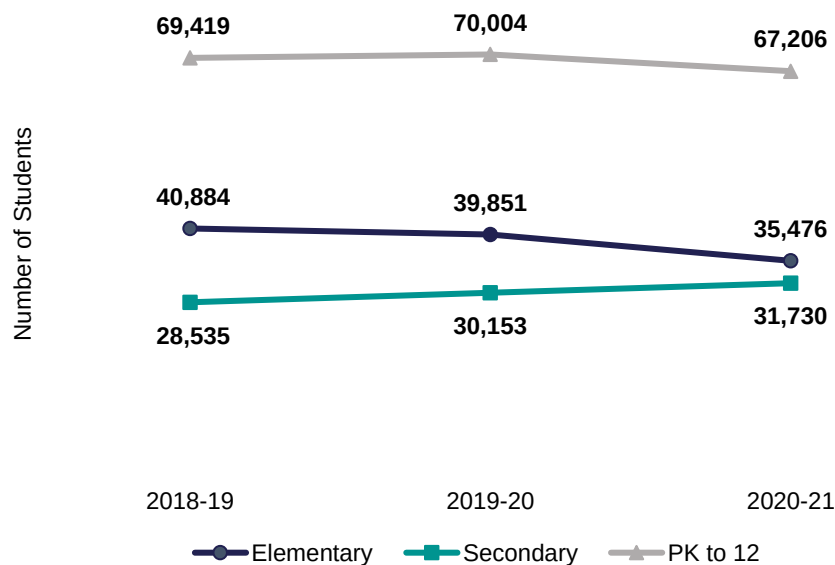
²¹ Available demographic files provided a 'Years LEP' field that included data for approximately 84 percent of current ELs. At the suggestion of department leadership, the evaluators calculated a new field that used the original enrollment date and the 2020 PEIMS date to calculate the year of EL status for each current EL student. Because students must be tested for EL status within the first 20 days of enrollment in the district, this methodology provided a sound approximation of Years in EL status for most students.

Results

Enrolled and Reclassified²² EL Students

As shown in Figure 1, the number of ELs enrolled on the PEIMS snapshot date for 2020-21 totaled 67,206, a decrease of 2,798 students from 2019-20. Year-over-year trends by campus level continued from previous years with decreased numbers of identified ELs at the elementary school level and increased numbers of ELs at the secondary school level.

Figure 1: 2018-19 to 2020-21 Students Identified as English Learners by Campus Level



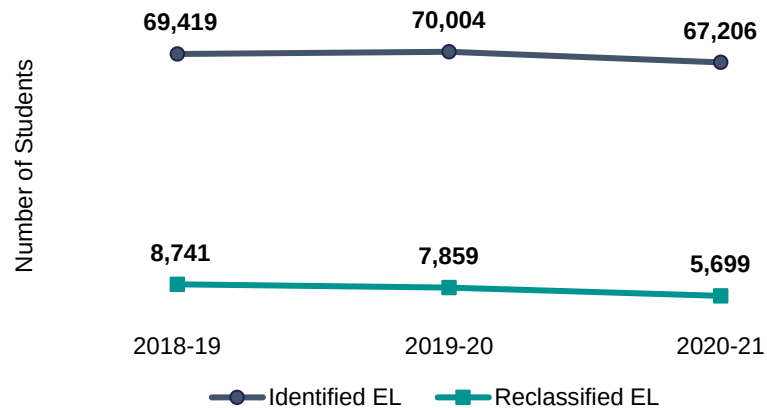
Source: District PEIMS snapshot demographic files dated 02/26/19, 11/01/19, and 11/04/20.

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

As shown in Figure 2, year-over-year trends in reclassified students continued in 2020-21, with the number of reclassified ELs decreasing 2,160 students from 2019-20. At least part of decreased counts of reclassified students may be attributed to the rigor of reclassification requirements.

²² The term "exited" formerly referred to ELs who met all criteria to demonstrate English proficiency and earn reclassification as NonELs. The department now uses the term "reclassified" to describe these students, and this term was used throughout this document to describe these former EL students in the Dallas ISD.

Figure 2: 2018-19 to 2020-21 Enrolled and Reclassified (Monitored and Unmonitored) English Learners



Source: District PEIMS snapshot demographic files dated 02/26/19, 11/01/19, and 11/04/20.

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

Student Characteristics

Student characteristics for ELs, NonELs, and reclassified monitored students are provided in Table 2 (see Appendix D for grade level breakdowns). Appendix E provides detailed student characteristics by program/classification and grade level. With the exception of a higher rate of EL students born in countries other than the US in elementary school (30%; secondary: 19%), characteristics for the elementary school and secondary school grade levels were relatively comparable. Differences between ELs and NonELs were mostly as expected, with differences mainly in characteristics that are often associated with EL status, such as higher rates of ELs than NonELs classified as Hispanic, at risk, and economically disadvantaged, and with higher rates of ELs than NonELs speaking Spanish at home. Notably, ELs at the secondary level participated in Talented and Gifted (TAG) programs at approximately two-thirds the rate (15%) as NonELs (22%).

Table 2: 2020-21 Student Characteristics for English Learners, Non-English Learners, and Reclassified Monitored Former English Learners by Level

	Elementary School Grades PK to Five				Secondary School Grades Six to Twelve				Reclassified Monitored (Elementary)		Reclassified Monitored (Secondary)	
	ELs (N = 35,476)		NonELs (N = 36,275)		ELs (N = 31,730)		NonELs (N = 41,449)		(N = 32)		(N = 4,674)	
	n	%	n	%	n	%	n	%	n	%	n	%
Sex												
Female	17,278	48.7	17,797	49.1	15,168	47.8	20,945	50.5	16	50.0	2,596	55.5
Male	18,198	51.3	18,478	50.9	16,562	52.2	20,504	49.5	16	50.0	2,078	44.5
Race/Ethnicity												
African-American	455	1.3	14,893	41.1	321	1.0	14,704	35.5	2	6.3	28	0.6
Hispanic	33,907	95.6	15,554	42.9	30,736	96.9	22,017	53.1	29	90.6	4,575	97.9
White	330	0.9	3,655	10.1	153	0.5	3,048	7.4	-	-	15	0.3
Other/Unknown	784	2.2	2,173	6.0	520	1.6	1,680	4.1	1	3.1	56	1.2
Language Spoken at Home												
English	677	1.9	32,821	90.5	382	1.2	30,256	73.0	1	3.1	55	1.2
Spanish	33,501	94.4	3,159	8.7	30,552	96.3	10,781	26.0	28	87.5	4,535	97.0
Other	1,298	3.7	295	0.8	796	2.5	412	1.0	3	9.4	84	1.8
Birth Country												
United States	24,807	69.9	29,273	80.7	25,765	81.2	39,657	95.7	30	93.8	4,303	92.1
Other	10,669	30.1	7,002	19.3	5,965	18.8	1,792	4.3	2	6.3	371	7.9
Special Student Groups												
TAG Participant	5,300	14.9	5,428	15.0	4,742	14.9	8,956	21.6	13	40.6	1,776	38.0
Special Education	2,705	7.6	3,630	10.0	2,730	8.6	4,687	11.3	5	15.6	81	1.7
At Risk	30,969	87.3	3,495	9.6	30,957	97.6	22,894	55.2	31	96.9	4,543	97.2
Eco Dis	33,109	93.3	29,640	81.7	28,098	88.6	31,736	76.6	28	87.5	3,858	82.5
Homeless	625	1.8	1,039	2.9	603	1.9	710	1.7	-	-	32	0.7

Source: District PEIMS snapshot demographic data file dated 11/04/20.

Note: NonELs include students who have opted-in to dual language programs and former ELs who are in monitored status, and do not include students who were classified as 'untestable.' Percentages may not sum to 100 because of rounding. Eco Dis = economically disadvantaged. - = no data in this category.

As shown in Table 3, the largest proportion (44%) of 2020-21 district EL students were enrolled for at least the seventh year as an EL, and most of these students were in grades six to eight (42%) or grades nine to 12 (44%).

Table 3: 2020-21 Year of Students Identified as English Learners by Grade Level

Year of EL	Total	PK to Grade 2		Grades 3 to 5		Grades 6 to 8		Grades 9 to 12	
	N	n	%	n	%	n	%	n	%
Year One	3,277	2,876	87.8	146	4.5	130	4.0	125	3.8
Year Two	737	263	35.7	139	18.9	185	25.1	150	20.4
Years Three to Four	7,843	4,742	60.5	1,493	19.0	744	9.5	864	11.0
Years Five to Six	11,720	822	7.0	9,075	77.4	972	8.3	851	7.3
Year Seven or Higher	29,625	9	0.0	4,129	13.9	12,537	42.3	12,950	43.7
Unknown	14,004	10,283	73.4	1,499	10.7	1,047	7.5	1,175	8.4
Total	67,206	18,995	28.3	16,481	24.5	15,615	23.2	16,115	24.0

Source: District PEIMS snapshot demographic data file dated 11/04/20.

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

As shown in Table 4, the highest rates of monitored reclassified EL students in the district were in grades 10 (26%) and 11 (26%), and the rates of monitored district students by year of monitoring were relatively evenly distributed between the second year (33%), third year (34%), and fourth year (30%).

Table 4: 2020-21 Monitored Reclassified English Learner Students by Monitoring Year and Grade Level

Grade Level	All Monitored <i>N</i>	Year of Monitoring							
		First Year		Second Year		Third Year		Fourth Year	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
K	2	-	-	-	-	2	100.0	-	-
1	19	16	84.2	1	5.3	2	10.5	-	-
2	2	1	50.0	-	-	1	50.0	-	-
3	6	6	100.0	-	-	-	-	-	-
4	2	2	100.0	-	-	-	-	-	-
5	12	11	91.7	1	8.3	-	-	-	-
6	172	10	5.8	158	91.9	4	2.3	-	-
7	523	8	1.5	273	52.2	241	46.1	1	0.2
8	733	11	1.5	251	34.2	258	35.2	213	29.1
9	788	19	2.4	228	28.9	299	37.9	242	30.7
10	1,204	18	1.5	479	39.8	371	30.8	336	27.9
11	1,242	14	1.1	175	14.1	436	35.1	617	49.7
12	1	-	-	1	100.0	-	-	-	-
Total	4,706	116	2.5	1,567	33.3	1,614	34.3	1,409	29.9

Source: District PEIMS snapshot demographic data file dated 11/04/20.

Note: Percentages may not sum to 100 because of rounding. - = no data in this category.

Of the 74 campuses with TWDL or SECDL programs,²³ 47 campuses (64% of TWDL campuses) had lower percentages of African American opt-in students in TWDL programs than at the campus overall (Appendix F). In a similar pattern, 57 campuses (77% of TWDL campuses) had lower percentages of economically disadvantaged opt-in students in TWDL programs than rates of economically disadvantaged students at the campus overall. Thus, opt-in students in TWDL programs were less likely to be African American and economically disadvantaged than the general population of the TWDL campuses.

Student Enrollment by Program/Classification

As shown in Table 5, 46 percent of district students were ELs in 2020-21, a proportion remaining relatively stable for the past two years. The greatest number of ELs served by the BE/ESL Department in 2020-21 were enrolled in OWDL ($n = 28,567$; 20% of district), followed by sheltered students ($n = 22,485$; 16% of district).

Year-over-year trends in the number of students in BE/ESL programs and classifications from 2018-19 saw the largest two-year percentage increase for NonELs in SECDL (+39%) and the largest two-year percentage decrease for monitored students (-29%). One positive finding was the decline in number of students whose parents denied services since 2018-19 (-9%), which is likely because department leadership prioritized decreasing the number of students with this classification since 2018-19.

²³ School for the Talented and Gifted in Pleasant Grove and Alex Sanger Preparatory School included both elementary and secondary grade levels.

Table 5: 2018-19 to 2020-21 District Enrollment by Bilingual Education/ESL Program/Classification

Program/Classification	2018-19		2019-20		2020-21		Enrollment	
	Students	Dist	Students	Dist	Students	Dist	1 Yr Δ	2 Yr Δ
	N	%	N	%	N	%	%pts	%pts
District	155,057	100.0	152,963	100.0	145,386	100.0	-5.0	-6.2
All EL	69,419	44.8	70,004	45.8	67,206	46.2	-4.0	-3.2
All NonEL	84,709	54.6	82,959	54.2	77,724	53.5	-6.3	-8.2
Monitored	6,653	4.3	6,204	4.1	4,706	3.2	-24.1	-29.3
EL in OWDL	33,820	21.8	31,809	20.8	28,576	19.7	-10.2	-15.5
EL in TWDL	3,106	2.0	3,996	2.6	3,725	2.6	-6.8	19.9
NonEL in TWDL	2,061	1.3	2,382	1.6	2,243	1.5	-5.8	8.8
EL in SECDL	346	0.2	474	0.3	418	0.3	-11.8	20.8
NonEL in SECDL	127	0.1	156	0.1	177	0.1	13.5	39.4
ESL	5,301	3.4	5,546	3.6	4,439	3.1	-20.0	-16.3
Sheltered	20,105	13.0	21,271	13.9	22,485	15.5	5.7	11.8
Immigrant	6,143	4.0	8,862	5.8	8,187	5.6	-7.6	33.3
ELSPED	5,111	3.3	5,334	3.5	5,354	3.7	0.4	4.8
Parent Denials	4,249	2.7	4,080	2.7	3,861	2.7	-5.4	-9.1
Unservable	924	0.6	894	0.6	940	0.6	5.1	1.7

Source: District PEIMS snapshot demographic data files dated 02/26/19, 11/01/19, and 11/04/20.

Note: Students may be included in more than one program/classification. Ns include students in PK through grade 12. Dist = District.
1 Yr Δ %pts = percentage-point change from 2020 to 2021. 2 Yr Δ %pts = percentage-point change from 2019 to 2021.

As shown in Table 6, the top language spoken at home for ELs was expectedly Spanish. As in previous years, other than Spanish and English, the top three home languages in the district were Burmese, Swahili, and Arabic. For the top 10 home languages other than Spanish and English, Nepali speakers decreased at the highest rate (-27%; -43 ELs) from 2019-20 to 2020-21.

Table 6: 2018-19 to 2020-21 Top 10 Languages Spoken in Homes of English Learner Students

2018-19		2019-20		2020-21	
Language	n	Language	n	Language	n
Spanish	66,175	Spanish	66,568	Spanish	64,053
English	947	English	1,120	English	1,059
Burmese	526	Burmese	473	Burmese	374
Swahili	244	Swahili	279	Swahili	250
Arabic	224	Arabic	214	Arabic	196
Nepali	213	Amharic	198	Amharic	179
Amharic	194	Nepali	159	Nepali	116
Afroasiatic	131	Afroasiatic	131	Afro-Asiatic	111
Vietnamese	91	French	91	French	85
French	81	Vietnamese	86	Vietnamese	77

Source: District PEIMS snapshot demographic data files dated 02/26/19, 11/01/19, and 11/04/20.

Note: Ns include students in PK through grade 12.

Parent Denials

Detailed student characteristics for the 3,861 students classified as parent denials in 2020-21 are provided in Appendix E. These students represented approximately three percent of district enrollment and six percent of ELs for the past three years, but the raw number of students classified as parent denials decreased by about five percent over one year ($n = 4,080$ students in 2019-20) and nine percent over the past two years ($n = 4,249$ students in 2018-19). Most students classified as parent denials were Hispanic (98%), male (58%), and/or born in the United States (95%). About 22 percent of parent denials qualified for special education services, and most were classified as at risk (98%) and/or economically disadvantaged

(87%). A slightly lower percentage of parent denials were in the elementary school grade levels (46%) compared to the secondary school grade levels (54%).

ELs Coded as Unservable

According to program representatives, students whom the ARD (Admission, Review, and Dismissal) and LPAC have determined cannot be appropriately served in a DL or ESL program are classified as unservable,²⁴ and the department has prioritized reducing the number of students coded in this way. Detailed student characteristics for the 940 students classified as unservable in 2020-21 are provided in Appendix E. These students represented approximately one percent of district enrollment and one percent of ELs for the past three years; the raw number of students classified as unservable increased by five percent over one year ($n = 894$ students in 2019-20) and increased by two percent over the past two years ($n = 924$ students in 2018-19). Most students classified as unservable were Hispanic (97%), male (71%), and/or born in the United States (90%). Most unservable students qualified for special education services (99%), were classified as at risk (96%), and/or were economically disadvantaged (88%). A slightly lower percentage of unservable students were in the elementary school grade levels (47%) compared to the secondary school grade levels (53%).

What were the characteristics of BE/ESL teachers?

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

Methodology

Teacher Characteristics

For the elementary school level, the evaluators identified the DL and ESL teachers at elementary-level and elementary/middle-level campuses using job codes in the district personnel file dated October 01, 2020. At the middle school and high school (secondary) levels, job codes in the district personnel file did not differentiate between general education teachers and BE/ESL teachers. The evaluators identified the teachers of DL and ESL courses offered by the district during the first semester of the 2020-21 school year using the student course file dated October 28, 2020. These data were merged with the district personnel file dated October 01, 2020 and the 2018-19 Teacher Excellence Initiative (TEI) scorecard file²⁵ dated September 24, 2019 to obtain teacher characteristics. The evaluators selected teachers of DL and ESL courses at middle-level, middle/high-level, and high school-level campuses. The evaluators conducted frequency analyses to determine the proportion of teachers at the elementary school and secondary school levels by the following characteristics: sex, race/ethnicity, highest degree attained, 2018-19 TEI effectiveness levels, and the number of years with the Dallas ISD. Because the BE/ESL

²⁴ Unservable students are typically served in self-contained special education classrooms.

²⁵ Due to the district shift to at-home learning in Spring 2020, the 2019-20 TEI scorecard was waived; thus, 2018-19 TEI data was used for informational purposes only in this evaluation.

Department noted that all R/LA teachers in the Dallas ISD are considered sheltered teachers, the total number of district R/LA teachers was provided for informational purposes.

Exceptions and Waivers

The TEA requires that districts unable to provide the required number of bilingual certified teachers to implement the bilingual program or ESL certified teachers to implement the ESL program must request from the commissioner of education an exception to offer an alternative program (bilingual) or a waiver of the certification requirements for teachers (ESL).²⁶ To document the current and historical number of bilingual exceptions and ESL waivers submitted to the state, the evaluators obtained the bilingual exception and ESL waiver reports for 2020-21 and the previous two years from the BE/ESL Department in December 2020. The evaluators then extracted the number of bilingual certified teachers currently teaching in a bilingual program, the number of ESL certified teachers currently instructing in an ESL program, and the number of exception and waiver requests for each academic year. Finally, the evaluators calculated the one- and two-year changes in the number of exceptions and waivers requested.

Results

Teacher Characteristics

Characteristics of elementary and secondary ESL and DL teachers are provided in Table 7. At the elementary level, 2,714 teachers instructed in ESL and DL classrooms. The highest percentage of elementary school ESL and DL teachers were female (79%), Hispanic (73%), held bachelor's degrees (72%), and/or had been with the district between one and five years (41%). The percentages of elementary-level ESL (51%) and DL (61%) teachers at TEI effectiveness levels Proficient I or above were lower than the district overall²⁷ (68%). At the secondary level, 146 teachers instructed in SECDL and ESL classrooms. The highest percentage of SECDL and ESL teachers were female (76%), Hispanic (63%), held bachelor's degrees (67%), and/or had been with the district between one and five years (51%). The percentages of secondary-level ESL (34%) and DL (48%) teachers at TEI effectiveness levels Proficient I or above were lower than the district overall (68%). In addition to the SECDL and ESL teachers, all secondary R/LA teachers were considered sheltered teachers. In 2020-21, the district employed 1,017 secondary R/LA teachers.

²⁶ The details regarding certification requirements are beyond the scope of this document. For more information, see the *2020-21 Bilingual Education and ESL Waiver Application* information on tea.texas.gov.

²⁷ In 2018-19, 8,208 teachers had TEI scores.

Table 7: 2020-21 Elementary and Secondary Teacher Characteristics by BE/ESL Program

	Elementary Teachers (Elementary & Elementary/Middle)						Secondary Teachers (Middle, Middle/High, & High)					
	ESL (N = 737)		Dual Language (N = 1,977)		Total (N = 2,714)		ESL (N = 77)		Dual Language (N = 69)		Total (N = 146)	
	n	%	n	%	n	%	n	%	n	%	n	%
Sex												
Female	661	89.7	1,474	74.6	2,135	78.7	65	84.4	46	66.7	111	76.0
Male	76	10.3	503	25.4	579	21.3	12	15.6	23	33.3	35	24.0
Race/Ethnicity												
Hispanic	133	18.0	1,854	93.8	1,987	73.2	27	35.1	65	94.2	92	63.0
African American	244	33.1	15	0.8	259	9.5	14	18.2	-	-	14	9.6
White	313	42.5	88	4.5	401	14.8	33	42.9	2	2.9	35	24.0
Other/Unknown ^a	47	6.4	20	1.0	67	2.5	3	3.9	2	2.9	5	3.4
Highest Degree Attained												
Associate's	3	0.4	23	1.2	26	1.0	-	-	1	1.4	1	0.7
Bachelor's	523	71.0	1,424	72.0	1,947	71.7	45	58.4	53	76.8	98	67.1
Master's	146	19.8	323	16.3	469	17.3	24	31.2	11	15.9	35	24.0
Ph.D.	4	0.5	18	0.9	22	0.8	-	-	-	-	-	-
No Data	61	8.3	189	9.6	250	9.2	8	10.4	4	5.8	12	8.2
2018-19 TEI Effectiveness Level^b												
No TEI Data	205	27.8	397	20.1	602	22.2	27	35.1	23	33.3	50	34.2
Progressing II or Below	153	20.8	375	19.0	528	19.5	24	31.2	13	18.8	37	25.3
Proficient I or Above	379	51.4	1,205	61.0	1,584	58.4	26	33.8	33	47.8	59	40.4
Number of Years with the District												
< 1 Year	63	8.5	139	7.0	202	7.4	10	13.0	6	8.7	16	11.0
1-5 Years	343	46.5	759	38.4	1,102	40.6	37	48.1	37	53.6	74	50.7
6-10 Years	134	18.2	481	24.3	615	22.7	12	15.6	18	26.1	30	20.5
> 10 Years	197	26.7	598	30.2	795	29.3	18	23.4	8	11.6	26	17.8

Source: District personnel file dated 10/01/20. TEI scorecard file dated 09/24/19 (2018-19). District PEIMS snapshot demographic data file dated 11/04/20. District course file dated 10/28/20.

Note: ^a = Other includes Asian, Native American/Alaska Native, Native Hawaiian/Pacific Islander, and Two or More Races. ^b = Due to the district shift to at-home learning in Spring 2020, the 2019-20 TEI scorecard was waived; thus, 2018-19 TEI data was used in this evaluation. Elementary teachers were included if they were assigned to a school with a TEA number that was classified as an elementary-level or elementary/middle-level campus. Secondary teachers were included if they were assigned to a school with a TEA number that was classified as a middle-level, middle/high-level, or high school level campus. Some percentages may not add to 100 because of rounding. - = no data in this category.

Exceptions and Waivers

The number of bilingual exceptions decreased 26 percent over two years (Table 8). Because of the requirement added in 2018-19 that all Language Arts teachers at the high school level must be ESL certified and the fact that the ESL program operates a pull-out model at the secondary level, the number of requested ESL waivers decreased 42 percent since 2018-19. In addition, the reported number of bilingual teachers increased (+238) while the number of ESL teachers decreased (-58) since 2018-19.

Table 8: 2018-19 to 2020-21 Number of Bilingual Exceptions and ESL Waivers

Type		2018-19	2019-20	2020-21	1 Yr Δ		2 Yr Δ	
		n	n	n	n	%	n	%
Bilingual (DL)	Certified Teachers*	1,730	1,798	1,968	170	9.5	238	13.8
	Exceptions	91	75	67	-8	-10.7	-24	-26.4
ESL	Certified Teachers*	639	563	581	18	3.2	-58	-9.1
	Waivers	241	207	140	-67	-32.4	-101	-41.9

Source: BE/ESL Department documents dated 03/29/19, 11/19/19, and 12/17/20.

Note: * = includes certified teachers currently teaching in a bilingual or ESL program (as applicable). 1 Yr Δ = change from 2019-20 to 2020-21. 2 Yr Δ = change from 2018-19 to 2020-21.

What were the perceptions of BE/ESL staff members?

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

Methodology

DL/ESL Survey

In conjunction with BE/ESL program leadership, the evaluators developed and administered a ten-item online survey for DL and ESL teachers, administrators, and campus instructional coaches (CICs) who worked with DL or ESL instructional specialists in 2020-21. The survey included questions about respondent role and experiences including 1) how beneficial participants considered the support, professional development, and resources provided by the instructional specialists and the collaborative opportunities provided by the BE/ESL Department; and 2) how frequently participants used the new Ellevation²⁸ platform and the extent to which they found the platform to be beneficial.

To identify potential respondents, DL and ESL instructional specialists provided the evaluators with a list of DL and ESL teachers, administrators, and CICs at each campus with whom they worked directly. The survey was open from May 17, 2021 to June 6, 2021, with periodic reminders sent to those who had yet to complete the survey. The evaluators conducted frequency analyses on item responses by respondent type, where appropriate, and evaluated the two survey-related BE/ESL Department goals of 1) a 10-percentage-point increase in teacher ratings of all resources/materials as very or extremely beneficial from 2019-20 to 2020-21, and 2) 75 percent of ESL teachers in 2020-21 rating professional development, in-class support, and provided resources/materials as very or extremely beneficial.²⁹

Sheltered Instruction Survey

To collect perceptions about sheltered instruction in the Dallas ISD, the evaluators developed a four-item online survey and invited all R/LA teachers with at least one sheltered student enrolled in their classrooms during 2020-21 to participate. The evaluators used the district PEIMS demographic data file dated November 4, 2020 to identify sheltered students and then merged the file with district student course files dated January 24, 2021 (Semester 1) and May 11, 2021 (Semester 2) to identify the R/LA teachers of sheltered students. The survey collected perceptions about knowledge of sheltered student enrollment in their classrooms, implementation of various sheltered instructional practices, and frequency of sheltered instruction implementation, as well as an open-ended question regarding additional sheltered instructional practices used. The survey was open from May 17, 2021 to June 6, 2021, with periodic reminders sent to those who had yet to complete the survey. The evaluators conducted frequency analyses on item responses.

²⁸ In 2019-20, the BE/ESL Department began using Ellevation, an online resource that provides individual and aggregated district EL assessment data, as well as LPAC and instructional resources for staff members that work with ELs. For more information, see ellevationeducation.com/home.

²⁹ For questions related to DL/ESL instructional specialist interactions, percentages do not include respondents who indicated that a question was not applicable (e.g., they did not receive support from a(n) DL/ESL specialist) or that they did not know or were not sure how to answer a question.

Results

DL/ESL Survey

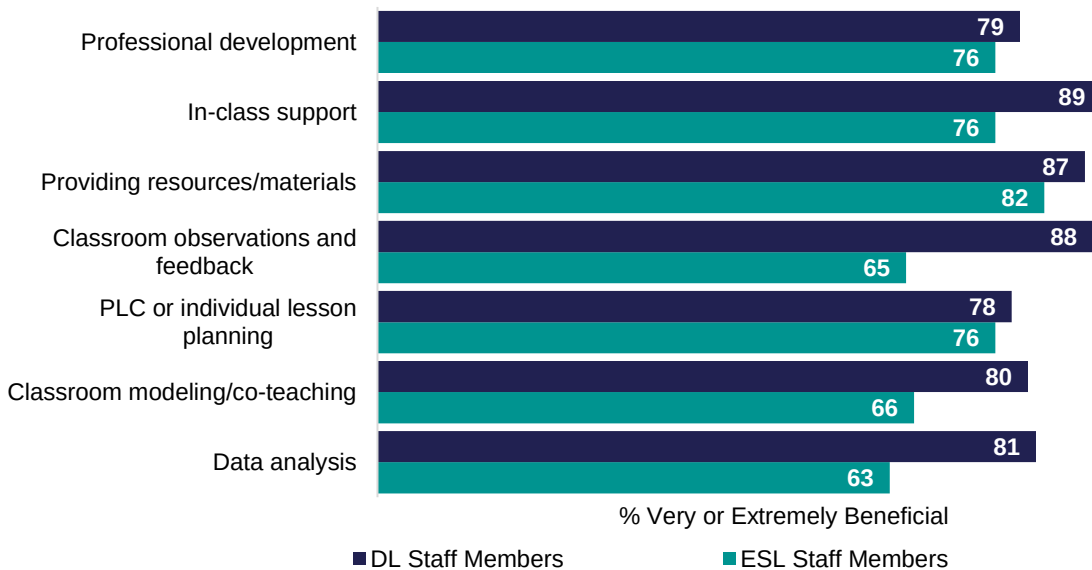
This section includes key results from the DL/ESL survey. Full results by question, respondent type, and response frequency are provided in Appendix G for 2020-21, and in Appendix H for 2019-20. Of the 138 DL and 209 ESL staff members who received an invitation to complete the online survey, 85 (62%) DL and 103 (49%) ESL staff members completed at least part of the survey. Because of the small number of administrators (DL: $n = 9$; ESL: $n = 18$) and CICs (DL: $n = 1$; ESL: $n = 6$) who completed the survey, results were combined for administrators and CIC (Others) and reported overall for both DL and ESL staff members. In addition, because of the low survey response rates, survey results are provided for informational purposes and should be reviewed with caution.

The highest percentage of DL staff members worked with PK to grade two (66%) and grade three to five students (31%), whereas the highest percentage of ESL staff worked with grade six to eight (51%) and grade nine to 12 students (48%). The highest percentage of DL and ESL staff members reported meeting with an instructional specialist more than 10 times (DL: 45%; ESL: 43%), followed by 7 to 10 times (DL: 21%; ESL: 24%) and 4 to 6 times (DL: 20%; ESL: 18%).

Respondents generally reported that instructional specialists provided beneficial supports during the 2020-21 school year. Overall, most DL and ESL staff members rated both in-person support (DL: 86%; ESL: 76%) and virtual support (DL: 79%; ESL: 68%) as very or extremely beneficial. As shown in Figure 3, a higher percentage of DL than ESL staff members rated each support provided by the instructional specialists as very or extremely beneficial. The percentage of DL staff who rated the supports as very or extremely beneficial ranged from 78 percent [professional learning communities (PLC) or individual lesson planning] to 89 percent (in-class support). The percentage of ESL staff who rated the supports as very or extremely beneficial ranged from 63 percent (data analysis) to 82 percent (providing resources/materials).

Figure 3: 2020-21 DL/ESL Survey – Benefit of Instructional Specialist Supports

Rate how beneficial each of the following supports were from your instructional specialist(s) in 2020-21.



Source: 2020-21 DL/ESL Survey, administered spring 2021.

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

Overall, the BE/ESL Department set a goal of a 10-percentage-point increase in teacher ratings of all resources/materials as very or extremely beneficial from 2019-20 to 2020-21. Aggregate teacher ratings in 2019-20 were 72 percent very or extremely beneficial, and 77 percent in 2020-21, meaning the department saw improvement but did not meet this goal. The BE/ESL Department had an additional goal of 75 percent of ESL teachers in 2020-21 rating professional development, in-class support, and provided resources/materials as very or extremely beneficial, which was met (77%).

High percentages of DL and ESL respondents also rated campus-wide professional development, PLCs, and one-on-one professional development opportunities provided by the instructional specialists as beneficial (Figure 4). For DL staff members, one-on-one professional development was most often rated as very or extremely beneficial (DL: 84%), whereas ESL staff members rated one-on-one professional development and PLCs as very or extremely beneficial at equal rates (76%).

Figure 4: 2020-21 DL/ESL Survey – Benefit of Instructional Specialist Professional Development

Rate how beneficial each of the following professional development opportunities provided by your instructional specialist(s) were for you in 2020-21.



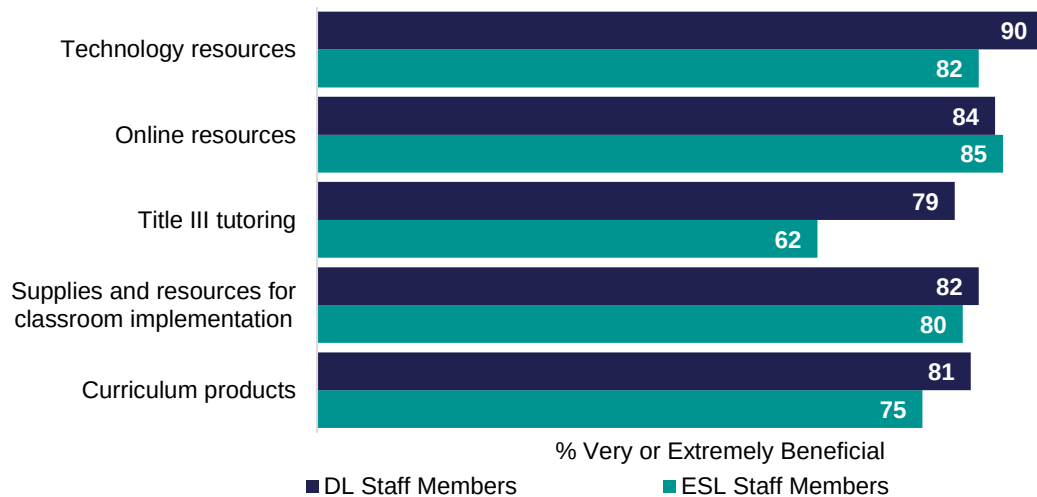
Source: 2020-21 DL/ESL Survey, administered spring 2021.

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

Generally, resources also were rated as beneficial by a high percentage of respondents. As shown in Figure 5, the percentage of DL staff members who rated the resources as very or extremely beneficial ranged from 79 percent (Title III tutoring) to 90 percent (technology resources), and the percentage of ESL staff members who rated the resources provided by the instructional specialist(s) as very or extremely beneficial ranged from 62 percent (Title III tutoring) to 85 percent (online resources). For both DL and ESL staff members, the lowest percentage of respondents rated Title III tutoring highly, suggesting this resource may offer the greatest opportunity for improvement.

Figure 5: 2020-21 DL/ESL Survey – Benefit of Instructional Specialist In-School Resources

Rate how beneficial each of the following resources were for impacting student achievement in 2020-21.



Source: 2020-21 DL/ESL Survey, administered spring 2021.

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

Most DL and ESL staff members rated the collaborative opportunities and networking events provided by the BE/ESL Department as very or extremely beneficial for student support (DL: 75%; ESL: 74%). Finally, results indicated that ESL participants used the Ellevation platform to a greater extent than DL participants (ESL: 56%; DL: 39%). Of those who reported using Ellevation, the highest percentage of DL staff members reported using the data management tools once every six weeks (36%) and instructional strategies resources once every six weeks or once a semester (both 32%) , whereas the highest percentage of ESL staff members reported using the instructional strategies resources once every six weeks (43%) and the data management tools weekly (33%). Both DL and ESL staff members generally rated the Ellevation platform as beneficial, with the percentage of respondents who rated Ellevation components as very or extremely beneficial ranging from 61 percent (DL: data management tools) to 71 percent (ESL: instructional strategy resources).

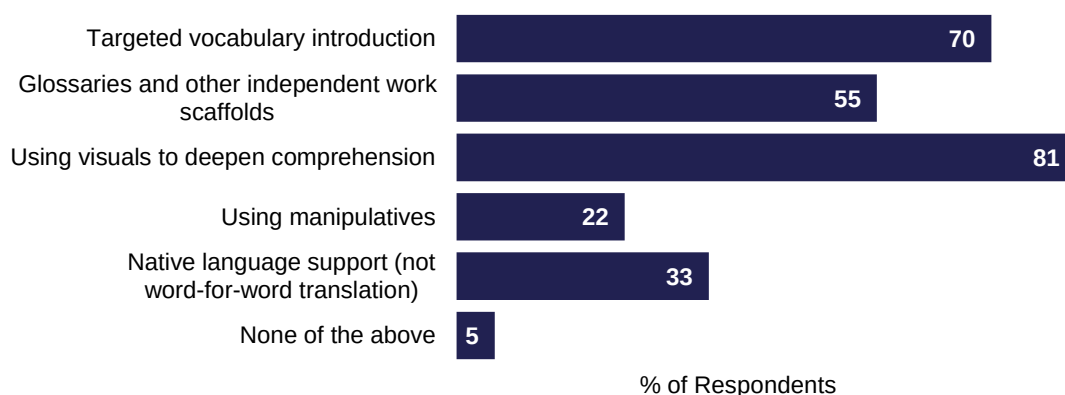
Sheltered Instruction Survey

This section includes key results for the survey sent to R/LA teachers with at least one sheltered student enrolled in their classrooms in 2020-21. Full results by question and response frequency are provided in Appendix I.

Of the 896 R/LA teachers invited to complete the survey, 333 (37%) completed at least part of the survey. Because of the low response rate, results are provided for informational purposes and should be reviewed with caution. Despite inviting R/LA teachers with at least one enrolled English learner/sheltered student in 2020-21 to participate, six percent of respondents reported no sheltered students in their classroom(s); however, this was an improvement from 17 percent in 2019-20 (Voss, 2020a). The highest percentages of respondents indicated implementing sheltered instruction daily (61%) or weekly (29%). As shown in Figure 6, most respondents indicated that they used visuals to deepen comprehension (81%) or included targeted vocabulary introduction (70%) during the 2020-21 school year. In addition to the listed sheltered instructional practices/strategies, respondents ($N = 202$) wrote in that they also included video and audio supplementals ($n = 36$), incorporated other specific language supports (e.g., chunking, sentence stems, cognates; $n = 31$), held small group sessions or peer tutoring ($n = 28$), provided outside resources ($n = 24$), and/or provided students with extra time ($n = 13$).

Figure 6: 2020-21 Sheltered Instruction Survey – Sheltered Instructional Practices Implemented

Which of the following sheltered instruction practices/strategies did you implement in your classroom in 2020-21?



Source: 2020-21 Sheltered Instruction Survey, administered spring 2021.

Note: Respondents could select multiple strategies/practices. For Ns and detailed survey response rates by question and respondent type, see Appendix I.

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

This section provides the BE/ESL Department goals for 2020-21 and summaries of the activities it planned to implement to reach those goals. The BE/ESL Department aimed to reach two primary goals for 2020-21. The first goal was to not see an increase in the percentage of ELs who regressed on their *Texas English Language Proficiency Assessment System (TELPAS)* composite from 2021 as compared to the percentage of ELs that regressed in 2019.³⁰ The second goal was to at least maintain the percentage of ELs meeting the Approaches Grade Level or Above (Approaches+) performance standard on *STAAR* in 2020-21 as compared to the rate of ELs meeting Approaches+ in 2018-19.³¹

In order to reach these two primary goals, the BE/ESL Department planned to implement seven activities. Planned activities included 1) supplemental professional development, 2) supplemental tutoring, 3) summer enrichment programs, 4) engagement in parent workshops and trainings, 5) supplemental resources, 6) the Dual Language Cadre and ESL Leadership Cohort, and 7) the Student Intake Center.

Methodology

Supplemental Professional Development

The first activity the BE/ESL Department sought to implement was providing supplemental professional development. DL and ESL instructional specialists provided professional development on instructional strategies for ELs to DL and ESL teachers, teacher assistants, counselors, and principals. Department leadership provided a list of all DL and ESL professional development topics and teacher and

³⁰ 2019 level movement data include students who earned a *TELPAS* proficiency rating in both 2018 and 2019. 2021 level movement data include students who earned a *TELPAS* proficiency rating in both 2020 and 2021.

³¹ No 2019-20 *STAAR* data were available after the assessments were canceled because of COVID-19 in spring 2020.

administrator attendance numbers for sessions offered in the Dallas ISD from July 1, 2020 to July 1, 2021.³² The BE/ESL Department set a goal for 85 percent of DL professional development attendees to indicate that they were highly or extremely satisfied with the session.^{33,34} The evaluators calculated the total number of sessions offered, the total number of teacher and administrator attendees,³⁵ and the median number of teacher and administrator attendees per professional development sessions, grouped by program (DL, ESL) and session type (districtwide, campus-based), as appropriate.

Supplemental Tutoring

The second activity the BE/ESL Department sought to implement was providing supplemental tutoring as well as additional teaching assistants to select campuses. Supplemental tutoring and additional teaching assistants were provided to target at-risk ELs in grades three to 12 with low academic performance (e.g., ELs who failed any assessments). As part of this supplemental tutoring effort, Title III tutoring was provided to select campuses. To find out more about supplemental tutoring implementation and teaching assistant allocation, the evaluators interviewed program staff members, who provided tutoring rosters, schedules, and other relevant documents for review. The BE/ESL Department set a goal of at least maintaining the number of students tutored from 2019-20 to 2020-21. The evaluators 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.

Summer Enrichment Programs

The third activity the BE/ESL Department sought to implement was providing new or updated summer enrichment programs. Four summer programs served ELs in the Dallas ISD in summer 2020, including 1) the PK/Bilingual Program, 2) Teaching and Coaching for Accelerated Language Learning (T-CALL), 3) the Newcomers' Summer Language Enrichment Program, and 4) the Refugee Program. All programs were managed and funded through the BE/ESL program except for the PK/Bilingual program, which was funded and managed by the Early Learning Department.³⁶ To find out more about summer enrichment programs for ELs, the evaluators conducted interviews with program leadership, who provided attendance records from the Extended Learning Opportunities Department and the BE/ESL Department. The BE/ESL Department set a goal of at least maintaining the number of students that participated in summer programs³⁷ from 2019 to 2020. The evaluators content-analyzed program information and merged the provided attendance data with the PEIMS district student demographic file dated November 4, 2020. The evaluators then conducted frequency analyses to determine attendee characteristics by sex,

³² The agreed upon window of time for reporting professional development was 07/01/20 to 07/01/21 to allow for timely publication of this information in the evaluation report while including most professional development offered for a given year.

³³ The survey question was written by the BE/ESL Department as follows: "Overall, I am satisfied with today's session."

³⁴ The BE/ESL Department originally had a second goal to have 90 percent of attendees of immigrant-related professional development sessions indicate that they would likely bring the content from the immigrant professional development sessions to their classrooms/campuses. Because so few PD participants took this survey ($n = 9$), this goal was removed.

³⁵ Teachers and administrators may have attended multiple sessions.

³⁶ Although not funded or managed by the BE/ESL Department, the PK/Bilingual summer program is included for thorough reporting of Dallas ISD summer programs targeting ELs.

³⁷ The BE/ESL goal of maintaining the number of students that participated in summer programs from 2019 to 2020 only includes summer programs that occurred during both years (PK/Bilingual Program, T-CALL, and the Newcomers' Summer Program).

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

Parent Workshop/Training Engagement

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

To measure parent engagement in these activities, the BE/ESL Department set two goals. The first goal was to at least maintain parent attendance to the Family Literacy Fairs from 2019-20 to 2020-21. For the second goal, the BE/ESL Department surveyed parents of ELs who attended Dual Language Parent Academy sessions or who attended the Family Literacy Fairs. The BE/ESL Department set a goal of 90 percent of parent attendees indicating that the sessions motivated them to become more involved in the education of their children.³⁸ The BE/ESL Department provided survey response data, and the evaluators ran frequency analyses on response rates to summarize parent perceptions.

Supplemental Resources

The fifth activity the BE/ESL Department sought to implement was providing supplemental resources for ELs and their parents, teachers, and administrators. BE/ESL staff members provided information regarding the resources and materials distributed during 2020-21. The evaluators content-analyzed and summarized the information.

DL Cadre/ESL Leadership Cohort

The sixth activity the BE/ESL Department sought to implement was providing the DL Cadre and ESL Leadership Cohort to develop leadership capacity at the campus level. The DL Cadre was a large DL teacher leadership group focused on improving teaching, building knowledge, and providing professional development throughout the summer. They also helped run summer programs. To join the DL Cadre, teachers with three or more years of DL certified teaching experience had to be recommended by a DL stakeholder, submit an application, interview with the Cadre committee, present a DL PowerPoint to the Cadre committee, and translate/adapt a selected text to be evaluated. Teachers were unable to participate in summer BE/ESL professional development, present BE/ESL professional development, or work at the Science Discovery Camp unless they were accepted. The DL Cadre met multiple times throughout the year. The ESL Leadership Cohort was similar to the DL Cadre, though smaller and dedicated to ESL and

³⁸ The survey question was written by the BE/ESL Department as follows: "Attending this workshop/session has made me want to become more involved in my child's education"(English) or "Asistir a este taller hará que me involucre más en la educación de mi hijo(a)" (Spanish). Participants could select either agree (de acuerdo), neutral (neutral), or disagree (de desacuerdo).

sheltered teachers. Teachers were invited to apply by BE/ESL staff leadership or instructional specialists at campuses. The ESL Leadership Cohort participated in approximately five Saturday sessions a year and focused on increasing pedagogical content knowledge.

The evaluators interviewed program administrators who provided documentation about the DL Cadre and ESL Leadership Cohort. The evaluators then summarized the number of teachers accepted into the DL Cadre and ESL Leadership Cohort during 2020-21.

Student Intake Center

The seventh 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 evaluators obtained attendance data for both years from the BE/ESL Department for the Parent Orientation sessions provided by the intake center staff members.³⁹ The evaluators calculated attendance rates and the year-over-year attendance trends from 2019-20 to 2020-21. The BE/ESL Department also surveyed parents of immigrant students who attended the Parent Orientation sessions. The BE/ESL Department provided survey response data, and the evaluators ran frequency analyses on response rates to summarize parent perceptions. The BE/ESL Department had two goals. The first goal was to at least maintain parent attendance at Parent Orientation sessions over the previous year. The second goal was to have 95 percent of parents indicating that the services they received from the Student Intake Center during Parent Orientation sessions was excellent.⁴⁰

Results

Supplemental Professional Development

The number of professional development sessions, number of attendees, and median number of attendees per professional development session are shown in Table 9. Professional development session types and attendance varied and were administered to an extensive number of teachers and administrators in the district.

³⁹ The evaluators also planned to report attendance for the 2020 Discover Summer Resource Fair, but it was cancelled because of at-home learning.

⁴⁰ The survey question was written by the BE/ESL Department as follows: "In your experience, how would you rate the enrollment process and the service received at this center?" (English) or "¿Según su experiencia, cómo calificaría el proceso de inscripciones y el servicio recibido en este centro?" (Spanish). Participants could select either excellent (excelente), satisfactory (satisfactorio), or not satisfactory (no satisfactorio).

Table 9: 2020-21 Dual Language and ESL Teacher and Administrator In-School Professional Development Sessions and Attendance

Role	Session Type	Sessions <i>N</i>	Attendees <i>N</i>	Attendees/ Session <i>Median</i>	Attendees/ Session <i>Range</i>
Dual Language					
Teachers	Districtwide	49	3,348	16	1 – 1,335
	Campus-based	20	200	4	1 - 63
Administrators	Districtwide	9	58	4	2 - 22
	Campus-based	6	74	3	1 - 63
ESL					
Teachers	Districtwide	50	4,457	14	1 – 2,789
	Campus-based	70	1,881	17	2 - 167
Administrators	Districtwide	1	1	1	1 - 1
	Campus-based	46	118	2	1 - 7

Source: Professional development documentation received from the Bilingual Education/ESL Department on 07/12/21.

Note: Professional development sessions were held from 07/01/20 to 07/01/21. Attendees could have participated in more than one professional development session. Sessions were provided either in person or online. Some districtwide sessions may have been provided either in person or online by Region 10. Three PD sessions had missing data, and thus were not included in analyses.

A total of 1,354 DL professional development attendees completed a survey administered by the BE/ESL Department at the end of every professional development session. Most attendees (98%) indicated that they were either highly or extremely satisfied with the session, which exceeded the department's goal of 85 percent.

Supplemental Tutoring

For Title III tutoring, 338 students were tutored across 15 participating schools.⁴¹ Tutoring content included subjects such as English/Language Arts, Mathematics, and Social Studies. The BE/ESL Department did not meet their goal of at least maintaining the number of students tutored from 2019-20 (794 students; Voss, 2020a) to 2020-21 (338 students).

In addition to supplemental tutoring, the BE/ESL Department provided 23 teaching assistants to each serve a campus⁴² with a high concentration of ELs.

Summer Enrichment Programs

Table 10 summarizes student characteristics of participants in the PK/Bilingual Program, T-CALL, the Newcomers' Program, and the Refugee Program. Overall, the BE/ESL Department did not meet their

⁴¹ Participating campuses in Title III tutoring were Barbara Jordan Elementary School, Chapel Hill Preparatory School, Felix G. Botello Elementary School, Highland Meadows Elementary School, John Ireland Elementary School, José "Joe" May Elementary School, Leila P. Cowart Elementary School, Montessori Academy at Onesimo Hernandez, Piedmont G.L.O.B.A.L. Academy, Personalized Learning Preparatory at Sam Houston, School for the Talented and Gifted in Pleasant Grove, Seagoville Elementary School, Thomas Tolbert Elementary School, W.W. Bushman Elementary School, and William Brown Miller Elementary School.

⁴² The BE/ESL Department provided 23 teaching assistants to the following campuses: Benjamin Franklin International Exploratory Academy, Career Institute East, Career Institute North, Career Institute South, Gaston Middle School, Hotchkiss Elementary, J F Kimball High School, Marsh Middle School, Samuell High School, Skyline High School, Thomas Jefferson High School, Truett Elementary, Hillcrest High School, Bryan Adams High School, D W Carter High School, Emmett Conrad High School, Francisco Pancho Medrano Junior High, H Grady Spruce High School, Highland Meadows Elementary, North Dallas High School, Sam Tasby Middle School, W.T White High School, Rogers Elementary.

goal of at least maintaining the number of students who attended summer programs⁴³ from 2019⁴⁴ (712 students) to 2020 (562 students). This was driven mostly by a decrease in students attending the PK/Bilingual Program (2019: 328 students; 2020: 157 students).

Table 10: Summer 2020 Characteristics of English Learners Attending Summer Programs

Student Group	Attended PK/Bilingual Program (N = 157)		Attended T-CALL Program (N = 103)		Attended Newcomers' Program (N = 302)		Attended Refugee Program (N = 130)	
	n	%	n	%	n	%	n	%
Sex								
Female	87	55.4	56	54.4	148	49.0	75	57.7
Male	70	44.6	47	45.6	154	51.0	55	42.3
Race/Ethnicity								
Hispanic	139	88.5	99	96.1	272	90.1	2	1.5
African American	11	7.0	2	1.9	14	4.6	64	49.2
White	1	0.8	1	1.0	2	0.7	14	10.7
American Indian/Alaska Native	-	-	-	-	1	0.3	1	0.8
Native Hawaiian/Other Pacific Islander	1	0.6	-	-	-	-	1	0.8
Asian	4	2.5	-	-	13	4.3	38	29.2
Two or More Races	1	0.6	1	1.0	-	-	10	7.7
Special Student Groups								
Economically Disadvantaged	155	98.7	84	81.6	240	79.5	130	100.0
TAG Participant	-	-	3	2.9	26	8.6	3	2.3
Homeless	7	4.5	2	1.9	5	1.7	3	2.3
Asylee/Refugee	-	-	1	1.0	302	100.0	109	83.8
Special Education	4	2.5	3	2.9	9	3.0	5	3.8
At Risk	121	77.1	76	73.8	256	84.8	117	90.0

Source: Bilingual/ESL Department and Early Learning Department in fall 2020. All attendance and/or demographic files were matched with the district demographic data file dated 05/29/20.

Note: One Newcomer participant and one Refugee participant could not be matched to the PEIMS demographic data file. Percentages may not sum to 100 because of rounding. - = no data in this category.

PK/Bilingual Summer Camp. Managed by the Early Learning Department, the PK/Bilingual Summer Camp was available for ELs entering Kindergarten for the 2020-21 school year and was held virtually for students enrolled at nine campuses from 9:00 a.m. to 11:00 a.m., Monday through Thursday, from June 1 to June 25, 2020. The program provided hands-on academic enrichment activities and supported social-emotional growth for these students. A total of 157 students attended at least one day of the Prekindergarten/Bilingual Summer Camp. Most students were female (55%), Hispanic (89%), economically disadvantaged (99%), and/or at risk (77%). Of the 16 program days, students attended over 11 days, on average.

T-CALL Program. The T-CALL program was held virtually to provide ESL services to newcomer secondary students from 9:00 a.m. to 12:00 p.m., Monday through Thursday, from June 1 to June 18, 2020. This program focused on improving language acquisition through educational enrichment activities (e.g., robotics, stop motion, plays). At least 103 students attended at least one day of the T-CALL program. Most

⁴³ The BE/ESL goal of maintaining the number of students that participated in summer programs from 2019 to 2020 only includes summer programs that occurred during both years (PK/Bilingual Program, T-CALL, and the Newcomers' Summer Program).

⁴⁴ 2019 Summer program data can be found in Voss (2020a).

students were female (54%), Hispanic (96%), economically disadvantaged (82%), and/or at risk (74%). Of the 16 program days, students attended almost eight days, on average.

Newcomers' Summer Language Enrichment Program. The Newcomers' Summer Language Enrichment program was held virtually and targeted EL students in the first three years in the United States. Students attended from 9:00 a.m. to 12:00 p.m., Monday through Thursday, from June 1 through June 25, 2020. This program focused on language supports through content (mostly language arts) and curriculum about community. A total of 302 students attended at least one day of this program. Most students were male (51%) and/or Hispanic (90%). Approximately 80 percent of the students were economically disadvantaged, and 85 percent were considered at risk. Of the 16 program days, students attended approximately 13 days, on average.⁴⁵

Refugee Summer Program. The Refugee Summer Program was a four-week summer enrichment program which aimed to provide literacy, mathematics, language development, and cultural lessons for refugee students in the first five years in the United States. The program was held virtually for students from five elementary schools and three middle schools. Students attended from 9:00 a.m. to 12:00 p.m., Monday through Thursday, from June 1 through June 25, 2020. A total of 130 students attended at least one day of this program. Most students were female (58%) and/or African American (49%). All students were economically disadvantaged, and 90 percent were considered at risk. Of the 16 program days, students attended almost 14 days, on average.

Parent Workshop/Training Engagement

In 2019-20, 76 parents attended Family Literacy Fairs and 45 attended in 2020-21, for a one-year attendance decrease of 31 parents.⁴⁶ Thus, the BE/ESL Department did not meet the goal of at least maintaining parent attendance at Family Literacy Fairs over the previous year.

A total of 66 parents (DL Parent Academy: 28; Family Literacy Fairs: 38) completed parent surveys administered by the BE/ESL Department at the end of various parent workshops and trainings. Most (97%) parents agreed that attending the workshops motivated them to be more involved in the education of their children. This rate exceeded the BE/ESL Department goal of 90 percent agreement, indicating achievement of their parent engagement goal for 2020-21.

Supplemental Resources

During 2020-21, the BE/ESL Department distributed resources and materials to ELs and those involved with helping ELs (e.g., parents, teachers, administrators). Provided materials included books in both Spanish and English, picture dictionaries, and parent guides, as well as manipulatives including letter tile games, guided reading question sticks, fact math cards, and social/emotional learning kits. Manipulatives also included school supplies and materials to create resources and activities to support ELs at home, such as index cards, wooden sticks, and notebooks. The Dual Language Program also distributed

⁴⁵ Due to missingness of attendance data for some students, attendance data was only available for 15 days per student, on average.

⁴⁶ 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 (Voss, 2020a).

resources and materials to dual language teachers to address the academic and language needs of English Learners in targeted schools. Elementary schools received 2,233 Footsteps2brilliance digital licenses, 1,284 Class Hero digital licenses, and 1,036 of El Tren Dorado digital libraries. Secondary schools received Galleria Classroom Library and Azulejos teacher and student edition.

DL Cadre/ESL Leadership Cohort

In the 2020-21 school year, the DL Cadre did not accept any new teachers, keeping the total number of teachers in the DL Cadre at 68. The ESL Leadership Cohort accepted five new teachers in 2020-21, bringing the total number of teachers in the ESL Leadership Cohort to nine.

Student Intake Center

In 2019-20, 1,659 parents attended Parent Orientation sessions at the Student Intake Center and 720 attended in 2020-21, for a one-year attendance decrease of 939 parents. Thus, the BE/ESL Department did not meet the goal of at least maintaining parent attendance at Parent Orientation sessions over the previous year.

A total of 572 parents completed parent surveys administered by the BE/ESL Department via the Student Intake Center at Parent Orientation sessions. Although most parents (89%) agreed that the services they received during orientation were excellent, this percentage did not meet the department's goal of 95 percent.

What were the academic outcomes for ELs during 2020-21?

This section includes summaries of academic outcomes for ELs in 2020-21. This evaluation includes: 1) 2021 and one- and two-year trends in *TELPAS* English proficiency ratings and level movement;⁴⁷ 2) 2021 rates of students in conditional growth percentile quintiles from beginning-of-year (BOY) to end-of-year (EOY) on the *Measures of Academic Progress Growth (MAP)*; 3) 2021 and two-year trends in students attaining performance standards on all subtests for *STAAR* and *STAAR End-of-Course (EOC)*; 4) 2019 and 2021 grades three to five DL *STAAR* reading by test language. As appropriate, some comparisons of assessment results among groups also are included. One-year trends for *MAP* and *STAAR* were unavailable after most spring 2020 assessments were cancelled because of the transition to at-home learning as a result of the COVID-19 pandemic.

Methodology

Unless otherwise specified, academic outcomes were examined for students enrolled on the PEIMS snapshot date for each year.⁴⁸ As appropriate, outcomes were grouped by programs/classifications related to students served by the BE/ESL Department (e.g., all ELs, ELs in OWDL, ELs in TWDL, ELs in

⁴⁷ 2019 level movement data include students who earned a *TELPAS* proficiency rating in both 2018 and 2019. 2020 level movement data include students who earned a *TELPAS* proficiency rating in both 2019 and 2020. 2021 level movement data include students who earned a *TELPAS* proficiency rating in both 2020 and 2021.

⁴⁸ District PEIMS snapshot dates were 10/26/18 (2018-19; file date 02/26/19), 10/28/19 (2019-20; file date 11/01/19), and 10/30/20 (2020-21; file date 11/04/20). 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.

SECDL, ESL, Sheltered, Immigrant) and applicable comparison groups (e.g., parent denials). Results also were aggregated by grade level, as appropriate.

TELPAS English Proficiency Ratings, Level Movement, and Trends

The first academic outcome examined was *TELPAS*. *TELPAS* is a state-required assessment that measures English language proficiency for ELs in K to grade 12⁴⁹ in four domains: listening, speaking, reading, and writing.⁵⁰ To determine composite⁵¹ and domain rates of 2020-21 students earning each English proficiency rating, the evaluators merged the 2021 *TELPAS* data file dated July 19, 2021 with the 2020-21 district PEIMS snapshot demographic file. The evaluators used frequency analyses to determine the number and percentage of students who earned each English proficiency rating (beginning, intermediate, advanced, advanced high) by program/classification and grade level for each domain and the composite rating. For comparison purposes, the evaluators extracted historical composite and domain rating data for 2019 and 2020 from the 2019-20 program evaluation (Voss, 2020a).

To determine *TELPAS* English proficiency rating movement from 2020 to 2021, the evaluators merged *TELPAS* data files dated July 19, 2020 and July 19, 2021 with the 2020-21 district PEIMS snapshot demographic data file dated November 4, 2020. ELs who received English proficiency level composite and/or domain ratings for both school years were included in analyses. The evaluators calculated the number and percentage of students who progressed,⁵² stayed the same, or regressed at least one level among all composite and domain ratings between 2020 and 2021 for which the students had both scores. For comparison purposes, the evaluators extracted historical *TELPAS* composite level movement data from 2018 to 2019 from the 2018-19 program evaluation (Palladino et al., 2019). *TELPAS* domain level movement data from 2018 to 2019 and *TELPAS* composite and domain level movement data from 2019 to 2020 was extracted from the 2019-20 program evaluation (Voss, 2020a). This methodology differs from the methodology used to calculate *TELPAS* progression for TEA accountability. For TEA accountability methodology and results, see the section below regarding comparisons to other districts, the state, and accountability.

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

⁴⁹ Kindergarten 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.

⁵⁰ 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%)].

⁵¹ Students received a composite score if they were assessed and scored in all four domains or if they were scored in at least two domains with an ARD decision to not be evaluated in one or two domains (Texas Education Agency, 2018).

⁵² Students were considered to have progressed if they improved by at least one composite level from the prior year to the current year, or if they scored Advanced High both years.

MAP

The second academic outcome examined was *MAP*. *MAP* is an assessment created by the Northwest Evaluation Association (NWEA) that measures student achievement and growth in grades K through 11 on various subtests. To examine student growth on the mathematics and reading subtests from the BOY to EOY *MAP* administrations, the evaluators merged the district EOY *MAP* data file (for BOY to EOY data) dated June 23, 2021 with the district PEIMS snapshot demographic data file dated November 04, 2020.⁵³ The evaluators then used frequency analyses to determine the number of students who fell into each BOY to EOY growth quintile (Low: up to the 20th percentile; Low Average: 20th to 40th percentile; Average: 40th to 60th percentile; High Average: 60th to 80th percentile; High: 80th percentile and above) by program/classification, grade level, test language, and subject.

STAAR and EOCs

The third academic outcome examined was attainment of performance standards on 2021 *STAAR* mathematics and reading subtests and *EOCs*, and two-year trends. Academic performance standards represent the degree to which students have mastered content as measured by test scores.⁵⁴ *STAAR* and *EOC* assessment scores are categorized into four levels to describe student performance: 1) Does Not Meet Grade Level (Does Not Meet), 2) Approaches+, 3) Meets Grade Level or Above (Meets+), and 4) Masters Grade Level (Masters). Cut scores divide student scores into these four categories.

The evaluators merged district *STAAR* and December and May *EOC* data files for 2021⁵⁵ with the PEIMS snapshot demographic file dated November 04, 2020. The evaluators then ran frequency analyses to calculate 2021 performance standard attainment rates for the mathematics and reading subtests of *STAAR* and *EOCs*. The evaluators analyzed *STAAR* and *EOC* data in several ways for this evaluation. First, the evaluators calculated rates of students at the Approaches+ and Meets+ performance standards for 2021. Rates then were aggregated by subject, grade level,⁵⁶ and program/classification. Data for 2019 were extracted from the 2018-19 program evaluation (Palladino et al., 2019). The evaluators then calculated two-year trends in performance standard attainment rates.

Grades Three to Five DL STAAR Reading Outcomes by Testing Language

The fourth academic outcome examined was *STAAR* reading attainment for DL students in grades three to five by testing language. The state of Texas offers assessments in both English and Spanish in all content areas (reading, writing, mathematics, and science) in grades three to five. Students in DL programs may take exams in the language in which they are best able to demonstrate mastery.⁵⁷ To examine grades three to five *STAAR* reading results for DL students by test language, the evaluators merged the district

⁵³ While K students completed the assessment, they did not take *MAP* at BOY, thus, they were excluded from BOY to EOY analyses.

⁵⁴ More information on *STAAR* performance standards: <http://tea.texas.gov/student.assessment/staar/performance-standards/>.

⁵⁵ For performance standard attainment rates, 2021 files were dated 06/28/21 (*STAAR*) and 06/17/21 (*EOC*).

⁵⁶ To facilitate comparable program/classification comparisons, *EOC* grade levels were limited to and grouped by the following grade level ranges: grades eight to 12 (Algebra I) and grades nine to 12 (all other *EOCs*). Test takers in grades outside of these ranges were not included in analyses.

⁵⁷ The program has identified this offering as both an advantage and a challenge, because it provides students with an ability to focus on content with minimal language barrier, but a misperception persists in the district that if English learners tested in Spanish they have not achieved at as high a level as students testing in English.

STAAR data file for 2021⁵⁸ with the PEIMS snapshot demographic file dated November 04, 2020 and selected the records for grades three to five reading for students enrolled in OWDL and TWDL programs. Data for 2019 was extracted from the 2018-19 program evaluation (Palladino et al., 2019). The evaluators then ran frequency analyses to calculate performance standard attainment rates by grade level, EL status, and test language. Finally, evaluators calculated two-year trends in performance standard attainment rates.

Results

TELPAS English Proficiency Ratings, Level Movement, and Trends

TELPAS English proficiency composite rating rates for 2019, 2020,⁵⁹ and 2021 by program/classification and grade level are provided in Appendix J and composite level movement rates from 2020 to 2021 for each grouping are provided in Appendix K.

ELs. As shown in Table 11, composite ratings for ELs at all grade levels tended to cluster in the intermediate (range: 36%, grades 6 to 8 to 44%, grades 9 to 12) and advanced (range: 27%, K to grade 5 to 44%, grades 6 to 8) level of English proficiency, with higher rates of students proficient at the advanced level in grades six to eight (44%) than those in the lower (27%) and higher grades (35%). For domain rates, EL rates for the speaking domain at the advanced high level (range: 2% to 5%) were generally 20 to 30 percent lower than for listening (range: 23% to 43%), reading (range: 18% to 34%), and writing (range: 11% to 37%). Generally, grade level differences were most pronounced for the listening, reading, and writing domains, with scores for the youngest students clustering more at the lower proficiency levels than for students at the older grade levels.

Two-year trends in composite English proficiency rates varied and ranged the largest decrease for grades K to five (advanced high: -4 percentage points) to the largest increase in grades six to eight (advanced high: +4 percentage points). Two-year changes in domain proficiency rates for ELs varied and ranged from the largest decrease for grades K to five in speaking (advanced high: -9 percentage points) to the largest increase in grades nine to 12 in listening (advanced: +14 percentage points). For ELs in all grades overall, rates at advanced and advanced high trended slightly higher over two years in the listening domain, were mixed in the speaking and reading domains, and trended slightly lower over two years in the writing domain.

⁵⁸ 2021 files were dated 06/28/21 (STAAR) and 06/17/21 (EOC).

⁵⁹ 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. Therefore, the 2019-20 results should be reviewed with caution and are provided for informational purposes only.

Table 11: 2021 TELPAS English Proficiency Composite and Domain Ratings and Change: All English Learners

	Tested			Beginning			Intermediate			Advanced			Advanced High		
	2019 N	2020 N	2021 N	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite															
Grades K to 5	33,600	26,047	29,083	22.8	-1.6	3.3	42.8	4.0	2.1	26.5	-0.4	-1.7	7.9	-1.9	-3.6
Grades 6 to 8	14,209	5,300	9,114	5.1	1.9	2.1	36.1	3.6	-3.2	44.3	-3.2	-3.0	14.6	-2.2	4.2
Grades 9 to 12	11,252	4,386	4,838	4.8	-0.5	-2.5	43.7	-8.6	-3.3	35.0	4.6	2.4	16.5	4.5	3.4
All Grades	59,061	35,733	43,035	17.0	-1.9	3.8	41.5	2.0	-0.1	31.2	0.8	-2.4	10.3	-0.8	-1.3
Listening															
Grades K to 5	33,679	31,531	29,709	18.9	0.0	-0.2	25.9	-2.1	-4.4	29.2	-0.6	0.8	26.0	2.7	3.8
Grades 6 to 8	14,434	12,435	11,321	5.6	0.5	2.3	23.1	3.9	3.2	28.5	0.8	-8.3	42.8	-5.2	2.8
Grades 9 to 12	12,226	9,780	7,837	6.5	-2.3	-7.6	24.0	-2.0	-6.3	46.3	13.0	13.7	23.2	-8.7	0.3
All Grades	60,339	53,746	48,867	13.8	0.0	-0.5	25.0	-0.7	-2.9	31.8	1.8	0.5	29.5	-1.1	2.8
Speaking															
Grades K to 5	33,670	31,523	29,702	30.9	3.8	6.4	41.8	1.3	4.4	23.0	-1.6	-2.3	4.4	-3.6	-8.5
Grades 6 to 8	14,434	12,435	11,321	26.7	2.8	2.5	50.0	-2.6	-6.7	21.7	0.1	5.0	1.5	-0.3	-0.7
Grades 9 to 12	12,226	9,780	7,837	42.7	-4.5	-0.3	26.7	-2.6	-1.6	25.9	5.5	2.1	4.7	1.6	-0.2
All Grades	60,330	53,738	48,860	31.8	1.8	3.6	41.3	0.0	1.1	23.2	0.0	0.2	3.8	-1.9	-5.0
Reading															
Grades K to 5	33,652	31,947	29,724	40.2	2.7	5.0	27.1	0.6	-1.2	14.6	-1.1	-3.1	18.0	-2.1	-0.8
Grades 6 to 8	14,575	12,803	11,443	13.5	0.9	0.9	26.0	-5.9	-3.6	26.6	-1.0	-0.9	33.9	5.9	3.5
Grades 9 to 12	12,252	9,895	7,879	9.8	1.1	-5.3	34.7	-5.2	-0.5	27.1	-0.3	0.2	28.3	4.4	5.6
All Grades	60,479	54,645	49,046	29.1	2.6	3.4	28.1	-2.1	-1.9	19.4	-1.2	-2.5	23.4	0.7	1.0
Writing															
Grades K to 5	33,604	26,748	29,618	44.0	-0.1	5.8	26.6	1.5	-1.5	18.5	0.0	-2.3	10.8	-1.4	-2.1
Grades 6 to 8	14,360	6,373	10,806	7.0	1.2	1.7	24.9	2.7	0.0	35.5	-1.0	-1.9	32.5	-3.0	0.2
Grades 9 to 12	11,326	5,533	7,121	5.7	0.4	1.3	22.6	1.9	0.2	34.4	-3.8	-4.2	37.3	1.5	2.7
All Grades	59,290	38,654	47,545	29.9	-2.4	6.1	25.6	1.6	-0.6	24.8	0.5	-3.5	19.7	0.3	-2.0

Source: District TELPAS data files dated 05/24/19, 07/19/20, and 07/19/21. PEIMS demographic data files dated 02/26/19, 11/01/19, and 11/04/20.
Note: 2019, 2020, and 2021 TELPAS ratings include students enrolled on the respective PEIMS snapshot dates. 1 Yr Δ %pts = percentage-point change from 2020 to 2021. 2 Yr Δ %pts = percentage-point change from 2019 to 2021.

From 47 to 52 percent of ELs remained at the same composite proficiency level in 2021, and ELs in grades one to five progressed at a higher rate (1 to 5: 36%; 6 to 8: 26%; 9 to 12: 29%; Table 12) and regressed at a lower rate (1 to 5: 13%; 6 to 8: 27%; 9 to 12: 22%) than those in the middle and upper grades. Across all domains and grades, 24 to 55 percent of ELs remained at the same proficiency level in 2021. For all grade levels overall, ELs progressed at higher rates across all domains (range: 28% to 54%) than they regressed (range: 13% to 26%).

For two-year trends, composite progression rate changes ranged from a four percentage-point decrease (grades 1 to 5) to a nine percentage-point increase (grades 9 to 12). 2021 ELs overall exceeded the BE/ESL Department goal to at least maintain the percentage of ELs who regressed on TELPAS composite from 2019 to 2021 (regression rates decreased by 5 percentage points). For domains, overall, progression rates were higher in 2021 than in 2019 for the listening (+7 percentage points) and speaking (+2 percentage points) domains, and regression rates were lower in 2021 than in 2019 for all domains (range: -8 to -1 percentage points).

Table 12: 2021 TELPAS Composite and Domain Level Movement and Change: All English Learners

	Tested			Regressed			Stayed the Same			Progressed		
	2019 N	2020 N	2021 N	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite												
Grades 1 to 5	26,652	19,349	19,383	12.7	2.8	1.7	51.8	4.0	2.4	35.5	-6.8	-4.1
Grades 6 to 8	13,311	4,950	4,426	26.9	7.8	-4.6	47.1	-3.9	-3.3	26.0	-3.9	7.9
Grades 9 to 12	9,642	3,748	1,890	21.5	-1.8	-8.8	49.5	-3.6	0.4	29.0	5.4	8.5
All Grades	49,605	28,047	25,699	15.8	2.5	-4.5	50.8	1.8	1.2	33.4	-4.2	3.3
Listening												
Grades 1 to 5	26,651	19,349	19,378	16.9	-0.4	-4.5	29.0	1.9	-1.7	54.1	-1.5	6.2
Grades 6 to 8	13,309	4,950	4,426	17.8	8.6	2.9	23.7	0.1	-7.4	58.4	-8.8	4.5
Grades 9 to 12	9,642	3,748	1,890	33.7	12.5	1.3	29.2	-3.5	-7.3	37.1	-9.0	6.0
All Grades	49,602	28,047	25,694	18.3	1.9	-3.5	28.1	0.9	-3.8	53.6	-2.8	7.3
Speaking												
Grades 1 to 5	26,651	19,349	19,377	24.5	1.9	3.1	45.0	4.0	5.3	30.5	-5.9	-8.4
Grades 6 to 8	13,309	4,950	4,426	35.3	3.6	-18.4	49.1	3.4	10.3	15.6	-7.0	8.2
Grades 9 to 12	9,642	3,748	1,890	24.0	-6.8	-16.5	48.3	-1.5	4.8	27.7	8.3	11.7
All Grades	49,602	28,047	25,693	26.3	1.0	-7.5	46.0	3.0	5.7	27.7	-4.0	1.7
Reading												
Grades 1 to 5	26,647	19,346	19,380	11.1	2.6	0.2	45.4	5.4	4.4	43.5	-8.0	-4.6
Grades 6 to 8	13,311	4,950	4,425	25.1	2.8	-2.1	25.2	-4.7	-5.2	49.7	1.9	7.3
Grades 9 to 12	9,641	3,748	1,890	19.8	-3.7	-2.9	34.9	-3.4	-5.4	45.2	7.2	8.4
All Grades	49,599	28,044	25,695	14.2	1.2	-3.4	41.1	3.2	3.1	44.7	-4.4	0.3
Writing												
Grades 1 to 5	26,625	19,333	19,378	9.1	2.5	1.8	55.0	5.3	7.6	35.9	-7.8	-9.4
Grades 6 to 8	13,302	4,949	4,425	21.9	4.6	3.8	30.8	-2.5	-2.3	47.3	-2.1	-1.5
Grades 9 to 12	9,637	3,748	1,888	26.5	3.7	4.4	24.5	-3.5	-5.1	48.9	-0.2	0.7
All Grades	49,564	28,030	25,691	12.6	1.9	-0.5	48.6	4.7	8.5	38.9	-6.6	-8.0

Source: District TELPAS data files dated 05/24/19, 07/19/20, and 07/19/21. PEIMS demographic data files dated 02/26/19, 11/01/19, and 11/04/20.

Note: 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 (data obtained from Palladino et al., 2019). 2020 level movement data include students who earned a TELPAS proficiency rating in both 2019 and 2020 (data obtained from Voss, 2020a). 2021 level movement data include students who earned a TELPAS proficiency rating in both 2020 and 2021. Regressed = Student moved down at least one level of English proficiency from the previous year. Stayed the Same = Student remained at the same proficiency level from the previous year. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Percentages may not sum to 100 because of rounding. 1 Yr Δ %pts = percentage-point change from 2020 to 2021. 2 Yr Δ %pts = percentage-point change from 2019 to 2021.

Dual Language. As shown in Table 13, composite scores on the 2021 TELPAS for ELs in OWDL and TWDL clustered at the intermediate (OWDL: 43%; TWDL: 43%) or advanced levels (OWDL: 25%; TWDL: 33%). The highest rates of ELs in SECDL for the composite score were at the advanced high proficiency level (43%) in 2021. In general, for domains, rates for OWDL and TWDL for the reading and writing domains clustered in the beginning (range: 35% to 47%) level, whereas results were more mixed for the listening and speaking domains. Rates for SECDL generally clustered around the advanced high level (range: 51% to 53%) for the listening, reading, and writing domains.

Two-year trends in composite English proficiency rates for DL programs varied, and 2021 rates were generally similar to those from 2019, except for SECDL rates, which notably increased over two years at the advanced high (+20 percentage points) proficiency level. Two-year trends in domain proficiency rates for DL ELs also varied and ranged from the largest decrease for SECDL in speaking at the beginning level (-12 percentage points) to the largest increases for SECDL for speaking at the advanced level (+19 percentage points).

Table 13: 2021 TELPAS English Proficiency Composite and Domain Ratings and Change: Dual Language

	Tested			Beginning			Intermediate			Advanced			Advanced High		
	2019 <i>N</i>	2020 <i>N</i>	2021 <i>N</i>	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite															
OWDL	27,692	20,368	23,542	25.2	-2.3	4.4	42.9	4.3	2.2	24.9	-0.5	-2.9	6.9	-1.7	-3.8
TWDL	2,866	2,961	3,268	13.7	-2.2	-2.0	43.3	1.2	1.9	32.5	2.8	2.1	10.5	-1.8	-2.0
SECDL	337	178	283	0.7	0.7	-1.4	23.3	13.2	-12.0	32.9	-26.1	-6.6	43.1	12.2	20.0
Listening															
OWDL	27,746	25,078	24,013	20.9	-0.2	0.6	26.7	-2.3	-4.1	28.3	-0.4	0.1	24.1	2.9	3.5
TWDL	2,870	3,382	3,323	10.5	-1.2	-2.8	23.6	-0.3	-2.8	31.8	-1.4	0.9	34.1	2.9	4.7
SECDL	342	387	312	1.6	-1.5	-1.6	12.5	-0.7	-8.3	32.7	5.8	-2.7	53.2	-3.6	12.6
Speaking															
OWDL	27,744	25,076	24,011	33.6	4.2	7.8	41.3	1.1	3.8	21.7	-2.0	-2.9	3.4	-3.4	-8.7
TWDL	2,870	3,381	3,323	20.2	0.3	0.1	44.4	3.4	5.5	28.7	0.6	0.4	6.8	-4.3	-5.9
SECDL	342	387	312	17.0	-8.9	-11.7	26.6	-11.6	-7.6	47.8	16.0	19.1	8.7	4.5	0.2
Reading															
OWDL	27,728	25,414	24,026	42.5	2.8	6.4	26.7	0.5	-1.7	13.8	-1.1	-3.4	17.0	-2.2	-1.3
TWDL	2,870	3,418	3,332	34.6	0.9	-0.8	27.3	-0.1	0.5	17.6	0.1	-1.3	20.5	-0.9	1.6
SECDL	342	389	313	1.9	0.1	-5.1	23.6	1.3	-1.2	23.6	-6.4	-6.5	50.8	5.0	12.8
Writing															
OWDL	27,700	20,916	23,921	46.8	-0.6	7.2	25.4	1.3	-2.0	17.6	0.4	-3.0	10.2	-1.1	-2.2
TWDL	2,867	3,013	3,358	35.6	-3.7	-2.4	29.8	4.1	2.4	21.5	1.1	1.9	13.1	-1.5	-1.9
SECDL	337	183	326	2.8	2.8	0.4	17.2	13.9	-0.6	29.1	-0.4	-5.9	50.9	-16.3	6.1

Source: District TELPAS data files dated 05/24/19, 07/19/20, and 07/19/21. PEIMS demographic data files dated 02/26/19, 11/01/19, and 11/04/20.
Note: 2019, 2020, and 2021 TELPAS ratings include students enrolled on the respective PEIMS snapshot dates. 1 Yr Δ %pts = percentage-point change from 2020 to 2021. 2 Yr Δ %pts = percentage-point change from 2019 to 2021.

Around half of ELs in OWDL (53%) and TWDL (49%) remained at the same composite proficiency level in 2021. ELs in OWDL and TWDL progressed at higher rates than they regressed for composite ratings (Table 14). Unlike students in OWDL and TWDL, a fourth of 2021 ELs in SECDL (25%) remained at the same composite proficiency level, and a higher rate of SECDL students progressed (70%) than regressed a level (6%). Across all domains, seven to 57 percent of ELs in DL programs remained at the same proficiency level in 2021. ELs in all DL programs and grade levels progressed (range: 30% to 80%) at higher rates across all domains than they regressed in 2021 (range: 3% to 27%).

For two-year trends, composite progression rate increases ranged from a four percentage-point decrease (OWDL) to a 43 percentage-point increase (SECDL). In addition, although the TELPAS-related goal of the BE/ESL Department was intended for ELs overall, composite rates of 2021 DL students in TWDL and SECDL overall exceeded the BE/ESL Department goal to at least maintain the percentage of students who regressed on TELPAS composite from 2019 to 2021 (regression rates were maintained for TWDL and decreased by 28 percentage points for SECDL). Other two-year trends were mixed.

Table 14: 2021 TELPAS Composite Level Movement and Change: Dual Language

	Tested			Regressed			Stayed the Same			Progressed		
	2019 N	2020 N	2021 N	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite												
OWDL	22,010	14,938	15,172	11.8	2.6	1.6	53.0	4.6	2.8	35.1	-7.3	-4.4
TWDL	2,321	2,366	2,539	13.4	2.8	-0.1	48.6	1.7	2.4	38.1	-4.5	-2.2
SECDL	330	176	146	5.5	-19.0	-27.9	24.7	-14.0	-15.3	69.9	32.9	43.2
Listening												
OWDL	22,009	14,938	15,171	15.6	-1.2	-5.8	30.6	2.3	-1.0	53.8	-1.1	6.8
TWDL	2,321	2,366	2,539	20.6	2.5	0.7	23.2	-0.6	-3.0	56.2	-2.0	2.3
SECDL	330	176	146	15.1	0.9	-7.7	6.8	-1.1	-22.2	78.1	0.2	29.9
Speaking												
OWDL	22,009	14,938	15,170	23.4	1.2	2.7	46.7	4.6	6.1	29.9	-5.8	-8.8
TWDL	2,321	2,366	2,539	27.3	4.3	1.5	40.5	2.4	2.8	32.2	-6.7	-4.3
SECDL	330	176	146	5.5	-31.5	-39.1	41.8	1.4	3.0	52.7	30.0	36.1
Reading												
OWDL	22,010	14,938	15,172	10.2	2.4	-0.3	47.2	6.0	5.7	42.6	-8.5	-5.4
TWDL	2,321	2,366	2,539	12.9	4.7	1.5	41.7	4.0	1.6	45.4	-8.7	-3.2
SECDL	330	176	146	10.3	-3.9	-13.1	11.6	-4.3	-20.8	78.1	8.2	33.8
Writing												
OWDL	21,993	14,928	15,170	7.9	2.2	1.6	56.9	5.6	9.0	35.2	-7.8	-10.6
TWDL	2,321	2,366	2,539	9.6	4.0	2.6	51.2	4.1	5.7	39.2	-8.1	-8.3
SECDL	330	176	146	2.7	-5.2	-23.6	17.1	-0.5	-2.0	80.1	5.7	25.6

Source: District TELPAS data files dated 05/24/19, 07/19/20, and 07/19/21. PEIMS demographic data files dated 02/26/19, 11/01/19, and 11/04/20.

Note: 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 (data obtained from Palladino et al., 2019). 2020 level movement data include students who earned a TELPAS proficiency rating in both 2019 and 2020 (data obtained from Voss, 2020a). 2021 level movement data include students who earned a TELPAS proficiency rating in both 2020 and 2021. Regressed = Student moved down at least one level of English proficiency from the previous year. Stayed the Same = Student remained at the same proficiency level from the previous year. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Percentages may not sum to 100 because of rounding. 1 Yr Δ %pts = percentage-point change from 2020 to 2021. 2 Yr Δ %pts = percentage-point change from 2019 to 2021.

ESL. As shown in Table 15, composite ratings for ELs in the ESL program typically clustered at the intermediate proficiency level on the 2021 TELPAS (range: 32%, grades K to 5 to 49%, grades 9 to 12). Composite rates of ESL students in grades six to eight were highest at the beginning level (46%) and decreased as the proficiency level increased (intermediate: 35%; advanced: 14%; advanced high: 5%). Domain rates for ESL students at all grade levels overall clustered around the beginning (range: 26% to 43%) and intermediate (range: 28% to 34%) levels in 2021. The highest domain rates of ESL students at the advanced high level were in grades K to five (range: 10% to 36%); rates at the advanced high level were lowest for the speaking (range: 0% to 10%) domain.

Two-year trends in composite English proficiency rates for ESL students varied and ranged from the largest decreases for grades six to eight at the intermediate level (-17 percentage points) to the largest increase in grades six to eight at the beginning level (+27 percentage points). Two-year trends in domain proficiency rates for ESL students varied and ranged from the largest decrease in grades six to eight in speaking at the intermediate level (-17 percentage points) to the largest increase in grades six to eight in listening at the beginning level (+29 percentage points). In fact, the highest increases in proficiency rates emerged at the beginning proficiency level for grades six to eight across all domains (+17 to +29 percentage points).

Table 15: 2021 TELPAS English Proficiency Composite and Domain Ratings and Change: ESL Students

	Tested			Beginning			Intermediate			Advanced			Advanced High		
	2019 N	2020 N	2021 N	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite															
Grades K to 5	1,256	1,167	1,137	12.0	-1.5	-1.9	31.7	-2.3	-2.0	39.2	3.8	7.3	17.2	0.1	-3.3
Grades 6 to 8	1,478	381	540	45.7	12.4	26.9	35.2	-4.4	-16.8	13.9	-7.9	-12.1	5.2	0.0	2.0
Grades 9 to 12	1,591	621	693	28.4	0.4	2.6	49.4	-3.7	-3.8	16.2	2.2	0.0	6.1	1.3	1.3
All Grades	4,325	2,169	2,370	24.5	3.3	4.5	37.6	-2.9	-9.5	26.7	-0.2	2.6	11.2	-0.3	2.4
Listening															
Grades K to 5	1,258	1,290	1,161	11.0	-1.5	-4.2	19.8	-5.6	-6.9	33.4	2.4	5.5	35.7	4.7	5.5
Grades 6 to 8	1,515	1,084	652	47.1	9.9	28.9	29.8	-3.9	-7.5	11.2	-2.2	-15.2	12.0	-3.8	-6.3
Grades 9 to 12	1,747	1,498	1,086	34.0	-5.7	-6.7	35.8	1.4	-0.3	21.5	5.6	6.5	8.7	-1.4	0.5
All Grades	4,520	3,872	2,899	27.7	-2.2	1.7	28.0	-3.2	-5.8	24.0	3.7	1.5	20.2	1.6	2.6
Speaking															
Grades K to 5	1,258	1,289	1,161	16.7	-0.4	-1.6	42.5	2.8	8.9	31.1	2.0	1.9	9.7	-4.5	-9.3
Grades 6 to 8	1,515	1,084	652	59.8	3.5	17.9	31.0	-4.4	-17.1	8.9	1.3	0.1	0.3	-0.4	-0.9
Grades 9 to 12	1,747	1,498	1,086	59.6	-4.6	2.2	22.6	-1.4	-2.6	15.3	4.5	0.5	2.6	1.4	-0.2
All Grades	4,520	3,871	2,899	42.5	-3.8	1.2	32.4	0.0	-2.7	20.2	4.2	3.4	4.9	-0.4	-1.8
Reading															
Grades K to 5	1,263	1,309	1,163	21.9	-0.5	-3.4	26.5	-1.1	1.1	21.0	-1.7	-2.5	30.6	3.3	4.7
Grades 6 to 8	1,539	1,136	657	58.1	14.8	25.8	21.3	-13.9	-15.7	10.0	-1.7	-7.5	10.5	0.7	-2.6
Grades 9 to 12	1,753	1,506	1,085	38.0	11.9	3.1	38.6	-13.5	-4.2	11.8	-0.8	-2.2	11.6	2.3	3.2
All Grades	4,555	3,951	2,905	36.1	6.3	4.8	29.8	-9.3	-6.2	15.1	-0.6	-2.7	19.0	3.6	4.1
Writing															
Grades K to 5	1,260	1,199	1,160	22.8	-3.0	-1.5	30.3	1.7	-1.6	27.7	-0.1	2.4	19.3	1.5	0.7
Grades 6 to 8	1,504	481	604	40.4	0.1	16.5	35.3	7.4	-0.7	14.2	-6.6	-12.6	10.1	-0.9	-3.2
Grades 9 to 12	1,603	770	950	21.6	-6.5	1.7	38.3	1.8	-3.4	23.8	0.7	-3.2	16.3	4.0	4.8
All Grades	4,367	2,450	2,714	26.3	-3.1	3.8	34.2	3.3	-2.7	23.3	-1.6	-3.1	16.2	1.4	2.0

Source: District TELPAS data files dated 05/24/19, 07/19/20, and 07/19/21. PEIMS demographic data files dated 02/26/19, 11/01/19, and 11/04/20.
Note: 2019, 2020, and 2021 TELPAS ratings include students enrolled on the respective PEIMS snapshot dates. 1 Yr Δ %pts = percentage-point change from 2020 to 2021. 2 Yr Δ %pts = percentage-point change from 2019 to 2021.

The percentage of ELs in ESL programs that remained at the same composite proficiency level in 2021 ranged from 44 to 54 percent. ELs in ESL progressed at higher rates than they regressed in all grade level groupings for composite ratings (Table 16). Over a third of ESL students across all domains in 2021 remained at the same proficiency level (range: 26% to 64%). Except for grades six to eight in the speaking domain, ESL students progressed (range: 25% to 59%) at higher rates across all domains and grade levels than they regressed (range: 8% to 28%).

For two-year trends, composite progression rate changes ranged from a decrease of two percentage points (grades 1 to 5) to an increase of 12 percentage points (grades 9 to 12). Although the TELPAS-related goal of the BE/ESL Department was intended for ELs overall, 2021 ESL students overall exceeded the BE/ESL Department goal to at least maintain the percentage of students who regressed on TELPAS composite from 2019 to 2021 (regression rates decreased by 4%). For all grade levels overall for domain rates, ESL student progression rates trended higher in 2021 than in 2019 in listening, speaking, and reading and trended lower in writing.

Table 16: 2021 TELPAS Composite and Domain Level Movement and Change: ESL Students

	Tested			Regressed			Stayed the Same			Progressed		
	2019 N	2020 N	2021 N	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite												
Grades 1 to 5	897	818	809	16.6	2.9	0.1	44.4	2.1	2.1	39.1	-4.9	-2.2
Grades 6 to 8	1,078	229	204	14.2	5.9	-7.4	53.4	-0.3	-1.8	32.4	-5.6	9.2
Grades 9 to 12	1,123	365	221	14.0	0.3	-6.6	53.8	-2.0	-4.9	32.1	1.7	11.6
All Grades	3,098	1,412	1,234	15.7	2.9	-4.1	47.6	-0.1	-5.2	36.7	-2.8	9.2
Listening												
Grades 1 to 5	897	818	809	15.6	-1.4	-3.7	25.5	1.6	-2.3	59.0	-0.2	6.0
Grades 6 to 8	1,078	229	204	13.2	7.1	1.7	43.1	6.9	4.8	43.6	-14.0	-6.6
Grades 9 to 12	1,123	365	221	17.2	0.2	-9.5	48.4	2.4	0.7	34.4	-2.6	8.8
All Grades	3,098	1,412	1,234	15.5	0.3	-3.8	32.5	0.9	-6.2	52.0	-1.2	10.0
Speaking												
Grades 1 to 5	897	818	809	27.8	3.2	3.7	38.4	3.1	3.3	33.7	-6.4	-7.1
Grades 6 to 8	1,078	229	204	26.5	6.4	-16.3	53.4	-1.2	6.2	20.1	-5.2	10.1
Grades 9 to 12	1,123	365	221	10.9	-11.3	-22.7	63.8	2.4	12.3	25.3	8.9	10.4
All Grades	3,098	1,412	1,234	24.6	1.3	-9.5	45.5	0.3	0.2	30.0	-1.6	9.3
Reading												
Grades 1 to 5	897	818	809	15.6	3.0	-1.4	32.0	-2.1	-1.8	52.4	-0.9	3.1
Grades 6 to 8	1,078	229	204	15.7	2.6	-8.5	47.1	6.0	8.0	37.3	-8.6	0.5
Grades 9 to 12	1,123	365	221	19.5	4.7	-4.9	49.8	2.9	3.8	30.8	-7.6	1.0
All Grades	3,098	1,412	1,234	16.3	3.0	-5.9	37.7	-0.8	-2.3	46.0	-2.2	8.2
Writing												
Grades 1 to 5	897	818	809	16.6	4.0	1.3	42.3	1.9	2.0	41.2	-5.9	-3.3
Grades 6 to 8	1,078	229	204	7.8	-1.8	-3.7	53.4	6.3	13.4	38.7	-4.5	-9.8
Grades 9 to 12	1,123	365	220	15.0	-1.2	2.0	30.5	-7.4	-10.0	54.5	8.5	8.0
All Grades	3,098	1,412	1,233	14.8	1.8	1.7	42.0	1.2	1.8	43.1	-3.0	-3.5

Source: District TELPAS data files dated 05/24/19, 07/19/20, and 07/19/21. PEIMS demographic data files dated 02/26/19, 11/01/19, and 11/04/20.

Note: 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 (data obtained from Palladino et al., 2019). 2020 level movement data include students who earned a TELPAS proficiency rating in both 2019 and 2020 (data obtained from Voss, 2020a). 2021 level movement data include students who earned a TELPAS proficiency rating in both 2020 and 2021. Regressed = Student moved down at least one level of English proficiency from the previous year. Stayed the Same = Student remained at the same proficiency level from the previous year. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Percentages may not sum to 100 because of rounding. 1 Yr Δ %pts = percentage-point change from 2020 to 2021. 2 Yr Δ %pts = percentage-point change from 2019 to 2021.

Sheltered. As shown in Table 17, composite ratings for sheltered students typically clustered at the intermediate (39%, grades 6 to 8; 47%, grades 9 to 12) or advanced (46%, grades 6 to 8; 38%, grades 9 to 12) proficiency levels on the 2021 TELPAS. With the exception of the speaking domain, domain rates for sheltered students across all grade levels and domains had the lowest rates at the beginning level in 2021 (range: 2% to 11%). Rates at the advanced high level were highest for the listening (42%, grades 6 to 8; 22%, grades 9 to 12) and writing (32%, grades 6 to 8; 38%, grades 9 to 12) domains.

Two-year trends in composite English proficiency rates for sheltered students varied and ranged from the largest decreases for grades six to eight at the advanced level and grades nine to 12 at the beginning level (-3 percentage points) to the largest increase in grades six to eight at the advanced high level (+3 percentage points). Often, composite rates remained relatively consistent from 2019 to 2021. Two-year trends in domain proficiency rates for sheltered students also varied and ranged from the largest decrease for grades six to eight in listening at the advanced level (-9 percentage points) to the largest increase in grades nine to 12 in listening at the advanced level (+15 percentage points).

Table 17: 2021 TELPAS English Proficiency Composite and Domain Ratings and Change: Sheltered Students

	Tested			Beginning			Intermediate			Advanced			Advanced High		
	2019 N	2020 N	2021 N	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite															
Grades 6 to 8	10,497	4,082	6,710	2.3	1.4	1.1	39.2	5.2	-1.0	46.0	-3.3	-3.2	12.5	-3.4	3.1
Grades 9 to 12	7,716	3,050	2,974	1.1	-0.6	-3.2	47.3	-7.7	-0.8	37.5	4.8	1.8	14.1	3.5	2.2
All Grades	18,213	7,132	9,684	1.9	0.7	-0.6	41.7	-1.2	-1.9	43.4	1.2	-0.1	13.0	-0.6	2.5
Listening															
Grades 6 to 8	10,655	9,513	8,557	3.1	0.9	1.4	24.3	5.0	5.0	30.2	0.0	-8.5	42.4	-6.0	2.1
Grades 9 to 12	8,410	6,546	5,109	2.3	-1.0	-7.7	24.3	-2.0	-6.5	51.2	13.9	15.1	22.1	-10.8	-0.9
All Grades	19,065	16,059	13,666	2.8	0.1	-2.6	24.3	2.2	-0.1	38.1	4.9	0.5	34.8	-7.3	2.1
Speaking															
Grades 6 to 8	10,655	9,513	8,557	26.4	4.3	2.5	52.3	-2.4	-6.0	20.0	-1.6	4.0	1.3	-0.4	-0.5
Grades 9 to 12	8,410	6,546	5,109	43.3	-3.0	0.9	27.9	-2.9	-1.5	25.1	5.0	0.9	3.8	0.9	-0.4
All Grades	19,065	16,059	13,666	32.7	0.8	0.6	43.2	-1.8	-2.3	21.9	0.9	2.3	2.2	0.1	-0.6
Reading															
Grades 6 to 8	10,764	9,793	8,642	11.3	1.1	0.7	27.9	-5.0	-2.5	28.1	-1.4	-1.1	32.8	5.3	2.8
Grades 9 to 12	8,420	6,590	5,140	5.7	-0.3	-6.4	37.6	-2.1	1.7	30.5	0.1	0.8	26.2	2.4	3.9
All Grades	19,184	16,383	13,782	9.2	0.7	-2.0	31.5	-4.2	-1.3	29.0	-0.9	-0.4	30.3	4.3	3.7
Writing															
Grades 6 to 8	10,620	4,989	8,127	5.0	2.1	1.9	25.9	2.6	1.5	37.7	-0.3	-1.0	31.5	-4.4	-2.4
Grades 9 to 12	7,762	3,830	4,428	3.7	2.0	1.9	22.5	2.9	2.6	36.2	-5.3	-5.7	37.5	0.3	1.2
All Grades	18,382	8,819	12,555	4.5	2.2	2.0	24.7	3.0	2.2	37.2	-2.3	-2.9	33.6	-2.9	-1.3

Source: District TELPAS data files dated 05/24/19, 07/19/20, and 07/19/21. PEIMS demographic data files dated 02/26/19, 11/01/19, and 11/04/20.
 Note: 2019, 2020, and 2021 TELPAS ratings include students enrolled on the respective PEIMS snapshot dates. 1 Yr Δ %pts = percentage-point change from 2020 to 2021. 2 Yr Δ %pts = percentage-point change from 2019 to 2021.

Around half of sheltered students (range: 49% to 53%) remained at the same composite proficiency level in 2021. Sheltered students progressed at higher rates than they regressed in grades nine to 12 for composite ratings (Table 18). The percentage of sheltered students across all domains in 2021 that remained at the same proficiency level ranged from 24 to 49 percent. Across domains and grade levels, sheltered students were mixed regarding whether progression rates (range: 14% to 57%) were higher or lower than regression rates (range: 19% to 38%).

For two-year trends, composite progression rates increased by seven percentage points (grades 6 to 8 and grades 9 to 12). Although the TELPAS-related goal of the BE/ESL Department was intended for ELs overall, 2021 sheltered students overall exceeded the BE/ESL Department goal to at least maintain the percentage of students who regressed on TELPAS composite from 2019 to 2021 (regression rates decreased by 6 percentage points). For all grade levels overall for domain rates, sheltered student progression rates trended higher in 2021 than in 2019 in listening, speaking, and reading, and trended lower in writing.

Table 18: 2021 TELPAS Composite and Domain Level Movement and Change: Sheltered Students

	Tested			Regressed			Stayed the Same			Progressed		
	2019 N	2020 N	2021 N	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite												
Grades 6 to 8	10,113	3,912	3,269	28.5	9.0	-4.4	48.8	-3.5	-2.3	22.7	-5.5	6.7
Grades 9 to 12	6,800	2,728	1,192	21.2	-2.4	-10.8	53.4	-2.1	4.0	25.3	4.5	6.8
All Grades	16,913	6,640	4,461	26.6	5.3	-6.0	50.0	-3.6	-0.4	23.4	-1.7	6.4
Listening												
Grades 6 to 8	10,111	3,912	3,269	18.6	8.9	2.5	24.0	-0.7	-7.6	57.4	-8.2	5.1
Grades 9 to 12	6,800	2,728	1,192	35.5	13.3	1.5	30.3	-3.2	-5.9	34.2	-10.2	4.4
All Grades	16,911	6,640	4,461	23.1	8.3	-0.1	25.6	-2.6	-7.8	51.2	-5.7	7.9
Speaking												
Grades 6 to 8	10,111	3,912	3,269	37.5	5.7	-18.2	48.9	2.5	11.3	13.6	-8.2	6.9
Grades 9 to 12	6,800	2,728	1,192	25.6	-5.9	-16.3	47.0	-2.9	4.2	27.4	8.8	12.1
All Grades	16,911	6,640	4,461	34.3	2.6	-15.8	48.4	0.6	8.7	17.3	-3.2	7.1
Reading												
Grades 6 to 8	10,113	3,912	3,269	26.9	3.3	-1.4	25.2	-5.4	-5.6	47.9	2.1	7.0
Grades 9 to 12	6,799	2,728	1,192	20.8	-3.6	-2.5	36.7	-2.9	-4.7	42.5	6.5	7.2
All Grades	16,912	6,640	4,461	25.3	1.3	-1.0	28.2	-6.0	-6.8	46.5	4.7	7.8
Writing												
Grades 6 to 8	10,107	3,911	3,269	23.5	5.1	4.9	29.9	-3.3	-2.8	46.6	-1.8	-2.1
Grades 9 to 12	6,799	2,728	1,191	29.4	5.3	6.0	23.8	-4.4	-5.8	46.9	-0.8	-0.1
All Grades	16,906	6,639	4,460	25.1	4.3	4.5	28.3	-2.9	-3.2	46.7	-1.5	-1.3

Source: District TELPAS data files dated 05/24/19, 07/19/20, and 07/19/21. PEIMS demographic data files dated 02/26/19, 11/01/19, and 11/04/20.

Note: 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 (data obtained from Palladino et al., 2019). 2020 level movement data include students who earned a TELPAS proficiency rating in both 2019 and 2020 (data obtained from Voss, 2020a). 2021 level movement data include students who earned a TELPAS proficiency rating in both 2020 and 2021. Regressed = Student moved down at least one level of English proficiency from the previous year. Stayed the Same = Student remained at the same proficiency level from the previous year. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Percentages may not sum to 100 because of rounding. 1 Yr Δ %pts = percentage-point change from 2020 to 2021. 2 Yr Δ %pts = percentage-point change from 2019 to 2021.

Immigrant. As shown in Table 19, composite English proficiency ratings for immigrant students who were ELs generally clustered around the beginning (range: 29%, grades 9 to 12 to 41%, grades K to 5) and intermediate (range: 39%, grades K to 5 to 47%, grades 9 to 12) levels on the 2021. Domain rates for immigrant students across all grade levels and domains also clustered around the beginning (range: 22% to 60%) and intermediate (range: 22% to 38%) levels in 2021. Rates at the advanced high level were lowest for the speaking (range: 0% to 2%) domain.

Two-year trends in composite English proficiency rates for immigrant students varied and ranged from the largest decrease for grades six to eight at the intermediate level (-9 percentage points) to the largest increase in grades six to eight at the beginning level (+10 percentage points). Often, composite rates remained relatively consistent from 2019 to 2021. Two-year trends in domain proficiency rates for immigrant students varied and ranged from the largest decreases for grades K to five in listening at the beginning level and grades six to eight in reading at the intermediate level (-12 percentage points) to the largest increase also in grades six to eight in reading at the beginning level (+10 percentage points). For immigrant students in all grade levels overall, rates of students at the advanced high proficiency levels for the listening, reading, and writing domains increased whereas the speaking domain decreased.

Table 19: 2021 TELPAS English Proficiency Composite and Domain Ratings and Change: Immigrant Students

	Tested			Beginning			Intermediate			Advanced			Advanced High		
	2019 N	2020 N	2021 N	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite															
Grades K to 5	2,737	3,409	3,844	40.6	-11.0	-6.0	38.6	7.0	1.5	16.2	2.6	4.0	4.6	1.4	0.5
Grades 6 to 8	809	349	845	37.3	2.1	10.4	40.8	-6.2	-9.3	17.4	1.6	-2.6	4.5	2.5	1.5
Grades 9 to 12	1,058	542	553	28.9	-0.8	-0.7	47.4	-6.1	-1.6	15.6	2.7	-0.8	8.1	4.2	3.0
All Grades	4,604	4,300	5,242	38.9	-8.6	-0.3	39.9	4.3	-2.2	16.3	2.6	1.7	4.9	1.7	0.8
Listening															
Grades K to 5	2,747	4,045	3,922	34.2	-11.0	-12.1	29.2	0.1	-1.4	20.0	3.8	5.4	16.6	7.1	8.2
Grades 6 to 8	833	1,102	1,041	35.5	-0.8	7.8	34.3	-1.7	-6.8	15.5	1.0	-4.3	14.7	1.5	3.3
Grades 9 to 12	1,165	1,260	898	34.9	-7.8	-10.7	35.0	0.9	1.9	21.7	7.0	8.5	8.5	-0.2	0.3
All Grades	4,745	6,407	5,861	34.5	-8.7	-8.3	31.0	-0.3	-2.1	19.5	3.9	4.3	15.0	5.1	6.1
Speaking															
Grades K to 5	2,747	4,044	3,921	49.6	-4.4	1.4	35.4	3.9	1.0	12.7	1.7	0.3	2.3	-1.1	-2.7
Grades 6 to 8	833	1,102	1,041	54.1	-1.7	6.5	34.9	-1.4	-9.5	10.8	3.3	3.6	0.3	-0.2	-0.6
Grades 9 to 12	1,165	1,260	898	59.9	-5.5	2.2	22.3	0.2	-2.0	15.4	4.5	1.0	2.4	0.8	-1.2
All Grades	4,745	6,406	5,860	52.0	-4.6	1.6	33.3	2.8	-0.4	12.7	2.4	0.8	2.0	-0.6	-2.0
Reading															
Grades K to 5	2,748	4,116	3,929	52.8	-6.4	-6.2	27.5	2.6	1.8	9.6	0.7	0.4	10.2	3.1	4.0
Grades 6 to 8	834	1,148	1,051	52.1	5.2	10.2	23.6	-10.4	-11.9	13.0	2.6	0.3	11.2	2.6	1.4
Grades 9 to 12	1,167	1,281	900	39.2	11.4	1.3	37.6	-14.0	-2.5	12.7	1.0	-0.5	10.6	1.7	1.7
All Grades	4,749	6,545	5,880	50.6	-0.3	-0.3	28.3	-3.4	-2.6	10.7	1.0	-0.1	10.4	2.7	3.0
Writing															
Grades K to 5	2,744	3,529	3,906	57.7	-8.0	-5.9	25.5	4.8	2.1	11.8	1.8	2.7	5.0	1.3	1.1
Grades 6 to 8	810	440	951	33.1	-8.7	-0.6	35.8	1.7	-1.2	20.4	4.7	0.9	10.7	2.3	0.8
Grades 9 to 12	1,062	698	785	22.0	-5.9	-0.6	36.9	-0.2	-3.2	25.0	1.8	-0.3	16.1	4.3	4.0
All Grades	4,616	4,667	5,642	48.6	-9.2	-0.4	28.8	4.4	-0.8	15.1	2.6	0.5	7.5	2.2	0.7

Source: District TELPAS data files dated 05/24/19, 07/19/20, and 07/19/21. PEIMS demographic data files dated 02/26/19, 11/01/19, and 11/04/20.
Note: 2019, 2020, and 2021 TELPAS ratings include students enrolled on the respective PEIMS snapshot dates. 1 Yr Δ %pts = percentage-point change from 2020 to 2021. 2 Yr Δ %pts = percentage-point change from 2019 to 2021.

Over half of immigrant students (range: 55% to 60%) remained at the same composite proficiency level in 2021. Immigrant students progressed at higher rates than they regressed in all grade level groupings for composite ratings (Table 20). The percentage of immigrant students across all domains in 2021 that remained at the same proficiency level ranged from 31 to 67 percent. Except for grades six to eight in the speaking domain, immigrant students progressed (range: 21% to 53%) at higher rates across all domains and grade levels than they regressed (range: 5% to 21%).

For two-year trends, composite progression rate changes ranged from a decrease of six percentage points (grades 1 to 5) to an increase of seven percentage points (grades 9 to 12). Although the TELPAS-related goal of the BE/ESL Department was intended for ELs overall, 2021 immigrant students overall exceeded the BE/ESL Department goal to at least maintain the percentage of students who regressed on TELPAS composite from 2019 to 2021 (regression rates decreased by 3 percentage points). For all grade levels overall for domain rates, immigrant student progression rates trended higher in 2021 than in 2019 in listening and trended lower in speaking, reading, and writing.

Table 20: 2021 TELPAS Composite and Domain Level Movement and Change: Immigrant Students

	Tested			Regressed			Stayed the Same			Progressed		
	2019 N	2020 N	2021 N	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite												
Grades 1 to 5	1,574	1,831	2,626	6.8	0.5	0.0	57.1	7.7	5.6	36.1	-8.2	-5.6
Grades 6 to 8	504	227	331	13.3	5.4	0.2	59.5	1.4	4.8	27.2	-6.7	-5.0
Grades 9 to 12	706	345	192	16.1	0.8	-4.3	54.7	-4.4	-3.0	29.2	3.7	7.2
All Grades	2,784	2,403	3,149	8.1	0.3	-3.4	57.2	5.5	3.6	34.7	-5.9	-0.2
Listening												
Grades 1 to 5	1,574	1,831	2,626	10.4	0.6	-1.6	38.5	3.3	-3.7	51.1	-4.0	5.4
Grades 6 to 8	504	227	331	10.3	2.8	1.7	49.5	12.1	7.7	40.2	-14.9	-9.4
Grades 9 to 12	706	345	192	20.3	7.0	-5.9	50.0	-0.4	2.0	29.7	-6.5	3.9
All Grades	2,784	2,403	3,149	11.0	0.9	-4.0	40.4	2.8	-3.3	48.7	-3.7	7.3
Speaking												
Grades 1 to 5	1,574	1,831	2,625	14.1	0.9	1.7	56.7	7.7	8.4	29.2	-8.6	-10.1
Grades 6 to 8	504	227	331	19.6	0.3	-14.7	62.5	4.4	9.4	17.8	-4.6	5.3
Grades 9 to 12	706	345	192	12.5	-10.4	-20.4	66.7	4.9	16.2	20.8	5.5	4.1
All Grades	2,784	2,403	3,148	14.6	-0.6	-7.0	57.9	6.2	8.2	27.5	-5.6	-1.3
Reading												
Grades 1 to 5	1,574	1,831	2,626	8.8	1.5	0.1	55.3	5.1	2.1	35.9	-6.6	-2.3
Grades 6 to 8	504	227	331	20.8	5.0	1.2	47.7	5.9	6.3	31.4	-10.9	-7.5
Grades 9 to 12	706	345	192	19.3	1.6	-3.8	52.1	3.7	4.8	28.6	-5.3	-1.0
All Grades	2,784	2,403	3,149	10.7	1.1	-3.6	54.3	5.2	4.7	35.0	-6.2	-1.1
Writing												
Grades 1 to 5	1,574	1,831	2,626	5.3	1.7	1.8	65.9	5.8	7.7	28.8	-7.5	-9.6
Grades 6 to 8	504	227	331	10.0	-1.5	1.8	50.8	1.0	9.1	39.3	0.5	-10.9
Grades 9 to 12	706	345	192	16.1	1.9	4.4	30.7	-11.9	-8.8	53.1	9.9	4.4
All Grades	2,784	2,403	3,149	6.5	0.6	0.0	62.2	5.5	11.7	31.3	-6.2	-11.8

Source: District TELPAS data files dated 05/24/19, 07/19/20, and 07/19/21. PEIMS demographic data files dated 02/26/19, 11/01/19, and 11/04/20.

Note: 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 (data obtained from Palladino et al., 2019). 2020 level movement data include students who earned a TELPAS proficiency rating in both 2019 and 2020 (data obtained from Voss, 2020a). 2021 level movement data include students who earned a TELPAS proficiency rating in both 2020 and 2021. Regressed = Student moved down at least one level of English proficiency from the previous year. Stayed the Same = Student remained at the same proficiency level from the previous year. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Percentages may not sum to 100 because of rounding. 1 Yr Δ %pts = percentage-point change from 2020 to 2021. 2 Yr Δ %pts = percentage-point change from 2019 to 2021.

Parent Denials. When examined across grades, students whose parents denied EL services had TELPAS ratings that followed a pattern similar to that of ELs overall on composite ratings with the exception of the beginning level (see Table 11 for ELs). As shown in Table 21, composite ratings for parent denials at all grade levels tended to cluster in the intermediate (range: 35%, grades 6 to 8 to 45%, grades K to 5) and advanced (range: 36%, grades K to 5 to 49%, grades 6 to 8) levels of English proficiency, with similar patterns as those for all ELs. For the domains, similar to ELs, parent denial rates for the speaking domain at the advanced high level (range: 2% to 9%) were generally lower than for listening (range: 30% to 43%), reading (range: 24% to 32%), and writing (range: 16% to 40%). Also, in a similar pattern to ELs, grade level differences for parent denials were most pronounced for the reading and writing domains, with scores for the youngest students clustering more at the lower proficiency levels than for students at the older grade levels.

Two-year trends in composite English proficiency rates for parent denials varied and ranged from the largest decreases for grades nine to 12 at the intermediate level (-7 percentage points) to the largest

increase in grades nine to 12 at the advanced high level (+6 percentage points). Two-year trends in domain proficiency rates for parent denials also varied and ranged from the largest decrease in grades K to five in speaking at the advanced high level (-10 percentage points) to the largest increase in grades nine to 12 in listening at the advanced level (+11 percentage points). For parent denials in all grades overall, rates at advanced high trended slightly higher over two years in the listening domain, stayed the same in the reading domain, and trended slightly lower over two years in the speaking and writing domains.

Table 21: 2021 TELPAS English Proficiency Composite and Domain Ratings and Change: Parent Denials

	Tested			Beginning			Intermediate			Advanced			Advanced High		
	2019 N	2020 N	2021 N	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite															
Grades K to 5	1,968	1,470	1,486	6.0	-0.5	0.3	44.9	7.2	4.7	36.1	-1.1	-0.1	13.0	-5.6	-4.8
Grades 6 to 8	939	306	522	2.3	2.3	1.2	34.5	-2.4	-2.8	49.2	3.4	-1.5	14.0	-3.3	3.0
Grades 9 to 12	857	241	266	0.4	-0.8	-3.5	38.7	-14.4	-6.7	39.5	2.6	4.6	21.4	12.7	5.5
All Grades	3,764	2,017	2,274	4.5	-0.4	0.4	41.8	2.4	1.1	39.5	1.0	0.0	14.2	-3.0	-1.4
Listening															
Grades K to 5	1,975	1,808	1,558	6.4	2.0	0.0	22.8	1.1	-3.1	36.8	-0.7	4.0	34.0	-2.4	-1.0
Grades 6 to 8	967	766	677	2.2	0.6	0.9	22.0	7.3	5.4	32.5	4.2	-7.5	43.3	-12.1	1.3
Grades 9 to 12	930	610	441	2.3	-0.4	-7.0	21.8	-1.5	-6.5	45.6	8.5	11.3	30.4	-6.7	2.2
All Grades	3,872	3,184	2,676	4.6	1.3	-1.2	22.5	2.1	-1.7	37.1	2.0	2.2	35.8	-5.3	0.7
Speaking															
Grades K to 5	1,975	1,808	1,558	17.6	4.0	3.9	46.3	2.3	7.1	27.6	-1.7	-1.0	8.5	-4.5	-10.0
Grades 6 to 8	967	766	677	24.4	5.6	4.6	53.0	-3.0	-6.1	20.8	-2.0	2.4	1.8	-0.6	-0.9
Grades 9 to 12	930	610	441	36.5	-5.0	-2.1	24.0	-6.6	-4.4	33.3	8.7	7.0	6.1	2.8	-0.5
All Grades	3,872	3,184	2,676	22.4	2.2	1.2	44.3	0.0	2.7	26.8	0.0	1.3	6.4	-2.2	-5.3
Reading															
Grades K to 5	1,974	1,831	1,564	21.0	0.4	0.6	33.6	3.6	3.7	21.4	0.6	-2.5	24.0	-4.6	-1.8
Grades 6 to 8	975	788	690	9.9	1.6	-2.5	28.3	-6.4	-2.4	30.9	-0.7	2.8	31.0	5.5	2.1
Grades 9 to 12	932	609	444	7.4	2.5	-4.5	30.4	-7.2	-1.1	30.2	-2.3	1.6	32.0	7.0	4.0
All Grades	3,881	3,228	2,698	15.9	1.3	-0.4	31.7	-0.9	1.2	25.2	-0.4	-0.8	27.1	0.0	0.0
Writing															
Grades K to 5	1,973	1,531	1,550	21.9	1.7	2.7	35.8	2.4	0.9	26.2	-1.5	-1.6	16.1	-2.6	-2.0
Grades 6 to 8	945	366	635	5.4	0.4	1.3	22.0	1.6	-1.9	36.5	-5.3	-2.1	36.1	3.3	2.6
Grades 9 to 12	861	322	431	3.2	1.7	1.2	23.4	3.9	3.5	33.6	-7.7	-4.7	39.7	2.1	0.1
All Grades	3,779	2,219	2,616	14.8	-0.2	3.3	30.4	1.1	1.7	29.9	-2.1	-3.0	24.8	1.1	-2.0

Source: District TELPAS data files dated 05/24/19, 07/19/20, and 07/19/21. PEIMS demographic data files dated 02/26/19, 11/01/19, and 11/04/20.
 Note: 2019, 2020, and 2021 TELPAS ratings include students enrolled on the respective PEIMS snapshot dates. 1 Yr Δ %pts = percentage-point change from 2020 to 2021. 2 Yr Δ %pts = percentage-point change from 2019 to 2021.

From 46 to 48 percent of parent denials in 2021 remained at the same composite proficiency level, and parent denials in grades nine to 12 progressed at a higher rate (1 to 5: 29%; 6 to 8: 23%; 9 to 12: 32%, Table 22) and regressed at a similar or lower rate (1 to 5: 23%; 6 to 8: 30%; 9 to 12: 23%) than those in the lower grades. Across all domains and grades, 18 to 54 percent of parent denials remained at the same proficiency level in 2021. For all grades overall, parent denials progressed at a similar or higher rate in the listening, reading, and writing domains (range: 39% to 49%) than they regressed (range: 21% to 27%).

Two-year composite progression rate changes ranged from a six percentage-point decrease (grades 1 to 5) to an 11 percentage-point increase (grades 9 to 12) percentage points from 2019 to 2021. For all grade levels overall for domain rates, parent denial progression rates trended higher in 2021 than in 2019 in listening and speaking, remained similar in reading, and trended lower in writing.

Table 22: 2021 TELPAS Composite and Domain Level Movement and Change: Parent Denials

	Tested			Regressed			Stayed the Same			Progressed		
	2019 N	2020 N	2021 N	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts	2021 %	1 Yr Δ %pts	2 Yr Δ %pts
Composite												
Grades 1 to 5	1,664	1,209	1,044	22.8	7.1	4.9	48.4	3.6	1.3	28.8	-10.7	-6.1
Grades 6 to 8	885	292	239	30.1	10.3	-0.2	46.9	-3.5	-5.5	23.0	-6.8	5.6
Grades 9 to 12	753	215	92	22.8	-4.2	-8.2	45.7	-6.9	-2.8	31.5	11.1	11.1
All Grades	3,302	1,716	1,375	24.1	6.2	-0.2	47.9	1.2	-0.9	28.0	-7.5	1.0
Listening												
Grades 1 to 5	1,664	1,209	1,044	26.5	4.9	4.4	25.1	3.7	-1.8	48.4	-8.5	-2.6
Grades 6 to 8	885	292	239	26.8	18.6	12.9	18.4	-5.2	-14.6	54.8	-13.3	1.7
Grades 9 to 12	753	215	92	33.7	10.4	2.0	28.3	-3.4	-7.2	38.0	-7.1	5.2
All Grades	3,302	1,716	1,375	27.1	7.5	4.9	24.1	1.1	-6.4	48.8	-8.5	1.4
Speaking												
Grades 1 to 5	1,664	1,209	1,044	33.3	4.2	2.4	39.3	3.3	5.3	27.4	-7.5	-7.8
Grades 6 to 8	885	292	239	38.9	6.0	-13.5	46.4	4.7	6.2	14.6	-10.7	7.3
Grades 9 to 12	753	215	92	21.7	-7.6	-20.5	54.3	4.6	13.0	23.9	3.0	7.4
All Grades	3,302	1,716	1,375	33.5	3.7	-5.7	41.5	2.8	4.2	24.9	-6.6	1.5
Reading												
Grades 1 to 5	1,662	1,207	1,044	21.3	4.5	3.4	35.2	3.3	0.7	43.6	-7.8	-4.1
Grades 6 to 8	885	292	238	23.1	-1.2	-4.2	29.8	-2.4	-3.3	47.1	3.6	7.5
Grades 9 to 12	753	215	92	20.7	-7.7	-0.6	34.8	0.8	-3.1	44.6	6.9	3.7
All Grades	3,300	1,714	1,374	21.5	2.1	0.4	34.2	2.0	-0.6	44.3	-4.1	0.3
Writing												
Grades 1 to 5	1,660	1,207	1,044	20.1	5.1	2.9	42.8	2.6	0.8	37.1	-7.7	-3.8
Grades 6 to 8	882	292	238	25.2	4.0	5.6	28.2	-7.1	-6.3	46.6	3.1	0.7
Grades 9 to 12	752	215	92	21.7	-2.0	-3.8	31.5	2.7	4.7	46.7	-0.7	-0.9
All Grades	3,294	1,714	1,374	21.1	4.0	1.4	39.5	1.5	3.0	39.4	-5.5	-4.4

Source: District TELPAS data files dated 05/24/19, 07/19/20, and 07/19/21. PEIMS demographic data files dated 02/26/19, 11/01/19, and 11/04/20.

Note: 2019 level movement data include students who earned a TELPAS proficiency rating in both 2018 and 2019 (data obtained from Palladino et al., 2019). 2020 level movement data include students who earned a TELPAS proficiency rating in both 2019 and 2020 (data obtained from Voss, 2020a). 2021 level movement data include students who earned a TELPAS proficiency rating in both 2020 and 2021. Regressed = Student moved down at least one level of English proficiency from the previous year. Stayed the Same = Student remained at the same proficiency level from the previous year. Progressed = Student moved up at least one level of English proficiency from the previous year or scored Advanced High both years. Percentages may not sum to 100 because of rounding. 1 Yr Δ %pts = percentage-point change from 2020 to 2021. 2 Yr Δ %pts = percentage-point change from 2019 to 2021.

MAP

Detailed MAP data from BOY to EOY by program/classification, grade level, test language, and subject are provided in Appendix L.

2021 Mathematics MAP BOY to EOY Growth Quintile Rates. Table 23 shows the percentages of students from each BOY to EOY growth quintile on the mathematics subtest. 2021 rates of students at the High groupings across programs/classifications, test language, and grade levels ranged from 24 (parent denials, grades 2 to 5, English) to 78 (ESL, grades 6 to 8, Spanish) percent.

ELs. BOY to EOY growth rates for ELs at all grade levels tended to cluster in the High quintile on the mathematics subtest, with higher rates of students in the High quintile in grades six to eight (English: 36%; Spanish: 64%) and grades nine to 11 (English: 42%; Spanish: 63%) than those in grade one (English: 34%; Spanish: 39%) or grades two to five (English: 32%; Spanish: 61%).

Dual Language. MAP growth rates for ELs in OWDL and TWDL performed similarly on the mathematics subtest, with the highest rates of students in the High quintile (English: OWDL: 33%;

TWDL: 29%; Spanish: OWDL: 63%; TWDL: 43%). The highest rates of ELs in SECDL scored in the High quintile (English: 36%) in 2021.

ESL. BOY to EOY growth rates for ESL students at all grade levels clustered in the High quintile on the mathematics subtest, with higher rates of students in the High quintile in grades six to eight (English: 40%; Spanish: 78%) and grades nine to 11 (English: 42%; Spanish: 62%) than those in the grade one (English: 36%) or grades two to five (English: 33%).

Sheltered. BOY to EOY growth rates for sheltered students at all grade levels tended to cluster in the High quintile on the mathematics subtest, with high rates of students in the High quintile in both grades six to eight (English: 35%; Spanish: 29%) and grades nine to 11 (English: 40%; Spanish: 67%).

Immigrant. BOY to EOY growth rates for immigrant students at all grade levels tended to cluster in the High quintile on the mathematics subtest (range: 39%, grades 6 to 8, English to 72%, grades 6 to 8, Spanish).

Parent Denials. Students whose parents denied EL services generally had slightly lower MAP growth quintile rates when compared to ELs overall on the mathematics subtest. That said, BOY to EOY growth rates for parent denials at all grade levels tended to cluster in the Low (range: 21%, grades 9 to 11, English to 31%, grade 1, English) or High quintile (range: 24%, grades 2 to 5, English to 38%, grades 9 to 11, English), with similar patterns as those for all ELs.

Table 23: 2020-21 Dallas ISD MAP Mathematics Growth Quintile: BOY to EOY by Program/Classification, Test Language, and Grade Level

Grade Level	Grade level	N	Low %	Low Average %	Average %	High Average %	High %
All ELs							
Grade 1	English	4,494	21.2	13.2	15.3	16.4	33.9
	Spanish	23	17.4	4.3	26.1	13.0	39.1
Grades 2-5	English	18,715	22.1	14.0	14.4	17.8	31.7
	Spanish	353	8.5	6.8	9.3	14.4	60.9
Grades 6-8	English	9,693	23.8	13.0	12.8	14.3	36.1
	Spanish	25	12.0	4.0	8.0	12.0	64.0
Grades 9-11	English	5,821	21.4	11.6	11.6	13.5	41.9
	Spanish	19	10.5	5.3	10.5	10.5	63.2
Dual Language							
OWDL	English	14,516	21.3	13.9	14.4	17.8	32.7
	Spanish	317	7.9	6.9	8.2	14.2	62.8
TWDL	English	2,292	24.0	14.5	14.0	18.2	29.3
	Spanish	35	14.3	5.7	20.0	17.1	42.9
SECDL	English	284	19.0	10.2	18.3	16.9	35.6
	Spanish	-	-	-	-	-	-
ESL							
Grade 1	English	214	21.5	14.0	10.7	17.3	36.4
	Spanish	-	-	-	-	-	-
Grades 2-5	English	683	19.8	13.6	14.6	18.7	33.2
	Spanish	*	*	*	*	*	*
Grades 6-8	English	406	22.7	12.8	10.1	14.8	39.7
	Spanish	18	5.6	0.0	5.6	11.1	77.8
Grades 9-11	English	536	23.9	7.6	12.1	14.0	42.4
	Spanish	13	15.4	7.7	7.7	7.7	61.5
Sheltered							
Grades 6-8	English	7,380	24.8	13.2	12.6	14.0	35.4
	Spanish	7	28.6	14.3	14.3	14.3	28.6
Grades 9-11	English	3,760	22.6	12.2	12.3	13.0	40.0
	Spanish	6	0.0	0.0	16.7	16.7	66.7
Immigrant							
Grade 1	English	609	20.2	10.3	12.5	14.6	42.4
	Spanish	5	0.0	0.0	40.0	0.0	60.0
Grades 2-5	English	2,275	18.2	12.9	12.5	16.2	40.3
	Spanish	285	7.4	4.9	8.8	13.0	66.0
Grades 6-8	English	721	25.0	12.9	9.7	13.3	39.1
	Spanish	18	11.1	0.0	0.0	16.7	72.2
Grades 9-11	English	461	24.9	7.8	10.6	15.2	41.4
	Spanish	13	15.4	7.7	7.7	7.7	61.5
Parent Denials							
Grade 1	English	183	30.6	10.9	16.4	15.3	26.8
	Spanish	*	*	*	*	*	*
Grades 2-5	English	1,172	29.1	15.0	15.4	16.4	24.1
	Spanish	-	-	-	-	-	-
Grades 6-8	English	605	26.1	14.2	13.4	13.7	32.6
	Spanish	-	-	-	-	-	-
Grades 9-11	English	346	20.8	15.0	11.6	15.0	37.6
	Spanish	-	-	-	-	-	-

Source: District EOY MAP data file dated 06/23/21. District PEIMS snapshot demographic file dated 11/04/20.

Note: Includes data for students enrolled on the PEIMS snapshot date who also had valid MAP scores at BOY and EOY. * = fewer than five students tested in this category. - = no data in this category.

2021 Reading MAP BOY to EOY Growth Quintile Rates. Table 24 shows the percentages of students from each BOY to EOY growth quintile on the reading subtest. 2021 rates of students at the Low

quintile across programs/classifications, test language, and grade levels ranged from 11 (all ELs, grades 6 to 8, Spanish) to 48 (parent denials, grades 6 to 8, English) percent.

ELs. BOY to EOY growth rates for ELs at all grade levels tended to cluster in the Low quintile on the reading subtest, with higher rates of students in the Low quintile in grades six to eight (English: 44%; Spanish: 11%) and grades nine to 11 (English: 39%;) than those in grade one (English: 29%; Spanish: 25%) or grades two to five (English: 28%; Spanish: 25%).

Dual Language. With a few exceptions, MAP growth rates for ELs in OWDL and TWDL were similar on the reading subtest, with the highest rates of students in the Low (English: OWDL: 30%; TWDL: 14%; Spanish: OWDL: 25%; TWDL: 29%) or High quintile (English: OWDL: 22%; TWDL: 24%; Spanish: OWDL: 26%; TWDL: 21%). The highest rates of ELs in SECDL scored in the Low quintile (English: 36%;) in 2021.

ESL. BOY to EOY growth rates for ESL students at all grade levels clustered in the Low quintile on the reading subtest, with higher rates of students in the Low quintile in grades six to eight (English: 43%) and grades nine to 11 (English: 40%) than those in the grade one (English: 25%) or grades two to five (English: 22%; Spanish: 20%).

Sheltered. BOY to EOY growth rates for sheltered students at all grade levels tended to cluster in the Low quintile on the reading subtest, with high rates of students in the Low quintile in both grades six to eight (English: 46%) and grades nine to 11 (English: 42%).

Immigrant. BOY to EOY growth rates for immigrant students at all grade levels tended to cluster in either the Low (range: 18%, grade 1, English to 45%, grades 6 to 8, English) or High quintile (range: 15%, grade 1, Spanish to 34%, grade 1, English) on the reading subtest.

Parent Denials. Students whose parents denied EL services generally had slightly lower MAP growth quintile rates when compared to ELs overall on the reading subtest. BOY to EOY growth rates for parent denials at all grade levels tended to cluster in the Low quintile (range: 31%, grades 2 to 5, English to 48%, grades 6 to 8, English), with similar patterns as those for all ELs.

Table 24: 2020-21 Dallas ISD MAP Reading Growth Quintile: BOY to EOY by Program/Classification, Test Language, and Grade Level

Grade Level	Grade level	N	Low %	Low Average %	Average %	High Average %	High %
All ELs							
Grade 1	English	399	29.1	19.3	17.0	11.5	23.1
	Spanish	3,892	24.8	24.5	23.6	15.0	12.2
Grades 2-5	English	1,921	27.7	18.2	14.9	16.0	23.2
	Spanish	14,283	25.3	16.0	16.0	17.7	25.0
Grades 6-8	English	9,370	44.1	15.4	13.3	12.6	14.6
	Spanish	18	11.1	22.2	11.1	44.4	11.1
Grades 9-11	English	6,005	39.1	16.8	15.4	13.5	15.1
	Spanish	-	-	-	-	-	-
Dual Language							
OWDL	English	78	29.5	16.7	17.9	14.1	21.8
	Spanish	12,690	24.9	15.8	15.9	18.0	25.5
TWDL	English	21	14.3	28.6	19.0	14.3	23.8
	Spanish	1,587	29.0	17.6	16.4	15.6	21.3
SECDL	English	274	35.8	20.4	14.2	15.3	14.2
	Spanish	-	-	-	-	-	-
ESL							
Grade 1	English	202	24.8	17.3	18.3	13.4	26.2
	Spanish	*	*	*	*	*	*
Grades 2-5	English	648	21.8	17.0	15.9	18.2	27.2
	Spanish	5	20.0	40.0	20.0	0.0	20.0
Grades 6-8	English	327	43.1	13.1	10.4	10.1	23.2
	Spanish	*	*	*	*	*	*
Grades 9-11	English	533	39.6	11.6	11.6	11.1	26.1
	Spanish	-	-	-	-	-	-
Sheltered							
Grades 6-8	English	7,234	45.7	15.3	13.2	12.2	13.6
	Spanish	-	-	-	-	-	-
Grades 9-11	English	3,942	41.5	16.3	14.9	13.0	14.3
	Spanish	-	-	-	-	-	-
Immigrant							
Grade 1	English	79	17.7	19.0	15.2	13.9	34.2
	Spanish	522	19.0	21.8	24.5	19.5	15.1
Grades 2-5	English	283	20.1	13.4	16.3	18.0	32.2
	Spanish	2,139	19.0	13.9	14.5	19.2	33.3
Grades 6-8	English	613	44.5	12.9	9.6	9.6	23.3
	Spanish	*	*	*	*	*	*
Grades 9-11	English	469	41.6	10.9	10.2	12.4	24.9
	Spanish	-	-	-	-	-	-
Parent Denials							
Grade 1	English	163	36.2	20.2	16.6	9.2	17.8
	Spanish	*	*	*	*	*	*
Grades 2-5	English	1,126	31.2	19.0	14.1	14.7	21.0
	Spanish	-	-	-	-	-	-
Grades 6-8	English	583	48.0	16.3	13.4	10.6	11.7
	Spanish	-	-	-	-	-	-
Grades 9-11	English	356	38.2	18.5	17.7	15.2	10.4
	Spanish	-	-	-	-	-	-

Source: District EOY MAP data file dated 06/23/21. District PEIMS snapshot demographic file dated 11/04/20.

Note: Includes data for students enrolled on the PEIMS snapshot date who also had valid MAP scores at BOY and EOY. * = fewer than five students tested in this category. - = no data in this category.

STAAR and EOC

Rates of students at each performance standard on STAAR subtests and EOCs for 2019 and 2021 by subtest, DL program, and grade level at the Approaches+ and Meets+ standards are provided in Appendix M and the same for other BE/ESL programs/classifications are provided in Appendix N. Two-year

Approaches+ and Meets+ trends for all programs/classifications are provided in Appendix O. As a result of the COVID-19 pandemic beginning in March 2020, the 2020 STAAR and EOC administrations were cancelled. Additionally, because fewer students tested in 2021 than in 2019 as a result of lingering impacts of the COVID-19 pandemic, results and comparisons should be reviewed with caution.

2021 Grade Three to Five STAAR Approaches+ Attainment and Trends. As shown in Table 25, 2021 rates of grade three to five students in each grouping at the STAAR Approaches+ performance standard ranged from 52 (reading, parent denials) to 83 (reading, TWDL NonEL) percent. All two-year trends in Approaches+ attainment rates on grade three to five STAAR subtests were negative, and overall ranged from a decrease of 23 percentage points (parent denials, mathematics) to a decrease of one percentage point (ESL, reading).

ELs. Rates of all ELs in grades three to five at the Approaches+ standard were 64 percent in mathematics and 65 percent in reading. ELs rates decreased 18 percentage points over two years in mathematics and decreased 11 percentage points over two years in reading.

Dual Language. Approaches+ rates for ELs in OWDL and ELs in TWDL ranged from one percentage point different (mathematics; OWDL ELs: 65%; TWDL ELs: 66%) to two percentage points different (reading; OWDL ELs: 66%; TWDL ELs: 64%). Rates were lower for ELs in DL than for NonELs in TWDL (mathematics, 81%; reading, 83%). Two-year change rates for ELs in DL varied (range: -19 percentage points, TWDL EL, mathematics to -11 percentage points, OWDL EL, reading), as did change rates for NonELs in TWDL (-14 percentage points, mathematics; -11 percentage points, reading).

ESL. Rates of ESL students in grades three to five at the Approaches+ standard were 67 percent in mathematics and 68 percent in reading. ESL student rates decreased 12 percentage points over two years in mathematics and decreased one percentage point over two years in reading.

Immigrant. Rates of immigrant students in grades three to five at the Approaches+ standard were 58 percent in mathematics and 72 percent in reading. Immigrant student rates decreased 11 percentage points over two years in mathematics and decreased four percentage points over two years in reading.

Parent Denials. Parent denials performed at the lowest rates of all programs/classifications examined at Approaches+ on the grades three to five STAAR mathematics and reading subtests (mathematics: 54%; reading: 52%). Rates for parent denials lagged behind those of all ELs, ranging from 11 percentage points lower for mathematics to 13 percentage points lower for reading. In addition, parent denial rates decreased 23 percentage points over two years in reading and decreased 14 percentage points over two years in mathematics.

Table 25: 2019 and 2021 Trends in Rates of Grade Three to Five Students at STAAR Approaches Grade Level or Above Performance Standard by Subject and Program/Classification

	2019		2021		2 Yr Δ %pts
	Tested	Appr+	Tested	Appr+	
	N	%	N	%	
Mathematics Grades Three to Five					
All EL	17,582	82.5	15,389	64.4	-18.1
OWDL EL	14,505	83.0	11,862	64.8	-18.2
TWDL EL	1,099	84.8	1,694	66.1	-18.7
TWDL NonEL	767	94.5	950	80.8	-13.7
ESL	571	79.3	528	67.4	-11.9
Immigrant	1,026	69.1	2,154	57.7	-11.4
Parent Denials	1,161	76.2	1,080	53.5	-22.7
Reading Grades Three to Five					
All EL	17,580	76.3	15,374	65.1	-11.2
OWDL EL	14,503	77.4	11,848	66.3	-11.1
TWDL EL	1,099	78.1	1,694	64.0	-14.1
TWDL NonEL	767	94.0	954	82.9	-11.1
ESL	571	68.7	529	67.7	-1.0
Immigrant	1,025	76.0	2,153	72.0	-4.0
Parent Denials	1,161	65.5	1,078	52.0	-13.5

Source: District STAAR data files dated 06/13/19 and 06/28/21. PEIMS demographic data files dated 02/26/19 and 11/04/20.

Note: Rates include scores for the first and second administrations of STAAR for students enrolled on the PEIMS snapshot date for each year, as applicable. No data were available for 2020. Appr+ = Approaches Grade Level or Above. 2 Yr Δ %pts = percentage-point change from 2019 to 2021.

2021 Grade Three to Five STAAR Meets+ Attainment and Trends. As shown in Table 26, 2021 rates of grade three to five students in each grouping at the STAAR Meets+ performance standard ranged from 22 (mathematics and reading, parent denials) to 63 (reading, TWDL NonEL) percent. With the exception of ESL students in reading, two-year trends in Meets+ attainment rates on grade three to five STAAR subtests were negative, and overall ranged from a decrease of 20 percentage points (mathematics, TWDL ELs and TWDL NonELs) to an increase of three percentage points (reading, ESL).

ELs. Rates of all ELs in grades three to five at the Meets+ standard were 35 percent in mathematics and 38 percent in reading. ELs rates decreased 16 percentage points over two years in mathematics and decreased 8 percentage points over two years in reading.

Dual Language. Meets+ rates for ELs in OWDL and ELs in TWDL ranged from one percentage point different (mathematics; OWDL ELs: 36%; TWDL ELs: 35%) to four percentage points different (reading; OWDL ELs: 40%; TWDL ELs: 36%). Rates were lower for ELs in DL than for NonELs in TWDL (mathematics, 59%; reading, 63%). Two-year change rates for ELs in DL varied (range: -20 percentage points, mathematics, TWDL EL to -8 percentage points, reading, OWDL EL), as did change rates for NonELs in TWDL (-20 percentage point, mathematics to -11 percentage points, reading).

ESL. Rates of ESL students in grades three to five at the Meets+ standard were 42 percent in mathematics and 38 percent in reading. ESL student rates decreased 11 percentage points over two years in mathematics and increased three percentage points over two years in reading.

Immigrant. Rates of immigrant students in grades three to five at the Meets+ standard were 29 percent in mathematics and 46 percent in reading. Immigrant student rates decreased seven percentage points over two years in mathematics and decreased four percentage points over two years in reading.

Parent Denials. Parent denials performed at the lowest rates of all programs/classifications examined at Meets+ on the grades three to five STAAR mathematics and reading subtests (mathematics and reading: 22%). Rates for parent denials lagged behind those of all ELs, ranging from 12 percentage points lower for mathematics to 16 percentage points lower for reading. In addition, parent denial rates decreased 16 percentage points over two years in mathematics and decreased six percentage points over two years in reading.

Table 26: 2019 and 2021 Trends in Rates of Grade Three to Five Students at STAAR Meets Grade Level or Above Performance Standard by Subject and Program/Classification

	2019		2021		2 Yr Δ %pts
	Tested	Meets+	Tested	Meets+	
	N	%	N	%	
Mathematics Grades Three to Five					
All EL	17,375	50.3	15,192	34.7	-15.6
OWDL EL	14,480	50.9	11,814	35.6	-15.3
TWDL EL	1,099	54.7	1,693	34.6	-20.1
TWDL NonEL	767	78.6	949	58.8	-19.8
ESL	565	53.5	525	42.1	-11.4
Immigrant	1,017	35.3	2,129	28.6	-6.7
Parent Denials	1,138	38.5	1,058	22.4	-16.1
Reading Grades Three to Five					
All EL	17,373	46.0	15,177	38.2	-7.8
OWDL EL	14,478	48.0	11,800	40.1	-7.9
TWDL EL	1,099	46.5	1,693	36.4	-10.1
TWDL NonEL	767	73.5	953	62.5	-11.0
ESL	565	35.2	526	38.2	3.0
Immigrant	1,016	50.0	2,128	45.8	-4.2
Parent Denials	1,138	28.2	1,056	22.3	-5.9

Source: District STAAR data files dated 06/13/19 and 06/28/21. PEIMS demographic data files dated 02/26/19 and 11/04/20.

Note: Rates include scores for the first and second administrations of STAAR for students enrolled on the PEIMS snapshot date for each year, as applicable. No data were available for 2020. 2 Yr Δ %pts = percentage-point change from 2019 to 2021.

2021 Grade Six to Eight STAAR Approaches+ Attainment and Trends. As shown in Table 27, 2021 rates of grade six to eight students in each grouping at the STAAR Approaches+ performance standard ranged from 18 (reading, ESL) to 89 (reading, SECDL EL) percent. With the exception of SECDL ELs in reading, two-year trends in Approaches+ attainment rates on grade six to eight STAAR subtests were negative, and overall ranged from a decrease of 25 percentage points (mathematics, Sheltered) to an increase of 19 percentage points (reading, SECDL ELs).

ELs. Rates of all ELs in grades six to eight at the Approaches+ standard were 53 percent in mathematics and 55 percent in reading. ELs rates decreased 22 percentage points over two years in mathematics and decreased seven percentage points over two years in reading.

Secondary Dual Language. Approaches+ rates for SECDL ELs ranged from 78 percent in mathematics to 89 percent in reading. SECDL EL rates were higher than SECDL NonELs in both reading and mathematics (SECDL NonEL: mathematics 76%; reading 88%). Two-year change rates for SECDL ELs varied (range: -9 percentage points, mathematics to +19 percentage points, reading), as did change rates for SECDL NonELs (-20 percentage points, mathematics to -11 percentage points, reading).

ESL. Rates of ESL students in grades six to eight at the Approaches+ standard were 35 percent in mathematics and 18 percent in reading. ESL student rates decreased 22 percentage points over two years in mathematics and decreased 16 percentage points over two years in reading.

Sheltered. Rates of sheltered students in grades six to eight at the Approaches+ standard were 52 percent in mathematics and 55 percent in reading. Sheltered student rates decreased 25 percentage points over two years in mathematics and decreased nine percentage points over two years in reading.

Immigrant. Rates of immigrant students in grades six to eight at the Approaches+ standard were 39 percent in mathematics and 27 percent in reading. Immigrant student rates decreased 11 percentage points over two years in mathematics and decreased one percentage point over two years in reading.

Parent Denials. Parent denials performed in the middle of all programs/classifications examined at Approaches+ on the grades six to eight STAAR mathematics and reading subtests (mathematics: 50%; reading: 54%). Rates for parent denials were similar to those of all ELs, ranging from two percentage points lower for mathematics to one percentage points lower for reading. In addition, parent denial rates decreased 20 percentage points over two years in mathematics and decreased five percentage points over two years in reading.

Table 27: 2019 and 2021 Trends in Rates of Grade Six to Eight Students at STAAR Approaches Grade Level or Above Performance Standard by Subject and Program/Classification

	2019		2021		2 Yr Δ %pts
	Tested	Appr+	Tested	Appr+	
	N	%	N	%	
Mathematics Grades Six to Eight					
All EL	13,978	74.8	11,935	52.8	-22.0
SECDL EL	107	86.9	104	77.9	-9.0
SECDL NonEL	48	95.8	41	75.6	-20.2
ESL	1,510	56.9	687	35.2	-21.7
Sheltered	10,234	76.3	9,154	51.5	-24.8
Immigrant	895	49.3	1,163	38.6	-10.7
Parent Denials	945	70.1	781	50.4	-19.7
Reading Grades Six to Eight					
All EL	14,673	61.9	13,772	55.4	-6.5
SECDL EL	118	70.3	181	89.0	18.7
SECDL NonEL	71	98.6	59	88.1	-10.5
ESL	1,524	34.1	702	17.8	-16.3
Sheltered	10,740	64.0	10,521	55.2	-8.8
Immigrant	908	28.6	1,232	27.4	-1.2
Parent Denials	992	59.1	869	54.4	-4.7

Source: District STAAR data files dated 06/13/19 and 06/28/21. PEIMS demographic data files dated 02/26/19 and 11/04/20.

Note: Rates include scores for the first and second administrations of STAAR for students enrolled on the PEIMS snapshot date for each year, as applicable. No data were available for 2020. Appr+ = Approaches Grade Level or Above. 2 Yr Δ %pts = percentage-point change from 2019 to 2021.

2021 Grade Six to Eight STAAR Meets+ Attainment and Trends. As shown in Table 28, 2021 rates of grade six to eight students in each grouping at the STAAR Meets+ performance standard ranged from eight (reading, ESL) to 65 (reading, SECDL EL) percent. With the exception of SECDL ELs, two-year trends in Meets+ attainment rates on grade six to eight STAAR subtests were negative, and overall ranged from a decrease of 16 percentage points (mathematics, sheltered) to an increase of 26 percentage points (reading, SECDL ELs).

ELs. Rates of all ELs in grades six to eight at the Meets+ standard were 23 percent in mathematics and 26 percent in reading. ELs rates decreased 14 percentage points over two years in mathematics and decreased one percentage point over two years in reading.

Dual Language. Meets+ rates for grades six to eight ELs in SECDL and NonELs in SECDL ranged from two percentage points different (mathematics; SECDL ELs: 49%; SECDL NonELs: 51%) to 19 percentage points different (reading; SECDL ELs: 65%; SECDL NonELs: 46%). Two-year change rates for ELs in SECDL varied (range: +10 percentage points, mathematics to +26 percentage points, reading), as did rates for NonELs in SECDL (range: -7 percentage points, mathematics to -5 percentage points, reading).

ESL. Rates of ESL students in grades six to eight at the Meets+ standard were 14 percent in mathematics and eight percent in reading. ESL student rates decreased 10 percentage points over two years in mathematics and decreased five percentage points over two years in reading.

Sheltered. Rates of sheltered students in grades six to eight at the Meets+ standard were 22 percent in mathematics and 25 percent in reading. Sheltered student rates decreased 16 percentage points over two years in mathematics and decreased two percentage points over two years in reading.

Immigrant. Rates of immigrant students in grades six to eight at the Meets+ standard were 15 percent in mathematics and 14 percent in reading. Immigrant student rates decreased six percentage points over two years in mathematics and stayed about the same over two years in reading.

Parent Denials. Parent denials performed in the middle of all programs/classifications examined at Meets+ on the grades six to eight STAAR reading and mathematics subtests (mathematics: 19%; reading: 23%). Rates for parent denials lagged behind those of all ELs, ranging from four percentage points lower for mathematics to three percentage points lower for reading. In addition, parent denial rates decreased 12 percentage points over two years in mathematics and decreased about one percentage point over two years in reading.

Table 28: 2019 and 2021 Trends in Rates of Grade Six to Eight Students at STAAR Meets Grade Level or Above Performance Standard by Subject and Program/Classification

	2019		2021		2 Yr Δ %pts
	Tested	Meets+	Tested	Meets+	
	N	%	N	%	
Mathematics Grades Six to Eight					
All EL	13,798	37.8	11,782	23.4	-14.4
SECDL EL	105	39.0	104	49.0	10.0
SECDL NonEL	48	58.3	41	51.2	-7.1
ESL	1,501	23.7	683	14.1	-9.6
Sheltered	10,210	37.9	9,137	22.4	-15.5
Immigrant	888	21.5	1,154	15.4	-6.1
Parent Denials	924	31.3	764	19.1	-12.2
Reading Grades Six to Eight					
All EL	14,493	27.2	13,617	26.4	-0.8
SECDL EL	116	39.7	181	65.2	25.5
SECDL NonEL	71	50.7	59	45.8	-4.9
ESL	1,515	12.7	698	8.2	-4.5
Sheltered	10,716	27.1	10,504	25.2	-1.9
Immigrant	901	14.1	1,223	13.9	-0.2
Parent Denials	971	23.7	852	23.2	-0.5

Source: District STAAR data files dated 06/13/19 and 06/28/21. PEIMS demographic data files dated 02/26/19 and 11/04/20.

Note: Rates include scores for the first and second administrations of STAAR for students enrolled on the PEIMS snapshot date for each year, as applicable. No data were available for 2020.

2 Yr Δ %pts = percentage-point change from 2019 to 2021.

2021 STAAR EOC Approaches+ Attainment and Trends. As shown in Table 29, 2021 rates of students in each grouping at the STAAR EOC Approaches+ performance standard ranged from 15 (English I, ESL) to 91 (English II, SECDL NonEL) percent. With few exceptions, two-year trends in Approaches+ attainment rates on STAAR EOC subtests were negative, and overall ranged from a decrease of 46 percentage points (English I, SECDL ELs) to an increase of eight percentage points (English II, parent denials).

ELs. Rates of all ELs at the Approaches+ standard on *STAAR EOCs* were 66 percent in Algebra I, 43 percent in English I, and 46 percent in English II. ELs rates decreased 17 percentage points over two years in Algebra I, decreased one percentage point in English I, and increased five percentage points in English II.

Secondary Dual Language. Approaches+ rates for SECDL ELs were 85 percent in Algebra I, 18 percent in English I, and 45 percent in English II. SECDL EL rates were lower than SECDL NonELs in all *EOC* subtests (SECDL NonEL: Algebra I 86%; English I 81%; English II: 91%). Two-year change rates for SECDL ELs varied (range: -46 percentage points, English I to -9 percentage points, Algebra I), as did change rates for SECDL NonELs (range: -14 percentage points, Algebra I to -4 percentage points, English II).

ESL. Rates of ESL students at the Approaches+ standard were 50 percent in Algebra I, 15 percent in English I, and 16 percent in English II. ESL student rates decreased 17 percentage points over two years in Algebra I and decreased one percentage point in both English I and English II.

Sheltered. Rates of sheltered students on *STAAR EOCs* at the Approaches+ standard were 66 percent in Algebra I, 41 percent in English I, and 44 percent in English II. Over two years, sheltered student rates decreased 20 percentage points in Algebra I, decreased seven percentage points in English I, and increased one percentage point in English II.

Immigrant. Immigrant student rates on *STAAR EOCs* at the Approaches+ standard were 54 percent in Algebra I, and 20 percent in English I and English II. Over two years, immigrant student rates decreased 14 percentage points in Algebra I, increased one percentage point in English I, and decreased one percentage point in English II.

Parent Denials. Parent denials performed in the middle of all programs/classification rates examined at Approaches+ on the *STAAR EOC* Algebra I (56%), English I (42%), and English II (52%) subtests. Comparisons between parent denial rates and those of all ELs were mixed. In addition, parent denial rates decreased 20 percentage points over two years in Algebra I, increased one percentage point in English I, and increased eight percentage points over two years in English II.

Table 29: 2019 and 2021 Trends in Rates of Students at STAAR EOC Approaches Grade Level or Above Performance Standard by Subject and Program/Classification

	2019		2021		2 Yr Δ %pts
	Tested	Appr+	Tested	Appr+	
	N	%	N	%	
Algebra I EOC					
All EL	5,197	82.5	5,395	65.7	-16.8
SECDL EL	118	94.1	94	85.1	-9.0
SECDL NonEL	31	100.0	36	86.1	-13.9
ESL	813	67.0	547	50.3	-16.7
Sheltered	3,523	86.0	3,764	65.9	-20.1
Immigrant	585	68.0	560	54.3	-13.7
Parent Denials	361	76.5	312	56.1	-20.4
English I EOC					
All EL	7,299	44.0	5,487	42.7	-1.3
SECDL EL	147	64.6	38	18.4	-46.2
SECDL NonEL	18	88.9	32	81.3	-7.6
ESL	1,113	15.6	689	14.9	-0.7
Sheltered	5,029	48.1	3,666	41.2	-6.9
Immigrant	743	19.0	629	19.7	0.7
Parent Denials	513	41.3	330	42.1	0.8
English II EOC					
All EL	5,443	40.9	4,925	45.5	4.6
SECDL EL	84	60.7	53	45.3	-15.4
SECDL NonEL	19	94.7	44	90.9	-3.8
ESL	928	17.3	675	15.9	-1.4
Sheltered	3,571	43.1	3,188	44.2	1.1
Immigrant	664	21.2	628	20.1	-1.1
Parent Denials	389	44.0	314	51.6	7.6

Source: District STAAR EOC data files dated 06/13/19 and 06/17/21. PEIMS demographic data files dated 02/26/19 and 11/04/20.

Note: Rates include scores for the first and second administrations of STAAR for students enrolled on the PEIMS snapshot date for each year, as applicable. No data were available for 2020. Appr+ = Approaches Grade Level or Above. 2 Yr Δ %pts = percentage-point change from 2019 to 2021.

2021 STAAR EOC Meets+ Attainment and Trends. As shown in Table 30, 2021 rates of students in each grouping at the STAAR EOC Meets+ performance standard ranged from five (English I, SECDL EL) to 82 (English II, SECDL NonEL) percent. With few exceptions, two-year trends in Meets+ attainment rates on STAAR EOC subtests were negative, and overall ranged from a decrease of 44 percentage points (English I, SECDL ELs) to an increase of nine percentage points (English II, All ELs).

ELs. Rates of all ELs at the Meets+ standard on STAAR EOCs were 30 percent in Algebra I, 25 percent in English I, and 29 percent in English II. ELs rates decreased 29 percentage points over two years in Algebra I, stayed about the same in English I, and increased nine percentage points in English II.

Secondary Dual Language. Meets+ rates for SECDL ELs were 48 percent in Algebra I, five percent in English I, and 36 percent in English II. SECDL EL rates were lower than SECDL NonELs on all EOC subtests (SECDL NonEL: Algebra I, 61%; English I, 75%; English II, 82%). Two-year change rates for SECDL ELs varied (range: -44 percentage points, English I to -8 percentage points, English II), as did change rates for SECDL NonELs (range: -32 percentage points, Algebra I to -2 percentage points, English II).

ESL. Rates of ESL students at the Meets+ standard were 20 percent in Algebra I, seven percent in English I, and nine percent in English II. ESL student rates decreased 19 percentage points over two years in Algebra I, stayed about the same in English I, and increased three percentage points in English II.

Sheltered. Rates of sheltered students on STAAR EOCs at the Meets+ standard were 30 percent in Algebra I, 23 percent in English I, and 27 percent in English II. Over two years, sheltered student rates decreased 32 percentage points in Algebra I, decreased three percentage points in English I, and increased seven percentage points in English II.

Immigrant. Immigrant student rates on STAAR EOCs at the Meets+ standard were 25 percent in Algebra I, 11 percent in English I, and 13 percent in English II. Over two years, immigrant student rates decreased 15 percentage points in Algebra I, increased one percentage point in English I, and increased three percentage points in English II.

Parent Denials. Parent denials performed in the middle of all programs/classification rates examined at Meets+ on the STAAR EOC Algebra I (22%), English I (24%), and English II (31%) subtests. Rates for parent denials were generally comparable to or lower than those of all ELs. In addition, parent denial rates decreased 32 percentage points over two years in Algebra I, decreased one percentage point in English I, and increased seven percentage points over two years in English II.

Table 30: 2019 and 2021 Trends in Rates of Students at STAAR EOC Meets Grade Level or Above Performance Standard by Subject and Program/Classification

Program Classification	2019		2021		2 Yr Δ %pts
	Tested N	Meets+ %	Tested N	Meets+ %	
Algebra I EOC					
All EL	5,161	58.9	5,338	30.0	-28.9
SECDL EL	118	82.2	94	47.9	-34.3
SECDL NonEL	31	93.5	36	61.1	-32.4
ESL	810	38.1	546	19.6	-18.5
Sheltered	3,519	62.1	3,755	30.1	-32.0
Immigrant	580	39.3	558	24.6	-14.7
Parent Denials	357	53.2	309	21.7	-31.5
English I EOC					
All EL	7,261	24.6	5,433	24.8	0.2
SECDL EL	147	49.7	38	5.3	-44.4
SECDL NonEL	18	88.9	32	75.0	-13.9
ESL	1,109	6.9	689	7.0	0.1
Sheltered	5,025	25.8	3,658	22.5	-3.3
Immigrant	737	10.2	628	11.3	1.1
Parent Denials	509	24.4	327	23.5	-0.9
English II EOC					
All EL	5,411	20.2	4,872	29.3	9.1
SECDL EL	84	44.0	53	35.8	-8.2
SECDL NonEL	19	84.2	44	81.8	-2.4
ESL	924	5.5	674	8.9	3.4
Sheltered	3,566	19.6	3,180	26.7	7.1
Immigrant	661	10.6	626	13.1	2.5
Parent Denials	385	24.2	309	31.1	6.9

Source: District STAAR EOC data files dated 06/13/19 and 06/17/21. PEIMS demographic data files dated 02/26/19 and 11/04/20.

Note: Rates include scores for the first and second administrations of STAAR for students enrolled on the PEIMS snapshot date for each year, as applicable. No data were available for 2020. 2 Yr Δ %pts = percentage-point change from 2019 to 2021.

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

Rates of grades three to five students in DL programs at all performance standards for 2019 and 2021 STAAR reading by grade level, program, EL status, and testing language, along with two-year trends are provided in Appendix P. As shown in Table 31, rates of grade three to five Approaches+ attainment were higher for NonELs than ELs in both OWDL and TWDL, regardless of test language. Rates of grade three to five OWDL students at the Approaches+ performance standard were higher for students who took the subtest in Spanish than in English for both ELs and NonELs (ELs: +7 percentage points; NonELs: +4 percentage points). For students in TWDL, TWDL student rates at the Approaches+ performance standard were lower for students who took the subtest in Spanish than in English for both ELs and NonELs (ELs: -2 percentage points; NonELs: -18 percentage points). Over two years, Approaches+ rates decreased for all groups, with a range of 26 percentage points lower (TWDL NonELs, Spanish) to five percentage points lower (OWDL NonELs, English).

Table 31: 2019 and 2021 Dual Language Performance on STAAR Grades Three to Five/Six Reading by Program, English Learner Status, and Test Language – Approaches Grade Level or Above

EL Status	Test Language	2019		2021		2 Yr Δ %pts
		Tested N	Appr+ %	Tested N	Appr+ %	
One-Way Dual Language						
EL	English	2,771	73.2	2,460	59.6	-13.6
	Spanish	12,070	77.7	9,950	66.8	-10.9
NonEL	English	172	82.6	116	77.6	-5.0
	Spanish	169	88.2	119	81.5	-6.7
Two-Way Dual Language						
EL	English	494	78.7	697	65.4	-13.3
	Spanish	688	78.8	1,009	63.1	-15.7
NonEL	English	706	94.2	876	84.7	-9.5
	Spanish	63	92.1	86	66.3	-25.8

Source: District STAAR data files dated 06/13/19 and 06/28/21. PEIMS demographic data files dated 02/26/19 and 11/04/20.

Note: Rates include scores for the first and second administrations of STAAR for students enrolled on the PEIMS snapshot date for each year, as applicable. Totals include only records for which a test language was available in the data; totals may not equal those shown for that category in other analyses. In 2019 all *Alternate 2* test records indicated the English test language. 2019 rates include students in grades three to six for grade six students housed in elementary school campuses. For results by grade level, see Appendix P. No data were available for 2020. Appr+ = Approaches Grade Level or Above. 2 Yr Δ %pts = percentage-point change from 2019 to 2021.

Rates of grade three to five Meets+ attainment were higher for NonELs than ELs in OWDL and TWDL, regardless of test language (Table 32). Rates of grade three to five OWDL students at the Meets+ performance standard were higher for students who took the subtest in Spanish than in English for both ELs and NonELs (ELs: +12 percentage points; NonELs: +8 percentage points). For students in TWDL, TWDL students at the Meets+ performance standard were lower for students who took the subtest in Spanish than in English for both ELs and NonELs (ELs: -2 percentage points; NonELs: -16 percentage points). Over two years, Meets+ rates decreased for all groups, with a range of 25 percentage points lower (TWDL NonELs, Spanish) to six percentage points lower (TWDL ELs, English).

Table 32: 2019 and 2021 Dual Language Performance on STAAR Grades Three to Five/Six Reading by Program, English Learner Status, and Test Language – Meets Grade Level or Above

Language						
EL Status	Test Language	2019		2021		2 Yr Δ %pts
		Tested N	Meets+ %	Tested N	Meets+ %	
One-Way Dual Language						
EL	English	2,746	38.9	2,412	29.8	-9.1
	Spanish	12,070	49.4	9,950	41.3	-8.1
NonEL	English	171	58.5	116	51.7	-6.8
	Spanish	169	69.2	119	59.7	-9.5
Two-Way Dual Language						
EL	English	494	43.5	696	37.4	-6.1
	Spanish	688	49.6	1,009	35.8	-13.8
NonEL	English	706	73.7	875	64.1	-9.6
	Spanish	63	73.0	86	47.7	-25.3

Source: District STAAR data files dated 06/13/19 and 06/28/21. PEIMS demographic data files dated 02/26/19 and 11/04/20.

Note: Rates include scores for the first and second administrations of STAAR for students enrolled on the PEIMS snapshot date for each year, as applicable. Totals include only records for which a test language was available in the data; totals may not equal those shown for that category in other analyses. 2019 rates include students in grades three to six for grade six students housed in elementary school campuses. For results by grade level, see Appendix P. No data were available for 2020. 2 Yr Δ %pts = percentage-point change from 2019 to 2021.

What were the 2021 STAAR outcomes for reclassified monitored ELs?

This section includes summaries of STAAR and EOC outcomes for students who were reclassified from EL to NonEL status and were in year one to four of monitoring in 2020-21.

Methodology

To examine results for reclassified ELs in years one to four of monitoring, the evaluators merged district 2021 STAAR and EOC data files dated June 28, 2021 (STAAR) and June 17, 2021 (EOCs) with the 2020-21 PEIMS snapshot demographic file dated November 04, 2020. The evaluators then ran frequency analyses to calculate performance standard attainment rates of monitored students on the reading- and mathematics-related subtests of STAAR and EOCs aggregated by grade level. The evaluators also conducted the same analyses for all ELs and for district NonELs who were not monitored reclassified ELs. For comparison purposes, the evaluators extracted historical data for 2019 from the 2019-20 program evaluation (Palladino et al., 2019).

Results

Performance standard attainment rates for 2019 and 2021 by subject, grade level, and year of monitoring are provided in Appendix Q. As shown in Table 33, monitored reclassified students as a group performed notably well at the Approaches+ performance standard overall on STAAR and EOC subtests (STAAR: 78% to 94%; EOCs: 85% to 92%). In fact, overall, monitored students consistently attained the Approaches+ STAAR performance standards at higher rates than other NonELs and all ELs, regardless of the subject. On EOCs, monitored students overall also consistently attained the Approaches+ performance standards at higher rates than other NonELs and all ELs, regardless of the subject. Overall, with the

exception of ELs on the English II EOC, 2021 rates on STAAR and EOCs were lower than 2019 rates for all groupings on all subjects, with a range of 22 percentage points below (mathematics grades six to eight, all ELs) to five percentage points above (English II EOC, all ELs).

Table 33: 2019 and 2021 Trends in Rates of Monitored Students at STAAR and EOC Approaches Grade Level or Above Performance Standard by Subject

	2019		2021		2 Yr Δ %pts
	Tested N	Appr+ %	Tested N	Appr+ %	
Mathematics Grades Three to Five					
Monitored			10	90.0	
All EL			15,389	64.4	
NonMonitored NonEL			12,978	58.4	
Mathematics Grades Six to Eight					
Monitored	915	97.3	258	77.9	-19.4
All EL	13,978	74.8	11,935	52.8	-22.0
NonMonitored NonEL	13,132	75.5	10,193	55.4	-20.1
Reading Grades Three to Five					
Monitored			10	90.0	
All EL			15,374	65.1	
NonMonitored NonEL			12,944	63.1	
Reading Grades Six to Eight					
Monitored	1,337	97.0	662	93.8	-3.2
All EL	14,673	61.9	13,772	55.4	-6.5
NonMonitored NonEL	14,253	70.7	12,010	66.8	-3.9
Algebra I EOC					
Monitored	913	96.3	634	85.2	-11.1
All EL	5,197	82.5	5,395	65.7	-16.8
NonMonitored NonEL	5,194	82.8	5,183	65.5	-17.3
English I EOC					
Monitored	1,114	92.6	697	91.7	-0.9
All EL	7,299	44.0	5,487	42.7	-1.3
NonMonitored NonEL	6,666	60.2	5,124	57.7	-2.5
English II EOC					
Monitored	1,784	89.2	771	88.7	-0.5
All EL	5,443	40.9	4,925	45.5	4.6
NonMonitored NonEL	6,046	65.1	4,947	65.6	0.5

Source: District STAAR data files dated 06/13/19 and 06/28/21. District STAAR EOC data files dated 06/04/19 and 06/17/21. PEIMS demographic data files dated 02/26/19 and 11/04/20.

Note: Rates include scores for the first and second administrations of STAAR for students enrolled on the PEIMS snapshot date for each year, as applicable. No data were available for 2020. Prior to 2020-21, ELs were not reclassified until after grade five at the earliest. 2 Yr Δ %pts = percentage-point change from 2019 to 2021.

As shown in Table 34, monitored reclassified students as a group performed notably well at the Meets+ performance standard overall on STAAR and EOC subtests (STAAR: 47% to 90%; EOCs: 54% to 78%). Overall, monitored students consistently attained the Meets+ STAAR performance standards at higher rates than other NonELs and all ELs, regardless of the subject. On EOCs, monitored students overall also consistently attained the Meets+ performance standards at higher rates than other NonELs and all ELs, regardless of the subject. Overall, with a few exceptions, 2021 rates on STAAR and EOCs were lower

than 2019 rates for all groupings on all subjects, with a range of 32 percentage points below (Algebra I EOC, monitored) to 10 percentage points above (English II EOC, monitored students).

Table 34: 2019 and 2021 Trends in Rates of Monitored Students at STAAR and EOC Meets Grade Level or Above Performance Standard by Subject

By Subject	2019		2021		2 Yr Δ %pts
	Tested N	Meets+ %	Tested N	Meets+ %	
Mathematics Grades Three to Five					
Monitored			10	90.0	
All EL			15,192	34.7	
NonMonitored NonEL			12,550	31.3	
Mathematics Grades Six to Eight					
Monitored	915	78.1	252	47.2	-30.9
All EL	13,798	37.8	11,782	23.4	-14.4
NonMonitored NonEL	12,805	40.7	9,832	26.2	-14.5
Reading Grades Three to Five					
Monitored			10	90.0	
All EL			15,177	38.2	
NonMonitored NonEL			12,516	36.4	
Reading Grades Six to Eight					
Monitored	1,337	77.7	656	71.0	-6.7
All EL	14,493	27.2	13,617	26.4	-0.8
NonMonitored NonEL	13,926	39.9	11,648	38.0	-1.9
Algebra I EOC					
Monitored	913	85.2	631	53.6	-31.6
All EL	5,161	58.9	5,338	30.0	-28.9
NonMonitored NonEL	5,118	61.4	5,047	32.1	-29.3
English I EOC					
Monitored	1,114	81.7	695	78.1	-3.6
All EL	7,261	24.6	5,433	24.8	0.2
NonMonitored NonEL	6,589	43.8	4,988	41.1	-2.7
English II EOC					
Monitored	1,784	67.7	771	77.7	10.0
All EL	5,411	20.2	4,872	29.3	9.1
NonMonitored NonEL	5,964	47.3	4,824	51.3	4.0

Source: District STAAR data files dated 06/13/19 and 06/28/21. District STAAR EOC data files dated 06/04/19 and 06/17/21. PEIMS demographic data files dated 02/26/19 and 11/04/20.

Note: Rates include scores for the first and second administrations of STAAR for students enrolled on the PEIMS snapshot date for each year, as applicable. No data were available for 2020. Prior to 2020-21, ELs were not reclassified until after grade five at the earliest. 2 Yr Δ %pts = percentage-point change from 2019 to 2021.

What were the 2021 academic outcomes for long-term ELs?

This section looks at TELPAS and STAAR/EOC outcomes for long-term ELs (students who have been classified as ELs for seven or more years).

Methodology

TELPAS English Proficiency Ratings

To examine TELPAS composite proficiency rating results for long-term ELs, the evaluators merged the 2021 TELPAS data file dated July 19, 2021 with the 2020-21 district PEIMS snapshot demographic file

dated November 04, 2020. The evaluators used frequency analyses to determine the number and percentage of long-term ELs who earned each English composite proficiency rating (beginning, intermediate, advanced, advanced high) by grade level.

STAAR and EOCs

To examine *STAAR* and *EOC* results for long-term ELs, the evaluators merged 2021 *STAAR* and *EOC* data files dated June 18, 2021 (*STAAR*) and June 17, 2021 (*EOCs*) with the 2020-21 PEIMS snapshot demographic file dated November 04, 2020. The evaluators then ran frequency analyses to calculate performance standard attainment rates on the reading- and mathematics-related subtests of *STAAR* and *EOCs* aggregated by grade level.

TELPAS by STAAR/EOCs

To examine the relationship between *TELPAS* and *STAAR/EOC* performance for long-term ELs, the evaluators merged together the 2021 *TELPAS* data file dated July 19, 2021, the district 2021 *STAAR* and *EOC* data files dated June 18, 2021 (*STAAR*) and June 17, 2021 (*EOCs*), and the 2020-21 district PEIMS snapshot demographic file dated November 04, 2020. The evaluators then calculated the numbers and percentages of long-term ELs that were at the beginning, intermediate, advanced, and advanced high composite *TELPAS* levels who met the Approaches+ and Meets+ standards on the *STAAR* reading, mathematics, and *EOC* subtests by grade level (as applicable).

Results

2021 long-term EL *TELPAS* composite ratings, *STAAR/EOC* attainment rates, and *TELPAS* composite ratings by *STAAR* attainment rates by subject and grade are provided in Appendix R.

TELPAS English Proficiency Ratings

As shown in Table 35, composite ratings for long-term ELs at all grade levels tended to cluster in the intermediate and advanced levels of English proficiency, with higher rates of students proficient at the advanced level in grades six to eight (48%) than those in the lower (43%) and higher grades (38%).

Table 35: 2021 *TELPAS* English Proficiency Composite Ratings: Long-Term English Learners

	Tested	Beginning		Intermediate		Advanced		Advanced High	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grades K to 5	3,737	81	2.2	1,269	34.0	1,612	43.1	775	20.7
Grades 6 to 8	7,397	98	1.3	2,597	35.1	3,525	47.7	1,177	15.9
Grades 9 to 12	3,876	25	0.6	1,659	42.8	1,483	38.3	709	18.3
All Grades	15,010	204	1.4	5,525	36.8	6,620	44.1	2,661	17.7

Source: District *TELPAS* data file dated 07/19/21. PEIMS demographic data files dated 11/04/20.

Note: 2021 *TELPAS* ratings include students enrolled on the PEIMS snapshot date.

STAAR and EOCs

Rates of long-term ELs at the Approaches+ standard ranged from 47 percent on the English I *EOC* to 75 on *STAAR* reading in grades three to five (Table 36). Rates of long-term ELs at the Meets+ standard ranged from 25 percent on *STAAR* mathematics and reading in grades six to eight to 49 percent on *STAAR*

reading in grades three to five. Generally, long-term ELs performed similarly on the mathematics and reading *STAAR* subtests within the same standard, whereas results were mixed for *EOCs*.

Table 36: 2021 Trends in Rates of Long-Term English Learners at *STAAR* and *EOC* Approaches+ and Meets+ Performance Standards by Subject and Grade Level

Subject	Approaches+		Meets+	
	Tested		Tested	
	N	%	N	%
STAAR Grades Three to Five				
Mathematics	3,880	72.7	3,821	45.4
Reading	3,865	75.1	3,806	49.1
STAAR Grades Six to Eight				
Mathematics	9,598	54.7	9,462	24.5
Reading	9,382	55.5	9,247	24.7
STAAR EOCs				
Algebra I	4,386	67.7	4,334	31.3
English I	4,422	47.2	4,372	27.9
English II	3,973	51.2	3,926	33.3

Source: District *STAAR* data file dated 06/28/21. District *STAAR EOC* data file dated 06/17/21. District PEIMS demographic file dated 11/04/20.

Note: Rates include scores for the first and second administrations of *STAAR* and *EOCs* for students enrolled on the PEIMS snapshot date, as applicable. Students taking the *Alternate 2* version of *STAAR* are not evaluated on the Meets performance level; sample sizes will be slightly lower for the Meets+ level than for the Approaches+ level.

TELPAS by *STAAR*/EOCs

As shown in Table 37, for all *STAAR* subjects, the rates of long-term ELs attaining both the Approaches+ and Meets+ performance standards increased as *TELPAS* English proficiency rating increased.

Table 37: 2021 Long-Term English Learner STAAR Mathematics and Reading Performance by TELPAS Proficiency Level

Grade Level(s)	TELPAS Proficiency	Approaches+		Meets+	
		Tested N	%	Tested N	%
STAAR Mathematics					
Grades Three to Five	Beginning	78	23.1	78	6.4
	Intermediate	1,197	52.7	1,197	24.1
	Advanced	1,576	81.0	1,576	49.0
	Advanced High	769	94.5	769	79.7
Grades Six to Eight	Beginning	89	14.6	89	0.0
	Intermediate	2,212	39.1	2,212	12.0
	Advanced	2,812	71.6	2,812	34.1
	Advanced High	916	92.5	916	66.4
STAAR Reading					
Grades Three to Five	Beginning	79	19.0	79	0.0
	Intermediate	1,193	52.2	1,193	26.3
	Advanced	1,575	84.8	1,575	52.7
	Advanced High	769	98.8	769	85.4
Grades Six to Eight	Beginning	87	2.3	87	0.0
	Intermediate	2,470	33.9	2,470	12.2
	Advanced	3,447	73.9	3,447	35.6
	Advanced High	1,166	96.1	1,166	71.8

Source: District TELPAS data file dated 07/19/21. District STAAR data file dated 06/28/21. District PEIMS demographic file dated 11/04/20.

Note: Rates include scores for STAAR for students enrolled on the PEIMS snapshot date. Students taking the *Alternate 2* version of STAAR are not evaluated on the Meets performance level; sample sizes will be slightly lower for the Meets+ level than for the Approaches+ level.

As shown in Table 38, with a similar pattern to STAAR results, the rates of long-term ELs attaining both the Approaches+ and Meets+ performance standards on EOCs increased as TELPAS English proficiency rating increased.

Table 38: 2021 Long-Term English Learner STAAR EOC Performance by TELPAS Proficiency Level

TELPAS Proficiency	Approaches+		Meets+	
	Tested N	%	Tested N	%
Algebra I EOC				
Beginning	12	41.7	12	8.3
Intermediate	810	65.9	810	26.3
Advanced	1,045	84.7	1,045	45.2
Advanced High	371	96.0	371	69.3
English I EOC				
Beginning	13	0.0	13	0.0
Intermediate	786	38.0	786	19.0
Advanced	609	65.0	609	39.1
Advanced High	281	95.0	281	84.3
English II EOC				
Beginning	10	10.0	10	10.0
Intermediate	508	40.9	508	23.0
Advanced	454	69.2	454	46.3
Advanced High	204	98.5	204	87.7

Source: District TELPAS data file dated 07/19/21. District STAAR EOC data file dated 06/17/21. District PEIMS demographic file dated 11/04/20.

Note: Rates include scores for the first and second administrations of STAAR EOCs for students enrolled on the PEIMS snapshot date. Students taking the *Alternate 2* version of STAAR are not evaluated on the Meets performance level; sample sizes will be slightly lower for the Meets+ level than for the Approaches+ level.

How did EL and monitored student participation in magnet programs compare to NonEL peers?

This section compares magnet program participation⁶⁰ among ELs, monitored reclassified ELs, and NonEL⁶¹ students.

Methodology

The evaluators received records of qualified students⁶² who applied to magnet programs during the 2019-20 school year for acceptance in the 2020-21 school year from the Office of Transformation and Innovation on April 15, 2021. The evaluators received records of the list of students who participated in magnet programs in the 2020-21 school year from the Demographic Studies Department on April 27, 2021. These data were merged with the 2019-20 and 2020-21 district student demographic files dated November 1, 2019 and November 4, 2020 respectively. The evaluators compared the proportions of 2019-20 Dallas ISD ELs, monitored reclassified ELs, and NonELs who applied to, were accepted to, and participated in 2020-21 magnet programs. The evaluators also compared these percentages to 2019-20 rates.

⁶⁰ Typically, this section would also include advanced course enrollment and participation information for students who scored Masters on the related STAAR subtest the previous year. Due to the cancellation of STAAR in 2019-20, this section has been excluded for this year.

⁶¹ In this section, NonEL results do not include those for monitored reclassified students.

⁶² The department was limited to providing applications of students meeting qualifications in 2019-20 for entry in 2020-21. The number of unqualified applicants was unknown.

Results

As shown in Table 39, 1,363 qualified ELs applied for participation in 2020-21 magnet programs, amounting to approximately 40 percent of total qualified applicants. The acceptance rate for EL applicants (71%) into at least one magnet program was lower than that of monitored applicants (74%), but higher than that of NonELs (67%). In regard to participation, of those who were accepted, ELs (25%) participated in magnet programs at lower rates than monitored students (80%) and NonELs (42%). Lower numbers of students in all student groups applied for the 2020-21 school year than the 2019-20 school year. Magnet program acceptance rates were higher in 2020-21 for all groups and overall, but with the exception of monitored students, participation rates were lower for all groups and overall in 2020-21.

Table 39: 2019 and 2020 Magnet Program Applications, Acceptance, and 2019-20 and 2020-21 Participation

Student Group	Applied <i>N</i>	Accepted to at least one program		Participated	
		<i>n</i>	%	<i>n</i>	%
2019-20					
EL	2,083	1,159	55.6	642	55.4
Monitored	369	231	62.6	150	64.9
NonEL	2,759	1,760	63.8	1,113	63.2
Overall	5,211	3,150	60.4	1,905	60.5
2020-21					
EL	1,363	973	71.4	238	24.5
Monitored	147	109	74.1	87	79.8
NonEL	1,916	1,285	67.1	544	42.3
Overall	3,426	2,267	66.2	869	38.3
1 Yr Δ					
EL	-720	-186	+15.8	-404	-30.9
Monitored	-222	-122	+11.5	-63	+14.9
NonEL	-843	-475	+3.3	-569	-20.9
Overall	-1,785	-883	+5.8	-1,036	-22.2

Source: Office of Transformation and Innovation on 04/15/21 and Demographic Studies Department on 04/27/21.

Note: 2019-20 data include Dallas ISD students who applied and were accepted to magnet programs during the 2018-19 school year for participation in the 2019-20 school year (data retrieved from Voss, 2020a). 2020-21 data include Dallas ISD students who applied and were accepted to magnet programs during the 2019-20 school year for participation in the 2020-21 school year. The NonEL student groups do not include monitored students. 1 Yr Δ = change from 2020 to 2021.

How did Dallas ISD outcomes for ELs compare to other Texas large, urban districts and the state on select TEA accountability measures in 2020-21?

Comparing district results to state accountability results provided an understanding of where Dallas ISD ELs stood academically with respect to students across the state of Texas. This section includes a brief comparison of *TELPAS*, *STAAR*, and *EOC* outcomes of Dallas ISD, state, and other large, urban Texas district ELs.

Methodology

The evaluators obtained both district-level and state-level accountability data for ELs on the 2021 *TELPAS*, *STAAR*, and *EOCs* from [texasassessments.gov](https://www.texasassessments.gov) and calculated the differences between Dallas ISD, state, and other large, urban Texas district rates of attainment at each relevant performance level. The methodology used to calculate *TELPAS* progression for TEA accountability differs from the methodology used elsewhere in this evaluation. For TEA accountability purposes, a student is considered as having made progress if they advance at least one composite level from the prior year to the current year or if their 2021 result is Advanced High. Additionally, the following applies: a) if a student's 2020 composite rating is available but does not show progress, the 2019 composite rating is used, b) if the composite rating from 2020 is not available, the 2019 composite rating is used, and c) if the composite rating from 2019 is not available, the 2018 composite rating is used (Texas Education Agency, 2021). Because of this, Dallas ISD rates will not match those included elsewhere in this document because of different methodologies, sources, and available filtering criteria.

Results

2021 *TELPAS*

As shown in Table 40, rates of ELs in Dallas ISD performing at the higher English proficiency levels on the 2021 *TELPAS* were lower than state rates, especially for the younger grades. Differences between Dallas ISD and state attainment rates ranged from 10 percentage points below state rates (grades K to 2, Advanced) to 12 percentage points above state rates (grades K to 2, Beginning).

Table 40: 2021 Dallas ISD and State English Learner *TELPAS* Performance

Grade Levels	Dallas ISD Performance					State Performance					Dallas ISD - State			
	Tested <i>N</i>	Beg %	Int %	Adv %	Adv High %	Tested <i>N</i>	Beg %	Int %	Adv %	Adv High %	Beg %pts	Int %pts	Adv %pts	Adv High %pts
K to 2	14,867	40	44	13	3	273,024	28	41	23	8	12	3	-10	-5
3 to 12	29,259	6	40	40	14	565,364	4	34	45	17	2	6	-5	-3

Source: [Texasassessments.com](https://www.texasassessments.com) on 07/20/21.

Note: Dallas ISD 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. Beg = Beginning. Int = Intermediate. Adv = Advanced.

As shown in Table 41, rates of ELs in Dallas ISD performing at the higher English proficiency levels on the 2021 *TELPAS* were generally comparable to or lower than all other large, urban Texas district rates. Differences between Dallas ISD and comparison group attainment rates ranged from 10 percentage points below comparison rates (grades K to 2, Advanced High; State) to 12 percentage points above comparison rates (grades K to 2, Beginning; State).

Table 41: 2021 Dallas ISD and Other Large, Urban Texas Districts English Learner TELPAS Performance

	Tested <i>N</i>	Beginning %	Intermediate %	Advanced %	Adv High %
Grades Kindergarten to Two					
Austin ISD	5,323	36	42	15	7
El Paso ISD	2,829	41	38	16	5
Fort Worth ISD	6,118	33	47	17	3
Houston ISD	17,640	41	39	16	4
San Antonio ISD	2,180	41	45	12	2
Dallas ISD	14,867	40	44	13	3
State	273,024	28	41	23	8
Grades Three to Twelve					
Austin ISD	6,624	10	37	38	14
El Paso ISD	4,093	5	33	43	18
Fort Worth ISD	16,349	4	36	45	15
Houston ISD	32,132	9	38	39	14
San Antonio ISD	5,557	7	39	41	13
Dallas ISD	29,259	6	40	40	14
State	565,364	4	34	45	17

Source: Texasassessment.com on 07/20/21.

Note: Dallas ISD rates potentially will not match rates provided elsewhere in this document because of different sources and filters. Dallas ISD, state, and other urban district rates were obtained from the same source to compare equivalent groups. Adv High = Advanced High.

As shown in Table 42, *TELPAS* progression rates of ELs in Dallas ISD as compared to all other large, urban Texas district rates were mixed. Differences between Dallas ISD and comparison group progression rates ranged from five percentage points below comparison rates (Austin ISD) to eight percentage points above comparison rates (Fort Worth ISD). The TEA also set the 2021 Closing the Gaps accountability performance target for *TELPAS* progression at 36 percent. Dallas ISD, as well as all comparison group, all met or exceeded that target.

Table 42: 2021 Dallas ISD and Other Large, Urban Texas Districts English Learner TELPAS Progression

	Tested <i>N</i>	Progression %	Met 36% Target?
Austin ISD	8,092	53	Yes
El Paso ISD	4,610	52	Yes
Fort Worth ISD	17,445	40	Yes
Houston ISD	34,809	48	Yes
San Antonio ISD	5,912	41	Yes
Dallas ISD	34,034	48	Yes
State	629,894	46	Yes

Source: Texasassessment.gov on 07/20/21.

Note: Dallas ISD rates will not match rates provided elsewhere in this document because of different sources, filters, and methodologies. Dallas ISD, state, and other urban district rates were obtained from the same source to compare equivalent groups.

2021 STAAR and EOCs

As shown in Table 43, Dallas ISD ELs performed well on the *STAAR* and *EOCs* compared to the state, with most rates at each *STAAR/EOC* performance standard higher than state rates, with the exception of grade three Spanish-language mathematics. Differences between Dallas ISD and state

performance standard attainment rates for ELs ranged from four percentage points below state rates (grade 3 mathematics Approaches+ in Spanish) to 16 percentage points above state rates (grade 5 mathematics Meets+ in English). Few ELs take the Spanish mathematics exam in the Dallas ISD; findings for these exams should be considered with caution.

Table 43: 2021 Dallas ISD and State English Learner STAAR Performance

Subject	Grade Level(s)	Test Lang	Dallas ISD Performance				State Performance				Dallas ISD - State		
			Test <i>N</i>	Appr+ %	Meets+ %	Mast %	Test <i>N</i>	Appr+ %	Meets+ %	Mast %	Appr+ %	Meets+ %	Mast %
STAAR													
Mathematics	3	English	4,926	61	27	12	75,993	52	20	8	9	7	4
		Spanish	205	38	11	3	12,851	42	13	5	-4	-2	-2
	5	English	5,020	74	47	24	78,612	59	31	14	15	16	10
		Spanish	219	48	24	10	5,539	42	17	6	6	7	4
	8	English	5,250	51	25	4	57,534	40	17	3	11	8	1
	Reading	3	English	1,160	59	29	10	61,594	54	23	9	5	6
Spanish			3,964	59	32	21	27,135	51	24	15	8	8	6
5		English	1,632	66	37	21	70,560	58	27	14	8	10	7
		Spanish	3,605	84	59	32	13,745	75	45	21	9	14	11
8		English	4,452	59	30	10	60,086	49	18	5	10	12	5
STAAR EOC													
Algebra I	All	English	5,302	65	30	13	66,523	54	21	9	11	9	4
English I	All	English	5,034	40	24	2	75,386	32	16	1	8	8	1
English II	All	English	4,604	44	29	1	63,364	33	18	1	11	11	0

Source: Texasassessment.com on 07/20/21.

Note: Dallas ISD 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. Test = Tested. Lang = language. Appr+ = Approaches Grade Level or Above. Mast = Masters Grade Level.

As shown in Table 44, Dallas ISD ELs in grades three through eight performed well on STAAR compared to other large, urban Texas ISDs, with all rates at each STAAR performance standard higher than other district rates and the state. Differences between Dallas ISD and comparison group ELs performance standard attainment rates ranged from four percentage points above comparison rates (State; mathematics Masters) to 27 percentage points above comparison rates (San Antonio ISD; mathematics Approaches+).

Table 44: 2021 Dallas ISD and Other Large, Urban Texas Districts English Learner STAAR Three to Eight Performance

	Approaches+		Meets+		Masters	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Mathematics Grades Three to Eight						
Austin ISD	2,155	33	785	12	310	5
El Paso ISD	1,817	39	677	15	257	6
Fort Worth ISD	4,966	37	1,705	13	596	4
Houston ISD	9,932	40	3,888	16	1,587	6
San Antonio ISD	1,284	31	398	10	128	3
Dallas ISD	16,076	58	8,068	29	3,307	12
State	215,783	47	89,981	20	35,126	8
Reading Grades Three to Eight						
Austin ISD	2,894	43	1,230	18	554	8
El Paso ISD	2,371	50	1,018	21	436	9
Fort Worth ISD	6,668	49	2,774	20	1,128	8
Houston ISD	11,438	45	4,777	19	1,993	8
San Antonio ISD	1,650	40	673	16	271	7
Dallas ISD	17,540	60	9,487	32	4,592	16
State	230,590	50	96,944	21	39,659	9

Source: Texasassessment.com on 07/20/21.

Note: Dallas ISD rates potentially will not match rates provided elsewhere in this document because of different sources and filters. Dallas ISD, state, and other urban district rates were obtained from the same source to compare equivalent groups.

As shown in Table 45, Dallas ISD ELs performed well on *EOCs* compared to other large, urban Texas ISDs, with all rates at each *EOC* performance standard either comparable to or higher than other district rates and the state. Differences between Dallas ISD and comparison group performance standard attainment rates ranged from the same as comparison rates (Fort Worth ISD and State; English II, Masters) to 27 percentage points above comparison rates (San Antonio ISD; Algebra I, Approaches+).

Table 45: 2021 Dallas ISD and Other Large, Urban Texas Districts English Learner STAAR EOC Three to Eight Performance

	Approaches+		Meets+		Masters	
	N	%	N	%	N	%
Algebra I EOC						
Austin ISD	458	44	121	12	35	3
El Paso ISD	532	56	209	22	101	11
Fort Worth ISD	905	42	270	12	93	4
Houston ISD	1,351	42	440	14	190	6
San Antonio ISD	198	38	52	10	18	3
Dallas ISD	3,465	65	1,583	30	689	13
State	35,649	54	13,668	21	5,816	9
English I EOC						
Austin ISD	404	33	212	17	6	0
El Paso ISD	384	30	177	14	9	1
Fort Worth ISD	764	32	383	16	15	1
Houston ISD	905	24	447	12	29	1
San Antonio ISD	162	23	76	11	4	1
Dallas ISD	2,027	40	1,194	24	81	2
State	24,149	32	11,921	16	641	1
English II EOC						
Austin ISD	220	23	106	11	-	-
El Paso ISD	343	32	191	18	5	0
Fort Worth ISD	595	30	321	16	13	1
Houston ISD	810	26	415	13	13	0
San Antonio ISD	138	22	72	12	1	0
Dallas ISD	2,011	44	1,316	29	58	1
State	20,946	33	11,578	18	322	1

Source: Texasassessment.com on 07/20/21.

Note: Dallas ISD rates potentially will not match rates provided elsewhere in this document because of different sources and filters. Dallas ISD, state, and other urban district rates were obtained from the same source to compare equivalent groups. - = no data in this category.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

The BE/ESL Department provided supplemental assistance to 67,206 ELs and their families in 2020-21 (46% of district enrollment) to increase student achievement by effectively addressing the academic, linguistic, and social needs of ELs. The BE/ESL Department oversaw DL and ESL instructional programs, sheltered instruction, tutoring, summer programs, and campus LPACs that were responsible for the identification and reclassification of ELs and monitoring of reclassified ELs. The reported budget for the Bilingual/ESL Program totaled \$10,361,352 (\$8,799,285 in 2019-20). Key findings include the following.

- In 2020-21, between 64 percent (African American) and 77 percent (economically disadvantaged) of TWDL campuses had lower percentages of African American or economically disadvantaged students, respectively, than at the campus overall.
- DL and ESL staff members who worked with an instructional specialist in 2020-21 generally said they were provided with beneficial supports (range: 63% to 89%), resources (range: 62% to 90%), and PD (range: 72% to 84%). Aggregate teacher ratings of resource/material benefit increased by five percentage points from 2019-20, which did not meet the 10 percentage-point goal.
- For 2021 *TELPAS* composite rates, immigrants clustered in the beginning and intermediate levels; ESLs clustered in the intermediate level; all ELs, OWDL, TWDL, and sheltered students clustered in the intermediate and advanced levels; and SECDL clustered in the advanced high level.
- For all grade levels overall, all EL groupings except for sheltered students progressed at least one *TELPAS* proficiency level from 2019 to 2021 at higher rates than they regressed.
- ELs overall, as well as DL students in TWDL and SECDL, ESL students overall, sheltered students overall, and immigrant students overall, exceeded the BE/ESL Department goal to at least maintain the percentage of ELs who regressed on *TELPAS* composite from 2019 to 2021.
- For 2021 *MAP* BOY to EOY growth quintiles, in mathematics, rates of students clustered at the High quintile [24% (parent denials, grades 2 to 5, English) to 78% (ESL, grades 6 to 8, Spanish)]. In reading, rates of students generally clustered at the low quintile [11% (all ELs, grades 6 to 8, Spanish) to 48% (parent denials, grades 6 to 8, English)].
- 2021 *STAAR* rates in each grouping for grades three to five and six to eight at the Approaches+ performance standard ranged from 18 (reading, grades 6 to 8 ESL) to 89 (reading, grades 6 to 8 SECDL EL) percent, and rates at the Meets+ performance standard ranged from eight (reading, grades 6 to 8 ESL) to 65 (reading, grades 6 to 8 SECDL EL) percent. For 2021 *EOCs*, rates at the Approaches+ performance standard ranged from 15 (English I, ESL) to 91 (English II, SECDL NonEL) percent and rates at the Meets+ performance standard ranged from five (English I, SECDL EL) to 82 (English II, SECDL NonEL) percent. With a few exceptions, all two-year trends in Approaches+ and Meets+ attainment rates on the mathematics and reading *STAAR* and *EOC* subtests for all grade levels were negative.

- Rates of grade three to five Approaches+ and Meets+ attainment rates were higher for NonELs than ELs in both OWDL and TWDL, regardless of test language. Rates of grade three to five ELs and NonELs at the Approaches+ and Meets+ performance standard who took the subtest in Spanish were higher than those tested in English in OWDL, but lower in TWDL.
- Overall, monitored students consistently attained the Approaches+ and Meets+ *STAAR* and *EOC* performance standards at higher rates than other NonELs and all ELs, regardless of the subject.
- For all *STAAR* and *EOC* subjects, rates of long-term ELs attaining both the Approaches+ and Meets+ performance standards increased as *TELPAS* English proficiency rating increased.
- Qualified ELs participated in magnet programs at lower rates (25%) than NonELs (42%) and monitored students (80%).
- Rates of Dallas ISD students performing at the higher English proficiency levels on the 2021 *TELPAS* were generally comparable to or lower than those of all regional comparison group rates, whereas Dallas ISD *STAAR* and *EOC* rates were generally comparable to or higher than all regional comparison group rates.

Recommendations

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

Continue to examine African American and economically disadvantaged opt-in student participation in TWDL programs. In 2020-21, between 64 percent (African American) and 77 percent (economically disadvantaged) of TWDL campuses had lower percentages of African American or economically disadvantaged students, respectively, than at the campus overall. Efforts should continue to educate more NonEL parents about the benefits of TWDL program participation to bring the participation percentages more in line with that of the campus overall.

Explore reasons for lower EL participation in magnet programs. ELs (25%) participated in magnet programs at lower rates than NonELs (42%) and monitored students (80%). Program leadership should explore reasons for these findings and plan to appropriately bolster EL participation.

Continue focusing on increasing EL achievement on the *STAAR* performance standards. With a few exceptions, two-year trends in Approaches+ and Meets+ attainment rates on *STAAR* and *EOCs* were negative. Although COVID-19 had an impact on *STAAR* achievement throughout the district, increasing EL achievement on *STAAR* was a BE/ESL Department goal prior to COVID-19. Thus, the department should continue to focus on providing academic support to ELs in order to improve attainment rates.

Continue efforts to increase EL progression and reduce EL regression on *TELPAS*. ELs overall, as well as DL students in TWDL and SECDL, ESL students overall, sheltered students overall, and immigrant students overall, exceeded the BE/ESL Department goal to at least maintain the percentage of ELs who regressed on *TELPAS* composite from 2019 to 2021. That said, sheltered students overall regressed at higher rates than they progressed in 2021. The BE/ESL Department should continue efforts to increase progression rates and reduce regression rates to ensure students are gaining English proficiency.

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APPENDICES



Appendix A

Appendix A: 2020-21 One-Way Dual Language Campuses

Adelfa B. Callejo Elementary	Highland Meadows Elementary
Alex Sanger Preparatory	Hogg New Tech Center
Anne Frank Elementary	Ignacio Zaragoza Elementary
Annie Webb Blanton Elementary	J.N. Ervin Elementary
Anson Jones Elementary	Jack Lowe, Sr. Elementary
Arcadia Park Elementary	James Bowie Elementary
Arthur Kramer Elementary	Jerry R. Junkins Elementary
Arturo Salazar Elementary	Jill Stone Elementary at Vickery Meadow
Ascher Silberstein Elementary	Jimmie Tyler Brashear Elementary
B.H. Macon Elementary	John F. Peeler Elementary
Barbara Jordan Elementary	John H. Reagan Elementary
Bayles Elementary	John Ireland Elementary
Ben Milam Elementary	John J. Pershing Elementary
Birdie Alexander Elementary	John Neely Bryan Elementary
C.A. Tatum Jr., Elementary	John Q. Adams Elementary
C.F. Carr Elementary	John W. Carpenter Elementary
Casa View Elementary	John W. Runyon Elementary
Cedar Crest Elementary	José "Joe" May Elementary
Celestino Mauricio Soto, Jr. Elementary	Joseph J. Rhoads Elementary
Central Elementary	Julian T. Saldivar Elementary
César Chávez Learning Center	Julius Dorsey Elementary
Chapel Hill Preparatory	K.B. Polk Elementary/K.B. Polk Center for Talented and Gifted
Charles A. Gill Elementary	Kleberg Elementary
Clara Oliver Elementary	L.L. Hotchkiss Elementary
Clinton P. Russell Elementary	L.O. Donald Elementary
Dan D. Rogers Elementary	Larry G. Smith Elementary
Daniel Webster Elementary	Lee A. McShan, Jr. Elementary
David G. Burnet Elementary	Leila P. Cowart Elementary
Dr. Martin Luther King Jr. Arts Academy	Leonides González Cigarroa, MD Elementary
Ebby Halliday Elementary	Leslie A. Stemmons Elementary
Eddie Bernice Johnson Elementary	Lida Hooe Elementary
Edna Rowe Elementary	Lorenzo De Zavala Elementary
Edward Titche Elementary	Louise Wolff Kahn Elementary
Edwin J. Kiest Elementary	Maple Lawn Elementary
Eladio Martínez Learning Center	Margaret B. Henderson
Esperanza "Hope" Medrano Elementary	Maria Moreno STEAM Academy
F.P. Caillet Elementary	Martha Turner Reilly Elementary
Félix J. Botello Personalized Learning Elementary	Martin Weiss Elementary
Frank Guzik Elementary	Mary McLeod Bethune Elementary
Frederick Douglass Elementary	Montessori Academy at Onésimo Hernández
Gabe P. Allen Charter	Mount Auburn STEAM Academy
George H.W. Bush Elementary	Nancy J. Cochran Elementary
George Peabody Elementary	Nancy Moseley Elementary
George W. Truett Elementary	Nathan Adams Elementary
Gilbert Cuellar, Sr. Elementary	Nathaniel Hawthorne Elementary
H.I. Holland Elementary at Lisbon	Obadiah Knight Elementary
Hall Personalized Learning Academy at Oak Cliff	Oran M. Roberts Elementary
Harrell Budd Elementary	Paul L. Dunbar Learning Center
Harry C. Withers Elementary	Personalized Learning Preparatory at Sam Houston
Henry B. González Personalized Learning Academy	Pleasant Grove Elementary
Herbert Marcus Elementary	Preston Hollow Elementary

table continues

Appendix A (continued)

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

Source: Bilingual/ESL Department, Fall 2020.

Appendix B

Appendix B: 2020-21 Two-Way Dual Language Programs by Campus

Program	Network	Campus	Grade Levels
Elementary Schools			
Immersion	ACE	Rufus C. Burleson Elementary	K-2
Immersion	Central	T. G. Terry Elementary	PK4-5
Immersion	Central	Oran M. Roberts Elementary	K-5
Immersion	Central	N. W. Harlee Early Childhood Center	PK3-2
Immersion	Central	Jimmie Tyler Brashear Elementary	PK4-5
Immersion	Central	John W. Carpenter Elementary	K-2
Immersion	Central	L.O. Donald Elementary	K-5
Immersion	Central	Barbara Jordan Elementary	PK4
Immersion	Central	Clinton P. Russell Elementary	K-4
Immersion	Central	Whitney M. Young, Jr. Elementary	K-5
Immersion	Early Learning	Pre-K Partnerships @ El Kinder	PK3-PK4
Immersion	Magnet	School for the Talented and Gifted at Pleasant Grove	4-5
Immersion	Magnet	Trinity Heights Gifted and Talented School	K-3
Immersion	Magnet	Mark Twain Elementary/Mark Twain Fundamental Vanguard	K-5
Immersion	Northeast	Edwin J Kiest Elementary	PK4-5
Immersion	Northeast	Martha Turner Reilly Elementary	K-5
Immersion	Northeast	Alex Sanger Preparatory School	K-5
Immersion	Northeast	Maple Lawn Elementary	K-2
Immersion	Northeast	Ben Milam Elementary	K-4
Immersion	Northeast	Edna Rowe Elementary	PK4-4
Immersion	Northeast	Ascher Silberstein Elementary	K-2
Immersion	Northeast	Geneva Heights Elementary	PK4-5
Immersion	Northeast	Lakewood Elementary	K-5
Immersion	Northeast	William Lipscomb Elementary	PK3-5
Immersion	Northeast	Mockingbird Elementary	K-5
Immersion	Northeast	Mount Auburn STEAM Academy	K
Immersion	Northwest	Anne Frank Elementary	PK3-4
Immersion	Northwest	Arthur Kramer Elementary	PK4-5
Immersion	Northwest	Preston Hollow Elementary	PK3-4
Immersion	Northwest	Nathan Adams Elementary	PK4-5
Immersion	Northwest	George H. W. Bush Elementary	K-5
Immersion	Northwest	Everette Lee DeGolyer Elementary	K-5
Immersion	Northwest	Stephen C. Foster Elementary	K-4
Immersion	Northwest	K. B. Polk Elementary	K-5
Immersion	OTI	Downtown Montessori at Ida B. Wells	PK3-2
Immersion	OTI	Montessori Academy at Onésimo Hernández	PK3-4
Immersion	OTI	Personalized Learning Preparatory at Sam Houston	PK4-1
Immersion	Single Gender	Solar Preparatory School for Boys at John F. Kennedy	PK4-4
Immersion	Single Gender	Solar Preparatory School for Girls at James B. Bonham	PK4-6
Immersion	Southeast	John Q. Adams Elementary	K-5
Immersion	Southeast	Annie Webb Blanton Elementary	K-5
Immersion	Southeast	Nathaniel Hawthorne Elementary	K-4
Immersion	Southeast	John Ireland Elementary	K-4
Immersion	Southeast	Pleasant Grove Elementary	PK3-5
Immersion	Southeast	Thelma E. Page Richardson Elementary	K-5
Immersion	Southeast	John W. Runyon Elementary	K-4
Immersion	Southeast	San Jacinto Elementary	K-4
Immersion	Southeast	Ebby Halliday Elementary	K-5

table continues

Appendix B (continued)

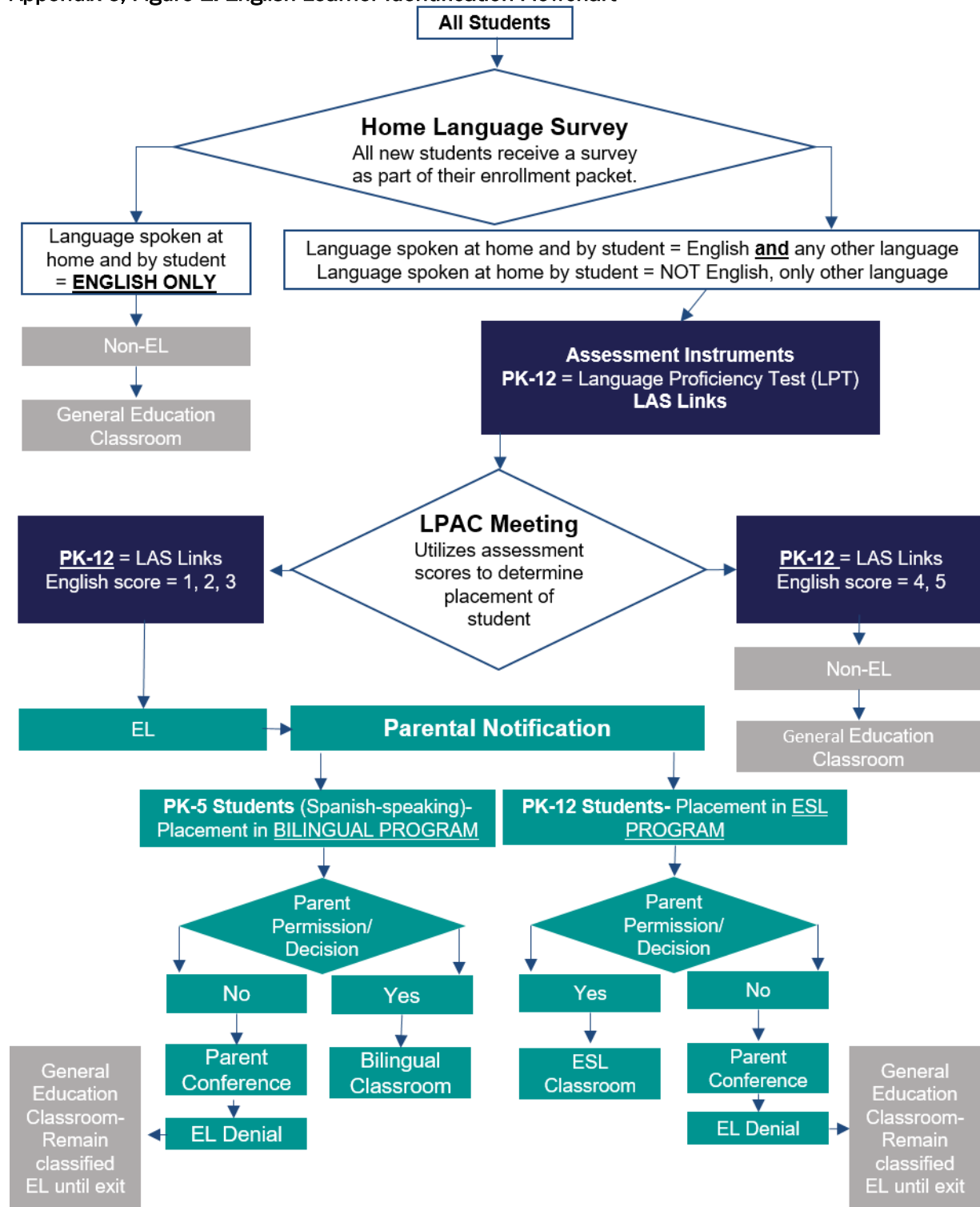
Program	Network	Campus	Grade Levels
Immersion	Southeast	Kleberg Elementary	K-4
Immersion	Southeast	Seagoville Elementary	K-2
Immersion	Southeast	Seagoville North Elementary	K-5
Immersion	Southeast	William N. Anderson Elementary	K-3
Immersion	Southeast	B. H. Macon Elementary	PK3-4
Immersion	Southwest	Hogg New Tech Center	K-5
Immersion	Southwest	John H. Reagan Elementary	PK3-5
Immersion	Southwest	Sidney Lanier Elementary/Sidney Lanier Expressive Arts Vanguard	K-5
Immersion	Southwest	Stevens Park Elementary	PK4-4
Immersion	Southwest	Mary McLeod Bethune Elementary	PK4-K
Immersion	Southwest	George Peabody Elementary	K-2
Immersion	Southwest	Rosemont Lower	K-5
Immersion	Southwest	Winnetka Elementary	PK4-5
Enrichment	Northwest	F. P. Cailliet Elementary	PK4-5
Enrichment	Northwest	Tom C. Gooch Elementary	K-5
Enrichment	Northwest	Jerry R. Junkins Elementary	PK3-5
Enrichment	Northwest	Harry C. Withers Elementary	K-5
Enrichment	OTI	Eduardo Mata Montessori School	PK3-6
50/50*	Northwest	Walnut Hill Elementary	PK4-6
Middle Schools			
Secondary	Magnet	Rosemont Upper	6-8
Secondary	Magnet	School for the Talented and Gifted in Pleasant Grove	6-8
Secondary	Northeast	Alex Sanger Preparatory Middle School	6-8
Secondary	Northeast	J. L. Long Middle School	6-8
Secondary	Northwest	E. D. Walker Middle School	6-8
High Schools			
Secondary	Northeast	North Dallas High School	9
Secondary	Northeast	Woodrow Wilson High School	9-12
Secondary	Northwest	W. T. White High School	9-12
Secondary	Southwest	Sunset High School	9-12

Source: Bilingual/ESL Department, Fall 2020.

Notes: * = Content areas at Walnut Hill Elementary were taught 50 percent in Spanish and 50 percent in English.

Appendix C

Appendix C, Figure 1: English Learner Identification Flowchart



Source: 2020-21 Dallas ISD LPAC Manual.

Note: In November 2019, Dallas ISD transitioned from using the *IPT* to *LAS Links* as the English language proficiency test. Bilingual Classroom = Dual Language Classroom.

Appendix C, Table 1: 2019-20 English Learner Reclassification Criteria

Assessment Type	Grades 1 to 2	Grades 3 to 8	Grades 9 to 10	Grades 11 to 12
English Language Proficiency Assessment	Option 1: ^a 2019-20 <i>Texas English Language Proficiency Assessment System (TELPAS)</i> Advanced High in each domain of Listening, Speaking, Reading, and Writing			
	Option 2: ^b <i>LAS Links Assessment</i> Fluent level Grade 1: in both Listening and Speaking Grades 2-12: in each domain of Listening, Speaking, Reading, and Writing			
State Standardized Reading Assessment	Norm-Referenced Standardized Achievement Test requirement waived	STAAR requirements waived by the State	STAAR requirements waived by the State	Norm-Referenced Standardized Achievement Test requirement waived
Subjective Teacher Evaluation	Form: English Learner Reclassification Rubric			

Source: Dallas ISD Bilingual Education/ESL Department and 2019-20 TEA Reclassification Updated Criteria and Guidance (Texas Education Agency, 2020).

Note: ^a = The Local Education Agencies (LEA) completes *TELPAS* assessment of each domain. This fulfills the original English Language Proficiency Assessment component of the reclassification criteria. Priority should be given to students who have demonstrated potential for reclassification. ^b = The LEA does not complete *TELPAS* assessment of each domain; the LEA assesses ELs who have demonstrated potential for reclassification using the *LAS Links*; the LEA may choose to utilize Option 2 for grades two to 12 but may decide to utilize Option 1 for grade one only by completing the *TELPAS* holistic ratings for grade one. English learners with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the Process of Considering Reclassification of English Learners who also have Identified Special Needs.

Appendix D

Appendix D: 2020-21 English Learner Students and Non-English Learner Students by Grade

Appendix B. 2020-21 English Learner Students and Non-English Learner Students by Grade							
Grade Level	Total Enrollment <i>N</i>	Current ELs		NonELs		Monitored ELs	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Elementary School Level							
PK	8,563	3,847	5.7	4,716	6.1	-	-
K	10,208	4,747	7.1	5,460	7.0	1	0.0
1	10,561	5,092	7.6	5,467	7.0	2	0.0
2	10,614	5,309	7.9	5,286	6.8	19	0.4
3	10,457	5,363	8.0	5,092	6.6	2	0.0
4	10,562	5,547	8.3	5,009	6.4	6	0.1
5	10,818	5,571	8.3	5,245	6.7	2	0.0
PK-5	71,783	35,476	52.8	36,275	46.7	32	0.7
Secondary School Level							
6	10,645	5,368	8.0	5,265	6.8	12	0.3
7	10,804	5,247	7.8	5,385	6.9	172	3.7
8	11,189	5,000	7.4	5,666	7.3	523	11.1
9	12,217	5,079	7.6	6,405	8.2	733	15.6
10	12,005	4,993	7.4	6,224	8.0	788	16.7
11	10,935	3,479	5.2	6,252	8.0	1,204	25.6
12	10,058	2,564	3.8	6,252	8.0	1,242	26.4
6-12	77,853	31,730	47.2	41,449	53.3	4,674	99.3

Source: District PEIMS snapshot demographic data file dated 11/04/20.

Note: Percentages are based on total number of students from PK through 12. NonELs include students who have opted-in to dual language programs and former ELs who are in monitored status, and do not include students who were classified as 'untestable.' Percentages may not add to 100 because of rounding. - = no data in this category.

Appendix E

Appendix E, Table 1: 2020-21 Characteristics of Students Served by BE/ESL Program/Classification

	District (N = 145,386)		All ELs (N = 67,206)		NonELs (N = 77,724)		Monitored (N = 4,706)	
	n	%	n	%	n	%	n	%
Sex								
Female	71,399	49.1	32,446	48.3	38,742	49.8	2,612	55.5
Male	73,987	50.9	34,760	51.7	38,982	50.2	2,094	44.5
Race/Ethnicity^a								
Asian	1,504	1.0	773	1.2	702	0.9	36	0.8
African American	30,385	20.9	776	1.2	29,597	38.1	30	0.6
Hispanic	102,611	70.6	64,643	96.2	37,571	48.3	4,604	97.8
American Indian	168	0.1	66	0.1	101	0.1	2	0.0
Pacific Islander	105	0.1	72	0.1	33	0.0	2	0.0
White	7,198	5.0	483	0.7	6,703	8.6	15	0.3
Two or More Races	3,410	2.3	393	0.6	3,012	3.9	17	0.4
Language Spoken at Home								
English	64,146	44.1	1,059	1.6	63,077	81.2	56	1.2
Spanish	78,391	53.9	64,053	95.3	13,940	17.9	4,563	97.0
Other	2,849	2.0	2,094	3.1	707	0.9	87	1.8
Language Student Most Often Speaks								
English	71,287	49.0	5,579	8.3	65,586	84.4	316	6.7
Spanish	71,971	49.5	59,972	89.2	11,689	15.0	4,319	91.8
Other	2,128	1.5	1,655	2.5	449	0.6	71	1.5
Country of Birth								
United States	119,676	82.3	50,572	75.2	68,930	88.7	4,333	92.1
Other	25,710	17.7	16,634	24.8	8,794	11.3	373	7.9
Special Student Populations								
TAG Participant	24,429	16.8	10,042	14.9	14,384	18.5	1,789	38.0
Special Education	13,772	9.5	5,435	8.1	8,317	10.7	86	1.8
At Risk	88,338	60.8	61,926	92.1	26,389	34.0	4,574	97.2
Economic Disadvantage	123,006	84.6	61,207	91.1	61,376	79.0	3,886	82.6
Homeless	3,003	2.1	1,228	1.8	1,749	2.3	32	0.7
Grade Level								
PK	8,777	6.0	3,847	5.7	4,716	6.1	-	-
K	10,276	7.1	4,747	7.1	5,460	7.0	1	0.0
1	10,586	7.3	5,092	7.6	5,467	7.0	2	0.0
2	10,610	7.3	5,309	7.9	5,286	6.8	19	0.4
3	10,474	7.2	5,363	8.0	5,092	6.6	2	0.0
4	10,572	7.3	5,547	8.3	5,009	6.4	6	0.1
5	10,829	7.4	5,571	8.3	5,245	6.7	2	0.0
6	10,640	7.3	5,368	8.0	5,265	6.8	12	0.3
7	10,644	7.3	5,247	7.8	5,385	6.9	172	3.7
8	10,678	7.3	5,000	7.4	5,666	7.3	523	11.1
9	11,513	7.9	5,079	7.6	6,405	8.2	733	15.6
10	11,228	7.7	4,993	7.4	6,224	8.0	788	16.7
11	9,739	6.7	3,479	5.2	6,252	8.0	1,204	25.6
12	8,820	6.1	2,564	3.8	6,252	8.0	1,242	26.4
Elementary Level	72,124	49.6	35,476	52.8	36,275	46.7	32	0.7
Secondary Level	73,262	50.4	31,730	47.2	41,449	53.3	4,674	99.3

Source: District PEIMS snapshot demographic data file dated 11/04/20.

Note: Ns include students in PK through grade 12. NonELs include students who have opted-in to dual language programs and former ELs who are in monitored status and do not include students who were coded as "untestable." Percentages may not sum to 100 because of rounding. ^a = Some students did not have a Race/Ethnicity code, so ns may not sum to the total N. - = no data in this category.

Appendix E, Table 2: 2020-21 Characteristics of Students Served by BE/ESL Program/Classification

	ELs in OVDL (N = 28,576)		ELs in TWDL (N = 3,725)		NonELs in TWDL (N = 2,243)		ESL (N = 4,439)	
	n	%	n	%	n	%	n	%
Sex								
Female	14,080	49.3	1,834	49.2	1,214	54.1	2,139	48.2
Male	14,496	50.7	1,891	50.8	1,029	45.9	2,300	51.8
Race/Ethnicity								
Asian	14	0.0	4	0.1	22	1.0	507	11.4
African American	7	0.0	9	0.2	285	12.7	504	11.4
Hispanic	28,325	99.1	3,675	98.7	1,237	55.1	2,998	67.5
American Indian	26	0.1	3	0.1	2	0.1	12	0.3
Pacific Islander	2	0.0	1	0.0	2	0.1	35	0.8
White	148	0.5	20	0.5	553	24.7	167	3.8
Two or More Races	54	0.2	13	0.3	142	6.3	216	4.9
Language Spoken at Home								
English	415	1.5	76	2.0	1,725	76.9	78	1.8
Spanish	28,092	98.3	3,634	97.6	496	22.1	2,962	66.7
Other	69	0.2	15	0.4	22	1.0	1,399	31.5
Language Student Most Often Speaks								
English	2,213	7.7	374	10.0	1,846	82.3	501	11.3
Spanish	26,304	92.0	3,338	89.6	381	17.0	2,892	65.1
Other	59	0.2	13	0.3	16	0.7	1,046	23.6
Country of Birth								
United States	19,595	68.6	3,012	80.9	1,995	88.9	1,270	28.6
Other	8,981	31.4	713	19.1	248	11.1	3,169	71.4
Special Student Populations								
TAG Participant	4,309	15.1	664	17.8	828	36.9	256	5.8
Special Education	1,629	5.7	253	6.8	94	4.2	136	3.1
At Risk	24,602	86.1	3,542	95.1	104	4.6	3,697	83.3
Economic Disadvantage	27,097	94.8	3,257	87.4	1,118	49.8	3,695	83.2
Homeless	544	1.9	45	1.2	19	0.8	115	2.6
Grade Level								
PK	3,411	11.9	189	5.1	55	2.5	192	4.3
K	3,939	13.8	390	10.5	247	11.0	221	5.0
1	3,953	13.8	597	16.0	449	20.0	244	5.5
2	4,043	14.1	694	18.6	442	19.7	230	5.2
3	4,076	14.3	670	18.0	388	17.3	224	5.0
4	4,181	14.6	648	17.4	367	16.4	176	4.0
5	4,366	15.3	524	14.1	283	12.6	183	4.1
6	602	2.1	12	0.3	9	0.4	267	6.0
7	2	0.0	-	-	2	0.1	238	5.4
8	2	0.0	1	0.0	1	0.0	368	8.3
9	-	-	-	-	-	-	631	14.2
10	-	-	-	-	-	-	847	19.1
11	1	0.0	-	-	-	-	342	7.7
12	-	-	-	-	-	-	276	6.2
Elementary Level	27,969	97.9	3,712	99.7	2,231	99.5	1,470	33.1
Secondary Level	607	2.1	13	0.3	12	0.5	2,969	66.9

Source: District PEIMS snapshot demographic data file dated 11/04/20.

Note: Ns include students in PK through grade 12. NonELs include students who have opted-in to dual language programs and former ELs who are in monitored status and do not include students who were coded as "untestable." Percentages may not sum to 100 because of rounding. - = no data in this category.

Appendix E, Table 3: 2020-21 Characteristics of Students Served by BE/ESL Program/Classification

	ELs in SECDL (N = 418)		NonELs in SECDL (N = 177)		Sheltered (N = 22,485)		Immigrant (N = 8,187)	
	n	%	n	%	n	%	n	%
Sex								
Female	211	50.5	84	47.5	10,814	48.1	3,973	48.5
Male	207	49.5	93	52.5	11,671	51.9	4,214	51.5
Race/Ethnicity								
Asian	-	-	2	1.1	199	0.9	332	4.1
African American	-	-	3	1.7	200	0.9	547	6.7
Hispanic	417	99.8	159	89.8	21,859	97.2	6,897	84.2
American Indian	-	-	-	-	17	0.1	17	0.2
Pacific Islander	-	-	-	-	21	0.1	32	0.4
White	-	-	11	6.2	100	0.4	205	2.5
Two or More Races	1	0.2	2	1.1	89	0.4	157	1.9
Language Spoken at Home								
English	6	1.4	83	46.9	172	0.8	429	5.2
Spanish	412	98.6	93	52.5	21,817	97.0	6,775	82.8
Other	-	-	1	0.6	496	2.2	983	12.0
Language Student Most Often Speaks								
English	6	1.4	95	53.7	1,006	4.5	682	8.3
Spanish	412	98.6	82	46.3	21,038	93.6	6,696	81.8
Other	-	-	-	-	441	2.0	809	9.9
Country of Birth								
United States	355	84.9	171	96.6	19,429	86.4	1	0.0
Other	63	15.1	6	3.4	3,056	13.6	8,186	100.0
Special Student Populations								
TAG Participant	117	28.0	68	38.4	3,261	14.5	634	7.7
Special Education	15	3.6	2	1.1	1,592	7.1	221	2.7
At Risk	418	100.0	51	28.8	22,270	99.0	6,492	79.3
Economic Disadvantage	365	87.3	120	67.8	20,248	90.1	6,926	84.6
Homeless	7	1.7	1	0.6	415	1.8	295	3.6
Grade Level								
PK	-	-	-	-	-	-	78	1.0
K	-	-	-	-	-	-	470	5.7
1	-	-	-	-	-	-	792	9.7
2	-	-	-	-	-	-	914	11.2
3	-	-	-	-	-	-	985	12.0
4	-	-	-	-	-	-	782	9.6
5	-	-	-	-	-	-	635	7.8
6	-	-	3	1.7	3,835	17.1	534	6.5
7	65	15.6	29	16.4	4,313	19.2	489	6.0
8	122	29.2	30	16.9	3,791	16.9	485	5.9
9	16	3.8	36	20.3	3,375	15.0	559	6.8
10	45	10.8	49	27.7	3,086	13.7	773	9.4
11	122	29.2	12	6.8	2,399	10.7	386	4.7
12	48	11.5	18	10.2	1,686	7.5	305	3.7
Elementary Level	-	-	-	-	-	-	4,656	56.9
Secondary Level	418	100.0	177	100.0	22,485	100.0	3,531	43.1

Source: District PEIMS snapshot demographic data file dated 11/04/20.

Note: Ns include students in PK through grade 12. NonELs include students who have opted-in to dual language programs and former ELs who are in monitored status and do not include students who were coded as "untestable." Percentages may not sum to 100 because of rounding. - = no data in this category.

Appendix E, Table 4: 2020-21 Characteristics of Students Served by BE/ESL Program/Classification

	Parent Denials (N = 3,861)		Unservable (N = 940)	
	n	%	n	%
Sex				
Female	1,636	42.4	277	29.5
Male	2,225	57.6	663	70.5
Race/Ethnicity				
Asian	8	0.2	5	0.5
African American	14	0.4	12	1.3
Hispanic	3,801	98.4	909	96.7
American Indian	2	0.1	2	0.2
Pacific Islander	-	-	-	-
White	29	0.8	10	1.1
Two or More Races	7	0.2	2	0.2
Language Spoken at Home				
English	258	6.7	22	2.3
Spanish	3,589	93.0	901	95.9
Other	14	0.4	17	1.8
Language Student Most Often Speaks				
English	1,196	31.0	116	12.3
Spanish	2,654	68.7	814	86.6
Other	11	0.3	10	1.1
Country of Birth				
United States	3,665	94.9	845	89.9
Other	196	5.1	95	10.1
Special Student Populations				
TAG Participant	431	11.2	7	0.7
Special Education	835	21.6	928	98.7
At Risk	3,778	97.9	904	96.2
Economic Disadvantage	3,364	87.1	831	88.4
Homeless	54	1.4	15	1.6
Grade Level				
PK	45	1.2	5	0.5
K	107	2.8	85	9.0
1	214	5.5	77	8.2
2	256	6.6	68	7.2
3	310	8.0	65	6.9
4	449	11.6	75	8.0
5	413	10.7	69	7.3
6	357	9.2	67	7.1
7	331	8.6	70	7.4
8	333	8.6	70	7.4
9	297	7.7	69	7.3
10	328	8.5	77	8.2
11	212	5.5	64	6.8
12	209	5.4	79	8.4
Elementary Level	1,794	46.5	444	47.2
Secondary Level	2,067	53.5	496	52.8

Source: District PEIMS snapshot demographic data file dated 11/04/20.

Note: Ns include students in PK through grade 12. Percentages may not sum to 100 because of rounding. - = no data in this category.

Appendix F

Appendix F: 2020-21 Percentages of African American and Economically Disadvantaged Opt-In Students (NonELs) by TWDL Campus

Campus	African American					Economically Disadvantaged				
	NonELs in TWDL (N = 263)		Campus Totals (N = 6,049)		Δ	NonELs in TWDL (N = 1,068)		Campus Totals (N = 34,201)		Δ
	n	%	n	%		n	%	n	%	
Adams, John Q.	2	7.4	23	4.1	3.3	26	96.3	535	96.1	0.2
Adams, Nathan	-	-	51	13.1	-13.1	6	75.0	361	92.8	-17.8
Anderson, William M.	3	18.8	44	7.8	11.0	16	100.0	498	88.8	11.2
Bethune, Mary Mcleod	-	-	13	2.3	-2.3	5	71.4	499	86.5	-15.1
Blanton, Annie Webb	-	-	69	12.5	-12.5	2	100.0	528	95.5	4.5
Brashear, Jimmie Tyler	5	10.4	78	12.1	-1.7	39	81.3	552	85.6	-4.3
Burleson, Rufus C.	-	-	209	40.0	-40.0	1	100.0	503	96.2	3.8
Bush, George H.W.	-	-	203	33.2	-33.2	5	71.4	496	81.2	-9.8
Caillet, F.P.	-	-	19	3.3	-3.3	25	78.1	548	94.6	-16.5
Carpenter, John W.	8	72.7	142	60.7	12.0	11	100.0	228	97.4	2.6
Degolyer, Everette Lee	1	1.2	14	3.8	-2.6	23	26.7	231	62.3	-35.6
Donald, L.O.	-	-	7	1.9	-1.9	5	62.5	342	90.5	-28.0
Downtown Montessori at Ida B. Wells	1	8.3	57	26.1	-17.8	4	33.3	151	69.3	-36.0
Foster, Stephen C.	-	-	15	2.3	-2.3	2	100.0	638	98.9	1.1
Frank, Anne	11	45.8	314	29.7	16.1	19	79.2	856	80.8	-1.6
Geneva Heights	6	6.3	44	9.8	-3.5	16	16.8	237	52.7	-35.9
Gooch, Tom C.	-	-	28	8.0	-8.0	3	100.0	314	90.0	10.0
Halliday, Ebby	1	14.3	50	8.3	6.0	5	71.4	558	92.4	-21.0
Harlee Early Childhood	14	46.7	139	65.6	-18.9	25	83.3	190	89.6	-6.3
Hawthorne, Nathaniel	-	-	16	4.1	-4.1	-	-	360	91.4	-91.4
Hernandez Montessori Academy	1	5.9	32	11.3	-5.4	12	70.6	216	76.3	-5.7
Hogg, James S.	5	9.8	24	7.9	1.9	37	72.5	271	88.9	-16.4
Houston, Sam	4	17.4	63	24.3	-6.9	14	60.9	182	70.3	-9.4
Ireland, John	-	-	50	11.6	-11.6	8	100.0	408	94.7	5.3
Jordan, Barbara	-	-	46	10.3	-10.3	-	-	432	97.1	-97.1
Junkins, Jerry R.	8	36.4	172	30.3	6.1	13	59.1	456	80.3	-21.2
Kiest, Edwin J.	2	5.9	46	7.1	-1.2	30	88.2	614	94.6	-6.4
Kleberg	-	-	109	16.0	-16.0	15	93.8	616	90.2	3.6
Kramer, Arthur	15	13.8	118	24.7	-10.9	29	26.6	308	64.6	-38.0
Lakewood	3	3.8	16	1.7	2.1	-	-	48	5.1	-5.1
Lanier, Sidney	6	24.0	80	11.5	12.5	11	44.0	551	79.2	-35.2
Lipscomb, William	3	4.3	33	8.2	-3.9	28	40.6	309	77.1	-36.5
Long, J.L.	-	-	116	8.8	-8.8	-	-	765	58.4	-58.4
Macon, B.H.	-	-	34	7.2	-7.2	13	81.3	439	92.4	-11.1
Maple Lawn	17	48.6	180	34.4	14.2	33	94.3	501	95.6	-1.3
Mata, Eduardo	3	3.8	45	6.6	-2.8	43	55.1	437	64.4	-9.3
Milam, Ben	-	-	55	19.6	-19.6	-	-	222	79.3	-79.3
Mockingbird	3	4.3	41	6.1	-1.8	9	13.0	153	22.9	-9.9
Mount Auburn	-	-	34	6.9	-6.9	2	100.0	438	88.8	11.2
North Dallas	-	-	251	20.9	-20.9	-	-	974	81.0	-81.0
Peabody, George	1	8.3	6	1.4	6.9	11	91.7	363	87.3	4.4
Pleasant Grove Elementary	6	30.0	85	18.5	11.5	20	100.0	445	96.9	3.1
Pleasant Grove TAG	5	17.2	5	1.3	15.9	27	93.1	347	89.0	4.1
Polk, K.B.	-	-	86	21.8	-21.8	3	75.0	352	89.1	-14.1
Prekindergarten Partnership Center	-	-	626	60.4	-60.4	-	-	1,024	98.8	-98.8
Preston Hollow	2	16.7	60	14.3	2.4	7	58.3	323	77.1	-18.8
Reagan, John H.	4	10.8	7	2.5	8.3	34	91.9	268	96.8	-4.9
Reilly, Martha Turner	2	4.3	51	10.3	-6.0	19	40.4	388	78.7	-38.3
Richardson, Thelma	9	31.0	57	10.6	20.4	21	72.4	493	91.8	-19.4
Roberts, Oran M.	3	14.3	70	15.7	-1.4	21	100.0	427	95.5	4.5
Rosemont Lower	3	2.1	28	3.4	-1.3	40	28.0	541	65.3	-37.3
Rosemont Upper	-	-	1	0.6	-0.6	-	-	137	80.6	-80.6
Rowe, Edna	14	45.2	111	29.1	16.1	26	83.9	341	89.5	-5.6
Runyon, John W.	4	28.6	163	33.2	-4.6	13	92.9	456	92.9	0.0
Russell, Clinton P.	3	23.1	60	10.1	13.0	13	100.0	563	94.6	5.4
San Jacinto	8	66.7	55	14.4	52.3	11	91.7	363	94.8	-3.1
Sanger, Alex	5	5.5	75	10.3	-4.8	28	30.8	544	74.7	-43.9

table continues

Appendix F (continued)

Campus	African American					Economically Disadvantaged				
	NonELs in TWDL		Campus Totals		Δ	NonELs in TWDL		Campus Totals		Δ
	(N = 263)		(N = 6,049)			(N = 1,068)		(N = 34,201)		
	n	%	n	%		n	%	n	%	
Seagoville Elementary	-	-	66	11.2	-11.2	-	-	542	92.2	-92.2
Seagoville North	2	22.2	81	11.4	10.8	7	77.8	641	90.4	-12.6
Silberstein, Ascher	2	14.3	23	4.0	10.3	11	78.6	544	93.8	-15.2
Solar Preparatory Boys	9	13.4	52	15.2	-1.8	19	28.4	166	48.5	-20.1
Solar Preparatory Girls	15	14.2	101	16.4	-2.2	37	34.9	279	45.3	-10.4
Stevens Park	1	5.3	41	6.2	-0.9	18	94.7	640	96.7	-2.0
Sunset	-	-	45	2.2	-2.2	-	-	1,581	75.9	-75.9
Terry, T.G.	4	44.4	77	24.3	20.1	8	88.9	289	91.2	-2.3
Trinity Heights	9	52.9	118	31.3	21.6	11	64.7	320	84.9	-20.2
Twain, Mark	4	100.0	112	61.2	38.8	3	75.0	145	79.2	-4.2
Walker, Ewell D.	-	-	141	19.7	-19.7	-	-	617	86.1	-86.1
Walnut Hill	11	15.7	39	10.0	5.7	23	32.9	268	68.9	-36.0
White, W.T.	-	-	229	11.0	-11.0	-	-	1,566	75.3	-75.3
Wilson, Woodrow	-	-	117	6.1	-6.1	-	-	1,017	53.2	-53.2
Winnetka	1	1.4	1	0.1	1.3	61	87.1	698	90.2	-3.1
Withers, Harry C.	1	0.9	7	1.6	-0.7	23	21.7	214	48.7	-27.0
Young, Whitney M. Jr.	13	72.2	173	48.2	24.0	18	100.0	334	93.0	7.0
Total	263	12.5	6,049	14.0	-1.5	1,068	50.7	34,201	79.1	-28.4

Source: District PEIMS snapshot demographic data file dated 11/04/20.

Note: Ns include students in PK through grade 12. NonELs include students who have opted-in to dual language programs and former ELs who are in monitored status and do not include students who were coded as "untestable." Percentages may not sum to 100 because of rounding. Δ %pts = Percentage of NonELs in TWDL minus the percentage at the campus overall. - = no data in this category.

Appendix G

Appendix G, Table 1: 2020-21 DL/ESL Survey – Characteristics

	Dual Language				English as a Second Language			
	Teacher (N = 75)		Other (N = 10)		Teacher (N = 79)		Other (N = 24)	
	n	%	n	%	n	%	n	%
What grade level(s) did you primarily work with during the 2020-21 school year?*								
PK-2	49	65.3	7	70.0	1	1.3	-	-
3-5	21	28.0	5	50.0	1	1.3	-	-
6-8	1	1.3	-	-	41	51.9	12	50.0
9-12	4	5.3	-	-	36	45.6	13	54.2
How frequently did you interact with a(n) [ESL/DL] instructional specialist in 2020-21?								
Never	3	4.0	1	10.0	2	2.5	-	-
1-3 times	7	9.3	1	10.0	10	12.7	3	12.5
4-6 times	16	21.3	1	10.0	15	19.0	4	16.7
7-10 times	16	21.3	2	20.0	22	27.8	3	12.5
More than 10 times	33	44.0	5	50.0	30	38.0	14	58.3

Source: 2020-21 DL/ESL Survey, administered spring 2021.

Note: The Other category was comprised of anyone not a teacher (e.g., principal, campus instructional coach). Percentages may not sum to 100 percent because of rounding. * = Participants could choose more than one answer; thus, percentages may not sum to 100. - = no data in this category.

Appendix G, Table 2: 2020-21 DL/ESL Survey – Support Medium

Appendix D, Table 2: 2020-21 DL by ESE Survey – Support Medium											
		Not at all beneficial		Slightly beneficial		Very beneficial		Extremely beneficial		Not applicable/Do not know	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
DL Teachers											
Rate how beneficial each type of support was from your instructional specialist(s) in 2020-21.											
In-person support	71	-	-	11	15.5	25	35.2	33	46.5	2	2.8
Virtual Support	71	2	2.8	11	15.5	21	29.6	19	26.8	18	25.4
DL Other											
Rate how beneficial each type of support was from your instructional specialist(s) in 2020-21.											
In-person support	9	-	-	-	-	4	44.4	5	55.6	-	-
Virtual Support	9	-	-	-	-	7	77.8	1	11.1	1	11.1
ESL Teachers											
Rate how beneficial each type of support was from your instructional specialist(s) in 2020-21.											
In-person support	77	3	3.9	16	20.8	22	28.6	31	40.3	5	6.5
Virtual Support	77	7	9.1	16	20.8	23	29.9	25	32.5	6	7.8
ESL Other											
Rate how beneficial each type of support was from your instructional specialist(s) in 2020-21.											
In-person support	24	1	4.2	3	12.5	8	33.3	12	50.0	-	-
Virtual Support	24	1	4.2	6	25.0	10	41.7	6	25.0	1	4.2

Source: 2020-21 DL/ESL Survey, administered spring 2021.

Note: The Other category was comprised of anyone not a teacher (e.g., principal, campus instructional coach). Percentages may not sum to 100 percent because of rounding. - = no data in this category.

Appendix G, Table 3: 2020-21 DL/ESL Survey – Supports

		Not at all beneficial		Slightly beneficial		Very beneficial		Extremely beneficial		Not applicable/Do Not Know	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
DL Teachers											
Rate how beneficial each of the following supports were from your instructional specialist(s) in 2020-21.											
Professional development	69	-	-	13	18.8	28	40.6	23	33.3	5	7.2
In-class support	69	2	2.9	6	8.7	24	34.8	29	42.0	8	11.6
Providing resources/materials	69	2	2.9	7	10.1	20	29.0	38	55.1	2	2.9
Classroom observations and feedback	69	3	4.3	4	5.8	23	33.3	27	39.1	12	17.4
PLC or individual lesson planning	69	4	5.8	9	13.0	22	31.9	20	29.0	14	20.3
Classroom modeling/co-teaching	69	4	5.8	6	8.7	20	29.0	26	37.7	13	18.8
Data analyses	69	3	4.3	6	8.7	20	29.0	21	30.4	19	27.5
DL Other											
Rate how beneficial each of the following supports were from your instructional specialist(s) in 2020-21.											
Professional development	9	-	-	2	22.2	2	22.2	3	33.3	2	22.2
In-class support	9	-	-	-	-	4	44.4	5	55.6	-	-
Providing resources/materials	9	-	-	1	11.1	1	11.1	7	77.8	-	-
Classroom observations and feedback	9	-	-	1	11.1	3	33.3	4	44.4	1	11.1
PLC or individual lesson planning	9	-	-	1	11.1	4	44.4	3	33.3	1	11.1
Classroom modeling/co-teaching	9	-	-	3	33.3	2	22.2	3	33.3	1	11.1
Data analyses	9	-	-	2	22.2	4	44.4	1	11.1	2	22.2
ESL Teachers											
Rate how beneficial each of the following supports were from your instructional specialist(s) in 2020-21.											
Professional development	77	1	1.3	16	20.8	28	36.4	24	31.2	8	10.4
In-class support	77	6	7.8	10	13.0	27	35.1	21	27.3	13	16.9
Providing resources/materials	77	1	1.3	14	18.2	27	35.1	34	44.2	1	1.3
Classroom observations and feedback	77	7	9.1	14	18.2	18	23.4	21	27.3	17	22.1
PLC or individual lesson planning	77	3	3.9	14	18.2	24	31.2	26	33.8	10	13.0
Classroom modeling/co-teaching	77	6	7.8	11	14.3	13	16.9	15	19.5	32	41.6
Data analyses	77	7	9.1	14	18.2	17	22.1	15	19.5	24	31.2
ESL Other											
Rate how beneficial each of the following supports were from your instructional specialist(s) in 2020-21.											
Professional development	24	1	4.2	4	16.7	11	45.8	7	29.2	1	4.2
In-class support	24	2	8.3	2	8.3	11	45.8	6	25.0	3	12.5
Providing resources/materials	24	-	-	3	12.5	11	45.8	10	41.7	-	-
Classroom observations and feedback	24	1	4.2	6	25.0	7	29.2	7	29.2	3	12.5
PLC or individual lesson planning	24	2	8.3	2	8.3	6	25.0	11	45.8	3	12.5
Classroom modeling/co-teaching	24	2	8.3	3	12.5	11	45.8	3	12.5	5	20.8
Data analyses	24	1	4.2	5	20.8	9	37.5	4	16.7	5	20.8

Source: 2020-21 DL/ESL Survey, administered spring 2021.

Note: The Other category was comprised of anyone not a teacher (e.g., principal, campus instructional coach). Percentages may not sum to 100 percent because of rounding. - = no data in this category.

Appendix G, Table 4: 2020-21 DL/ESL Survey – Professional Development

	<i>N</i>	Not at all beneficial		Slightly beneficial		Very beneficial		Extremely beneficial		Not applicable/Do not know	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
DL Teachers											
Rate how beneficial each of the following professional development opportunities provided by your instructional specialist(s) were for you in 2020-21.											
Campus-wide professional development	69	3	4.3	10	14.5	22	31.9	20	29.0	14	20.3
PLCs	69	2	2.9	8	11.6	20	29.0	20	29.0	19	27.5
One-on-one	69	2	2.9	6	8.7	21	30.4	33	47.8	7	10.1
DL Other											
Rate how beneficial each of the following professional development opportunities provided by your instructional specialist(s) were for you in 2020-21.											
Campus-wide professional development	9	-	-	4	44.4	-	-	1	11.1	4	44.4
PLCs	9	-	-	2	22.2	3	33.3	1	11.1	3	33.3
One-on-one	9	-	-	3	33.3	-	-	5	55.6	1	11.1
ESL Teachers											
Rate how beneficial each of the following professional development opportunities provided by your instructional specialist(s) were for you in 2020-21.											
Campus-wide professional development	77	2	2.6	14	18.2	18	23.4	21	27.3	22	28.6
PLCs	77	1	1.3	13	16.9	20	26.0	23	29.9	20	26.0
One-on-one	77	4	5.2	11	14.3	15	19.5	31	40.3	16	20.8
ESL Other											
Rate how beneficial each of the following professional development opportunities provided by your instructional specialist(s) were for you in 2020-21.											
Campus-wide professional development	24	1	4.2	3	12.5	8	33.3	8	33.3	4	16.7
PLCs	24	1	4.2	4	16.7	8	33.3	8	33.3	3	12.5
One-on-one	24	2	8.3	3	12.5	7	29.2	9	37.5	3	12.5

Source: 2020-21 DL/ESL Survey, administered spring 2021.

Note: The Other category was comprised of anyone not a teacher (e.g., principal, campus instructional coach). Percentages may not sum to 100 percent because of rounding. - = no data in this category.

Appendix G, Table 5: 2020-21 DL/ESL Survey – Resources

		Not at all beneficial		Slightly beneficial		Very beneficial		Extremely beneficial		Not applicable	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
DL Teachers											
Rate how beneficial each of the following resources were for impacting student achievement in 2020-21.											
Technology resources (iPads, computer projectors, document cameras, etc.)	70	1	1.4	5	7.1	17	24.3	40	57.1	7	10.0
Online resources (Rosetta Stone, Nearpod, etc.)	70	1	1.4	9	12.9	22	31.4	27	38.6	11	15.7
Title III tutoring	70	2	2.9	7	10.0	17	24.3	17	24.3	27	38.6
Supplies and resources for classroom implementation	70	3	4.3	9	12.9	25	35.7	27	38.6	6	8.6
Curriculum products	70	3	4.3	10	14.3	24	34.3	27	38.6	6	8.6
DL Other											
Rate how beneficial each of the following resources were for impacting student achievement in 2020-21.											
Technology resources (iPads, computer projectors, document cameras, etc.)	10	-	-	1	10.0	4	40.0	3	30.0	2	20.0
Online resources (Rosetta Stone, Nearpod, etc.)	10	-	-	1	10.0	4	40.0	3	30.0	2	20.0
Title III tutoring	10	-	-	1	10.0	-	-	3	30.0	6	60.0
Supplies and resources for classroom implementation	10	-	-	1	10.0	2	20.0	5	50.0	2	20.0
Curriculum products	10	-	-	1	10.0	3	30.0	4	40.0	2	20.0
ESL Teachers											
Rate how beneficial each of the following resources were for impacting student achievement in 2020-21.											
Technology resources (iPads, computer projectors, document cameras, etc.)	79	2	2.5	7	8.9	24	30.4	37	46.8	9	11.4
Online resources (Rosetta Stone, Nearpod, etc.)	79	3	3.8	7	8.9	28	35.4	36	45.6	5	6.3
Title III tutoring	79	8	10.1	8	10.1	12	15.2	13	16.5	38	48.1
Supplies and resources for classroom implementation	79	3	3.8	11	13.9	29	36.7	28	35.4	8	10.1
Curriculum products	79	5	6.3	13	16.5	25	31.6	25	31.6	11	13.9
ESL Other											
Rate how beneficial each of the following resources were for impacting student achievement in 2020-21.											
Technology resources (iPads, computer projectors, document cameras, etc.)	24	1	4.2	6	25.0	6	25.0	6	25.0	5	20.8
Online resources (Rosetta Stone, Nearpod, etc.)	24	-	-	4	16.7	9	37.5	7	29.2	4	16.7
Title III tutoring	24	1	4.2	5	20.8	8	33.3	3	12.5	7	29.2
Supplies and resources for classroom implementation	24	-	-	5	20.8	12	50.0	5	20.8	2	8.3
Curriculum products	24	-	-	5	20.8	12	50.0	6	25.0	1	4.2

Source: 2020-21 DL/ESL Survey, administered spring 2021.

Note: The Other category was comprised of anyone not a teacher (e.g., principal, campus instructional coach). Percentages may not sum to 100 percent because of rounding. - = no data in this category.

Appendix G, Table 6: 2020-21 DL/ESL Survey – Collaborative Opportunities and Ellevation

	Dual Language				English as a Second Language			
	Teacher (N = 72*)		Other (N = 10)		Teacher (N = 79)		Other (N = 24)	
	n	%	n	%	n	%	n	%
Rate how beneficial the collaborative opportunities and networking events provided by the Bilingual/ESL department were for the support you provided to students. Collaborative opportunities include, but are not limited to, ESL Teachers Back to School event, SWAG, PLC and work sessions, and the ESL/DL Institute.								
Not at all beneficial	4	5.6	-	-	2	2.5	2	8.3
Slightly beneficial	12	16.7	1	10.0	17	21.5	2	8.3
Very beneficial	30	41.7	5	50.0	28	35.4	13	54.2
Extremely beneficial	16	22.2	-	-	21	26.6	5	20.8
Not applicable/Do not know	10	13.9	4	40.0	11	13.9	2	8.3
Did you use the Ellevation platform in 2020-21?								
Yes	26	37.1	5	50.0	44	55.7	14	58.3
No	44	62.9	5	50.0	35	44.3	10	41.7

Source: 2020-21 DL/ESL Survey, administered spring 2021.

Note: The Other category was comprised of anyone not a teacher (e.g., principal, campus instructional coach). Percentages may not sum to 100 percent because of rounding. * = Only 70 DL Teachers answered the question "Did you use the Ellevation platform in 2020-21?". - = no data in this category.

Appendix G, Table 7: 2020-21 DL/ESL Survey – Ellevation Frequency

	N	Daily		Weekly		Once every 6 weeks		Once a semester		Once a year		Never	
		n	%	n	%	n	%	n	%	n	%	n	%
DL Teachers													
On the Ellevation platform, how frequently did you use the following in 2020-21?*													
Instructional strategies resources	26	4	15.4	3	11.5	9	34.6	7	26.9	-	-	3	11.5
Data management tools (accessing student data, creating customizable lists to group students, etc.)	26	2	7.7	4	15.4	9	34.6	5	19.2	-	-	6	23.1
DL Other													
On the Ellevation platform, how frequently did you use the following in 2020-21?*													
Instructional strategies resources	5	-	-	-	-	1	20.0	3	60.0	-	-	1	20.0
Data management tools (accessing student data, creating customizable lists to group students, etc.)	5	-	-	-	-	2	40.0	3	60.0	-	-	-	-
ESL Teachers													
On the Ellevation platform, how frequently did you use the following in 2020-21?*													
Instructional strategies resources	44	1	2.3	15	34.1	17	38.6	10	22.7	-	-	1	2.3
Data management tools (accessing student data, creating customizable lists to group students, etc.)	44	3	6.8	15	34.1	8	18.2	11	25.0	-	-	7	15.9
ESL Other													
On the Ellevation platform, how frequently did you use the following in 2020-21?*													
Instructional strategies resources	14	1	7.1	4	28.6	8	57.1	-	-	-	-	1	7.1
Data management tools (accessing student data, creating customizable lists to group students, etc.)	14	2	14.3	4	28.6	7	50.0	1	7.1	-	-	-	-

Source: 2020-21 DL/ESL Survey, administered spring 2021.

Note: The Other category was comprised of anyone not a teacher (e.g., principal, campus instructional coach). Percentages may not sum to 100 percent because of rounding * = Respondents only answered this question if they answered "Yes" to whether they used the Ellevation platform. - = no data in this category.

Appendix G, Table 8: 2020-21 DL/ESL Survey – Ellevation Benefit

		Not at all beneficial		Slightly beneficial		Very beneficial		Extremely beneficial		Not applicable/Do not know	
	<i>N</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
DL Teachers											
On the Ellevation platform, how beneficial did you find the following in 2020-21?*											
Instructional strategies resources	26	2	7.7	7	26.9	9	34.6	4	15.4	4	15.4
Data management tools (accessing student data, creating customizable lists to group students, etc.)	26	3	11.5	7	26.9	9	34.6	4	15.4	3	11.5
DL Other											
On the Ellevation platform, how beneficial did you find the following in 2020-21?*											
Instructional strategies resources	5	-	-	1	20.0	2	40.0	1	20.0	1	20.0
Data management tools (accessing student data, creating customizable lists to group students, etc.)	5	-	-	1	20.0	3	60.0	1	20.0	-	-
ESL Teachers											
On the Ellevation platform, how beneficial did you find the following in 2020-21?*											
Instructional strategies resources	44	-	-	14	31.8	17	38.6	12	27.3	1	2.3
Data management tools (accessing student data, creating customizable lists to group students, etc.)	44	-	-	14	31.8	11	25.0	13	29.5	6	13.6
ESL Other											
On the Ellevation platform, how beneficial did you find the following in 2020-21?*											
Instructional strategies resources	14	-	-	2	14.3	8	57.1	2	14.3	2	14.3
Data management tools (accessing student data, creating customizable lists to group students, etc.)	14	-	-	3	21.4	7	50.0	3	21.4	1	7.1

Source: 2020-21 DL/ESL Survey, administered spring 2021.

Note: The Other category was comprised of anyone not a teacher (e.g., principal, campus instructional coach). Percentages may not sum to 100 percent because of rounding * = Respondents only answered this question if they answered “Yes” to whether they used the Ellevation platform. - = no data in this category.

Appendix H

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

	Dual Language				English as a Second Language			
	Teacher (N = 100)		Other (N = 6)		Teacher (N = 55)		Other (N = 19)	
	n	%	n	%	n	%	n	%
How frequently did you interact with a(n) [ESL/DL] instructional specialist in 2019-20 prior to at-home learning?								
Never	-	-	-	-	1	1.8	-	-
1-3 times	30	30.0	1	16.7	8	14.5	4	21.1
4-6 times	32	32.0	2	33.3	15	27.3	3	15.8
7-10 times	13	13.0	1	16.7	11	20.0	2	10.5
More than 10 times	25	25.0	2	33.3	20	36.4	10	52.6
What grade level(s) did you primarily work with during the 2019-20 school year?*								
PK-2	69	66.3	5	50.0	1	1.8	-	-
3-5	35	33.7	4	40.0	3	5.5	-	-
6-8	-	-	1	10.0	27	49.1	9	47.4
9-12	-	-	-	-	24	43.6	10	52.6

Source: 2019-20 DL/ESL Survey, administered spring 2020.

Note: The Other category was comprised of anyone not a teacher (e.g., principal, campus instructional coach). Percentages may not sum to 100 percent because of rounding. * = Participants could choose more than one answer. - = no data in this category.

Appendix H, Table 2: 2019-20 DL/ESL Survey – Supports

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

Source: 2019-20 DL/ESL Survey, administered spring 2020.

Note: The Other category was comprised of anyone not a teacher (e.g., principal, campus instructional coach). Percentages may not sum to 100 percent because of rounding. - = no data in this category.

Appendix H, Table 3: 2019-20 DL/ESL Survey – Professional Development

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

Source: 2019-20 DL/ESL Survey, administered spring 2020.

Note: The Other category was comprised of anyone not a teacher (e.g., principal, campus instructional coach). Percentages may not sum to 100 percent because of rounding. - = no data in this category.

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

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

Source: 2019-20 DL/ESL Survey, administered spring 2020.

Note: The Other category was comprised of anyone not a teacher (e.g., principal, campus instructional coach). Percentages may not sum to 100 percent because of rounding. - = no data in this category.

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

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

Source: 2019-20 DL/ESL Survey, administered spring 2020.

Note: The Other category was comprised of anyone not a teacher (e.g., principal, campus instructional coach). Percentages may not sum to 100 percent because of rounding. - = no data in this category.

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

Appendix H, Table of 2019-20 DL EOE Survey: Ellevation Usage

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

Source: 2019-20 DL/ESL Survey, administered spring 2020.

Note: The Other category was comprised of anyone not a teacher (e.g., principal, campus instructional coach). Percentages may not sum to 100 percent because of rounding. * = Respondents only answered this question if they answered "Yes" to whether they used the Ellevation platform. - = no data in this category.

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

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

Source: 2019-20 DL/ESL Survey, administered spring 2020.

Note: The Other category was comprised of anyone not a teacher (e.g., principal, campus instructional coach). Percentages may not sum to 100 percent because of rounding * = Respondents only answered this question if they answered "Yes" to whether they used the Ellevation platform. - = no data in this category.

Appendix I

Appendix I: 2020-21 Sheltered Instruction Survey

	R/LA Teachers (N = 333)	
	n	%
Do you have any English Learners in your classroom(s) in 2020-21?		
Yes	312	93.7
No	21	6.3
Which of the following sheltered instruction practices/strategies did you implement in your classroom in 2020-21? Check all that apply.		
Targeted vocabulary introduction	234	70.3
Glossaries and other independent work scaffolds	184	55.3
Using visuals to deepen comprehension	268	80.5
Using manipulatives	74	22.2
Native language support (not word-for-word translation)	110	33.0
None of the above	15	4.5
How frequently did you implement sheltered instruction in 2020-21?		
Daily	202	60.7
Weekly	96	28.8
Once every 6 weeks	7	2.1
Once a semester	1	0.3
Once a year	2	0.6
Did not answer	25	7.5

Source: 2020-21 Sheltered Survey for Dallas ISD R/LA Teachers who had at least one sheltered student in his or her classroom, administered spring 2021.

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

Appendix J

Appendix J, Table 1: 2021 TELPAS Proficiency Levels by Program/Classification and Grade Level

Grade Level		2021 TELPAS English Proficiency Rating							
Grade Level(s)	Tested <i>N</i>	Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All English Learners									
K	4,564	2,928	64.2	1,355	29.7	187	4.1	94	2.1
1	4,929	2,011	40.8	2,096	42.5	622	12.6	200	4.1
2	4,861	724	14.9	2,928	60.2	1,132	23.3	77	1.6
3	4,858	365	7.5	2,350	48.4	1,767	36.4	376	7.7
4	4,907	365	7.4	2,095	42.7	1,890	38.5	557	11.4
5	4,964	247	5.0	1,619	32.6	2,104	42.4	994	20.0
6	3,430	178	5.2	1,179	34.4	1,521	44.3	552	16.1
7	3,004	155	5.2	1,102	36.7	1,315	43.8	432	14.4
8	2,680	130	4.9	1,005	37.5	1,199	44.7	346	12.9
9	1,840	102	5.5	807	43.9	616	33.5	315	17.1
10	1,376	101	7.3	583	42.4	479	34.8	213	15.5
11	1,000	25	2.5	446	44.6	363	36.3	166	16.6
12	622	6	1.0	277	44.5	235	37.8	104	16.7
K to 2	14,354	5,663	39.5	6,379	44.4	1,941	13.5	371	2.6
3 to 5	14,729	977	6.6	6,064	41.2	5,761	39.1	1,927	13.1
6 to 8	9,114	463	5.1	3,286	36.1	4,035	44.3	1,330	14.6
9 to 12	4,838	234	4.8	2,113	43.7	1,693	35.0	798	16.5
K to 5	29,083	6,640	22.8	12,443	42.8	7,702	26.5	2,298	7.9
6 to 12	13,952	697	5.0	5,399	38.7	5,728	41.1	2,128	15.3
All Grades	43,035	7,337	17.0	17,842	41.5	13,430	31.2	4,426	10.3
One-Way Dual Language									
K	3,830	2,617	68.3	1,090	28.5	85	2.2	38	1.0
1	3,854	1,782	46.2	1,671	43.4	356	9.2	45	1.2
2	3,783	625	16.5	2,318	61.3	791	20.9	49	1.3
3	3,760	325	8.6	1,874	49.8	1,310	34.8	251	6.7
4	3,793	322	8.5	1,643	43.3	1,432	37.8	396	10.4
5	3,987	225	5.6	1,332	33.4	1,654	41.5	776	19.5
6 ^a	535	48	9.0	180	33.6	244	45.6	63	11.8
K to 2	11,467	5,024	43.8	5,079	44.3	1,232	10.7	132	1.2
3 to 6	12,075	920	7.6	5,029	41.6	4,640	38.4	1,486	12.3
K to 6	23,542	5,944	25.2	10,108	42.9	5,872	24.9	1,618	6.9
Two-Way Dual Language									
K	382	200	52.4	155	40.6	20	5.2	7	1.8
1	590	149	25.3	289	49.0	117	19.8	35	5.9
2	640	53	8.3	379	59.2	194	30.3	14	2.2
3	615	19	3.1	260	42.3	258	42.0	78	12.7
4	558	19	3.4	210	37.6	236	42.3	93	16.7
5	471	9	1.9	121	25.7	225	47.8	116	24.6
6 ^a	12	-	-	-	-	11	91.7	1	8.3
K to 2	1,612	402	24.9	823	51.1	331	20.5	56	3.5
3 to 6	1,656	47	2.8	591	35.7	730	44.1	288	17.4
K to 6	3,268	449	13.7	1,414	43.3	1,061	32.5	344	10.5
Two-Way Dual Language: Immersion									
K	310	154	49.7	129	41.6	20	6.5	7	2.3
1	519	130	25.0	261	50.3	102	19.7	26	5.0
K to 1	829	284	34.3	390	47.0	122	14.7	33	4.0
Two-Way Dual Language: Enrichment									
K	46	32	69.6	14	30.4	-	-	-	-
1	55	12	21.8	23	41.8	14	25.5	6	10.9
K to 1	101	44	43.6	37	36.6	14	13.9	6	5.9

table continues

Appendix J, Table 1 (continued)

Appendix 1, Table 1 (continued)

2021 TELPAS English Proficiency Rating									
Grade Level(s)	Tested <i>N</i>	Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Secondary Dual Language									
6	-	-	-	-	-	-	-	-	-
7	61	-	-	1	1.6	13	21.3	47	77.0
8	96	-	-	7	7.3	35	36.5	54	56.3
9	9	-	-	7	77.8	2	22.2	-	-
10	19	-	-	8	42.1	7	36.8	4	21.1
11	78	1	1.3	38	48.7	28	35.9	11	14.1
12	20	1	5.0	5	25.0	8	40.0	6	30.0
6 to 8	157	-	-	8	5.1	48	30.6	101	64.3
9 to 12	126	2	1.6	58	46.0	45	35.7	21	16.7
6 to 12	283	2	0.7	66	23.3	93	32.9	122	43.1
English as a Second Language									
K	203	54	26.6	65	32.0	58	28.6	26	12.8
1	231	43	18.6	60	26.0	71	30.7	57	24.7
2	199	16	8.0	82	41.2	90	45.2	11	5.5
3	194	7	3.6	59	30.4	98	50.5	30	15.5
4	154	10	6.5	49	31.8	61	39.6	34	22.1
5	156	6	3.8	45	28.8	68	43.6	37	23.7
6	180	65	36.1	56	31.1	46	25.6	13	7.2
7	158	86	54.4	51	32.3	11	7.0	10	6.3
8	202	96	47.5	83	41.1	18	8.9	5	2.5
9	231	90	39.0	103	44.6	27	11.7	11	4.8
10	298	91	30.5	144	48.3	51	17.1	12	4.0
11	90	11	12.2	46	51.1	22	24.4	11	12.2
12	74	5	6.8	49	66.2	12	16.2	8	10.8
K to 2	633	113	17.9	207	32.7	219	34.6	94	14.8
3 to 5	504	23	4.6	153	30.4	227	45.0	101	20.0
6 to 8	540	247	45.7	190	35.2	75	13.9	28	5.2
9 to 12	693	197	28.4	342	49.4	112	16.2	42	6.1
K to 5	1,137	136	12.0	360	31.7	446	39.2	195	17.2
6 to 12	1,233	444	36.0	532	43.1	187	15.2	70	5.7
All Grades	2,370	580	24.5	892	37.6	633	26.7	265	11.2
Sheltered Classrooms									
6	2,312	59	2.6	845	36.5	1,057	45.7	351	15.2
7	2,416	64	2.6	975	40.4	1,099	45.5	278	11.5
8	1,982	32	1.6	808	40.8	931	47.0	211	10.6
9	1,158	11	0.9	555	47.9	415	35.8	177	15.3
10	777	10	1.3	359	46.2	302	38.9	106	13.6
11	635	11	1.7	304	47.9	232	36.5	88	13.9
12	404	-	-	190	47.0	165	40.8	49	12.1
6 to 8	6,710	155	2.3	2,628	39.2	3,087	46.0	840	12.5
9 to 12	2,974	32	1.1	1,408	47.3	1,114	37.5	420	14.1
6 to 12	9,684	187	1.9	4,036	41.7	4,201	43.4	1,260	13.0

table continues

Appendix J, Table 1 (continued)

2021 TELPAS English Proficiency Rating									
Grade Level(s)	Tested <i>N</i>	Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Immigrant									
K	398	327	82.2	46	11.6	13	3.3	12	3.0
1	692	453	65.5	181	26.2	37	5.3	21	3.0
2	772	258	33.4	391	50.6	112	14.5	11	1.4
3	845	173	20.5	409	48.4	217	25.7	46	5.4
4	626	192	30.7	257	41.1	129	20.6	48	7.7
5	511	159	31.1	201	39.3	114	22.3	37	7.2
6	325	119	36.6	124	38.2	64	19.7	18	5.5
7	286	107	37.4	120	42.0	48	16.8	11	3.8
8	234	89	38.0	101	43.2	35	15.0	9	3.8
9	179	69	38.5	68	38.0	25	14.0	17	9.5
10	233	76	32.6	118	50.6	29	12.4	10	4.3
11	88	11	12.5	44	50.0	20	22.7	13	14.8
12	53	4	7.5	32	60.4	12	22.6	5	9.4
K to 2	1,862	1,038	55.7	618	33.2	162	8.7	44	2.4
3 to 5	1,982	524	26.4	867	43.7	460	23.2	131	6.6
6 to 8	845	315	37.3	345	40.8	147	17.4	38	4.5
9 to 12	553	160	28.9	262	47.4	86	15.6	45	8.1
K to 5	3,844	1,562	40.6	1,485	38.6	622	16.2	175	4.6
6 to 12	1,398	475	34.0	607	43.4	233	16.7	83	5.9
All Grades	5,242	2,037	38.9	2,092	39.9	855	16.3	258	4.9
Parent Denials									
K	102	23	22.5	35	34.3	22	21.6	22	21.6
1	204	19	9.3	59	28.9	66	32.4	60	29.4
2	214	19	8.9	137	64.0	55	25.7	3	1.4
3	266	13	4.9	145	54.5	94	35.3	14	5.3
4	371	9	2.4	176	47.4	153	41.2	33	8.9
5	329	6	1.8	115	35.0	147	44.7	61	18.5
6	205	5	2.4	69	33.7	93	45.4	38	18.5
7	170	5	2.9	50	29.4	91	53.5	24	14.1
8	147	2	1.4	61	41.5	73	49.7	11	7.5
9	92	1	1.1	38	41.3	33	35.9	20	21.7
10	64	-	-	27	42.2	25	39.1	12	18.8
11	57	-	-	20	35.1	26	45.6	11	19.3
12	53	-	-	18	34.0	21	39.6	14	26.4
K to 2	520	61	11.7	231	44.4	143	27.5	85	16.3
3 to 5	966	28	2.9	436	45.1	394	40.8	108	11.2
6 to 8	522	12	2.3	180	34.5	257	49.2	73	14.0
9 to 12	266	1	0.4	103	38.7	105	39.5	57	21.4
K to 5	1,486	89	6.0	667	44.9	537	36.1	193	13.0
6 to 12	788	13	1.6	283	35.9	362	45.9	130	16.5
All Grades	2,274	102	4.5	950	41.8	899	39.5	323	14.2

Source: District TELPAS data file dated 07/19/21. District PEIMS snapshot demographic data files dated 11/04/20.

Note: Includes students enrolled on the PEIMS snapshot date of 10/30/20. Results are not included for students who took TELPAS-Alternate. ^a = grade six students include those in elementary schools. - = no data in this category.

Appendix J, Table 2: 2020 TELPAS Proficiency Levels by Program/Classification and Grade Level

		2020 TELPAS English Proficiency Rating							
Grade Level(s)	Tested <i>N</i>	Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
All English Learners									
K	5,025	3,121	62.1	1,571	31.3	234	4.7	99	2.0
1	5,370	1,927	35.9	2,470	46.0	725	13.5	248	4.6
2	3,775	537	14.2	2,111	55.9	1,000	26.5	127	3.4
3	3,794	276	7.3	1,485	39.1	1,560	41.1	473	12.5
4	3,949	289	7.3	1,440	36.5	1,638	41.5	582	14.7
5	4,134	213	5.2	1,035	25.0	1,851	44.8	1,035	25.0
6	1,866	63	3.4	604	32.4	855	45.8	344	18.4
7	1,790	59	3.3	602	33.6	845	47.2	284	15.9
8	1,644	48	2.9	517	31.4	816	49.6	263	16.0
9	1,773	144	8.1	916	51.7	521	29.4	192	10.8
10	1,224	39	3.2	669	54.7	355	29.0	161	13.2
11	826	35	4.2	433	52.4	254	30.8	104	12.6
12	563	15	2.7	274	48.7	204	36.2	70	12.4
K to 2	14,170	5,585	39.4	6,152	43.4	1,959	13.8	474	3.3
3 to 5	11,877	778	6.6	3,960	33.3	5,049	42.5	2,090	17.6
6 to 8	5,300	170	3.2	1,723	32.5	2,516	47.5	891	16.8
9 to 12	4,386	233	5.3	2,292	52.3	1,334	30.4	527	12.0
K to 5	26,047	6,363	24.4	10,112	38.8	7,008	26.9	2,564	9.8
6 to 12	9,686	403	4.2	4,015	41.5	3,850	39.7	1,418	14.6
All Grades	35,733	6,766	18.9	14,127	39.5	10,858	30.4	3,982	11.1
One-Way Dual Language									
K	4,059	2,784	68.6	1,165	28.7	88	2.2	22	0.5
1	4,128	1,664	40.3	1,907	46.2	469	11.4	88	2.1
2	2,829	450	15.9	1,626	57.5	676	23.9	77	2.7
3	2,799	233	8.3	1,124	40.2	1,122	40.1	320	11.4
4	3,101	264	8.5	1,152	37.1	1,262	40.7	423	13.6
5	3,361	193	5.7	860	25.6	1,517	45.1	791	23.5
6 ^a	91	5	5.5	23	25.3	41	45.1	22	24.2
K to 2	11,016	4,898	44.5	4,698	42.6	1,233	11.2	187	1.7
3 to 6	9,352	695	7.4	3,159	33.8	3,942	42.2	1,556	16.6
K to 6	20,368	5,593	27.5	7,857	38.6	5,175	25.4	1,743	8.6
Two-Way Dual Language									
K	498	210	42.2	256	51.4	22	4.4	10	2.0
1	702	185	26.4	374	53.3	112	16.0	31	4.4
2	515	43	8.3	265	51.5	182	35.3	25	4.9
3	500	14	2.8	173	34.6	230	46.0	83	16.6
4	404	10	2.5	117	29.0	188	46.5	89	22.0
5	340	9	2.6	62	18.2	143	42.1	126	37.1
6 ^a	2	-	-	-	-	2	100.0	-	-
K to 2	1,715	438	25.5	895	52.2	316	18.4	66	3.8
3 to 6	1,246	33	2.6	352	28.3	563	45.2	298	23.9
K to 6	2,961	471	15.9	1,247	42.1	879	29.7	364	12.3
Two-Way Dual Language: Immersion									
K	439	184	41.9	230	52.4	15	3.4	10	2.3
1	603	156	25.9	319	52.9	102	16.9	26	4.3
K to 1	1,042	340	32.6	549	52.7	117	11.2	36	3.5
Two-Way Dual Language: Enrichment									
K	51	22	43.1	22	43.1	7	13.7	-	-
1	84	24	28.6	48	57.1	8	9.5	4	4.8
K to 1	135	46	34.1	70	51.9	15	11.1	4	3.0

table continues

Appendix J, Table 2 (continued)

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

table continues

Appendix J, Table 2 (continued)

Appendix 2, Table 2 (continued)

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

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

Note: Includes students enrolled on the PEIMS snapshot date of 10/28/19. 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. ^a = grade six students include those in elementary schools. - = no data in this category.

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

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

table continues

Appendix J, Table 3 (continued)

2019 TELPAS English Proficiency Rating									
Grade Level(s)	Tested <i>N</i>	Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Secondary Dual Language									
6	32	-	-	5	15.6	23	71.9	4	12.5
7	29	-	-	12	41.4	12	41.4	5	17.2
8	56	-	-	6	10.7	27	48.2	23	41.1
9	137	3	2.2	57	41.6	46	33.6	31	22.6
10	60	2	3.3	27	45.0	19	31.7	12	20.0
11	9	2	22.2	4	44.4	2	22.2	1	11.1
12	14	-	-	8	57.1	4	28.6	2	14.3
6 to 8	117	-	-	23	19.7	62	53.0	32	27.4
9 to 12	220	7	3.2	96	43.6	71	32.3	46	20.9
6 to 12	337	7	2.1	119	35.3	133	39.5	78	23.1
English as a Second Language									
K	252	70	27.8	85	33.7	54	21.4	43	17.1
1	258	53	20.5	87	33.7	67	26.0	51	19.8
2	179	15	8.4	74	41.3	62	34.6	28	15.6
3	201	8	4.0	73	36.3	82	40.8	38	18.9
4	181	14	7.7	58	32.0	71	39.2	38	21.0
5	185	15	8.1	46	24.9	65	35.1	59	31.9
6	494	107	21.7	227	46.0	141	28.5	19	3.8
7	490	80	16.3	263	53.7	136	27.8	11	2.2
8	494	91	18.4	278	56.3	107	21.7	18	3.6
9	656	249	38.0	301	45.9	86	13.1	20	3.0
10	469	109	23.2	276	58.8	69	14.7	15	3.2
11	312	42	13.5	178	57.1	66	21.2	26	8.3
12	154	10	6.5	92	59.7	37	24.0	15	9.7
K to 2	689	138	20.0	246	35.7	183	26.6	122	17.7
3 to 5	567	37	6.5	177	31.2	218	38.4	135	23.8
6 to 8	1,478	278	18.8	768	52.0	384	26.0	48	3.2
9 to 12	1,591	410	25.8	847	53.2	258	16.2	76	4.8
K to 5	1,256	175	13.9	423	33.7	401	31.9	257	20.5
6 to 12	3,069	688	22.4	1,615	52.6	642	20.9	124	4.0
All Grades	4,325	863	20.0	2,038	47.1	1,043	24.1	381	8.8
Sheltered Classrooms									
6	3,537	59	1.7	1,464	41.4	1,715	48.5	299	8.5
7	3,583	39	1.1	1,444	40.3	1,753	48.9	347	9.7
8	3,377	26	0.8	1,317	39.0	1,695	50.2	339	10.0
9	3,101	114	3.7	1,502	48.4	1,102	35.5	383	12.4
10	1,987	99	5.0	974	49.0	668	33.6	246	12.4
11	1,455	63	4.3	690	47.4	543	37.3	159	10.9
12	1,173	55	4.7	547	46.6	438	37.3	133	11.3
6 to 8	10,497	124	1.2	4,225	40.2	5,163	49.2	985	9.4
9 to 12	7,716	331	4.3	3,713	48.1	2,751	35.7	921	11.9
6 to 12	18,213	455	2.5	7,938	43.6	7,914	43.5	1,906	10.5

table continues

Appendix J, Table 3 (continued)

2019 TELPAS English Proficiency Rating									
Grade Level(s)	Tested <i>N</i>	Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Immigrant									
K	544	390	71.7	114	21.0	30	5.5	10	1.8
1	728	421	57.8	221	30.4	53	7.3	33	4.5
2	502	150	29.9	253	50.4	78	15.5	21	4.2
3	365	98	26.8	174	47.7	77	21.1	16	4.4
4	309	117	37.9	125	40.5	56	18.1	11	3.6
5	289	99	34.3	129	44.6	41	14.2	20	6.9
6	261	80	30.7	123	47.1	50	19.2	8	3.1
7	261	61	23.4	134	51.3	60	23.0	6	2.3
8	287	77	26.8	148	51.6	52	18.1	10	3.5
9	433	189	43.6	178	41.1	57	13.2	9	2.1
10	354	87	24.6	202	57.1	53	15.0	12	3.4
11	198	33	16.7	102	51.5	47	23.7	16	8.1
12	73	4	5.5	36	49.3	16	21.9	17	23.3
K to 2	1,774	961	54.2	588	33.1	161	9.1	64	3.6
3 to 5	963	314	32.6	428	44.4	174	18.1	47	4.9
6 to 8	809	218	26.9	405	50.1	162	20.0	24	3.0
9 to 12	1,058	313	29.6	518	49.0	173	16.4	54	5.1
K to 5	2,737	1,275	46.6	1,016	37.1	335	12.2	111	4.1
6 to 12	1,867	531	28.4	923	49.4	335	17.9	78	4.2
All Grades	4,604	1,806	39.2	1,939	42.1	670	14.6	189	4.1
Parent Denials									
K	165	29	17.6	56	33.9	44	26.7	36	21.8
1	285	26	9.1	100	35.1	75	26.3	84	29.5
2	378	29	7.7	196	51.9	129	34.1	24	6.3
3	358	6	1.7	154	43.0	150	41.9	48	13.4
4	360	14	3.9	155	43.1	144	40.0	47	13.1
5	422	9	2.1	131	31.0	171	40.5	111	26.3
6	345	2	0.6	141	40.9	174	50.4	28	8.1
7	284	3	1.1	117	41.2	128	45.1	36	12.7
8	310	5	1.6	92	29.7	174	56.1	39	12.6
9	291	12	4.1	138	47.4	100	34.4	41	14.1
10	254	9	3.5	118	46.5	87	34.3	40	15.7
11	190	4	2.1	82	43.2	66	34.7	38	20.0
12	122	8	6.6	51	41.8	46	37.7	17	13.9
K to 2	828	84	10.1	352	42.5	248	30.0	144	17.4
3 to 5	1,140	29	2.5	440	38.6	465	40.8	206	18.1
6 to 8	939	10	1.1	350	37.3	476	50.7	103	11.0
9 to 12	857	33	3.9	389	45.4	299	34.9	136	15.9
K to 5	1,968	113	5.7	792	40.2	713	36.2	350	17.8
6 to 12	1,796	43	2.4	739	41.1	775	43.2	239	13.3
All Grades	3,764	156	4.1	1,531	40.7	1,488	39.5	589	15.6

Source: District TELPAS data file dated 05/24/19. District PEIMS snapshot demographic data file dated 02/26/19.

Note: Includes students enrolled on the PEIMS snapshot date of 10/26/18. Results are not included for students who took TELPAS-Alternate. ^a = grade six students include those in elementary schools. - = no data in this category.

Appendix K

Appendix K, Table 1: 2020 to 2021 TELPAS Proficiency Rating Movement – Grade One to Five English Learners

Rated <i>N</i>	Progressed/ Regressed		2020 TELPAS Composite Rating	2021 TELPAS Composite Rating								2021 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade One													
4,701	Progressed		Beginning	1,624	86.1	1,118	55.2	177	29.7	33	16.9	2,952	62.8
	1,750	37.2	Intermediate	252	13.4	834	41.2	308	51.7	62	31.8	1,456	31.0
			Advanced	6	0.3	57	2.8	90	15.1	52	26.7	205	4.4
	Regressed		Advanced High	4	0.2	15	0.7	21	3.5	48	24.6	88	1.9
	355	7.6	2020 Total	1,886	100.0	2,024	100.0	596	100.0	195	100.0	4,701	100.0
Grade Two													
4,687	Progressed		Beginning	466	68.6	1,032	36.4	185	16.8	5	6.5	1,688	36.0
	1,814	38.7	Intermediate	193	28.4	1,411	49.8	536	48.8	30	39.0	2,170	46.3
			Advanced	17	2.5	324	11.4	275	25.0	26	33.8	642	13.7
	Regressed		Advanced High	3	0.4	66	2.3	102	9.3	16	20.8	187	4.0
	705	15.0	2020 Total	679	100.0	2,833	100.0	1,098	100.0	77	100.0	4,687	100.0
Grade Three													
3,312	Progressed		Beginning	153	68.6	282	17.6	10	0.8	-	-	445	13.4
	1,127	34.0	Intermediate	70	31.4	1,159	72.4	614	50.8	39	13.9	1,882	56.8
			Advanced	-	-	153	9.6	546	45.2	182	64.8	881	26.6
	Regressed		Advanced High	-	-	6	0.4	38	3.1	60	21.4	104	3.1
	267	8.1	2020 Total	223	100.0	1,600	100.0	1,208	100.0	281	100.0	3,312	100.0
Grade Four													
3,235	Progressed		Beginning	128	62.7	93	6.8	3	0.2	-	-	224	6.9
	569	17.6	Intermediate	75	36.8	896	65.4	270	21.4	12	3.0	1,253	38.7
			Advanced	1	0.5	365	26.7	786	62.2	191	47.9	1,343	41.5
	Regressed		Advanced High	-	-	15	1.1	204	16.2	196	49.1	415	12.8
	660	20.4	2020 Total	204	100.0	1,369	100.0	1,263	100.0	399	100.0	3,235	100.0
Grade Five													
3,448	Progressed		Beginning	111	77.6	131	11.7	8	0.5	-	-	250	7.3
	991	28.7	Intermediate	31	21.7	710	63.6	462	31.2	37	5.2	1,240	36.0
			Advanced	1	0.7	242	21.7	847	57.2	353	49.8	1,443	41.9
	Regressed		Advanced High	-	-	33	3.0	163	11.0	319	45.0	515	14.9
	470	13.6	2020 Total	143	100.0	1,116	100.0	1,480	100.0	709	100.0	3,448	100.0
Grades One to Two													
9,388	Progressed		Beginning	2,090	81.5	2,150	44.3	362	21.4	38	14.0	4,640	49.4
	3,564	38.0	Intermediate	445	17.3	2,245	46.2	844	49.8	92	33.8	3,626	38.6
			Advanced	23	0.9	381	7.8	365	21.5	78	28.7	847	9.0
	Regressed		Advanced High	7	0.3	81	1.7	123	7.3	64	23.5	275	2.9
	1,060	11.3	2020 Total	2,565	100.0	4,857	100.0	1,694	100.0	272	100.0	9,388	100.0
Grades Three to Five													
9,995	Progressed		Beginning	392	68.8	506	12.4	21	0.5	-	-	919	9.2
	2,687	26.9	Intermediate	176	30.9	2,765	67.7	1,346	34.1	88	6.3	4,375	43.8
			Advanced	2	0.4	760	18.6	2,179	55.2	726	52.3	3,667	36.7
	Regressed		Advanced High	-	-	54	1.3	405	10.3	575	41.4	1,034	10.3
	1,397	14.0	2020 Total	570	100.0	4,085	100.0	3,951	100.0	1,389	100.0	9,995	100.0
Grades One to Five													
19,383	Progressed		Beginning	2,482	79.2	2,656	29.7	383	6.8	38	2.3	5,559	28.7
	6,251	32.2	Intermediate	621	19.8	5,010	56.0	2,190	38.8	180	10.8	8,001	41.3
			Advanced	25	0.8	1,141	12.8	2,544	45.1	804	48.4	4,514	23.3
	Regressed		Advanced High	7	0.2	135	1.5	528	9.4	639	38.5	1,309	6.8
	2,457	12.7	2020 Total	3,135	100.0	8,942	100.0	5,645	100.0	1,661	100.0	19,383	100.0

Source: District TELPAS data files dated 07/19/20 and 07/19/21. District PEIMS snapshot demographic data file dated 11/04/20.

Note: 2020 to 2021 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. 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. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2020 to 2021. - = no data in this category.

Appendix K, Table 2: 2020 to 2021 TELPAS Proficiency Rating Movement – Grade Six to Eight English Learners

Appendix K, Table 2: 2020 to 2021 TELPAS Proficiency Rating Movement: Grade Six to Eight English Learners													
Rated <i>N</i>	Progressed/ Regressed		2020 TELPAS Composite Rating	2021 TELPAS Composite Rating								2021 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High			
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade Six													
2,315	Progressed		Beginning	75	72.1	47	5.9	2	0.2	-	-	124	5.4
	278	12.0	Intermediate	26	25.0	398	49.7	120	11.5	4	1.1	548	23.7
			Advanced	3	2.9	300	37.5	593	56.9	105	28.6	1,001	43.2
	Regressed		Advanced High	-	-	56	7.0	328	31.4	258	70.3	642	27.7
	713	30.8	2020 Total	104	100.0	801	100.0	1,043	100.0	367	100.0	2,315	100.0
Grade Seven													
1,124	Progressed		Beginning	20	69.0	7	2.2	-	-	-	-	27	2.4
	200	17.8	Intermediate	9	31.0	179	56.1	96	17.9	10	4.2	294	26.2
			Advanced	-	-	123	38.6	327	61.0	87	36.3	537	47.8
	Regressed		Advanced High	-	-	10	3.1	113	21.1	143	59.6	266	23.7
	255	22.7	2020 Total	29	100.0	319	100.0	536	100.0	240	100.0	1,124	100.0
Grade Eight													
987	Progressed		Beginning	13	56.5	13	4.2	1	0.2	-	-	27	2.7
	182	18.4	Intermediate	10	43.5	179	58.1	70	14.9	11	5.9	270	27.4
			Advanced	-	-	99	32.1	302	64.4	87	46.5	488	49.4
	Regressed		Advanced High	-	-	17	5.5	96	20.5	89	47.6	202	20.5
	222	22.5	2020 Total	23	100.0	308	100.0	469	100.0	187	100.0	987	100.0
Grades Six to Eight													
4,426	Progressed		Beginning	108	69.2	67	4.7	3	0.1	-	-	178	4.0
	660	14.9	Intermediate	45	28.8	756	52.9	286	14.0	25	3.1	1,112	25.1
			Advanced	3	1.9	522	36.6	1,222	59.7	279	35.1	2,026	45.8
	Regressed		Advanced High	-	-	83	5.8	537	26.2	490	61.7	1,110	25.1
	1,190	26.9	2020 Total	156	100.0	1,428	100.0	2,048	100.0	794	100.0	4,426	100.0

Source: District TELPAS data files dated 07/19/20 and 07/19/21. District PEIMS snapshot demographic data file dated 11/04/20.

Note: 2020 to 2021 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. 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. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2020 to 2021. - = no data in this category.

Appendix K, Table 3: 2020 to 2021 TELPAS Proficiency Rating Movement – Grade Nine to Twelve English Learners (Including Secondary Grade Level Summary)

Rated <i>N</i>	Progressed/ Regressed		2020 TELPAS Composite Rating	2021 TELPAS Composite Rating								2021 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Nine													
650	Progressed		Beginning	16	69.6	6	2.2	-	-	-	-	22	3.4
	88	13.5	Intermediate	7	30.4	132	47.7	30	12.6	2	1.8	171	26.3
			Advanced	-	-	124	44.8	154	64.7	50	44.6	328	50.5
	Regressed		Advanced High	-	-	15	5.4	54	22.7	60	53.6	129	19.8
	200	30.8	2020 Total	23	100.0	277	100.0	238	100.0	112	100.0	650	100.0
Grade Ten													
589	Progressed		Beginning	16	59.3	17	6.5	-	-	-	-	33	5.6
	149	25.3	Intermediate	10	37.0	181	69.6	82	38.7	10	11.1	283	48.0
			Advanced	-	-	55	21.2	98	46.2	40	44.4	193	32.8
	Regressed		Advanced High	1	3.7	7	2.7	32	15.1	40	44.4	80	13.6
	105	17.8	2020 Total	27	100.0	260	100.0	212	100.0	90	100.0	589	100.0
Grade Eleven													
398	Progressed		Beginning	2	33.3	6	3.4	-	-	-	-	8	2.0
	93	23.4	Intermediate	4	66.7	127	71.8	57	39.9	8	11.1	196	49.2
			Advanced	-	-	38	21.5	67	46.9	22	30.6	127	31.9
	Regressed		Advanced High	-	-	6	3.4	19	13.3	42	58.3	67	16.8
	67	16.8	2020 Total	6	100.0	177	100.0	143	100.0	72	100.0	398	100.0
Grade Twelve													
253	Progressed		Beginning	3	75.0	6	5.1	1	1.1	-	-	10	4.0
	56	22.1	Intermediate	1	25.0	94	79.7	33	35.1	3	8.1	131	51.8
			Advanced	-	-	17	14.4	45	47.9	13	35.1	75	29.6
	Regressed		Advanced High	-	-	1	0.8	15	16.0	21	56.8	37	14.6
	34	13.4	2020 Total	4	100.0	118	100.0	94	100.0	37	100.0	253	100.0
Grade Nine to Twelve													
1,890	Progressed		Beginning	37	61.7	35	4.2	1	0.1	-	-	73	3.9
	386	20.4	Intermediate	22	36.7	534	64.2	202	29.4	23	7.4	781	41.3
			Advanced	-	-	234	28.1	364	53.0	125	40.2	723	38.3
	Regressed		Advanced High	1	1.7	29	3.5	120	17.5	163	52.4	313	16.6
	406	21.5	2020 Total	60	100.0	832	100.0	687	100.0	311	100.0	1,890	100.0
All Secondary (Grades Six to Twelve)													
6,316	Progressed		Beginning	145	67.1	102	4.5	4	0.1	-	-	251	4.0
	1,046	16.6	Intermediate	67	31.0	1,290	57.1	488	17.8	48	4.3	1,893	30.0
			Advanced	3	1.4	756	33.5	1,586	58.0	404	36.6	2,749	43.5
	Regressed		Advanced High	1	0.5	112	5.0	657	24.0	653	59.1	1,423	22.5
	1,596	25.3	2020 Total	216	100.0	2,260	100.0	2,735	100.0	1,105	100.0	6,316	100.0

Source: District TELPAS data files dated 07/19/20 and 07/19/21. District PEIMS snapshot demographic data file dated 11/04/20.

Note: 2020 to 2021 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. 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. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2020 to 2021. - = no data in this category.

Appendix K, Table 4: 2020 to 2021 TELPAS Proficiency Rating Movement – English Learners in One-Way Dual Language Program

Language Program			2021 TELPAS Composite Rating										
Rated <i>N</i>	Progressed/ Regressed		2020 TELPAS Composite Rating	Beginning		Intermediate		Advanced		Adv High		2021 Total	
	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade One													
3,678	Progressed		Beginning	1,470	87.8	964	59.7	132	38.3	15	34.9	2,581	70.2
	1,313	35.7	Intermediate	198	11.8	617	38.2	178	51.6	20	46.5	1,013	27.5
			Advanced	2	0.1	29	1.8	33	9.6	4	9.3	68	1.8
	Regressed		Advanced High	4	0.2	6	0.4	2	0.6	4	9.3	16	0.4
	241	6.6	2020 Total	1,674	100.0	1,616	100.0	345	100.0	43	100.0	3,678	100.0
Grade Two													
3,638	Progressed		Beginning	419	71.1	886	39.7	157	20.5	3	6.1	1,465	40.3
	1,497	41.1	Intermediate	155	26.3	1,095	49.0	413	53.9	23	46.9	1,686	46.3
			Advanced	15	2.5	225	10.1	158	20.6	15	30.6	413	11.4
	Regressed		Advanced High	-	-	28	1.3	38	5.0	8	16.3	74	2.0
	461	12.7	2020 Total	589	100.0	2,234	100.0	766	100.0	49	100.0	3,638	100.0
Grade Three													
2,496	Progressed		Beginning	137	70.6	224	18.0	8	0.9	-	-	369	14.8
	842	33.7	Intermediate	57	29.4	903	72.8	462	52.6	31	16.9	1,453	58.2
			Advanced	-	-	110	8.9	384	43.7	117	63.9	611	24.5
	Regressed		Advanced High	-	-	4	0.3	24	2.7	35	19.1	63	2.5
	195	7.8	2020 Total	194	100.0	1,241	100.0	878	100.0	183	100.0	2,496	100.0
Grade Four													
2,386	Progressed		Beginning	110	62.5	79	7.7	2	0.2	-	-	191	8.0
	423	17.7	Intermediate	65	36.9	681	66.5	200	21.8	7	2.6	953	39.9
			Advanced	1	0.6	252	24.6	569	62.0	135	50.4	957	40.1
	Regressed		Advanced High	-	-	12	1.2	147	16.0	126	47.0	285	11.9
	477	20.0	2020 Total	176	100.0	1,024	100.0	918	100.0	268	100.0	2,386	100.0
Grade Five													
2,702	Progressed		Beginning	98	79.0	120	13.3	8	0.7	-	-	226	8.4
	793	29.3	Intermediate	25	20.2	571	63.2	365	31.9	29	5.5	990	36.6
			Advanced	1	0.8	186	20.6	653	57.1	271	51.0	1,111	41.1
	Regressed		Advanced High	-	-	26	2.9	118	10.3	231	43.5	375	13.9
	356	13.2	2020 Total	124	100.0	903	100.0	1,144	100.0	531	100.0	2,702	100.0
Grade Six ^a													
272	Progressed		Beginning	24	82.8	8	8.6	-	-	-	-	32	11.8
	41	15.1	Intermediate	5	17.2	48	51.6	21	17.6	-	-	74	27.2
			Advanced	-	-	36	38.7	73	61.3	12	38.7	121	44.5
	Regressed		Advanced High	-	-	1	1.1	25	21.0	19	61.3	45	16.5
	67	24.6	2020 Total	29	100.0	93	100.0	119	100.0	31	100.0	272	100.0
Grades One to Two													
7,316	Progressed		Beginning	1,889	83.5	1,850	48.1	289	26.0	18	19.6	4,046	55.3
	2,810	38.4	Intermediate	353	15.6	1,712	44.5	591	53.2	43	46.7	2,699	36.9
			Advanced	17	0.8	254	6.6	191	17.2	19	20.7	481	6.6
	Regressed		Advanced High	4	0.2	34	0.9	40	3.6	12	13.0	90	1.2
	702	9.6	2020 Total	2,263	100.0	3,850	100.0	1,111	100.0	92	100.0	7,316	100.0
Grades Three to Six													
7,856	Progressed		Beginning	369	70.6	431	13.2	18	0.6	-	-	818	10.4
	2,099	26.7	Intermediate	152	29.1	2,203	67.6	1,048	34.3	67	6.6	3,470	44.2
			Advanced	2	0.4	584	17.9	1,679	54.9	535	52.8	2,800	35.6
	Regressed		Advanced High	-	-	43	1.3	314	10.3	411	40.6	768	9.8
	1,095	13.9	2020 Total	523	100.0	3,261	100.0	3,059	100.0	1,013	100.0	7,856	100.0
Grades One to Six													
15,172	Progressed		Beginning	2,258	81.0	2,281	32.1	307	7.4	18	1.6	4,864	32.1
	4,909	32.4	Intermediate	505	18.1	3,915	55.1	1,639	39.3	110	10.0	6,169	40.7
			Advanced	19	0.7	838	11.8	1,870	44.8	554	50.1	3,281	21.6
	Regressed		Advanced High	4	0.1	77	1.1	354	8.5	423	38.3	858	5.7
	1,797	11.8	2020 Total	2,786	100.0	7,111	100.0	4,170	100.0	1,105	100.0	15,172	100.0

Source: District TELPAS data files dated 07/19/20 and 07/19/21. District PEIMS snapshot demographic data file dated 11/04/20.

Note: 2020 to 2021 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. 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. ^a = Grade six students who were housed at a OWDL campus were included. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2020 to 2021. - = no data in this category.

Appendix K, Table 5: 2020 to 2021 TELPAS Proficiency Rating Movement – English Learners in Two-Way Dual Language Program

Language Program			2021 TELPAS Composite Rating										
Rated <i>N</i>	Progressed/ Regressed		2020 TELPAS Composite Rating	Beginning		Intermediate		Advanced		Adv High		2021 Total	
	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade One													
579	Progressed		Beginning	107	73.8	111	38.9	28	24.6	7	20.0	253	43.7
	247	42.7	Intermediate	38	26.2	162	56.8	76	66.7	20	57.1	296	51.1
			Advanced	-	-	7	2.5	10	8.8	5	14.3	22	3.8
	Regressed		Advanced High	-	-	5	1.8	-	-	3	8.6	8	1.4
	50	8.6	2020 Total	145	100.0	285	100.0	114	100.0	35	100.0	579	100.0
Grade Two													
632	Progressed		Beginning	26	51.0	107	28.6	25	13.0	2	14.3	160	25.3
	230	36.4	Intermediate	23	45.1	221	59.1	88	45.6	2	14.3	334	52.8
			Advanced	2	3.9	39	10.4	61	31.6	6	42.9	108	17.1
	Regressed		Advanced High	-	-	7	1.9	19	9.8	4	28.6	30	4.7
	90	14.2	2020 Total	51	100.0	374	100.0	193	100.0	14	100.0	632	100.0
Grade Three													
480	Progressed		Beginning	8	50.0	35	17.4	-	-	-	-	43	9.0
	176	36.7	Intermediate	8	50.0	144	71.6	94	47.2	5	7.8	251	52.3
			Advanced	-	-	22	10.9	100	50.3	42	65.6	164	34.2
	Regressed		Advanced High	-	-	-	-	5	2.5	17	26.6	22	4.6
	35	7.3	2020 Total	16	100.0	201	100.0	199	100.0	64	100.0	480	100.0
Grade Four													
448	Progressed		Beginning	5	41.7	5	3.0	1	0.5	-	-	11	2.5
	79	17.6	Intermediate	7	58.3	101	59.8	38	20.3	2	2.5	148	33.0
			Advanced	-	-	61	36.1	118	63.1	33	41.3	212	47.3
	Regressed		Advanced High	-	-	2	1.2	30	16.0	45	56.3	77	17.2
	100	22.3	2020 Total	12	100.0	169	100.0	187	100.0	80	100.0	448	100.0
Grade Five													
389	Progressed		Beginning	8	88.9	5	5.4	-	-	-	-	13	3.3
	114	29.3	Intermediate	1	11.1	56	60.9	54	29.7	3	2.8	114	29.3
			Advanced	-	-	27	29.3	100	54.9	52	49.1	179	46.0
	Regressed		Advanced High	-	-	4	4.3	28	15.4	51	48.1	83	21.3
	60	15.4	2020 Total	9	100.0	92	100.0	182	100.0	106	100.0	389	100.0
Grade Six ^a													
11	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	0	0.0	Intermediate	-	-	-	-	-	-	-	-	-	-
			Advanced	-	-	-	-	6	60.0	-	-	6	54.5
	Regressed		Advanced High	-	-	-	-	4	40.0	1	100.0	5	45.5
	4	36.4	2020 Total	-	-	-	-	10	100.0	1	100.0	11	100.0
Grades One to Two													
1,211	Progressed		Beginning	133	67.9	218	33.1	53	17.3	9	18.4	413	34.1
	477	39.4	Intermediate	61	31.1	383	58.1	164	53.4	22	44.9	630	52.0
			Advanced	2	1.0	46	7.0	71	23.1	11	22.4	130	10.7
	Regressed		Advanced High	-	-	12	1.8	19	6.2	7	14.3	38	3.1
	140	11.6	2020 Total	196	100.0	659	100.0	307	100.0	49	100.0	1,211	100.0
Grades Three to Six													
1,328	Progressed		Beginning	21	56.8	45	9.7	1	0.2	-	-	67	5.0
	369	27.8	Intermediate	16	43.2	301	65.2	186	32.2	10	4.0	513	38.6
			Advanced	-	-	110	23.8	324	56.1	127	50.6	561	42.2
	Regressed		Advanced High	-	-	6	1.3	67	11.6	114	45.4	187	14.1
	199	15.0	2020 Total	37	100.0	462	100.0	578	100.0	251	100.0	1,328	100.0
Grades One to Six													
2,539	Progressed		Beginning	154	66.1	263	23.5	54	6.1	9	3.0	480	18.9
	846	33.3	Intermediate	77	33.0	684	61.0	350	39.5	32	10.7	1,143	45.0
			Advanced	2	0.9	156	13.9	395	44.6	138	46.0	691	27.2
	Regressed		Advanced High	-	-	18	1.6	86	9.7	121	40.3	225	8.9
	339	13.4	2020 Total	233	100.0	1,121	100.0	885	100.0	300	100.0	2,539	100.0

Source: District TELPAS data files dated 07/19/20 and 07/19/21. District PEIMS snapshot demographic data file dated 11/04/20.

Note: 2020 to 2021 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. 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. ^a = Grade six students who were housed at a TWDL campus were included. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2020 to 2021. - = no data in this category.

Appendix K, Table 6: 2020 to 2021 TELPAS Proficiency Rating Movement – English Learners in Two-Way Dual Language Program (Immersion)

Language Program (Immersion)													
Rated <i>N</i>	Progressed/ Regressed		2020 TELPAS Composite Rating	2021 TELPAS Composite Rating								2021 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High			
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade One													
510	Progressed		Beginning	95	74.2	97	37.7	24	24.2	5	19.2	221	43.3
	211	41.4	Intermediate	33	25.8	149	58.0	67	67.7	16	61.5	265	52.0
			Advanced	-	-	6	2.3	8	8.1	2	7.7	16	3.1
			Advanced High	-	-	5	1.9	-	-	3	11.5	8	1.6
	44	8.6	2020 Total	128	100.0	257	100.0	99	100.0	26	100.0	510	100.0

Source: District TELPAS data files dated 07/19/20 and 07/19/21. District PEIMS snapshot demographic data file dated 11/04/20.

Note: 2020 to 2021 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. 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. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2020 to 2021. Appendix K, Table 5 includes the combined immersion and enrichment proficiency rating movement rates for grade one. - = no data in this category.

Appendix K, Table 7: 2020 to 2021 TELPAS Proficiency Rating Movement – English Learners in Two-Way Dual Language Program (Enrichment)

Language Program (Enrichment)													
Rated <i>N</i>	Progressed/ Regressed		2020 TELPAS Composite Rating	2021 TELPAS Composite Rating								2021 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High			
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade One													
55	Progressed		Beginning	8	66.7	12	52.2	4	28.6	1	16.7	25	45.5
	30	54.5	Intermediate	4	33.3	10	43.5	8	57.1	2	33.3	24	43.6
			Advanced	-	-	1	4.3	2	14.3	3	50.0	6	10.9
	Regressed		Advanced High	-	-	-	-	-	-	-	-	-	-
	5	9.1	2020 Total	12	100.0	23	100.0	14	100.0	6	100.0	55	100.0

Source: District TELPAS data files dated 07/19/20 and 07/19/21. District PEIMS snapshot demographic data file dated 11/04/20.

Note: 2020 to 2021 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. 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. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2020 to 2021. Appendix K, Table 5 includes the combined immersion and enrichment proficiency rating movement rates for grade one. - = no data in this category.

Appendix K, Table 8: 2020 to 2021 *TELPAS* Proficiency Rating Movement – Grade Six to Eight English Learners in Secondary Dual Language Program

Rated <i>N</i>	Progressed/ Regressed		2020 <i>TELPAS</i> Composite Rating	2021 <i>TELPAS</i> Composite Rating								2021 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Six													
0	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	0	0.0	Intermediate	-	-	-	-	-	-	-	-	-	-
			Advanced	-	-	-	-	-	-	-	-	-	-
	Regressed		Advanced High	-	-	-	-	-	-	-	-	-	-
	0	0.0	2020 Total	-	-	-	-	-	-	-	-	-	-
Grade Seven													
59	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	22	37.3	Intermediate	-	-	-	-	1	9.1	1	2.1	2	3.4
			Advanced	-	-	1	100.0	9	81.8	20	42.6	30	50.8
	Regressed		Advanced High	-	-	-	-	1	9.1	26	55.3	27	45.8
	2	3.4	2020 Total	-	-	1	100.0	11	100.0	47	100.0	59	100.0
Grade Eight													
72	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	38	52.8	Intermediate	-	-	2	50.0	4	17.4	3	6.7	9	12.5
			Advanced	-	-	2	50.0	16	69.6	31	68.9	49	68.1
	Regressed		Advanced High	-	-	-	-	3	13.0	11	24.4	14	19.4
	5	6.9	2020 Total	-	-	4	100.0	23	100.0	45	100.0	72	100.0
Grades Six to Eight													
131	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	60	45.8	Intermediate	-	-	2	40.0	5	14.7	4	4.3	11	8.4
			Advanced	-	-	3	60.0	25	73.5	51	55.4	79	60.3
	Regressed		Advanced High	-	-	-	-	4	11.8	37	40.2	41	31.3
	7	5.3	2020 Total	-	-	5	100.0	34	100.0	92	100.0	131	100.0

Source: District *TELPAS* data files dated 07/19/20 and 07/19/21. District PEIMS snapshot demographic data file dated 11/04/20.

Note: 2020 to 2021 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. 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*. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2020 to 2021. - = no data in this category.

Appendix K, Table 9: 2020 to 2021 *TELPAS* Proficiency Rating Movement – Grade Nine to Twelve English Learners in Secondary Dual Language Program (Including Secondary Grade Level Summary)

Rated <i>N</i>	Progressed/ Regressed		2020 <i>TELPAS</i> Composite Rating	2021 <i>TELPAS</i> Composite Rating								2021 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Nine													
1	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	0	0.0	Intermediate	-	-	-	-	-	-	-	-	-	-
			Advanced	-	-	-	-	1	100.0	-	-	1	100.0
	Regressed		Advanced High	-	-	-	-	-	-	-	-	-	-
	0	0.0	2020 Total	-	-	-	-	1	100.0	-	-	1	100.0
Grade Ten													
11	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	4	36.4	Intermediate	-	-	1	50.0	1	16.7	2	66.7	4	36.4
			Advanced	-	-	1	50.0	5	83.3	1	33.3	7	63.6
	Regressed		Advanced High	-	-	-	-	-	-	-	-	-	-
	1	9.1	2020 Total	-	-	2	100.0	6	100.0	3	100.0	11	100.0
Grade Eleven													
3	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	0	0.0	Intermediate	-	-	1	100.0	-	-	-	-	1	33.3
			Advanced	-	-	-	-	1	100.0	-	-	1	33.3
	Regressed		Advanced High	-	-	-	-	-	-	1	100.0	1	33.3
	0	0.0	2020 Total	-	-	1	100.0	1	100.0	1	100.0	3	100.0
Grade Twelve													
0	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	0	0.0	Intermediate	-	-	-	-	-	-	-	-	-	-
			Advanced	-	-	-	-	-	-	-	-	-	-
	Regressed		Advanced High	-	-	-	-	-	-	-	-	-	-
	0	0.0	2020 Total	-	-	-	-	-	-	-	-	-	-
Grade Nine to Twelve													
15	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	4	26.7	Intermediate	-	-	2	66.7	1	12.5	2	50.0	5	33.3
			Advanced	-	-	1	33.3	7	87.5	1	25.0	9	60.0
	Regressed		Advanced High	-	-	-	-	-	-	1	25.0	1	6.7
	1	6.7	2020 Total	-	-	3	100.0	8	100.0	4	100.0	15	100.0
All Secondary (Grades Six to Twelve)													
146	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	64	43.8	Intermediate	-	-	4	50.0	6	14.3	6	6.3	16	11.0
			Advanced	-	-	4	50.0	32	76.2	52	54.2	88	60.3
	Regressed		Advanced High	-	-	-	-	4	9.5	38	39.6	42	28.8
	8	5.5	2020 Total	-	-	8	100.0	42	100.0	96	100.0	146	100.0

Source: District *TELPAS* data files dated 07/19/20 and 07/19/21. District PEIMS snapshot demographic data file dated 11/04/20.

Note: 2020 to 2021 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. 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*. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2020 to 2021. - = no data in this category.

Appendix K, Table 10: 2020 to 2021 *TELPAS* Proficiency Rating Movement – Grade One to Five English Learners in English as a Second Language Program

Rated <i>N</i>	Progressed/ Regressed		2020 <i>TELPAS</i> Composite Rating	2021 <i>TELPAS</i> Composite Rating								2021 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade One													
223	Progressed		Beginning	31	75.6	24	42.1	6	8.8	1	1.8	62	27.8
	90	40.4	Intermediate	9	22.0	20	35.1	24	35.3	7	12.3	60	26.9
			Advanced	1	2.4	12	21.1	28	41.2	28	49.1	69	30.9
	Regressed		Advanced High	-	-	1	1.8	10	14.7	21	36.8	32	14.3
	33	14.8	2020 Total	41	100.0	57	100.0	68	100.0	57	100.0	223	100.0
Grade Two													
194	Progressed		Beginning	12	85.7	26	32.1	3	3.4	-	-	41	21.1
	62	32.0	Intermediate	2	14.3	32	39.5	25	28.4	5	45.5	64	33.0
			Advanced	-	-	13	16.0	34	38.6	3	27.3	50	25.8
	Regressed		Advanced High	-	-	10	12.3	26	29.5	3	27.3	39	20.1
	51	26.3	2020 Total	14	100.0	81	100.0	88	100.0	11	100.0	194	100.0
Grade Three													
142	Progressed		Beginning	2	50.0	7	15.2	1	1.4	-	-	10	7.0
	52	36.6	Intermediate	2	50.0	35	76.1	28	40.6	1	4.3	66	46.5
			Advanced	-	-	3	6.5	35	50.7	15	65.2	53	37.3
	Regressed		Advanced High	-	-	1	2.2	5	7.2	7	30.4	13	9.2
	11	7.7	2020 Total	4	100.0	46	100.0	69	100.0	23	100.0	142	100.0
Grade Four													
118	Progressed		Beginning	4	66.7	2	5.3	-	-	-	-	6	5.1
	23	19.5	Intermediate	2	33.3	25	65.8	8	16.7	1	3.8	36	30.5
			Advanced	-	-	11	28.9	33	68.8	12	46.2	56	47.5
	Regressed		Advanced High	-	-	-	-	7	14.6	13	50.0	20	16.9
	20	16.9	2020 Total	6	100.0	38	100.0	48	100.0	26	100.0	118	100.0
Grade Five													
132	Progressed		Beginning	5	83.3	1	2.5	-	-	-	-	6	4.5
	35	26.5	Intermediate	1	16.7	27	67.5	18	30.0	3	11.5	49	37.1
			Advanced	-	-	10	25.0	36	60.0	13	50.0	59	44.7
	Regressed		Advanced High	-	-	2	5.0	6	10.0	10	38.5	18	13.6
	19	14.4	2020 Total	6	100.0	40	100.0	60	100.0	26	100.0	132	100.0
Grades One to Two													
417	Progressed		Beginning	43	78.2	50	36.2	9	5.8	1	1.5	103	24.7
	152	36.5	Intermediate	11	20.0	52	37.7	49	31.4	12	17.6	124	29.7
			Advanced	1	1.8	25	18.1	62	39.7	31	45.6	119	28.5
	Regressed		Advanced High	-	-	11	8.0	36	23.1	24	35.3	71	17.0
	84	20.1	2020 Total	55	100.0	138	100.0	156	100.0	68	100.0	417	100.0
Grades Three to Five													
392	Progressed		Beginning	11	68.8	10	8.1	1	0.6	-	-	22	5.6
	110	28.1	Intermediate	5	31.3	87	70.2	54	30.5	5	6.7	151	38.5
			Advanced	-	-	24	19.4	104	58.8	40	53.3	168	42.9
	Regressed		Advanced High	-	-	3	2.4	18	10.2	30	40.0	51	13.0
	50	12.8	2020 Total	16	100.0	124	100.0	177	100.0	75	100.0	392	100.0
Grades One to Five													
809	Progressed		Beginning	54	76.1	60	22.9	10	3.0	1	0.7	125	15.5
	262	32.4	Intermediate	16	22.5	139	53.1	103	30.9	17	11.9	275	34.0
			Advanced	1	1.4	49	18.7	166	49.8	71	49.7	287	35.5
	Regressed		Advanced High	-	-	14	5.3	54	16.2	54	37.8	122	15.1
	134	16.6	2020 Total	71	100.0	262	100.0	333	100.0	143	100.0	809	100.0

Source: District *TELPAS* data files dated 07/19/20 and 07/19/21. District PEIMS snapshot demographic data file dated 11/04/20.

Note: 2020 to 2021 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. 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*. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2020 to 2021. - = no data in this category.

Appendix K, Table 11: 2020 to 2021 *TELPAS* Proficiency Rating Movement – Grade Six to Eight English Learners in English as a Second Language Program

Rated <i>N</i>	Progressed/ Regressed		2020 <i>TELPAS</i> Composite Rating	2021 <i>TELPAS</i> Composite Rating								2021 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Six													
119	Progressed		Beginning	35	97.2	20	52.6	1	2.9	-	-	56	47.1
	34	28.6	Intermediate	1	2.8	9	23.7	9	26.5	-	-	19	16.0
			Advanced	-	-	8	21.1	19	55.9	4	36.4	31	26.1
	Regressed		Advanced High	-	-	1	2.6	5	14.7	7	63.6	13	10.9
	15	12.6	2020 Total	36	100.0	38	100.0	34	100.0	11	100.0	119	100.0
Grade Seven													
33	Progressed		Beginning	11	91.7	4	50.0	-	-	-	-	15	45.5
	6	18.2	Intermediate	1	8.3	3	37.5	-	-	1	11.1	5	15.2
			Advanced	-	-	1	12.5	3	75.0	1	11.1	5	15.2
	Regressed		Advanced High	-	-	-	-	1	25.0	7	77.8	8	24.2
	3	9.1	2020 Total	12	100.0	8	100.0	4	100.0	9	100.0	33	100.0
Grade Eight													
52	Progressed		Beginning	11	57.9	7	26.9	1	25.0	-	-	19	36.5
	11	21.2	Intermediate	8	42.1	16	61.5	1	25.0	1	33.3	26	50.0
			Advanced	-	-	3	11.5	2	50.0	1	33.3	6	11.5
	Regressed		Advanced High	-	-	-	-	-	-	1	33.3	1	1.9
	11	21.2	2020 Total	19	100.0	26	100.0	4	100.0	3	100.0	52	100.0
Grades Six to Eight													
204	Progressed		Beginning	57	85.1	31	43.1	2	4.8	-	-	90	44.1
	51	25.0	Intermediate	10	14.9	28	38.9	10	23.8	2	8.7	50	24.5
			Advanced	-	-	12	16.7	24	57.1	6	26.1	42	20.6
	Regressed		Advanced High	-	-	1	1.4	6	14.3	15	65.2	22	10.8
	29	14.2	2020 Total	67	100.0	72	100.0	42	100.0	23	100.0	204	100.0

Source: District *TELPAS* data files dated 07/19/20 and 07/19/21. District PEIMS snapshot demographic data file dated 11/04/20.

Note: 2020 to 2021 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. 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*. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2020 to 2021. - = no data in this category.

Appendix K, Table 12: 2020 to 2021 *TELPAS* Proficiency Rating Movement – Grade Nine to Twelve English Learners in English as a Second Language Program (Including Secondary Grade Level Summary)

Rated <i>N</i>	Progressed/ Regressed		2020 <i>TELPAS</i> Composite Rating	2021 <i>TELPAS</i> Composite Rating								2021 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Nine													
54	Progressed		Beginning	16	69.6	5	23.8	-	-	-	-	21	38.9
	11	20.4	Intermediate	7	30.4	13	61.9	3	60.0	-	-	23	42.6
			Advanced	-	-	2	9.5	2	40.0	3	60.0	7	13.0
	Regressed		Advanced High	-	-	1	4.8	-	-	2	40.0	3	5.6
	10	18.5	2020 Total	23	100.0	21	100.0	5	100.0	5	100.0	54	100.0
Grade Ten													
111	Progressed		Beginning	15	62.5	16	28.1	-	-	-	-	31	27.9
	35	31.5	Intermediate	9	37.5	39	68.4	14	60.9	1	14.3	63	56.8
			Advanced	-	-	2	3.5	7	30.4	4	57.1	13	11.7
	Regressed		Advanced High	-	-	-	-	2	8.7	2	28.6	4	3.6
	13	11.7	2020 Total	24	100.0	57	100.0	23	100.0	7	100.0	111	100.0
Grade Eleven													
28	Progressed		Beginning	-	-	4	30.8	-	-	-	-	4	14.3
	13	46.4	Intermediate	3	100.0	5	38.5	5	71.4	2	40.0	15	53.6
			Advanced	-	-	3	23.1	2	28.6	2	40.0	7	25.0
	Regressed		Advanced High	-	-	1	7.7	-	-	1	20.0	2	7.1
	7	25.0	2020 Total	3	100.0	13	100.0	7	100.0	5	100.0	28	100.0
Grade Twelve													
28	Progressed		Beginning	3	75.0	5	23.8	-	-	-	-	8	28.6
	7	25.0	Intermediate	1	25.0	16	76.2	2	66.7	-	-	19	67.9
			Advanced	-	-	-	-	1	33.3	-	-	1	3.6
	Regressed		Advanced High	-	-	-	-	-	-	-	-	-	-
	1	3.6	2020 Total	4	100.0	21	100.0	3	100.0	-	-	28	100.0
Grade Nine to Twelve													
221	Progressed		Beginning	34	63.0	30	26.8	-	-	-	-	64	29.0
	66	29.9	Intermediate	20	37.0	73	65.2	24	63.2	3	17.6	120	54.3
			Advanced	-	-	7	6.3	12	31.6	9	52.9	28	12.7
	Regressed		Advanced High	-	-	2	1.8	2	5.3	5	29.4	9	4.1
	31	14.0	2020 Total	54	100.0	112	100.0	38	100.0	17	100.0	221	100.0
All Secondary (Grades Six to Twelve)													
425	Progressed		Beginning	91	75.2	61	33.2	2	2.5	-	-	154	36.2
	117	27.5	Intermediate	30	24.8	101	54.9	34	42.5	5	12.5	170	40.0
			Advanced	-	-	19	10.3	36	45.0	15	37.5	70	16.5
	Regressed		Advanced High	-	-	3	1.6	8	10.0	20	50.0	31	7.3
	60	14.1	2020 Total	121	100.0	184	100.0	80	100.0	40	100.0	425	100.0

Source: District *TELPAS* data files dated 07/19/20 and 07/19/21. District PEIMS snapshot demographic data file dated 11/04/20.

Note: 2020 to 2021 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. 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*. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2020 to 2021. - = no data in this category.

Appendix K, Table 13: 2020 to 2021 *TELPAS* Proficiency Rating Movement – Grade Six to Eight English Learners in Sheltered Classrooms

Rated <i>N</i>	Progressed/ Regressed		2020 <i>TELPAS</i> Composite Rating	2021 <i>TELPAS</i> Composite Rating								2021 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Six													
1,649	Progressed		Beginning	16	47.1	19	3.2	1	0.1	-	-	36	2.2
	178	10.8	Intermediate	15	44.1	315	52.2	85	11.1	2	0.8	417	25.3
			Advanced	3	8.8	226	37.5	432	56.2	71	29.2	732	44.4
	Regressed		Advanced High	-	-	43	7.1	251	32.6	170	70.0	464	28.1
	538	32.6	2020 Total	34	100.0	603	100.0	769	100.0	243	100.0	1,649	100.0
Grade Seven													
880	Progressed		Beginning	9	56.3	3	1.0	-	-	-	-	12	1.4
	139	15.8	Intermediate	7	43.8	168	57.7	83	18.7	6	4.7	264	30.0
			Advanced	-	-	112	38.5	269	60.4	47	36.7	428	48.6
	Regressed		Advanced High	-	-	8	2.7	93	20.9	75	58.6	176	20.0
	220	25.0	2020 Total	16	100.0	291	100.0	445	100.0	128	100.0	880	100.0
Grade Eight													
740	Progressed		Beginning	2	50.0	6	2.4	-	-	-	-	8	1.1
	117	15.8	Intermediate	2	50.0	144	57.8	59	15.8	7	6.1	212	28.6
			Advanced	-	-	86	34.5	240	64.3	45	39.5	371	50.1
	Regressed		Advanced High	-	-	13	5.2	74	19.8	62	54.4	149	20.1
	175	23.6	2020 Total	4	100.0	249	100.0	373	100.0	114	100.0	740	100.0
Grades Six to Eight													
3,269	Progressed		Beginning	27	50.0	28	2.4	1	0.1	-	-	56	1.7
	434	13.3	Intermediate	24	44.4	627	54.9	227	14.3	15	3.1	893	27.3
			Advanced	3	5.6	424	37.1	941	59.3	163	33.6	1,531	46.8
	Regressed		Advanced High	-	-	64	5.6	418	26.3	307	63.3	789	24.1
	933	28.5	2020 Total	54	100.0	1,143	100.0	1,587	100.0	485	100.0	3,269	100.0

Source: District *TELPAS* data files dated 07/19/20 and 07/19/21. District PEIMS snapshot demographic data file dated 11/04/20.

Note: 2020 to 2021 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. 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*. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2020 to 2021. - = no data in this category.

Appendix K, Table 14: 2020 to 2021 *TELPAS* Proficiency Rating Movement – Grade Nine to Twelve English Learners in Sheltered Classrooms (Including Secondary Grade Level Summary)

In-Enrolled Classrooms (Including Secondary Grade-Level Cumulative)													
Rated <i>N</i>	Progressed/ Regressed		2020 <i>TELPAS</i> Composite Rating	2021 <i>TELPAS</i> Composite Rating								2021 Total <i>n</i> %	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High			
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Nine													
399	Progressed		Beginning	-	-	1	0.5	-	-	-	-	1	0.3
	47	11.8	Intermediate	-	-	98	51.3	19	12.6	1	1.8	118	29.6
			Advanced	-	-	84	44.0	99	65.6	26	45.6	209	52.4
	Regressed		Advanced High	-	-	8	4.2	33	21.9	30	52.6	71	17.8
	125	31.3	2020 Total	-	-	191	100.0	151	100.0	57	100.0	399	100.0
Grade Ten													
355	Progressed		Beginning	1	33.3	1	0.6	-	-	-	-	2	0.6
	81	22.8	Intermediate	1	33.3	119	70.8	53	38.7	4	8.5	177	49.9
			Advanced	-	-	43	25.6	68	49.6	23	48.9	134	37.7
	Regressed		Advanced High	1	33.3	5	3.0	16	11.7	20	42.6	42	11.8
	66	18.6	2020 Total	3	100.0	168	100.0	137	100.0	47	100.0	355	100.0
Grade Eleven													
271	Progressed		Beginning	2	66.7	1	0.7	-	-	-	-	3	1.1
	62	22.9	Intermediate	1	33.3	104	77.6	39	41.5	5	12.5	149	55.0
			Advanced	-	-	27	20.1	46	48.9	17	42.5	90	33.2
	Regressed		Advanced High	-	-	2	1.5	9	9.6	18	45.0	29	10.7
	39	14.4	2020 Total	3	100.0	134	100.0	94	100.0	40	100.0	271	100.0
Grade Twelve													
167	Progressed		Beginning	-	-	1	1.2	1	1.4	-	-	2	1.2
	36	21.6	Intermediate	-	-	66	81.5	25	36.2	2	11.8	93	55.7
			Advanced	-	-	13	16.0	34	49.3	7	41.2	54	32.3
	Regressed		Advanced High	-	-	1	1.2	9	13.0	8	47.1	18	10.8
	23	13.8	2020 Total	-	-	81	100.0	69	100.0	17	100.0	167	100.0
Grade Nine to Twelve													
1,192	Progressed		Beginning	3	50.0	4	0.7	1	0.2	-	-	8	0.7
	226	19.0	Intermediate	2	33.3	387	67.4	136	30.2	12	7.5	537	45.1
			Advanced	-	-	167	29.1	247	54.8	73	45.3	487	40.9
	Regressed		Advanced High	1	16.7	16	2.8	67	14.9	76	47.2	160	13.4
	253	21.2	2020 Total	6	100.0	574	100.0	451	100.0	161	100.0	1,192	100.0
All Secondary (Grades Six to Twelve)													
4,461	Progressed		Beginning	30	50.0	32	1.9	2	0.1	-	-	64	1.4
	660	14.8	Intermediate	26	43.3	1,014	59.1	363	17.8	27	4.2	1,430	32.1
			Advanced	3	5.0	591	34.4	1,188	58.3	236	36.5	2,018	45.2
	Regressed		Advanced High	1	1.7	80	4.7	485	23.8	383	59.3	949	21.3
	1,186	26.6	2020 Total	60	100.0	1,717	100.0	2,038	100.0	646	100.0	4,461	100.0

Source: District *TELPAS* data files dated 07/19/20 and 07/19/21. District PEIMS snapshot demographic data file dated 11/04/20.

Note: 2020 to 2021 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. 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*. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2020 to 2021. - = no data in this category.

Appendix K, Table 15: 2020 to 2021 TELPAS Proficiency Rating Movement – Grade One to Five Immigrant Students

Rated N	Progressed/ Regressed		2020 TELPAS Composite Rating	2021 TELPAS Composite Rating								2021 Total	
	n	%		Beginning		Intermediate		Advanced		Adv High			
				n	%	n	%	n	%	n	%	n	%
Grade One													
626	Progressed		Beginning	381	95.7	120	70.6	15	40.5	3	14.3	519	82.9
	162	25.9	Intermediate	16	4.0	45	26.5	13	35.1	4	19.0	78	12.5
			Advanced	-	-	5	2.9	8	21.6	7	33.3	20	3.2
	Regressed		Advanced High	1	0.3	-	-	1	2.7	7	33.3	9	1.4
	23	3.7	2020 Total	398	100.0	170	100.0	37	100.0	21	100.0	626	100.0
Grade Two													
715	Progressed		Beginning	204	89.5	233	63.3	28	25.9	1	9.1	466	65.2
	306	42.8	Intermediate	22	9.6	110	29.9	37	34.3	2	18.2	171	23.9
			Advanced	2	0.9	20	5.4	35	32.4	5	45.5	62	8.7
	Regressed		Advanced High	-	-	5	1.4	8	7.4	3	27.3	16	2.2
	57	8.0	2020 Total	228	100.0	368	100.0	108	100.0	11	100.0	715	100.0
Grade Three													
547	Progressed		Beginning	80	80.8	92	33.7	2	1.4	-	-	174	31.8
	210	38.4	Intermediate	19	19.2	167	61.2	89	62.2	6	18.8	281	51.4
			Advanced	-	-	14	5.1	49	34.3	21	65.6	84	15.4
	Regressed		Advanced High	-	-	-	-	3	2.1	5	15.6	8	1.5
	36	6.6	2020 Total	99	100.0	273	100.0	143	100.0	32	100.0	547	100.0
Grade Four													
398	Progressed		Beginning	82	78.8	39	24.7	2	2.1	-	-	123	30.9
	95	23.9	Intermediate	22	21.2	101	63.9	33	34.4	1	2.5	157	39.4
			Advanced	-	-	18	11.4	53	55.2	20	50.0	91	22.9
	Regressed		Advanced High	-	-	-	-	8	8.3	19	47.5	27	6.8
	48	12.1	2020 Total	104	100.0	158	100.0	96	100.0	40	100.0	398	100.0
Grade Five													
340	Progressed		Beginning	89	92.7	70	49.6	3	3.8	-	-	162	47.6
	134	39.4	Intermediate	7	7.3	63	44.7	45	56.3	5	21.7	120	35.3
			Advanced	-	-	7	5.0	32	40.0	11	47.8	50	14.7
	Regressed		Advanced High	-	-	1	0.7	-	-	7	30.4	8	2.4
	15	4.4	2020 Total	96	100.0	141	100.0	80	100.0	23	100.0	340	100.0
Grades One to Two													
1,341	Progressed		Beginning	585	93.5	353	65.6	43	29.7	4	12.5	985	73.5
	468	34.9	Intermediate	38	6.1	155	28.8	50	34.5	6	18.8	249	18.6
			Advanced	2	0.3	25	4.6	43	29.7	12	37.5	82	6.1
	Regressed		Advanced High	1	0.2	5	0.9	9	6.2	10	31.3	25	1.9
	80	6.0	2020 Total	626	100.0	538	100.0	145	100.0	32	100.0	1,341	100.0
Grades Three to Five													
1,285	Progressed		Beginning	251	83.9	201	35.1	7	2.2	-	-	459	35.7
	439	34.2	Intermediate	48	16.1	331	57.9	167	52.4	12	12.6	558	43.4
			Advanced	-	-	39	6.8	134	42.0	52	54.7	225	17.5
	Regressed		Advanced High	-	-	1	0.2	11	3.4	31	32.6	43	3.3
	99	7.7	2020 Total	299	100.0	572	100.0	319	100.0	95	100.0	1,285	100.0
Grades One to Five													
2,626	Progressed		Beginning	836	90.4	554	49.9	50	10.8	4	3.1	1,444	55.0
	907	34.5	Intermediate	86	9.3	486	43.8	217	46.8	18	14.2	807	30.7
			Advanced	2	0.2	64	5.8	177	38.1	64	50.4	307	11.7
	Regressed		Advanced High	1	0.1	6	0.5	20	4.3	41	32.3	68	2.6
	179	6.8	2020 Total	925	100.0	1,110	100.0	464	100.0	127	100.0	2,626	100.0

Source: District TELPAS data files dated 07/19/20 and 07/19/21. District PEIMS snapshot demographic data file dated 11/04/20.

Note: 2020 to 2021 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. 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. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2020 to 2021. - = no data in this category.

Appendix K, Table 16: 2020 to 2021 *TELPAS* Proficiency Rating Movement – Grade Six to Eight Immigrant Students

Appendix F, Table 2020-2021 TELPAS Proficiency Rating Movement: Grade Six to Eighth Students													
Rated <i>N</i>	Progressed/ Regressed		2020 TELPAS Composite Rating	2021 TELPAS Composite Rating								2021 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High			
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade Six													
204	Progressed		Beginning	63	91.3	29	35.8	1	2.4	-	-	93	45.6
	51	25.0	Intermediate	6	8.7	42	51.9	12	29.3	1	7.7	61	29.9
			Advanced	-	-	9	11.1	22	53.7	8	61.5	39	19.1
	Regressed		Advanced High	-	-	1	1.2	6	14.6	4	30.8	11	5.4
	22	10.8	2020 Total	69	100.0	81	100.0	41	100.0	13	100.0	204	100.0
Grade Seven													
73	Progressed		Beginning	18	78.3	5	17.2	-	-	-	-	23	31.5
	16	21.9	Intermediate	5	21.7	17	58.6	8	53.3	-	-	30	41.1
			Advanced	-	-	7	24.1	6	40.0	3	50.0	16	21.9
	Regressed		Advanced High	-	-	-	-	1	6.7	3	50.0	4	5.5
	13	17.8	2020 Total	23	100.0	29	100.0	15	100.0	6	100.0	73	100.0
Grade Eight													
54	Progressed		Beginning	11	57.9	10	40.0	1	12.5	-	-	22	40.7
	16	29.6	Intermediate	8	42.1	14	56.0	3	37.5	-	-	25	46.3
			Advanced	-	-	1	4.0	4	50.0	2	100.0	7	13.0
	Regressed		Advanced High	-	-	-	-	-	-	-	-	-	-
	9	16.7	2020 Total	19	100.0	25	100.0	8	100.0	2	100.0	54	100.0
Grades Six to Eight													
331	Progressed		Beginning	92	82.9	44	32.6	2	3.1	-	-	138	41.7
	83	25.1	Intermediate	19	17.1	73	54.1	23	35.9	1	4.8	116	35.0
			Advanced	-	-	17	12.6	32	50.0	13	61.9	62	18.7
	Regressed		Advanced High	-	-	1	0.7	7	10.9	7	33.3	15	4.5
	44	13.3	2020 Total	111	100.0	135	100.0	64	100.0	21	100.0	331	100.0

Source: District *TELPAS* data files dated 07/19/20 and 07/19/21. District PEIMS snapshot demographic data file dated 11/04/20.

Note: 2020 to 2021 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. 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*. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2020 to 2021. - = no data in this category.

Appendix K, Table 17: 2020 to 2021 *TELPAS* Proficiency Rating Movement – Grade Nine to Twelve Immigrant Students (Including Secondary Grade Level Summary)

Rated <i>N</i>	Progressed/ Regressed		2020 <i>TELPAS</i> Composite Rating	2021 <i>TELPAS</i> Composite Rating								2021 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Nine													
54	Progressed		Beginning	15	68.2	3	13.0	-	-	-	-	18	33.3
	8	14.8	Intermediate	7	31.8	15	65.2	2	50.0	-	-	24	44.4
			Advanced	-	-	5	21.7	2	50.0	3	60.0	10	18.5
	Regressed		Advanced High	-	-	-	-	-	-	2	40.0	2	3.7
	12	22.2	2020 Total	22	100.0	23	100.0	4	100.0	5	100.0	54	100.0
Grade Ten													
82	Progressed		Beginning	10	58.8	13	28.3	-	-	-	-	23	28.0
	26	31.7	Intermediate	7	41.2	32	69.6	8	66.7	-	-	47	57.3
			Advanced	-	-	1	2.2	2	16.7	5	71.4	8	9.8
	Regressed		Advanced High	-	-	-	-	2	16.7	2	28.6	4	4.9
	10	12.2	2020 Total	17	100.0	46	100.0	12	100.0	7	100.0	82	100.0
Grade Eleven													
32	Progressed		Beginning	-	-	4	22.2	-	-	-	-	4	12.5
	10	31.3	Intermediate	3	100.0	10	55.6	4	57.1	2	50.0	19	59.4
			Advanced	-	-	3	16.7	2	28.6	-	-	5	15.6
	Regressed		Advanced High	-	-	1	5.6	1	14.3	2	50.0	4	12.5
	8	25.0	2020 Total	3	100.0	18	100.0	7	100.0	4	100.0	32	100.0
Grade Twelve													
24	Progressed		Beginning	3	75.0	3	18.8	-	-	-	-	6	25.0
	6	25.0	Intermediate	1	25.0	13	81.3	2	66.7	1	100.0	17	70.8
			Advanced	-	-	-	-	1	33.3	-	-	1	4.2
	Regressed		Advanced High	-	-	-	-	-	-	-	-	-	-
	1	4.2	2020 Total	4	100.0	16	100.0	3	100.0	1	100.0	24	100.0
Grade Nine to Twelve													
192	Progressed		Beginning	28	60.9	23	22.3	-	-	-	-	51	26.6
	50	26.0	Intermediate	18	39.1	70	68.0	16	61.5	3	17.6	107	55.7
			Advanced	-	-	9	8.7	7	26.9	8	47.1	24	12.5
	Regressed		Advanced High	-	-	1	1.0	3	11.5	6	35.3	10	5.2
	31	16.1	2020 Total	46	100.0	103	100.0	26	100.0	17	100.0	192	100.0
All Secondary (Grades Six to Twelve)													
523	Progressed		Beginning	120	76.4	67	28.2	2	2.2	-	-	189	36.1
	133	25.4	Intermediate	37	23.6	143	60.1	39	43.3	4	10.5	223	42.6
			Advanced	-	-	26	10.9	39	43.3	21	55.3	86	16.4
	Regressed		Advanced High	-	-	2	0.8	10	11.1	13	34.2	25	4.8
	75	14.3	2020 Total	157	100.0	238	100.0	90	100.0	38	100.0	523	100.0

Source: District *TELPAS* data files dated 07/19/20 and 07/19/21. District PEIMS snapshot demographic data file dated 11/04/20.

Note: 2020 to 2021 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. 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*. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2020 to 2021. - = no data in this category.

Appendix K, Table 18: 2020 to 2021 TELPAS Proficiency Rating Movement – Grade One to Five English Learner Parent Denials

Parent Demographics			2021 TELPAS Composite Rating										
Rated <i>N</i>	Progressed/ Regressed		2020 TELPAS Composite Rating	Beginning		Intermediate		Advanced		Adv High		2021 Total	
	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grade One													
190	Progressed		Beginning	9	52.9	14	26.4	11	17.7	9	15.5	43	22.6
	87	45.8	Intermediate	6	35.3	28	52.8	24	38.7	14	24.1	72	37.9
			Advanced	2	11.8	8	15.1	18	29.0	15	25.9	43	22.6
	Regressed		Advanced High	-	-	3	5.7	9	14.5	20	34.5	32	16.8
	28	14.7	2020 Total	17	100.0	53	100.0	62	100.0	58	100.0	190	100.0
Grade Two													
202	Progressed		Beginning	5	29.4	11	8.3	-	-	-	-	16	7.9
	22	10.9	Intermediate	10	58.8	61	45.9	9	18.4	-	-	80	39.6
			Advanced	-	-	41	30.8	21	42.9	2	66.7	64	31.7
	Regressed		Advanced High	2	11.8	20	15.0	19	38.8	1	33.3	42	20.8
	92	45.5	2020 Total	17	100.0	133	100.0	49	100.0	3	100.0	202	100.0
Grade Three													
181	Progressed		Beginning	6	66.7	14	13.2	1	1.7	-	-	21	11.6
	50	27.6	Intermediate	3	33.3	75	70.8	28	48.3	1	12.5	107	59.1
			Advanced	-	-	16	15.1	25	43.1	6	75.0	47	26.0
	Regressed		Advanced High	-	-	1	0.9	4	6.9	1	12.5	6	3.3
	24	13.3	2020 Total	9	100.0	106	100.0	58	100.0	8	100.0	181	100.0
Grade Four													
260	Progressed		Beginning	5	100.0	6	4.7	-	-	-	-	11	4.2
	41	15.8	Intermediate	-	-	80	63.0	22	21.2	2	8.3	104	40.0
			Advanced	-	-	40	31.5	62	59.6	11	45.8	113	43.5
	Regressed		Advanced High	-	-	1	0.8	20	19.2	11	45.8	32	12.3
	61	23.5	2020 Total	5	100.0	127	100.0	104	100.0	24	100.0	260	100.0
Grade Five													
211	Progressed		Beginning	-	-	5	6.5	-	-	-	-	5	2.4
	43	20.4	Intermediate	4	100.0	54	70.1	21	23.9	2	4.8	81	38.4
			Advanced	-	-	17	22.1	56	63.6	15	35.7	88	41.7
	Regressed		Advanced High	-	-	1	1.3	11	12.5	25	59.5	37	17.5
	33	15.6	2020 Total	4	100.0	77	100.0	88	100.0	42	100.0	211	100.0
Grades One to Two													
392	Progressed		Beginning	14	41.2	25	13.4	11	9.9	9	14.8	59	15.1
	109	27.8	Intermediate	16	47.1	89	47.8	33	29.7	14	23.0	152	38.8
			Advanced	2	5.9	49	26.3	39	35.1	17	27.9	107	27.3
	Regressed		Advanced High	2	5.9	23	12.4	28	25.2	21	34.4	74	18.9
	120	30.6	2020 Total	34	100.0	186	100.0	111	100.0	61	100.0	392	100.0
Grades Three to Five													
652	Progressed		Beginning	11	61.1	25	8.1	1	0.4	-	-	37	5.7
	134	20.6	Intermediate	7	38.9	209	67.4	71	28.4	5	6.8	292	44.8
			Advanced	-	-	73	23.5	143	57.2	32	43.2	248	38.0
	Regressed		Advanced High	-	-	3	1.0	35	14.0	37	50.0	75	11.5
	118	18.1	2020 Total	18	100.0	310	100.0	250	100.0	74	100.0	652	100.0
Grades One to Five													
1,044	Progressed		Beginning	25	48.1	50	10.1	12	3.3	9	6.7	96	9.2
	243	23.3	Intermediate	23	44.2	298	60.1	104	28.8	19	14.1	444	42.5
			Advanced	2	3.8	122	24.6	182	50.4	49	36.3	355	34.0
	Regressed		Advanced High	2	3.8	26	5.2	63	17.5	58	43.0	149	14.3
	238	22.8	2020 Total	52	100.0	496	100.0	361	100.0	135	100.0	1,044	100.0

Source: District TELPAS data files dated 07/19/20 and 07/19/21. District PEIMS snapshot demographic data file dated 11/04/20.

Note: 2020 to 2021 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. 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. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2020 to 2021. - = no data in this category.

Appendix K, Table 19: 2020 to 2021 *TELPAS* Proficiency Rating Movement – Grade Six to Eight English Learner Parent Denials

Rated <i>N</i>	Progressed/ Regressed		2020 <i>TELPAS</i> Composite Rating	2021 <i>TELPAS</i> Composite Rating								2021 Total	
	<i>n</i>	%		Beginning		Intermediate		Advanced		Adv High		<i>n</i>	%
				<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Grade Six													
136	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	10	7.4	Intermediate	4	100.0	22	44.0	4	6.8	-	-	30	22.1
			Advanced	-	-	23	46.0	38	64.4	6	26.1	67	49.3
	Regressed		Advanced High	-	-	5	10.0	17	28.8	17	73.9	39	28.7
	49	36.0	2020 Total	4	100.0	50	100.0	59	100.0	23	100.0	136	100.0
Grade Seven													
58	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	13	22.4	Intermediate	1	100.0	6	46.2	7	24.1	-	-	14	24.1
			Advanced	-	-	6	46.2	18	62.1	6	40.0	30	51.7
	Regressed		Advanced High	-	-	1	7.7	4	13.8	9	60.0	14	24.1
	12	20.7	2020 Total	1	100.0	13	100.0	29	100.0	15	100.0	58	100.0
Grade Eight													
45	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	4	8.9	Intermediate	-	-	11	57.9	4	16.7	-	-	15	33.3
			Advanced	-	-	6	31.6	17	70.8	-	-	23	51.1
	Regressed		Advanced High	-	-	2	10.5	3	12.5	2	100.0	7	15.6
	11	24.4	2020 Total	-	-	19	100.0	24	100.0	2	100.0	45	100.0
Grades Six to Eight													
239	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	27	11.3	Intermediate	5	100.0	39	47.6	15	13.4	-	-	59	24.7
			Advanced	-	-	35	42.7	73	65.2	12	30.0	120	50.2
	Regressed		Advanced High	-	-	8	9.8	24	21.4	28	70.0	60	25.1
	72	30.1	2020 Total	5	100.0	82	100.0	112	100.0	40	100.0	239	100.0

Source: District *TELPAS* data files dated 07/19/20 and 07/19/21. District PEIMS snapshot demographic data file dated 11/04/20.

Note: 2020 to 2021 level movement data include students who earned a *TELPAS* proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. 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*. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2020 to 2021. - = no data in this category.

Appendix K, Table 20: 2020 to 2021 TELPAS Proficiency Rating Movement – Grade Nine to Twelve English Learner Parent Denials (Including Secondary Grade Level Summary)

Rated N	Progressed/ Regressed		2020 TELPAS Composite Rating	2021 TELPAS Composite Rating								2021 Total	
	n	%		Beginning		Intermediate		Advanced		Adv High		n	%
				n	%	n	%	n	%	n	%		
Grade Nine													
35	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	7	20.0	Intermediate	-	-	6	54.5	5	31.3	-	-	11	31.4
			Advanced	-	-	4	36.4	6	37.5	2	25.0	12	34.3
	Regressed		Advanced High	-	-	1	9.1	5	31.3	6	75.0	12	34.3
	10	28.6	2020 Total	-	-	11	100.0	16	100.0	8	100.0	35	100.0
Grade Ten													
23	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	3	13.0	Intermediate	-	-	8	72.7	-	-	1	20.0	9	39.1
			Advanced	-	-	2	18.2	6	85.7	2	40.0	10	43.5
	Regressed		Advanced High	-	-	1	9.1	1	14.3	2	40.0	4	17.4
	4	17.4	2020 Total	-	-	11	100.0	7	100.0	5	100.0	23	100.0
Grade Eleven													
19	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	4	21.1	Intermediate	-	-	7	77.8	3	37.5	-	-	10	52.6
			Advanced	-	-	2	22.2	3	37.5	1	50.0	6	31.6
	Regressed		Advanced High	-	-	-	-	2	25.0	1	50.0	3	15.8
	4	21.1	2020 Total	-	-	9	100.0	8	100.0	2	100.0	19	100.0
Grade Twelve													
15	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	6	40.0	Intermediate	-	-	4	66.7	2	40.0	1	25.0	7	46.7
			Advanced	-	-	2	33.3	2	40.0	3	75.0	7	46.7
	Regressed		Advanced High	-	-	-	-	1	20.0	-	-	1	6.7
	3	20.0	2020 Total	-	-	6	100.0	5	100.0	4	100.0	15	100.0
Grade Nine to Twelve													
92	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	20	21.7	Intermediate	-	-	25	67.6	10	27.8	2	10.5	37	40.2
			Advanced	-	-	10	27.0	17	47.2	8	42.1	35	38.0
	Regressed		Advanced High	-	-	2	5.4	9	25.0	9	47.4	20	21.7
	21	22.8	2020 Total	-	-	37	100.0	36	100.0	19	100.0	92	100.0
All Secondary (Grades Six to Twelve)													
331	Progressed		Beginning	-	-	-	-	-	-	-	-	-	-
	47	14.2	Intermediate	5	100.0	64	53.8	25	16.9	2	3.4	96	29.0
			Advanced	-	-	45	37.8	90	60.8	20	33.9	155	46.8
	Regressed		Advanced High	-	-	10	8.4	33	22.3	37	62.7	80	24.2
	93	28.1	2020 Total	5	100.0	119	100.0	148	100.0	59	100.0	331	100.0

Source: District TELPAS data files dated 07/19/20 and 07/19/21. District PEIMS snapshot demographic data file dated 11/04/20.

Note: 2020 to 2021 level movement data include students who earned a TELPAS proficiency rating and were enrolled on the PEIMS snapshot dates in both years. Progressed = Student moved up at least one level of English proficiency from the previous year. 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. Adv High = Advanced High. Shading denotes students who progressed at least one level from 2020 to 2021. - = no data in this category.

Appendix L

Appendix L, Table 1: 2020-21 English MAP Mathematics Growth Quintile by Program/Classification and Grade: BOY to EOY

2021 BOY to EOY English MAP Mathematics Growth Quintile						
Grade Level(s)	Tested N	Low %	Low Average %	Average %	High Average %	High %
All English Learners						
1	4,494	21.2	13.2	15.3	16.4	33.9
2	4,662	26.4	15.7	16.2	17.3	24.5
3	4,628	15.0	11.1	12.5	17.7	43.7
4	4,733	21.2	13.5	12.6	18.5	34.2
5	4,692	25.6	15.8	16.3	17.6	24.6
6	3,493	22.1	13.2	11.7	15.5	37.4
7	3,112	26.4	13.5	12.6	12.4	35.1
8	3,088	23.2	12.2	14.2	14.9	35.5
9	2,433	22.4	12.1	12.0	13.2	40.2
10	2,147	20.1	10.8	11.4	13.6	44.2
11	1,241	21.9	11.8	11.4	13.8	41.2
2 to 5	18,715	22.1	14.0	14.4	17.8	31.7
6 to 8	9,693	23.8	13.0	12.8	14.3	36.1
9 to 11	5,821	21.4	11.6	11.6	13.5	41.9
6 to 11	15,514	22.9	12.5	12.4	14.0	38.3
One-Way Dual Language						
1	3,551	20.4	13.1	15.4	16.4	34.7
2	3,623	25.3	15.4	16.2	17.6	25.5
3	3,558	14.1	11.0	12.7	17.8	44.5
4	3,617	20.4	13.0	12.1	18.6	35.9
5	3,718	25.2	16.0	16.5	17.2	25.1
2 to 5	14,516	21.3	13.9	14.4	17.8	32.7
Two-Way Dual Language						
1	543	23.6	14.5	15.8	16.2	29.8
2	632	29.9	19.0	16.6	15.5	19.0
3	605	17.2	9.9	10.9	18.2	43.8
4	584	24.1	14.2	12.8	19.3	29.5
5	471	24.6	14.6	15.9	20.6	24.2
2 to 5	2,292	24.0	14.5	14.0	18.2	29.3
Secondary Dual Language						
6	*	*	*	*	*	*
7	64	18.8	6.3	26.6	10.9	37.5
8	116	19.8	13.8	17.2	19.0	30.2
9	6	33.3	0.0	16.7	33.3	16.7
10	27	22.2	14.8	22.2	14.8	25.9
11	71	15.5	7.0	11.3	18.3	47.9
6 to 8	180	19.4	11.1	20.6	16.1	32.8
9 to 11	104	18.3	8.7	14.4	18.3	40.4
6 to 11	284	19.0	10.2	18.3	16.9	35.6
English as a Second Language						
1	214	21.5	14.0	10.7	17.3	36.4
2	186	25.8	14.0	14.5	18.8	26.9
3	191	14.7	10.5	12.6	18.8	43.5
4	150	20.0	15.3	11.3	17.3	36.0
5	156	18.6	15.4	20.5	19.9	25.6
6	142	25.4	12.7	10.6	9.9	41.5
7	103	18.4	14.6	11.7	12.6	42.7
8	161	23.0	11.8	8.7	20.5	36.0
9	198	27.8	6.6	12.6	12.1	40.9
10	237	23.2	8.0	10.1	14.8	43.9
11	101	17.8	8.9	15.8	15.8	41.6
2 to 5	683	19.8	13.6	14.6	18.7	33.2
6 to 8	406	22.7	12.8	10.1	14.8	39.7
9 to 11	536	23.9	7.6	12.1	14.0	42.4
6 to 11	942	23.4	9.9	11.3	14.3	41.2

table continues

Appendix L, Table 1 (continued)

Appendix 2, Table 2 (continued)

2021 BOY to EOY English MAP Mathematics Growth Quintile						
Grade Level(s)	Tested N	Low %	Low Average %	Average %	High Average %	High %
Sheltered Classrooms						
6	2,438	23.5	13.4	11.5	15.8	35.8
7	2,570	27.3	13.6	12.6	12.4	34.1
8	2,372	23.4	12.6	13.8	13.8	36.4
9	1,615	23.4	12.8	12.9	13.5	37.5
10	1,335	21.3	11.4	12.1	12.6	42.6
11	810	23.0	12.2	11.6	12.5	40.7
6 to 8	7,380	24.8	13.2	12.6	14.0	35.4
9 to 11	3,760	22.6	12.2	12.3	13.0	40.0
6 to 11	11,140	24.0	12.9	12.5	13.6	36.9
Immigrant						
1	609	20.2	10.3	12.5	14.6	42.4
2	707	21.6	15.3	14.6	16.7	31.8
3	705	11.5	9.5	11.8	16.0	51.2
4	500	21.0	12.0	8.0	16.2	42.8
5	363	20.4	16.0	16.0	15.7	32.0
6	290	27.9	13.4	8.6	12.1	37.9
7	221	23.1	13.1	11.3	11.3	41.2
8	210	22.9	11.9	9.5	17.1	38.6
9	169	29.6	5.3	8.3	16.0	40.8
10	191	22.0	9.4	12.0	14.7	41.9
11	101	22.8	8.9	11.9	14.9	41.6
2 to 5	2,275	18.2	12.9	12.5	16.2	40.3
6 to 8	721	25.0	12.9	9.7	13.3	39.1
9 to 11	461	24.9	7.8	10.6	15.2	41.4
6 to 11	4,066	20.4	11.9	11.8	15.3	40.5
Parent Denials						
1	183	30.6	10.9	16.4	15.3	26.8
2	207	34.3	12.6	17.9	15.5	19.8
3	262	23.7	14.5	14.1	14.5	33.2
4	367	25.6	16.3	16.6	17.2	24.3
5	336	33.9	15.5	13.4	17.6	19.6
6	224	25.4	12.1	12.9	14.3	35.3
7	194	27.3	17.5	10.8	14.4	29.9
8	187	25.7	13.4	16.6	12.3	32.1
9	143	21.7	15.4	13.3	10.5	39.2
10	130	20.8	15.4	10.0	20.0	33.8
11	73	19.2	13.7	11.0	15.1	41.1
2 to 5	1,172	29.1	15.0	15.4	16.4	24.1
6 to 8	605	26.1	14.2	13.4	13.7	32.6
9 to 11	346	20.8	15.0	11.6	15.0	37.6
6 to 11	951	24.2	14.5	12.7	14.2	34.4

Source: District EOY MAP data file dated 06/23/21. District PEIMS snapshot demographic file dated 11/04/20.

Note: Includes data for students enrolled on the PEIMS snapshot date who also had BOY and EOY MAP scores. Students in grades one through 11 take the BOY MAP; thus, grades K and 12 are not included in these analyses. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category.

Appendix L, Table 2: 2020-21 Spanish MAP Mathematics Growth Quintile by Program/Classification and Grade: BOY to EOY

2021 BOY to EOY Spanish MAP Mathematics Growth Quintile						
Grade Level(s)	Tested N	Low %	Low Average %	Average %	High Average %	High %
All English Learners						
1	23	17.4	4.3	26.1	13.0	39.1
2	21	14.3	4.8	19.0	14.3	47.6
3	101	8.9	5.0	6.9	16.8	62.4
4	109	9.2	9.2	9.2	13.8	58.7
5	122	6.6	6.6	9.8	13.1	63.9
6	5	0.0	20.0	0.0	20.0	60.0
7	13	15.4	0.0	15.4	15.4	53.8
8	7	14.3	0.0	0.0	0.0	85.7
9	12	16.7	0.0	0.0	8.3	75.0
10	5	0.0	20.0	20.0	20.0	40.0
11	*	*	*	*	*	*
2 to 5	353	8.5	6.8	9.3	14.4	60.9
6 to 8	25	12.0	4.0	8.0	12.0	64.0
9 to 11	19	10.5	5.3	10.5	10.5	63.2
6 to 11	44	11.4	4.5	9.1	11.4	63.6
One-Way Dual Language						
1	14	14.3	7.1	28.6	7.1	42.9
2	13	7.7	7.7	15.4	7.7	61.5
3	92	7.6	4.3	7.6	16.3	64.1
4	99	9.1	10.1	7.1	13.1	60.6
5	113	7.1	6.2	8.8	14.2	63.7
2 to 5	317	7.9	6.9	8.2	14.2	62.8
Two-Way Dual Language						
1	8	12.5	0.0	25.0	25.0	37.5
2	8	25.0	0.0	25.0	25.0	25.0
3	9	22.2	11.1	0.0	22.2	44.4
4	10	10.0	0.0	30.0	20.0	40.0
5	8	0.0	12.5	25.0	0.0	62.5
2 to 5	35	14.3	5.7	20.0	17.1	42.9
Secondary Dual Language						
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
6 to 11	-	-	-	-	-	-
English as a Second Language						
1	-	-	-	-	-	-
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	*	*	*	*	*	*
6	*	*	*	*	*	*
7	9	11.1	0.0	11.1	22.2	55.6
8	6	0.0	0.0	0.0	0.0	100.0
9	11	18.2	0.0	0.0	9.1	72.7
10	*	*	*	*	*	*
11	-	-	-	-	-	-
2 to 5	*	*	*	*	*	*
6 to 8	18	5.6	0.0	5.6	11.1	77.8
9 to 11	13	15.4	7.7	7.7	7.7	61.5
6 to 11	31	9.7	3.2	6.5	9.7	71.0

table continues

Appendix L, Table 2 (continued)

2021 BOY to EOY Spanish MAP Mathematics Growth Quintile						
Grade Level(s)	Tested N	Low %	Low Average %	Average %	High Average %	High %
Sheltered Classrooms						
6	*	*	*	*	*	*
7	*	*	*	*	*	*
8	*	*	*	*	*	*
9	*	*	*	*	*	*
10	*	*	*	*	*	*
11	*	*	*	*	*	*
6 to 8	7	28.6	14.3	14.3	14.3	28.6
9 to 11	6	0.0	0.0	16.7	16.7	66.7
6 to 11	13	15.4	7.7	15.4	15.4	46.2
Immigrant						
1	5	0.0	0.0	40.0	0.0	60.0
2	13	7.7	7.7	15.4	7.7	61.5
3	79	7.6	2.5	6.3	15.2	68.4
4	89	10.1	5.6	10.1	12.4	61.8
5	104	4.8	5.8	8.7	12.5	68.3
6	*	*	*	*	*	*
7	9	22.2	0.0	0.0	22.2	55.6
8	5	0.0	0.0	0.0	0.0	100.0
9	9	22.2	0.0	0.0	0.0	77.8
10	*	*	*	*	*	*
11	*	*	*	*	*	*
2 to 5	285	7.4	4.9	8.8	13.0	66.0
6 to 8	18	11.1	0.0	0.0	16.7	72.2
9 to 11	13	15.4	7.7	7.7	7.7	61.5
6 to 11	31	12.9	3.2	3.2	12.9	67.7
Parent Denials						
1	*	*	*	*	*	*
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	-	-	-	-	-	-
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
6 to 11	-	-	-	-	-	-

Source: District EOY MAP data file dated 06/23/21. District PEIMS snapshot demographic file dated 11/04/20.

Note: Includes data for students enrolled on the PEIMS snapshot date who also had BOY and EOY MAP scores. Students in grades one through 11 take the BOY MAP; thus, grades K and 12 are not included in these analyses. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix L, Table 3: 2020-21 English MAP Reading Growth Quintile by Program/Classification and Grade: BOY to EOY

		2021 BOY to EOY English MAP Reading Growth Quintile				
Grade Level(s)	Tested N	Low %	Low Average %	Average %	High Average %	High %
All English Learners						
1	399	29.1	19.3	17.0	11.5	23.1
2	416	30.5	17.3	12.0	16.8	23.3
3	467	22.1	16.5	17.1	16.7	27.6
4	540	31.1	19.4	14.3	14.1	21.1
5	498	26.9	19.3	16.1	16.7	21.1
6	3,414	41.8	15.9	13.6	12.8	15.9
7	2,963	45.4	15.1	13.5	12.6	13.5
8	2,993	45.4	15.2	12.7	12.6	14.1
9	2,460	38.3	16.8	16.2	13.6	15.1
10	2,324	38.4	16.2	15.4	14.1	15.9
11	1,221	42.2	18.1	13.9	12.3	13.5
2 to 5	1,921	27.7	18.2	14.9	16.0	23.2
6 to 8	9,370	44.1	15.4	13.3	12.6	14.6
9 to 11	6,005	39.1	16.8	15.4	13.5	15.1
6 to 11	15,375	42.1	15.9	14.1	13.0	14.8
One-Way Dual Language						
1	26	19.2	34.6	11.5	11.5	23.1
2	20	25.0	20.0	5.0	20.0	30.0
3	17	35.3	23.5	17.6	11.8	11.8
4	21	28.6	23.8	19.0	14.3	14.3
5	20	30.0	0.0	30.0	10.0	30.0
2 to 5	78	29.5	16.7	17.9	14.1	21.8
Two-Way Dual Language						
1	5	40.0	0.0	0.0	20.0	40.0
2	7	28.6	14.3	28.6	14.3	14.3
3	*	*	*	*	*	*
4	6	0.0	33.3	16.7	16.7	33.3
5	5	20.0	40.0	0.0	20.0	20.0
2 to 5	21	14.3	28.6	19.0	14.3	23.8
Secondary Dual Language						
6	*	*	*	*	*	*
7	64	31.3	29.7	15.6	12.5	10.9
8	114	41.2	19.3	11.4	13.2	14.9
9	7	71.4	0.0	14.3	14.3	0.0
10	23	30.4	8.7	17.4	21.7	21.7
11	66	28.8	19.7	16.7	19.7	15.2
6 to 8	178	37.6	23.0	12.9	12.9	13.5
9 to 11	96	32.3	15.6	16.7	19.8	15.6
6 to 11	274	35.8	20.4	14.2	15.3	14.2
English as a Second Language						
1	202	24.8	17.3	18.3	13.4	26.2
2	181	29.3	14.9	11.6	19.3	24.9
3	182	14.3	17.6	20.3	17.0	30.8
4	142	21.1	19.7	18.3	16.9	23.9
5	143	22.4	16.1	13.3	19.6	28.7
6	133	45.1	13.5	8.3	12.8	20.3
7	80	37.5	13.8	12.5	10.0	26.3
8	114	44.7	12.3	11.4	7.0	24.6
9	183	35.0	10.4	13.7	12.6	28.4
10	261	41.0	11.1	9.2	10.7	28.0
11	89	44.9	15.7	14.6	9.0	15.7
2 to 5	648	21.8	17.0	15.9	18.2	27.2
6 to 8	327	43.1	13.1	10.4	10.1	23.2
9 to 11	533	39.6	11.6	11.6	11.1	26.1
6 to 11	860	40.9	12.2	11.2	10.7	25.0

table continues

Appendix L, Table 3 (continued)

2021 BOY to EOY English MAP Reading Growth Quintile						
Grade Level(s)	Tested N	Low %	Low Average %	Average %	High Average %	High %
Sheltered Classrooms						
6	2,425	43.9	16.3	14.0	11.7	14.0
7	2,459	46.7	14.6	12.9	12.5	13.3
8	2,350	46.4	14.9	12.7	12.3	13.7
9	1,637	41.3	16.7	15.8	12.6	13.7
10	1,464	40.0	15.6	15.0	14.3	15.0
11	841	44.7	16.9	13.0	11.3	14.1
6 to 8	7,234	45.7	15.3	13.2	12.2	13.6
9 to 11	3,942	41.5	16.3	14.9	13.0	14.3
6 to 11	11,176	44.2	15.6	13.8	12.5	13.9
Immigrant						
1	79	17.7	19.0	15.2	13.9	34.2
2	83	31.3	13.3	13.3	13.3	28.9
3	96	13.5	12.5	17.7	17.7	38.5
4	63	19.0	17.5	19.0	22.2	22.2
5	41	14.6	9.8	14.6	22.0	39.0
6	269	45.7	11.9	8.9	9.7	23.8
7	174	40.8	11.5	12.1	9.8	25.9
8	170	46.5	15.9	8.2	9.4	20.0
9	154	37.7	9.7	11.0	16.9	24.7
10	216	41.2	9.7	9.7	10.2	29.2
11	99	48.5	15.2	10.1	10.1	16.2
2 to 5	283	20.1	13.4	16.3	18.0	32.2
6 to 8	613	44.5	12.9	9.6	9.6	23.3
9 to 11	469	41.6	10.9	10.2	12.4	24.9
6 to 11	1,082	43.3	12.0	9.9	10.8	24.0
Parent Denials						
1	163	36.2	20.2	16.6	9.2	17.8
2	194	33.0	18.6	12.4	13.9	22.2
3	254	27.2	15.0	15.4	17.3	25.2
4	358	35.5	19.6	12.0	12.3	20.7
5	320	28.4	21.9	16.6	15.6	17.5
6	219	45.7	15.5	13.7	12.8	12.3
7	184	48.4	14.7	14.7	9.8	12.5
8	180	50.6	18.9	11.7	8.9	10.0
9	137	37.2	19.0	17.5	17.5	8.8
10	151	39.1	17.2	17.9	13.9	11.9
11	68	38.2	20.6	17.6	13.2	10.3
2 to 5	1,126	31.2	19.0	14.1	14.7	21.0
6 to 8	583	48.0	16.3	13.4	10.6	11.7
9 to 11	356	38.2	18.5	17.7	15.2	10.4
6 to 11	939	44.3	17.1	15.0	12.4	11.2

Source: District EOY MAP data file dated 06/23/21. District PEIMS snapshot demographic file dated 11/04/20.

Note: Includes data for students enrolled on the PEIMS snapshot date who also had BOY and EOY MAP scores. Students in grades one through 11 take the BOY MAP; thus, grades K and 12 are not included in these analyses. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category.

Appendix L, Table 4: 2020-21 Spanish MAP Reading Growth Quintile by Program/Classification and Grade: BOY to EOY

2021 BOY to EOY Spanish MAP Reading Growth Quintile						
Grade Level(s)	Tested N	Low %	Low Average %	Average %	High Average %	High %
All English Learners						
1	3,892	24.8	24.5	23.6	15.0	12.2
2	3,928	36.0	21.7	17.1	12.9	12.3
3	3,695	15.1	11.5	13.3	19.4	40.7
4	3,389	22.7	13.9	16.1	19.9	27.4
5	3,271	26.8	16.2	17.6	19.3	20.1
6	15	13.3	20.0	6.7	53.3	6.7
7	*	*	*	*	*	*
8	*	*	*	*	*	*
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	14,283	25.3	16.0	16.0	17.7	25.0
6 to 8	18	11.1	22.2	11.1	44.4	11.1
9 to 11	-	-	-	-	-	-
6 to 11	18	11.1	22.2	11.1	44.4	11.1
One-Way Dual Language						
1	3,415	24.6	24.0	23.7	15.2	12.6
2	3,379	35.0	21.7	17.3	13.2	12.9
3	3,238	15.0	11.2	13.1	19.5	41.1
4	3,063	22.3	13.6	16.2	20.1	27.8
5	3,010	26.8	16.1	17.1	19.4	20.5
2 to 5	12,690	24.9	15.8	15.9	18.0	25.5
Two-Way Dual Language						
1	475	26.3	27.8	22.9	13.9	9.1
2	546	42.7	21.8	15.6	11.5	8.4
3	457	15.8	13.8	14.4	17.9	38.1
4	325	26.5	16.3	15.7	17.5	24.0
5	259	26.6	17.4	22.8	17.8	15.4
2 to 5	1,587	29.0	17.6	16.4	15.6	21.3
Secondary Dual Language						
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
6 to 11	-	-	-	-	-	-
English as a Second Language						
1	*	*	*	*	*	*
2	*	*	*	*	*	*
3	-	-	-	-	-	-
4	*	*	*	*	*	*
5	*	*	*	*	*	*
6	-	-	-	-	-	-
7	*	*	*	*	*	*
8	*	*	*	*	*	*
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	5	20.0	40.0	20.0	0.0	20.0
6 to 8	*	*	*	*	*	*
9 to 11	-	-	-	-	-	-
6 to 11	*	*	*	*	*	*

table continues

Appendix L, Table 4 (continued)

2021 BOY to EOY Spanish MAP Reading Growth Quintile						
Grade Level(s)	Tested N	Low %	Low Average %	Average %	High Average %	High %
Sheltered Classrooms						
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
Immigrant						
1	522	19.0	21.8	24.5	19.5	15.1
2	614	30.1	17.8	17.6	15.3	19.2
3	659	10.2	9.9	10.6	19.4	49.9
4	475	18.1	11.6	14.3	22.3	33.7
5	391	17.6	17.4	16.6	21.2	27.1
6	-	-	-	-	-	-
7	*	*	*	*	*	*
8	*	*	*	*	*	*
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	2,139	19.0	13.9	14.5	19.2	33.3
6 to 8	*	*	*	*	*	*
9 to 11	-	-	-	-	-	-
6 to 11	*	*	*	*	*	*
Parent Denials						
1	*	*	*	*	*	*
2	-	-	-	-	-	-
3	-	-	-	-	-	-
4	-	-	-	-	-	-
5	*	*	*	*	*	*
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
2 to 5	*	*	*	*	*	*
6 to 8	-	-	-	-	-	-
9 to 11	-	-	-	-	-	-
6 to 11	-	-	-	-	-	-

Source: District EOY MAP data file dated 06/23/21. District PEIMS snapshot demographic file dated 11/04/20.

Note: Includes data for students enrolled on the PEIMS snapshot date who also had BOY and EOY MAP scores. Students in grades one through 11 take the BOY MAP; thus, grades K and 12 are not included in these analyses. Percentages may not sum to 100 because of rounding. * = fewer than five students tested in this category. - = no data in this category.

Appendix M

Appendix M, Table 1: 2021 STAAR/EOC Rates at Approaches Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

Subject	Grade Level(s)	All District		All ELs		District NonELs ^a		EL One-Way Dual Lang		EL Two-Way Dual Lang		NonEL Two-Way Dual Lang		EL Secondary Dual Lang		NonEL Secondary Dual Lang	
		Test	Appr+	Test	Appr+	Test	Appr+	Test	Appr+	Test	Appr+	Test	Appr+	Test	Appr+	Test	Appr+
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR																	
Mathematics	3	9,408	58.2	5,046	61.4	4,348	54.5	3,848	62.0	637	61.4	356	75.3				
	4	9,366	56.2	5,172	58.2	4,183	53.7	3,939	58.1	580	61.2	331	78.5				
	5	9,641	70.4	5,171	73.6	4,457	66.7	4,075	74.0	477	78.2	263	91.3				
	6	8,862	62.8	4,805	62.4	4,051	63.3							-	-	*	*
	7	3,695	31.8	1,943	30.0	1,748	33.8							-	-	*	*
	8	9,853	55.0	5,187	52.4	4,652	57.9							104	77.9	38	76.3
	3 to 5	28,415	61.7	15,389	64.4	12,988	58.5	11,862	64.8	1,694	66.1	950	80.8				
	6 to 8	22,410	54.3	11,935	52.8	10,451	56.0							104	77.9	41	75.6
Reading	3	9,391	60.6	5,039	59.3	4,338	62.2	3,840	59.5	637	58.1	357	79.0				
	4	9,339	57.5	5,163	57.2	4,165	57.9	3,935	57.7	579	58.0	332	81.0				
	5	9,636	74.1	5,172	78.8	4,451	68.8	4,073	81.1	478	79.3	265	90.6				
	6	8,828	55.5	4,770	50.4	4,052	61.5							-	-	*	*
	7	8,721	61.4	4,594	55.7	4,119	67.6							65	93.8	28	96.4
	8	8,919	67.7	4,408	60.5	4,501	74.8							116	86.2	29	79.3
	3 to 5	28,366	64.2	15,374	65.1	12,954	63.1	11,848	66.3	1,694	64.0	954	82.9				
	6 to 8	26,468	61.5	13,772	55.4	12,672	68.2							181	89.0	59	88.1
STAAR EOC																	
Algebra I	8 to 12	11,231	66.7	5,395	65.7	5,817	67.7							94	85.1	36	86.1
English I	9 to 12	11,334	52.5	5,487	42.7	5,821	61.8							38	18.4	32	81.3
English II	9 to 12	10,649	58.0	4,925	45.5	5,718	68.7							53	45.3	44	90.9

Source: District STAAR data files dated 06/28/21 and STAAR EOC data files dated 06/17/21. PEIMS snapshot demographic data file dated 11/04/20.

Note: Rates include scores for the STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date. ^a = NonELs include students who have opted-in to dual language programs and former ELs who are in monitored status and do not include students who were coded as "untestable." Dual Lang = Dual Language. Test = Tested. Appr+ = Approaches Grade Level or Above. Shading denotes grades that are not applicable for that program/classification. * = fewer than five students tested in this category. - = no data in this category.

Appendix M, Table 2: 2021 STAAR/EOC Rates at Meets Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

Subject	Grade Level(s)	All District		All ELs		District NonELs ^a		EL One-Way Dual Lang		EL Two-Way Dual Lang		NonEL Two-Way Dual Lang		EL Secondary Dual Lang		NonEL Secondary Dual Lang	
		Test	Meets+	Test	Meets+	Test	Meets+	Test	Meets+	Test	Meets+	Test	Meets+	Test	Meets+	Test	Meets+
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR																	
Mathematics	3	9,207	25.8	4,982	26.7	4,212	24.7	3,829	27.3	636	25.9	356	47.5				
	4	9,154	30.4	5,105	30.8	4,038	29.8	3,921	31.7	580	31.4	330	59.7				
	5	9,427	43.2	5,105	46.3	4,310	39.4	4,064	47.1	477	50.1	263	73.0				
	6	8,687	29.1	4,753	28.2	3,929	30.1							-	-	*	*
	7	3,520	6.6	1,890	6.2	1,626	6.9							-	-	*	*
	8	9,682	27.8	5,139	25.2	4,529	30.8							104	49.0	38	52.6
	3 to 5	27,788	33.2	15,192	34.7	12,560	31.4	11,814	35.6	1,693	34.6	949	58.8				
	6 to 8	21,889	24.9	11,782	23.4	10,084	26.7							104	49.0	41	51.2
Reading	3	9,190	32.4	4,975	31.3	4,202	33.8	3,821	32.2	636	29.9	357	54.1				
	4	9,127	31.3	5,096	30.6	4,020	32.3	3,917	31.9	579	30.2	331	60.1				
	5	9,422	48.2	5,106	52.6	4,304	43.0	4,062	55.4	478	52.7	265	77.0				
	6	8,652	24.4	4,718	20.2	3,929	29.4							-	-	*	*
	7	8,544	35.6	4,539	28.9	3,997	43.1							65	83.1	28	71.4
	8	8,748	38.4	4,360	30.7	4,378	46.1							116	55.2	29	20.7
	3 to 5	27,739	37.4	15,177	38.2	12,526	36.5	11,800	40.1	1,693	36.4	953	62.5				
	6 to 8	25,944	32.8	13,617	26.4	12,304	39.8							181	65.2	59	45.8
STAAR EOC																	
Algebra I	8 to 12	11,035	32.3	5,338	30.0	5,678	34.5							94	47.9	36	61.1
English I	9 to 12	11,142	35.4	5,433	24.8	5,683	45.6							38	5.3	32	75.0
English II	9 to 12	10,473	43.0	4,872	29.3	5,595	54.9							53	35.8	44	81.8

Source: District STAAR data files dated 06/28/21 and STAAR EOC data files dated 06/17/21. PEIMS snapshot demographic data file dated 11/04/20.

Note: Rates include scores for the STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date. Students taking the Alternate 2 version of STAAR are not evaluated on the Meets performance level; sample sizes will be slightly lower for the Meets+ level than for the Approaches+ level. ^a = NonELs include students who have opted-in to dual language programs and former ELs who are in monitored status and do not include students who were coded as "untestable." Dual Lang = Dual Language. Test = Tested. Shading denotes grades that are not applicable for that program/classification. * = fewer than five students tested in this category. - = no data in this category.

Appendix M, Table 3: 2019 STAAR/EOC Rates at Approaches Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

Appendix B: Table of Data for STAAR EOC Scores Grade 8 by Subject, English, and Grade Level																	
Subject	Grade Level(s)	All District		All ELs		District NonELs ^a		EL One-Way Dual Lang		EL Two-Way Dual Lang		NonEL Two-Way Dual Lang		EL Secondary Dual Lang		NonEL Secondary Dual Lang	
		Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %	Test N	Appr+ %
STAAR																	
Mathematics	3	10,969	76.5	5,709	78.7	5,196	74.2	4,638	79.3	428	83.9	308	92.9				
	4	11,666	76.0	5,888	78.6	5,720	73.2	4,924	79.3	340	77.9	251	93.2				
	5	11,805	88.6	5,985	89.8	5,766	87.4	4,943	90.1	331	93.1	208	98.6				
	6	10,568	75.0	5,224	73.7	5,090	75.5							32	81.3	13	100.0
	7	7,168	59.6	3,683	59.8	3,309	57.8							20	60.0	8	87.5
	8	10,454	88.0	5,071	86.9	4,733	87.8							55	100.0	27	96.3
	3 to 5	34,440	80.5	17,582	82.5	16,682	78.4	14,505	83.0	1,099	84.8	767	94.5				
	6 to 8	28,190	75.9	13,978	74.8	13,132	75.5							107	86.9	48	95.8
Reading	3	10,974	71.8	5,708	73.7	5,202	69.9	4,637	74.8	428	77.6	308	92.5				
	4	11,667	68.6	5,888	67.9	5,721	69.3	4,924	68.3	340	69.4	251	92.8				
	5	11,805	84.8	5,984	87.3	5,767	82.4	4,942	89.0	331	87.6	208	97.6				
	6	10,574	58.3	5,224	52.7	5,096	62.5							32	53.1	13	92.3
	7	9,959	66.1	4,826	60.3	4,647	69.1							30	53.3	24	100.0
	8	9,895	79.2	4,623	74.0	4,510	81.5							56	89.3	34	100.0
	3 to 5	34,446	75.2	17,580	76.3	16,690	74.0	14,503	77.4	1,099	78.1	767	94.0				
	6 to 8	30,428	67.6	14,673	61.9	14,253	70.7							118	70.3	71	98.6
STAAR EOC																	
Algebra I	8 to 12	11,358	83.7	5,197	82.5	5,194	82.8							118	94.1	31	100.0
English I	9 to 12	15,137	54.8	7,299	44.0	6,666	60.2							147	64.6	18	88.9
English II	9 to 12	13,342	58.5	5,443	40.9	6,046	65.1							84	60.7	19	94.7

Source: District STAAR data files dated 06/13/19 and STAAR EOC data files dated 06/04/19. PEIMS snapshot demographic data file dated 02/26/19.

Note: Rates include scores for the first and second administrations of STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date of 10/26/18. ^a = NonELs include students who have opted-in to dual language programs and former ELs who are in monitored status and do not include students who were coded as "untestable." Dual Lang = Dual Language. Test = Tested. Appr+ = Approaches Grade Level or Above. Shading denotes grades that are not applicable for that program/classification.

Appendix M, Table 4: 2019 STAAR/EOC Rates at Meets Grade Level or Above Standard by Dual Language Program, Subject, and Grade Level

Subject	Grade Level(s)	All District		All ELs		District NonELs ^a		EL One-Way Dual Lang		EL Two-Way Dual Lang		NonEL Two-Way Dual Lang		EL Secondary Dual Lang		NonEL Secondary Dual Lang	
		Test	Meets+	Test	Meets+	Test	Meets+	Test	Meets+	Test	Meets+	Test	Meets+	Test	Meets+	Test	Meets+
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR																	
Mathematics	3	10,740	43.6	5,646	45.1	5,077	41.9	4,631	45.7	428	52.6	308	76.3				
	4	11,408	45.3	5,816	47.1	5,582	43.5	4,914	47.8	340	47.4	251	77.7				
	5	11,561	56.0	5,913	58.4	5,637	53.5	4,935	59.0	331	65.0	208	83.2				
	6	10,344	38.5	5,159	36.9	4,977	38.8							32	21.9	13	61.5
	7	6,937	21.0	3,621	20.7	3,194	20.4							18	0.0	8	25.0
	8	10,262	55.6	5,018	51.1	4,634	56.6							55	61.8	27	66.7
	3 to 5	33,709	48.4	17,375	50.3	16,296	46.4	14,480	50.9	1,099	54.7	767	78.6				
	6 to 8	27,543	40.5	13,798	37.8	12,805	40.7							105	39.0	48	58.3
Reading	3	10,745	41.1	5,645	43.0	5,083	39.0	4,630	45.1	428	45.8	308	71.8				
	4	11,409	38.2	5,816	37.2	5,583	39.3	4,914	38.3	340	36.8	251	70.9				
	5	11,561	53.1	5,912	57.7	5,638	48.4	4,934	60.5	331	57.4	208	79.3				
	6	10,350	26.9	5,159	20.7	4,983	31.8							32	12.5	13	7.7
	7	9,728	38.1	4,764	30.1	4,532	42.7							28	25.0	24	62.5
	8	9,704	41.7	4,570	31.4	4,411	46.2							56	62.5	34	58.8
	3 to 5	33,715	44.2	17,373	46.0	16,304	42.4	14,478	48.0	1,099	46.5	767	73.5				
	6 to 8	29,782	35.4	14,493	27.2	13,926	39.9							116	39.7	71	50.7
STAAR EOC																	
Algebra I	8 to 12	11,202	62.2	5,161	58.9	5,118	61.4							118	82.2	31	93.5
English I	9 to 12	14,977	37.3	7,261	24.6	6,589	43.8							147	49.7	18	88.9
English II	9 to 12	13,167	38.9	5,411	20.2	5,964	47.3							84	44.0	19	84.2

Source: District STAAR data files dated 06/13/19 and STAAR EOC data files dated 06/04/19. PEIMS snapshot demographic data file dated 02/26/19.

Note: Rates include scores for the first and second administrations of STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date of 10/26/18. Students taking the *Alternate 2* version of STAAR are not evaluated on the Meets performance level; sample sizes will be slightly lower for the Meets+ level than for the Approaches+ and Masters level. ^a = NonELs include students who have opted-in to dual language programs and former ELs who are in monitored status and do not include students who were coded as "untestable." Dual Lang = Dual Language. Test = Tested. Shading denotes grades that are not applicable for that program/classification.

Appendix N

Appendix N, Table 1: 2021 STAAR/EOC Rates at Approaches Grade Level or Above Standard by English Learner Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District		All ELs		District NonELs ^a		ESL		Sheltered		Immigrant		Parent Denials	
		Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %	Tested <i>N</i>	Appr+ %
STAAR															
Mathematics	3	9,408	58.2	5,046	61.4	4,348	54.5	203	66.5			903	59.1	284	44.0
	4	9,366	56.2	5,172	58.2	4,183	53.7	156	62.8			690	51.9	419	51.1
	5	9,641	70.4	5,171	73.6	4,457	66.7	169	72.8			561	62.6	377	63.4
	6	8,862	62.8	4,805	62.4	4,051	63.3	216	44.9	3,431	62.0	442	42.8	311	59.8
	7	3,695	31.8	1,943	30.0	1,748	33.8	111	17.1	1,622	29.3	194	19.6	147	29.9
	8	9,853	55.0	5,187	52.4	4,652	57.9	360	35.0	4,101	51.6	527	42.1	323	50.8
	3 to 5	28,415	61.7	15,389	64.4	12,988	58.5	528	67.4			2,154	57.7	1,080	53.5
	6 to 8	22,410	54.3	11,935	52.8	10,451	56.0	687	35.2	9,154	51.5	1,163	38.6	781	50.4
Reading	3	9,391	60.6	5,039	59.3	4,338	62.2	203	69.0			903	69.4	285	48.8
	4	9,339	57.5	5,163	57.2	4,165	57.9	156	65.4			689	66.6	415	47.7
	5	9,636	74.1	5,172	78.8	4,451	68.8	170	68.2			561	82.7	378	59.3
	6	8,828	55.5	4,770	50.4	4,052	61.5	215	24.7	3,399	50.1	438	24.2	308	51.0
	7	8,721	61.4	4,594	55.7	4,119	67.6	190	16.3	3,772	54.5	398	28.9	281	55.5
	8	8,919	67.7	4,408	60.5	4,501	74.8	297	13.8	3,350	61.3	396	29.5	280	57.1
	3 to 5	28,366	64.2	15,374	65.1	12,954	63.1	529	67.7			2,153	72.0	1,078	52.0
	6 to 8	26,468	61.5	13,772	55.4	12,672	68.2	702	17.8	10,521	55.2	1,232	27.4	869	54.4
STAAR EOC															
Algebra I	8 to 12	11,231	66.7	5,395	65.7	5,817	67.7	547	50.3	3,764	65.9	560	54.3	312	56.1
English I	9 to 12	11,334	52.5	5,487	42.7	5,821	61.8	689	14.9	3,666	41.2	629	19.7	330	42.1
English II	9 to 12	10,649	58.0	4,925	45.5	5,718	68.7	675	15.9	3,188	44.2	628	20.1	314	51.6

Source: District STAAR data files dated 06/28/21 and STAAR EOC data files dated 06/17/21. PEIMS snapshot demographic data file dated 11/04/20.

Note: Rates include scores for the STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date. ^a = NonELs include students who have opted-in to dual language programs and former ELs who are in monitored status and do not include students who were coded as “untestable.” Appr+ = Approaches Grade Level or Above. Shading denotes grades that are not applicable for that program/classification.

Appendix N, Table 2: 2021 STAAR/EOC Rates at Meets Grade Level or Above Standard by English Learner Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District		All ELs		District NonELs ^a		ESL		Sheltered		Immigrant		Parent Denials	
		Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR															
Mathematics	3	9,207	25.8	4,982	26.7	4,212	24.7	202	33.7			895	25.5	283	15.2
	4	9,154	30.4	5,105	30.8	4,038	29.8	156	39.1			679	24.6	408	20.3
	5	9,427	43.2	5,105	46.3	4,310	39.4	167	55.1			555	38.4	367	30.2
	6	8,687	29.1	4,753	28.2	3,929	30.1	215	16.7	3,426	27.7	438	13.2	306	24.8
	7	3,520	6.6	1,890	6.2	1,626	6.9	110	4.5	1,616	6.6	190	5.3	142	3.5
	8	9,682	27.8	5,139	25.2	4,529	30.8	358	15.4	4,095	24.2	526	20.9	316	20.6
	3 to 5	27,788	33.2	15,192	34.7	12,560	31.4	525	42.1			2,129	28.6	1,058	22.4
	6 to 8	21,889	24.9	11,782	23.4	10,084	26.7	683	14.1	9,137	22.4	1,154	15.4	764	19.1
Reading	3	9,190	32.4	4,975	31.3	4,202	33.8	202	35.1			895	82.7	284	19.7
	4	9,127	31.3	5,096	30.6	4,020	32.3	156	36.5			678	38.9	404	18.6
	5	9,422	48.2	5,106	52.6	4,304	43.0	168	43.5			555	61.1	368	28.3
	6	8,652	24.4	4,718	20.2	3,929	29.4	214	11.2	3,394	19.2	434	11.5	303	17.2
	7	8,544	35.6	4,539	28.9	3,997	43.1	189	10.1	3,766	26.6	394	16.5	276	29.0
	8	8,748	38.4	4,360	30.7	4,378	46.1	295	4.7	3,344	29.7	395	13.9	273	24.2
	3 to 5	27,739	37.4	15,177	38.2	12,526	36.5	526	38.2			2,128	45.8	1,056	22.3
	6 to 8	25,944	32.8	13,617	26.4	12,304	39.8	698	8.2	10,504	25.2	1,223	13.9	852	23.2
STAAR EOC															
Algebra I	8 to 12	11,035	32.3	5,338	30.0	5,678	34.5	546	19.6	3,755	30.1	558	24.6	309	21.7
English I	9 to 12	11,142	35.4	5,433	24.8	5,683	45.6	689	7.0	3,658	22.5	628	11.3	327	23.5
English II	9 to 12	10,473	43.0	4,872	29.3	5,595	54.9	674	8.9	3,180	26.7	626	13.1	309	31.1

Source: District STAAR data files dated 06/28/21 and STAAR EOC data files dated 06/17/21. PEIMS snapshot demographic data file dated 11/04/20.

Note: Rates include scores for the STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date. ^a = NonELs include students who have opted-in to dual language programs and former ELs who are in monitored status and do not include students who were coded as "untestable." Shading denotes grades that are not applicable for that program/classification.

Appendix N, Table 3: 2019 STAAR/EOC Rates at Approaches Grade Level or Above Standard by English Learner Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District		All ELs		District NonELs ^a		ESL		Sheltered		Immigrant		Parent Denials	
		Tested	Appr+	Tested	Appr+	Tested	Appr+	Tested	Appr+	Tested	Appr+	Tested	Appr+	Tested	Appr+
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR															
Mathematics	3	10,969	76.5	5,709	78.7	5,196	74.2	202	73.8			390	69.2	367	68.4
	4	11,666	76.0	5,888	78.6	5,720	73.2	181	77.3			325	65.5	366	70.5
	5	11,805	88.6	5,985	89.8	5,766	87.4	188	87.2			311	72.7	428	87.9
	6	10,568	75.0	5,224	73.7	5,090	75.5	501	57.1	3,582	74.2	293	45.4	364	65.9
	7	7,168	59.6	3,683	59.8	3,309	57.8	468	43.2	2,842	62.1	266	39.1	240	57.5
	8	10,454	88.0	5,071	86.9	4,733	87.8	541	68.6	3,810	88.9	336	60.7	341	83.3
	3 to 5	34,440	80.5	17,582	82.5	16,682	78.4	571	79.3			1,026	69.1	1,161	76.2
	6 to 8	28,190	75.9	13,978	74.8	13,132	75.5	1,510	56.9	10,234	76.3	895	49.3	945	70.1
Reading	3	10,974	71.8	5,708	73.7	5,202	69.9	202	63.9			389	78.4	367	59.4
	4	11,667	68.6	5,888	67.9	5,721	69.3	181	67.4			325	70.8	366	59.6
	5	11,805	84.8	5,984	87.3	5,767	82.4	188	75.0			311	78.5	428	75.7
	6	10,574	58.3	5,224	52.7	5,096	62.5	499	31.1	3,585	52.4	293	22.5	363	46.6
	7	9,959	66.1	4,826	60.3	4,647	69.1	511	31.9	3,659	62.0	292	29.1	296	58.4
	8	9,895	79.2	4,623	74.0	4,510	81.5	514	39.1	3,496	77.9	323	33.7	333	73.3
	3 to 5	34,446	75.2	17,580	76.3	16,690	74.0	571	68.7			1,025	76.0	1,161	65.5
	6 to 8	30,428	67.6	14,673	61.9	14,253	70.7	1,524	34.1	10,740	64.0	908	28.6	992	59.1
STAAR EOC															
Algebra I	8 to 12	11,358	83.7	5,197	82.5	5,194	82.8	813	67.0	3,523	86.0	585	68.0	361	76.5
English I	9 to 12	15,137	54.8	7,299	44.0	6,666	60.2	1,113	15.6	5,029	48.1	743	19.0	513	41.3
English II	9 to 12	13,342	58.5	5,443	40.9	6,046	65.1	928	17.3	3,571	43.1	664	21.2	389	44.0

Source: District STAAR data files dated 06/13/19 and STAAR EOC data files dated 06/04/19. PEIMS snapshot demographic data file dated 02/26/19.

Note: Rates include scores for the first and second administrations of STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date of 10/26/18. ^a = NonELs include students who have opted-in to dual language programs and former ELs who are in monitored status and do not include students who were coded as "untestable." Appr+ = Approaches Grade Level or Above. Shading denotes grades that are not applicable for that program/classification.

Appendix N, Table 4: 2019 STAAR/EOC Rates at Meets Grade Level or Above Standard by English Learner Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	District													
		All District		All ELs		NonELs ^a		ESL		Sheltered		Immigrant		Parent Denials	
		Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %	Tested <i>N</i>	Meets+ %
STAAR															
Mathematics	3	10,740	43.6	5,646	45.1	5,077	41.9	200	42.0			388	33.0	357	31.4
	4	11,408	45.3	5,816	47.1	5,582	43.5	179	54.7			322	34.5	360	35.3
	5	11,561	56.0	5,913	58.4	5,637	53.5	186	64.5			307	39.1	421	47.3
	6	10,344	38.5	5,159	36.9	4,977	38.8	498	22.1	3,575	35.5	290	19.0	355	26.8
	7	6,937	21.0	3,621	20.7	3,194	20.4	464	14.0	2,833	21.9	265	15.5	237	16.5
	8	10,262	55.6	5,018	51.1	4,634	56.6	539	33.4	3,802	52.0	333	28.5	332	46.7
	3 to 5	33,709	48.4	17,375	50.3	16,296	46.4	565	53.5			1,017	35.3	1,138	38.5
	6 to 8	27,543	40.5	13,798	37.8	12,805	40.7	1,501	23.7	10,210	37.9	888	21.5	924	31.3
Reading	3	10,745	41.1	5,645	43.0	5,083	39.0	200	29.5			387	78.5	357	22.4
	4	11,409	38.2	5,816	37.2	5,583	39.3	179	34.1			322	40.4	360	25.8
	5	11,561	53.1	5,912	57.7	5,638	48.4	186	42.5			307	55.4	421	35.2
	6	10,350	26.9	5,159	20.7	4,983	31.8	496	11.3	3,578	19.5	290	11.7	354	16.9
	7	9,728	38.1	4,764	30.1	4,532	42.7	507	14.6	3,650	30.0	291	16.2	293	23.9
	8	9,704	41.7	4,570	31.4	4,411	46.2	512	12.3	3,488	31.9	320	14.4	324	30.9
	3 to 5	33,715	44.2	17,373	46.0	16,304	42.4	565	35.2			1,016	50.0	1,138	28.2
	6 to 8	29,782	35.4	14,493	27.2	13,926	39.9	1,515	12.7	10,716	27.1	901	14.1	971	23.7
STAAR EOC															
Algebra I	8 to 12	11,202	62.2	5,161	58.9	5,118	61.4	810	38.1	3,519	62.1	580	39.3	357	53.2
English I	9 to 12	14,977	37.3	7,261	24.6	6,589	43.8	1,109	6.9	5,025	25.8	737	10.2	509	24.4
English II	9 to 12	13,167	38.9	5,411	20.2	5,964	47.3	924	5.5	3,566	19.6	661	10.6	385	24.2

Source: District STAAR data files dated 06/13/19 and STAAR EOC data files dated 06/04/19. PEIMS snapshot demographic data file dated 02/26/19.

Note: Rates include scores for the first and second administrations of STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date of 10/26/18. ^a = NonELs include students who have opted-in to dual language programs and former ELs who are in monitored status and do not include students who were coded as "untestable." Shading denotes grades that are not applicable for that program/classification.

Appendix O

Appendix O, Table 1: 2019 to 2021 Two-Year STAAR/EOC Trends in Rates at Approaches Grade Level or Above Standard by English Learner Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District 2 Yr Δ %pts	All ELs 2 Yr Δ %pts	District NonELs ^a 2 Yr Δ %pts	EL One-Way Dual Lang 2 Yr Δ %pts	EL Two-Way Dual Lang 2 Yr Δ %pts	NonEL Two-Way Dual Lang 2 Yr Δ %pts	EL Secondary Dual Lang 2 Yr Δ %pts	NonEL Secondary Dual Lang 2 Yr Δ %pts	ESL 2 Yr Δ %pts	Sheltered 2 Yr Δ %pts	Immigrant 2 Yr Δ %pts	Parent Denials 2 Yr Δ %pts
STAAR													
Mathematics	3	-18.3	-17.3	-19.7	-17.3	-22.5	-17.6			-7.3		-10.1	-24.4
	4	-19.8	-20.4	-19.5	-21.2	-16.7	-14.7			-14.5		-13.6	-19.4
	5	-18.2	-16.2	-20.7	-16.1	-14.9	-7.3			-14.4		-10.1	-24.5
	6	-12.2	-11.3	-12.2				-	*	-12.2	-12.2	-2.6	-6.1
	7	-27.8	-29.8	-24.0				-	*	-26.1	-32.8	-19.5	-27.6
	8	-33.0	-34.5	-29.9				-22.1	-20.0	-33.6	-37.3	-18.6	-32.5
	3 to 5	-18.8	-18.1	-19.9	-18.2	-18.7	-13.7			-11.9		-11.4	-22.7
	6 to 8	-21.6	-22.0	-19.5				-9.0	-20.2	-21.7	-24.8	-10.7	-19.7
Reading	3	-11.2	-14.4	-7.7	-15.3	-19.5	-13.5			5.1		-9.0	-10.6
	4	-11.1	-10.7	-11.4	-10.6	-11.4	-11.8			-2.0		-4.2	-11.9
	5	-10.7	-8.5	-13.6	-7.9	-8.3	-7.0			-6.8		4.2	-16.4
	6	-2.8	-2.3	-1.0				-	*	-6.4	-2.3	1.7	4.4
	7	-4.7	-4.6	-1.5				40.5	-3.6	-15.6	-7.5	-0.2	-2.9
	8	-11.5	-13.5	-6.7				-3.1	-20.7	-25.3	-16.6	-4.2	-16.2
	3 to 5	-11.0	-11.2	-10.9	-11.1	-14.1	-11.1			-1.0		-4.0	-13.5
	6 to 8	-6.1	-6.5	-2.5				18.7	-10.5	-16.3	-8.8	-1.2	-4.7
STAAR EOC													
Algebra I	8 to 12	-17.0	-16.8	-15.1				-9.0	-13.9	-16.7	-20.1	-13.7	-20.4
English I	9 to 12	-2.3	-1.3	1.6				-46.2	-7.6	-0.7	-6.9	0.7	0.8
English II	9 to 12	-0.5	4.6	3.6				-15.4	-3.8	-1.4	1.1	-1.1	7.6

Source: District STAAR data files dated 06/13/19 and 06/28/21. STAAR EOC data files dated 06/04/19 and 06/17/21. District PEIMS snapshot demographic files dated 02/26/19 and 11/04/20.

Note: Rates include scores for the first and second administrations of STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date for each year, as applicable. ^a = NonELs include students who have opted-in to dual language programs and former ELs who are in monitored status and do not include students who were coded as "untestable." STAAR and STAAR EOC were not administered in 2020. Dual Lang = Dual Language. Shading denotes grades that are not applicable for that program/classification. * = fewer than five students tested in this category at least one of the years. - = no students tested in this category at least one of the years.

Appendix O, Table 2: 2019 to 2021 Two-Year STAAR/EOC Trends in Rates at Meets Grade Level or Above Standard by English Learner Program/Classification, Subject, and Grade Level

Subject	Grade Level(s)	All District 2 Yr Δ %pts	All ELs 2 Yr Δ %pts	District NonELs ^a 2 Yr Δ %pts	EL One-Way Dual Lang 2 Yr Δ %pts	EL Two-Way Dual Lang 2 Yr Δ %pts	NonEL Two-Way Dual Lang 2 Yr Δ %pts	EL Secondary Dual Lang 2 Yr Δ %pts	NonEL Secondary Dual Lang 2 Yr Δ %pts	ESL 2 Yr Δ %pts	Sheltered 2 Yr Δ %pts	Immigrant 2 Yr Δ %pts	Parent Denials 2 Yr Δ %pts
STAAR													
Mathematics	3	-17.8	-18.4	-17.2	-18.4	-26.7	-28.8			-8.3		-7.5	-16.2
	4	-14.9	-16.3	-13.7	-16.1	-16.0	-18.0			-15.6		-9.9	-15.0
	5	-12.8	-12.1	-14.1	-11.9	-14.9	-10.2			-9.4		-0.7	-17.1
	6	-9.4	-8.7	-8.7				-	*	-5.4	-7.8	-5.8	-2.0
	7	-14.4	-14.5	-13.5				-	*	-9.5	-15.3	-10.2	-13.0
	8	-27.8	-25.9	-25.8				-12.8	-14.1	-18.0	-27.8	-7.6	-26.1
	3 to 5	-15.2	-15.6	-15.0	-15.3	-20.1	-19.8			-11.4		-6.7	-16.1
	6 to 8	-15.6	-14.4	-14.0				10.0	-7.1	-9.6	-15.5	-6.1	-12.2
Reading	3	-8.7	-11.7	-5.2	-12.9	-15.9	-17.7			5.6		4.2	-2.7
	4	-6.9	-6.6	-7.0	-6.4	-6.6	-10.8			2.4		-1.5	-7.2
	5	-4.9	-5.1	-5.4	-5.1	-4.7	-2.3			1.0		5.7	-6.9
	6	-2.5	-0.5	-2.4				-	*	-0.1	-0.3	-0.2	0.3
	7	-2.5	-1.2	0.4				58.1	8.9	-4.5	-3.4	0.3	5.1
	8	-3.3	-0.7	-0.1				-7.3	-38.1	-7.6	-2.2	-0.5	-6.7
	3 to 5	-6.8	-7.8	-5.9	-7.9	-10.1	-11.0			3.0		-4.2	-5.9
	6 to 8	-2.6	-0.8	-0.1				25.5	-4.9	-4.5	-1.9	-0.2	-0.5
STAAR EOC													
Algebra I	8 to 12	-29.9	-28.9	-26.9				-34.3	-32.4	-18.5	-32.0	-14.7	-31.5
English I	9 to 12	-1.9	0.2	1.8				-44.4	-13.9	0.1	-3.3	1.1	-0.9
English II	9 to 12	4.1	9.1	7.6				-8.2	-2.4	3.4	7.1	2.5	6.9

Source: District STAAR data files dated 06/13/19 and 06/28/21. STAAR EOC data files dated 06/04/19 and 06/17/21. District PEIMS snapshot demographic files dated 02/26/19 and 11/04/20.

Note: Rates include scores for the first and second administrations of STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date for each year, as applicable. ^a = NonELs include students who have opted-in to dual language programs and former ELs who are in monitored status and do not include students who were coded as “untestable.” STAAR and STAAR EOC were not administered in 2020. Dual Lang = Dual Language. Shading denotes grades that are not applicable for that program/classification. * = fewer than five students tested in this category at least one of the years. - = no students tested in this category at least one of the years.

Appendix P

Appendix P, Table 1: 2019 and 2021 Dual Language STAAR Reading by Grade Level, English Learner Status, and Test Language – Approaches Grade Level or Above Performance Standard

Grade Level	EL Status	Test Language	2019		2021		2 Yr Δ %pts
			Tested N	Appr+ %	Tested N	Appr+ %	
One-Way Dual Language							
3	EL	English	515	68.3	444	62.2	-6.1
		Spanish	4,122	75.6	3,396	59.2	-16.4
	NonEL	English	32	68.8	34	79.4	10.6
		Spanish	53	84.9	51	74.5	-10.4
4	EL	English	735	66.9	646	57.7	-9.2
		Spanish	4,189	68.5	3,289	57.6	-10.9
	NonEL	English	66	86.4	34	70.6	-15.8
		Spanish	65	81.5	28	78.6	-2.9
5	EL	English	1,183	85.0	808	70.3	-14.7
		Spanish	3,759	90.3	3,265	83.8	-6.5
	NonEL	English	66	90.9	46	80.4	-10.5
		Spanish	51	100.0	40	92.5	-7.5
6	EL	English	338	52.7	562	44.5	-8.2
		Spanish					
	NonEL	English	8	37.5	*	*	*
		Spanish					
3 to 6	EL	English	2,771	73.2	2,460	59.6	-13.6
		Spanish	12,070	77.7	9,950	66.8	-10.9
	NonEL	English	172	82.6	116	77.6	-5.0
		Spanish	169	88.2	119	81.5	-6.7
Two-Way Dual Language							
3	EL	English	117	75.2	194	62.9	-12.3
		Spanish	311	78.5	443	56.0	-22.5
	NonEL	English	279	92.5	315	81.6	-10.9
		Spanish	29	93.1	42	59.5	-33.6
4	EL	English	144	70.1	251	59.8	-10.3
		Spanish	196	68.9	328	56.7	-12.2
	NonEL	English	234	92.7	307	82.7	-10.0
		Spanish	17	94.1	25	60.0	-34.1
5	EL	English	150	84.7	240	73.3	-11.4
		Spanish	181	90.1	238	85.3	-4.8
	NonEL	English	191	98.4	246	90.7	-7.7
		Spanish	17	88.2	19	89.5	1.3
6	EL	English	83	88.0	12	66.7	-21.3
		Spanish					
	NonEL	English	*	*	8	100.0	0.0
		Spanish					
3 to 6	EL	English	494	78.7	697	65.4	-13.3
		Spanish	688	78.8	1,009	63.1	-15.7
	NonEL	English	706	94.2	876	84.7	-9.5
		Spanish	63	92.1	86	66.3	-25.8

Source: District STAAR data files dated 06/13/19 and 06/28/21. District PEIMS snapshot demographic files dated 02/26/19 and 11/04/20.

Note: Rates include first and second administrations of STAAR scores for students enrolled on the PEIMS snapshot date for each year, as applicable. NonELs include students who opted-in to dual language programs and do not include students who coded as “untestable.” Results include only records for which data included a test language; totals for each grade level may not equal those shown for that category in other analyses. * = fewer than five students tested in this category. STAAR was not administered in 2020. Appr+ = Approaches Grade Level or Above. 2 Yr Δ %pts = percentage-point change from 2019 to 2021. Shading denotes grades that are not applicable for that program/classification.

Appendix P, Table 2: 2019 and 2021 Dual Language STAAR Reading by Grade Level, English Learner Status, and Test Language – Meets Grade Level or Above Performance Standard

Performance Standards			2019		2021		2 Yr Δ %pts
Grade Level	EL Status	Test Language	Tested N	Meets+ %	Tested N	Meets+ %	
One-Way Dual Language							
3	EL	English	508	35.6	425	31.8	-3.8
		Spanish	4,122	46.3	3,396	32.2	-14.1
	NonEL	English	32	43.8	34	50.0	6.2
		Spanish	53	64.2	51	49.0	-15.2
4	EL	English	725	34.2	628	28.0	-6.2
		Spanish	4,189	39.0	3,289	32.6	-6.4
	NonEL	English	65	60.0	34	50.0	-10.0
		Spanish	65	58.5	28	50.0	-8.5
5	EL	English	1,175	48.0	797	39.0	-9.0
		Spanish	3,759	64.4	3,265	59.4	-5.0
	NonEL	English	66	68.2	46	52.2	-16.0
		Spanish	51	88.2	40	80.0	-8.2
6	EL	English	338	21.9	562	17.1	-4.8
		Spanish					
	NonEL	English	8	25.0	*	*	*
		Spanish					
3 to 6	EL	English	2,746	38.9	2,412	29.8	-9.1
		Spanish	12,070	49.4	9,950	41.3	-8.1
	NonEL	English	171	58.5	116	51.7	-6.8
		Spanish	169	69.2	119	59.7	-9.5
Two-Way Dual Language							
3	EL	English	117	35.0	193	30.1	-4.9
		Spanish	311	49.8	443	29.8	-20.0
	NonEL	English	279	70.6	315	56.2	-14.4
		Spanish	29	82.8	42	38.1	-44.7
4	EL	English	144	42.4	251	31.5	-10.9
		Spanish	196	32.7	328	29.3	-3.4
	NonEL	English	234	72.6	306	60.8	-11.8
		Spanish	17	47.1	25	52.0	4.9
5	EL	English	150	45.3	240	49.6	4.3
		Spanish	181	67.4	238	55.9	-11.5
	NonEL	English	191	79.1	246	78.0	-1.1
		Spanish	17	82.4	19	63.2	-19.2
6	EL	English	83	54.2	12	33.3	-20.9
		Spanish					
	NonEL	English	*	*	8	75.0	-25.0
		Spanish					
3 to 6	EL	English	494	43.5	696	37.4	-6.1
		Spanish	688	49.6	1,009	35.8	-13.8
	NonEL	English	706	73.7	875	64.1	-9.6
		Spanish	63	73.0	86	47.7	-25.3

Source: District STAAR data files dated 06/13/19 and 06/28/21. District PEIMS snapshot demographic files dated 02/26/19 and 11/04/20.

Note: Rates include first and second administrations of STAAR scores for students enrolled on the PEIMS snapshot date for each year, as applicable. NonELs include students who opted-in to dual language programs and do not include students who coded as “untestable.” Results include only records for which data included a test language; totals for each grade level may not equal those shown for that category in other analyses. * = fewer than five students tested in this category. STAAR was not administered in 2020. 2 Yr Δ %pts = percentage-point change from 2019 to 2021. Shading denotes grades that are not applicable for that program/classification.

Appendix Q

Appendix Q, Table 1: 2021 STAAR/EOC Rates of Reclassified English Learners at Approaches Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

		Reclassified English Learner Monitor Year													
Subject	Grade Level(s)	ELs		NonELs/Not Monitored		Year One		Year Two		Year Three		Year Four		All Monitored	
		Tested	Appr+	Tested	Appr+	Tested	Appr+	Tested	Appr+	Tested	Appr+	Tested	Appr+	Tested	Appr+
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR															
Mathematics	3	5,046	61.4	4,346	54.5	*	*	-	-	*	*	-	-	*	*
	4	5,172	58.2	4,177	53.7	6	100.0	-	-	-	-	-	-	6	100.0
	5	5,171	73.6	4,455	66.7	*	*	-	-	-	-	-	-	*	*
	6	4,805	62.4	4,040	63.2	10	90.0	*	*	-	-	-	-	11	90.9
	7	1,943	30.0	1,733	33.4	*	*	12	75.0	*	*	-	-	15	80.0
	8	5,187	52.4	4,420	56.9	10	100.0	180	80.0	41	58.5	*	*	232	77.2
	3 to 5	15,389	64.4	12,978	58.4	9	100.0	-	-	*	*	-	-	10	90.0
	6 to 8	11,935	52.8	10,193	55.4	21	95.2	193	79.8	43	60.5	*	*	258	77.9
Reading	3	5,039	59.3	4,336	62.2	*	*	-	-	*	*	-	-	*	*
	4	5,163	57.2	4,159	57.8	6	100.0	-	-	-	-	-	-	6	100.0
	5	5,172	78.8	4,449	68.8	*	*	-	-	-	-	-	-	*	*
	6	4,770	50.4	4,041	61.4	10	90.0	*	*	-	-	-	-	11	90.9
	7	4,594	55.7	3,963	66.6	10	100.0	142	92.3	*	*	-	-	156	92.3
	8	4,408	60.5	4,006	72.3	7	100.0	259	94.6	228	93.9	*	*	495	94.3
	3 to 5	15,374	65.1	12,944	63.1	9	100.0	-	-	*	*	-	-	10	90.0
	6 to 8	13,772	55.4	12,010	66.8	27	96.3	402	93.8	232	93.5	*	*	662	93.8
STAAR EOC															
Algebra I	8 to 12	5,395	65.7	5,183	65.5	12	75.0	297	85.2	256	85.9	69	84.1	634	85.2
English I	9 to 12	5,487	42.7	5,124	57.7	16	68.8	233	92.7	249	93.2	199	90.5	697	91.7
English II	9 to 12	4,925	45.5	4,947	65.6	20	70.0	210	82.4	286	92.3	255	91.4	771	88.7

Source: District STAAR data file dated 06/28/21 and STAAR EOC data file dated 06/17/21. PEIMS snapshot demographic data file dated 11/04/20.

Note: Rates include scores for STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date. Monitored students include those who were reclassified after program participation, parent denial, or unserved status. Appr+ = Approaches Grade Level or Above. * = fewer than five students tested in this category. - = no data in this category.

Appendix Q, Table 2: 2021 STAAR/EOC Rates of Reclassified English Learners at Meets Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

		Reclassified English Learner Monitor Year													
Subject	Grade Level(s)	ELs		NonELs/Not Monitored		Year One		Year Two		Year Three		Year Four		All Monitored	
		Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR															
Mathematics	3	4,982	26.7	4,210	24.7	*	*	-	-	*	*	-	-	*	*
	4	5,105	30.8	4,032	29.7	6	100.0	-	-	-	-	-	-	6	100.0
	5	5,105	46.3	4,308	39.4	*	*	-	-	-	-	-	-	*	*
	6	4,753	28.2	3,918	30.0	10	60.0	*	*	-	-	-	-	11	54.5
	7	1,890	6.2	1,615	6.9	*	*	9	11.1	*	*	-	-	11	9.1
	8	5,139	25.2	4,299	29.9	10	80.0	180	51.7	39	28.2	*	*	230	48.7
	3 to 5	15,192	34.7	12,550	31.3	9	100.0	-	-	*	*	-	-	10	90.0
	6 to 8	11,782	23.4	9,832	26.2	21	66.7	190	49.5	40	27.5	*	*	252	47.2
Reading	3	4,975	31.3	4,200	33.8	*	*	-	-	*	*	-	-	*	*
	4	5,096	30.6	4,014	32.2	6	100.0	-	-	-	-	-	-	6	100.0
	5	5,106	52.6	4,302	43.0	*	*	-	-	-	-	-	-	*	*
	6	4,718	20.2	3,918	29.4	10	40.0	*	*	-	-	-	-	11	36.4
	7	4,539	28.9	3,845	42.0	10	90.0	139	70.5	*	*	-	-	152	71.1
	8	4,360	30.7	3,885	42.8	7	71.4	259	73.4	226	69.9	*	*	493	71.8
	3 to 5	15,177	38.2	12,516	36.4	9	100.0	-	-	*	*	-	-	10	90.0
	6 to 8	13,617	26.4	11,648	38.0	27	66.7	399	72.2	229	69.4	*	*	656	71.0
STAAR EOC															
Algebra I	8 to 12	5,338	30.0	5,047	32.1	12	58.3	297	53.9	256	57.0	66	37.9	631	53.6
English I	9 to 12	5,433	24.8	4,988	41.1	16	56.3	233	75.5	249	80.7	197	79.7	695	78.1
English II	9 to 12	4,872	29.3	4,824	51.3	20	60.0	210	66.2	286	82.5	255	83.1	771	77.7

Source: District STAAR data file dated 06/28/21 and STAAR EOC data file dated 06/17/21. PEIMS snapshot demographic data file dated 11/04/20.

Note: Rates include scores for STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date. Students taking the Alternate 2 version of STAAR are not evaluated on the Meets performance level; sample sizes will be slightly lower for the Meets+ level than for the Approaches+ level. Monitored students include those who were reclassified after program participation, parent denial, or unserved status. * = fewer than five students tested in this category. - = no data in this category.

Appendix Q, Table 3: 2019 STAAR/EOC Rates of Reclassified English Learners at Approaches Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

Reclassified English Learner Monitor Year															
Subject	Grade Level(s)	ELs		NonELs/Not Monitored		Year One		Year Two		Year Three		Year Four		All Monitored	
		Tested	Appr+	Tested	Appr+	Tested	Appr+	Tested	Appr+	Tested	Appr+	Tested	Appr+	Tested	Appr+
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR															
Mathematics	6	5,224	73.7	5,090	75.5	196	96.4							199	96.5
	7	3,683	59.8	3,309	57.8	63	93.7	50	88.0					113	91.2
	8	5,071	86.9	4,733	87.8	330	98.8	202	98.5	71	98.6			603	98.7
	6 to 8	13,978	74.8	13,132	75.5	589	97.5	255	96.5	71	98.6			915	97.3
Reading	6	5,224	52.7	5,096	62.5	196	90.8							199	91.0
	7	4,826	60.3	4,647	69.1	254	97.6	168	95.2					422	96.7
	8	4,623	74.0	4,510	81.5	304	99.7	240	98.8	172	97.7			716	98.9
	6 to 8	14,673	61.9	14,253	70.7	754	96.7	411	97.3	172	97.7			1,337	97.0
STAAR EOC															
Algebra I	8 to 12	5,197	82.5	5,194	82.8	391	98.5	264	96.2	202	96.0	56	82.1	913	96.3
English I	9 to 12	7,299	44.0	6,666	60.2	395	91.1	356	93.8	234	94.4	129	90.7	1,114	92.6
English II	9 to 12	5,443	40.9	6,046	65.1	411	85.9	719	87.9	218	91.7	436	93.3	1,784	89.2

Source: District STAAR data file dated 06/13/19 and STAAR EOC data file dated 06/04/19. PEIMS snapshot demographic data file dated 02/26/19.

Note: Rates include scores for first and second administrations of STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date. With few exceptions, ELs in 2019 were not reclassified until after grade five at the earliest. Monitored students include those who were reclassified after program participation, parent denial, or unserved status. * = fewer than five students tested in this category. Appr+ = Approaches Grade Level or Above. Shading denotes grades that are not applicable for that year.

Appendix Q, Table 4: 2019 STAAR/EOC Rates of Reclassified English Learners at Meets Grade Level or Above Standard by Year of Monitoring, Subject, and Grade Level

Reclassified English Learner Monitor Year															
Subject	Grade Level(s)	ELs		NonELs/Not Monitored		Year One		Year Two		Year Three		Year Four		All Monitored	
		Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+	Tested	Meets+
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
STAAR															
Mathematics	6	5,159	36.9	4,977	38.8	196	73.5							199	72.4
	7	3,621	20.7	3,194	20.4	63	58.7	50	48.0					113	54.0
	8	5,018	51.1	4,634	56.6	330	87.3	202	85.6	71	69.0			603	84.6
	6 to 8	13,798	37.8	12,805	40.7	589	79.6	255	77.3	71	69.0			915	78.1
Reading	6	5,159	20.7	4,983	31.8	196	61.2							199	61.3
	7	4,764	30.1	4,532	42.7	254	81.5	168	79.2					422	80.6
	8	4,570	31.4	4,411	46.2	304	76.3	240	85.0	172	82.0			716	80.6
	6 to 8	14,493	27.2	13,926	39.9	754	74.1	411	82.5	172	82.0			1,337	77.7
STAAR EOC															
Algebra I	8 to 12	5,161	58.9	5,118	61.4	391	88.7	264	86.4	202	84.2	56	58.9	913	85.2
English I	9 to 12	7,261	24.6	6,589	43.8	395	80.0	356	80.9	234	86.8	129	79.8	1,114	81.7
English II	9 to 12	5,411	20.2	5,964	47.3	411	57.2	719	65.5	218	72.0	436	78.9	1,784	67.7

Source: District STAAR data file dated 06/13/19 and STAAR EOC data file dated 06/04/19. PEIMS snapshot demographic data file dated 02/ 26/19.

Note: Rates include scores for first and second administrations of STAAR and December and May administrations of EOC for all versions of STAAR/EOC for students enrolled on the PEIMS snapshot date. Students taking the *Alternate 2* version of STAAR are not evaluated on the Meets performance level; sample sizes will be slightly lower for the Meets+ level than for the Approaches+ level. With few exceptions, ELs in 2019 were not reclassified until after grade five at the earliest. Monitored students include those who were reclassified after program participation, parent denial, or unserved status. * = fewer than five students tested in this category. Shading denotes grades that are not applicable for that year.

Appendix R

Appendix R, Table 1: 2021 Long-Term English Learner *TELPAS* Proficiency Levels by Grade Level

Grade Level(s)	Tested <i>N</i>	2021 <i>TELPAS</i> English Proficiency Rating							
		Beginning		Intermediate		Advanced		Advanced High	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Long-term ELs									
K	-	-	-	-	-	-	-	-	-
1	3	-	-	3	100.0	-	-	-	-
2	5	-	-	5	100.0	-	-	-	-
3	34	3	8.8	18	52.9	12	35.3	1	2.9
4	313	30	9.6	182	58.1	87	27.8	14	4.5
5	3,382	48	1.4	1,061	31.4	1,513	44.7	760	22.5
6	2,771	45	1.6	923	33.3	1,311	47.3	492	17.8
7	2,453	30	1.2	874	35.6	1,170	47.7	379	15.5
8	2,173	23	1.1	800	36.8	1,044	48.0	306	14.1
9	1,509	11	0.7	664	44.0	548	36.3	286	19.0
10	1,027	7	0.7	414	40.3	415	40.4	191	18.6
11	816	7	0.9	358	43.9	309	37.9	142	17.4
12	524	-	-	223	42.6	211	40.3	90	17.2
K to 2	8	-	-	8	100.0	-	-	-	-
3 to 5	3,729	81	2.2	1,261	33.8	1,612	43.2	775	20.8
6 to 8	7,397	98	1.3	2,597	35.1	3,525	47.7	1,177	15.9
9 to 12	3,876	25	0.6	1,659	42.8	1,483	38.3	709	18.3
K to 5	3,737	81	2.2	1,269	34.0	1,612	43.1	775	20.7
6 to 12	11,273	123	1.1	4,256	37.8	5,008	44.4	1,886	16.7
All Grades	15,010	204	1.4	5,525	36.8	6,620	44.1	2,661	17.7

Source: District *TELPAS* data file dated 07/19/21. District PEIMS snapshot demographic data files dated 11/04/20.

Note: Includes long-term ELs enrolled on the PEIMS snapshot date. Results are not included for students who took *TELPAS-Alternate*. Long-term ELs are ELs who have been classified as ELs for seven or more years. - = no data in this category.

Appendix R, Table 2: 2021 Rates of Long-Term English Learners at STAAR and EOC Approaches+ and Meets+ Performance Standards by Subject and Grade Level

Subject	Grade Level(s)	Approaches+		Meets+	
		Tested N	%	Tested N	%
STAAR					
Mathematics	3	41	65.9	35	22.9
	4	335	37.9	319	14.7
	5	3,504	76.1	3,467	48.5
	6	3,902	64.4	3,857	29.8
	7	1,541	31.1	1,494	6.4
	8	4,155	54.4	4,111	26.1
	3 to 5	3,880	72.7	3,821	45.4
	6 to 8	9,598	54.7	9,462	24.5
Reading	3	41	43.9	35	14.3
	4	332	35.2	316	15.2
	5	3,492	79.2	3,455	52.5
	6	3,833	53.8	3,788	21.7
	7	3,673	59.5	3,627	31.3
	8	1,876	50.9	1,832	18.0
	3 to 5	3,865	75.1	3,806	49.1
	6 to 8	9,382	55.5	9,247	24.7
STAAR EOCs					
Algebra I	8 to 12	4,386	67.7	4,334	31.3
English I	9 to 12	4,422	47.2	4,372	27.9
English II	9 to 12	3,973	51.2	3,926	33.3

Source: District STAAR data file dated 06/28/21. District STAAR EOC data file dated 06/17/21. District PEIMS demographic file dated 11/04/20.

Note: Rates include STAAR scores for students enrolled on the PEIMS snapshot date.

Appendix R, Table 3: 2021 Long-Term English Learner STAAR Mathematics Performance by TELPAS Proficiency Level by Grade Level

	Grade Level(s)	Approaches+		Meets+	
		Tested		Tested	
		N	%	N	%
Grade Three	Beginning	3	33.3	3	33.3
	Intermediate	17	35.3	17	5.9
	Advanced	12	100.0	12	33.3
	Advanced High	1	100.0	1	100.0
Grade Four	Beginning	28	3.6	28	0.0
	Intermediate	175	26.9	175	7.4
	Advanced	86	55.8	86	30.2
	Advanced High	14	92.9	14	57.1
Grade Five	Beginning	47	34.0	47	8.5
	Intermediate	1,005	57.5	1,005	27.3
	Advanced	1,478	82.3	1,478	50.3
	Advanced High	754	94.6	754	80.1
Grade Six	Beginning	42	16.7	42	0.0
	Intermediate	893	42.1	893	11.0
	Advanced	1,296	78.3	1,296	38.7
	Advanced High	491	95.3	491	69.5
Grade Seven	Beginning	19	0.0	19	0.0
	Intermediate	397	19.9	397	3.0
	Advanced	376	47.1	376	12.0
	Advanced High	42	71.4	42	35.7
Grade Eight	Beginning	28	21.4	28	0.0
	Intermediate	922	44.4	922	16.8
	Advanced	1,140	72.1	1,140	36.1
	Advanced High	383	91.1	383	65.8
Grades Three to Five	Beginning	78	23.1	78	6.4
	Intermediate	1,197	52.7	1,197	24.1
	Advanced	1,576	81.0	1,576	49.0
	Advanced High	769	94.5	769	79.7
Grades Six to Eight	Beginning	89	14.6	89	0.0
	Intermediate	2,212	39.1	2,212	12.0
	Advanced	2,812	71.6	2,812	34.1
	Advanced High	916	92.5	916	66.4
All Grades	Beginning	167	18.6	167	3.0
	Intermediate	3,409	43.9	3,409	16.2
	Advanced	4,388	75.0	4,388	39.4
	Advanced High	1,685	93.4	1,685	72.5

Source: District TELPAS data file dated 07/19/21. District STAAR data file dated 06/28/21. District PEIMS demographic file dated 11/04/20.

Note: Rates include students enrolled on the PEIMS snapshot date with both STAAR and TELPAS scores.

Appendix R, Table 4: 2021 Long-Term English Learner STAAR Reading Performance by TELPAS Proficiency Level by Grade Level

	Grade Level(s)	Approaches+		Meets+	
		Tested		Tested	
		N	%	N	%
Grade Three	Beginning	3	33.3	3	0.0
	Intermediate	17	17.6	17	11.8
	Advanced	12	50.0	12	16.7
	Advanced High	1	100.0	1	100.0
Grade Four	Beginning	29	3.4	29	0.0
	Intermediate	173	22.5	173	6.9
	Advanced	85	56.5	85	30.6
	Advanced High	14	92.9	14	71.4
Grade Five	Beginning	47	27.7	47	0.0
	Intermediate	1,003	57.9	1,003	29.9
	Advanced	1,478	86.7	1,478	54.3
	Advanced High	754	98.9	754	85.7
Grade Six	Beginning	40	0.0	40	0.0
	Intermediate	881	22.5	881	6.0
	Advanced	1,296	67.2	1,296	24.5
	Advanced High	490	95.7	490	63.3
Grade Seven	Beginning	29	3.4	29	0.0
	Intermediate	830	35.5	830	14.0
	Advanced	1,139	74.0	1,139	39.5
	Advanced High	375	94.9	375	74.4
Grade Eight	Beginning	18	5.6	18	0.0
	Intermediate	759	45.3	759	17.4
	Advanced	1,012	82.2	1,012	45.6
	Advanced High	301	98.3	301	82.4
Grades Three to Five	Beginning	79	19.0	79	0.0
	Intermediate	1,193	52.2	1,193	26.3
	Advanced	1,575	84.8	1,575	52.7
	Advanced High	769	98.8	769	85.4
Grades Six to Eight	Beginning	87	2.3	87	0.0
	Intermediate	2,470	33.9	2,470	12.2
	Advanced	3,447	73.9	3,447	35.6
	Advanced High	1,166	96.1	1,166	71.8
All Grades	Beginning	166	10.2	166	0.0
	Intermediate	3,663	39.9	3,663	16.8
	Advanced	5,022	77.3	5,022	41.0
	Advanced High	1,935	97.2	1,935	77.2

Source: District TELPAS data file dated 07/19/21. District STAAR data file dated 06/28/21. District PEIMS demographic file dated 11/04/20.

Note: Rates include students enrolled on the PEIMS snapshot date with both STAAR and TELPAS scores.